



## New York State Education Department

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

#### **Charter High School for Law and Social Justice**

**Renewal Site Visit Date: October 24, 2022**

**Date of Final Draft Report: May 8, 2023**

**Date of Final Report: May 15, 2023**

[Charter School Office](#)

89 Washington Avenue

Albany, New York 12234

[charterschools@nysed.gov](mailto:charterschools@nysed.gov)

518-474-1762

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## SCHOOL DESCRIPTION

### Charter School Summary<sup>1</sup>

<b>Name of Charter School</b>	Charter High School for Law and Social Justice
<b>Board Chair</b>	John Callahan
<b>District of location</b>	NYC CSD 10
<b>Opening Date</b>	Fall 2015
<b>Charter Terms</b>	<ul style="list-style-type: none"> <li>• Initial Term: September 2, 2015 – June 30, 2020</li> <li>• First Renewal Term: July 1, 2020 – June 30, 2023</li> </ul>
<b>Current Term Authorized Grades/ Approved Enrollment</b>	Grades 9-12 / 450 students
<b>Proposed Renewal Term Authorized Grades/ Proposed Approved Enrollment</b>	Grade 6-12 / 820 students
<b>Comprehensive Management Service Provider</b>	Shared Space Professional Development, Inc.
<b>Facilities</b>	1960 University Avenue, Bronx – Private Space
<b>Mission Statement</b>	<p><i>The Charter High School for Law and Social Justice will provide students from the southern Bronx with a comprehensive high school education and lay the academic and social groundwork for success in college and careers. Using a theme of law and social justice, the school will engage, inspire, and empower students, and will equip them with the academic skills to earn a Regents diploma and gain admission to the college of their choice prepared for success. The school will create a pathway for its students to law school and careers as attorneys. The pathway will include mentoring opportunities with law students and attorneys and partnerships with institutions of higher learning. These institutions will offer college and law school experiences to our students and share with them the academic benchmarks and habits necessary to gain entrance to college and law school.</i></p>
<b>Key Design Elements</b>	<ul style="list-style-type: none"> <li>• Individualized Learning Plans</li> <li>• Partnership with Mount St. Vincent College</li> <li>• Universal Design for Learning</li> <li>• Small Class Size and Low Student-Teacher Ratios</li> <li>• Teaching Assistants</li> <li>• Extended School Day and Looping</li> <li>• Extended Time for Planning and PD</li> <li>• Extra ELA Class for Grade 9 and Grade 10 students</li> <li>• Support for ELLs and SWDs beginning in the current 2022-2023 school year</li> </ul>
<b>Requested Revisions</b> (Revisions are not approved unless approved by the Board of Regents)	<ul style="list-style-type: none"> <li>• Remove the following original Key Design Elements: 1) Individualized Learning Plans; 2) Partnership with</li> </ul>

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

	<p>Mount St. Vincent College; 3) Universal Design for Learning; 4) Small Class Size and Low Student-Teacher Ratios; 5) Teaching Assistants; 6) Extended School Day and Looping; 7) Extended Time for Planning and PD; 8) Extra ELA Class for 9th and 10th Graders; and 9) Support for ELLs and SWDs beginning in the current 2022-2023 school year;</p> <ul style="list-style-type: none"> <li>• Amend its remaining Key Design Elements to describe the most critical, non-negotiable aspects of the school's model that are fundamental to its success which make the school a unique choice for students and families: 1) A comprehensive high school curriculum that engages students and empowers them through study of law and justice including a law and justice curriculum sequence, integration of law and social justice themes in core content areas, law and social justice related community service projects and law-related internships; 2) The Summer Bridge Program; 3) Advisory; 4) Restorative Approaches to Behavior Management; and 5) Early College Experiences including College Now and AP Courses beginning in the current 2022-2023 school year;</li> <li>• Increase grade span to include Grade 6 through Grade 8 and corresponding enrollment of 345 students to its current Grade 9-12 configuration beginning in the 2023-2024 school year; Increase enrollment of students in Grades 9-12 from 450 to 475 students beginning in the 2023-2024 school year;</li> <li>• Eliminate the requirement to contract with a CMO and allow the school to replace its current contract with Shared Space Development, Inc. (SSPD) with a partnership contract with SSPD for professional development beginning in the 2023-2024 school year.</li> </ul>
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**Noteworthy:** The Charter High School for Law and Social Justice (CHLSJ) has incorporated law and social justice throughout its curriculum and program, including street law courses, moot court competitions and internships.

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.

### **Renewal Outcomes**

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

Charter High School for Law and Social Justice—2022-2023 RENEWAL SITE VISIT REPORT

- **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**

	<b>Year 1 2020 to 2021</b>	<b>Year 2 2021 to 2022</b>	<b>Year 3 2022 to 2023</b>
<b>Grade Configuration</b>	Grades 9-12	Grades 9-12	Grades 9-12
<b>Total Approved Enrollment</b>	450	450	450

**Proposed Renewal Term Grade Levels and Proposed Enrollment Requested by the School<sup>2</sup>**

	<b>Year 1 2023 to 2024</b>	<b>Year 2 2024 to 2025</b>	<b>Year 3 2025 to 2026</b>	<b>Year 4 2026 to 2027</b>	<b>Year 5 2027 to 2028</b>
<b>Grade Configuration</b>	Grades 6, 9-12	Grades 6, 7, 9-12	Grades 6-12	Grades 6-12	Grades 6-12
<b>Total Proposed Enrollment</b>	595	710	820	820	820

## METHODOLOGY

A one-day in-person renewal site visit was conducted at Charter High School for Law and Social Justice (CHSLSJ) on October 24, 2022. The New York State Education Department's Charter School Office (CSO) team conducted interviews with the board of trustees, school leadership team, parents, students, and teachers. In cooperation with school leadership, the CSO administered anonymous online surveys to teachers and parents, but the response rates were insufficient to report reliable results.

The team conducted 23 classroom observations in Grades 9-12. The observations were approximately 20 minutes in length and conducted jointly with the principal and assistant principals. NYSED utilizes the CSO's remote Classroom Observation Worksheet as a lens for remote classroom observations. It is shared with the school prior to the site visit, and can be found in the [Renewal SV Protocol](#).

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

- **Current 2021-2022 organizational chart;**
- **A 2021-2022 master school schedule;**

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<sup>2</sup> This proposed chart was submitted by Charter School for Law and Social Justice 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 School Parents/Guardians, Teachers, and Students;
- 2021 NYCDOE School Quality Reports showing survey results (The CSO is unable to ascertain the validity of the aggregate results of the NYCDOE surveys as the response rates are not published.);
- Current school policies, including the discipline policy, complaint policy, enrollment and admissions policy, and by-laws;
- NYSED Attachment 1: 2021 NYSED Charter School Information Dashboard;
- NYSED Attachment 2: Charter School Fiscal Accountability Summary Dashboard;
- Narrative describing the school's progress and efforts made toward reaching its enrollment and retention targets;
- Admissions and Waitlist information;
- 2021-2022 Faculty/Staff Roster;
- School-submitted Annual Reports during current charter term;
- Prior CSO monitoring reports (check-in, midterm, renewals);
- School's 2022 renewal application; and
- Any supplementary evidence or data submitted to NYSED by the school.

## 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 from October 24, 2022 at CHSLSJ see the following Performance Framework benchmark ratings and narrative.



**New York State Education Department  
2019 Charter School Performance Framework Rating<sup>3</sup>**

2019 Performance Benchmark		Level
Educational Success	<b>Benchmark 1: Student Performance:</b> 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.	<b>Approaches</b>
	<b>Benchmark 2: Teaching and Learning:</b> 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.	<b>Meets</b>
	<b>Benchmark 3: Culture, Climate, and Student and Family Engagement:</b> 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.	<b>Meets</b>
Organizational Soundness	<b>Benchmark 4: Financial Condition:</b> The school is in sound and stable financial condition as evidenced by performance on key financial indicators.	<b>Meets</b>
	<b>Benchmark 5: Financial Management:</b> 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.	<b>Meets</b>
	<b>Benchmark 6: Board Oversight and Governance:</b> 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.	<b>Meets</b>
	<b>Benchmark 7: Organizational Capacity:</b> 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.	<b>Meets</b>
Faithfulness to Charter & Law	<b>Benchmark 8: Mission and Key Design Elements:</b> The school is faithful to its mission and has implemented the key design elements included in its charter.	<b>Meets</b>
	<b>Benchmark 9: Enrollment, Recruitment, and Retention:</b> 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.	<b>Approaches</b>
	<b>Benchmark 10: Legal Compliance:</b> The school complies with applicable laws, regulations, and the provisions of its charter.	<b>Approaches</b>

<sup>3</sup> 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*

- Charter High School for Law and Social Justice is in year eight of operation and serves students in Grades 9-12. During its current charter term, the school is rated in the following manner; meeting seven benchmarks and approaching three benchmarks. A summary of those ratings is provided below.
- **Summary of Areas of Growth and Strengths:** CHSLSJ started the charter term with a substantially new leadership team that has established high expectations for teaching and learning. The school has a comprehensive curriculum in place and continues to incorporate law and social justice into the curriculum and programming. The school has greatly expanded the use of co-teaching to provide differentiated support within the classroom and has a range of supplemental intervention strategies as well. CHSLSJ is increasing its use of data to inform instruction and target supports. The school has established a strong culture and provides ample opportunities for social emotional development. CHSLSJ appears financially stable with effective fiscal management and oversight. The school's board has clear priorities, conducts active oversight, and is strategically planning for the future. The school leadership team engages staff, provides support and oversight, and holds teachers accountable for student success.
- **Summary of Areas in Need of Improvement:** The school's four-year graduation rate lags behind that of NYS, and it has overenrolled students in each year of the renewal charter term.

### **Benchmark 1: Student Performance**

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

#### **Finding: Approaches**

##### **Summative Evidence for Benchmark 1:**

Over this charter term, the trajectory for this benchmark has been consistent as an Approaches. The school has not met all of its targets.

While the school's four-year graduation rate lags below that of NYS (most recently -12 percentage points for the 2018 cohort), a comparison of the 4- and 5-year graduation rates of the 2017 cohort of 80 and 90 percent, respectively, shows the school exceeding NYS for the five-year rate. Also, the most recent four-year drop-out rate (2018 cohort) was 0 percent compared to NYS's rate of 5 percent. This school continues to be designated as a school in Good Standing under current New York State criteria as defined by the Elementary and Secondary Education Act.

***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

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

	<p>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>
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### **Academic Program for High School:**

- CHSLSJ offers traditional courses plus a required sequence of street law courses.
- The school offers a variety of electives in various subjects, including journalism, creative writing, stock market 101, and computer science.
- The school offers advanced placement (AP) courses and students can access college level courses via the National Education Equity Lab and College Now programs.
- The school's advisory program provides opportunities for social-emotional learning.
- CHSLSJ has increased the use of co-teaching to provide differentiated instruction.

### **Academic Program for SWDs and ELLs:**

#### **SWDs:**

- CHSLSJ utilizes integrated co-teaching (ICT) to support students with disabilities across subjects and grades.
- The school provides mandated and non-mandated counseling.
- The school coordinates related services with NYCDoE.

#### **ELLs:**

- CHSLSJ provides push-in services and ELL classes.
- The school utilizes standardized assessments that can be administered in Spanish.

### **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:** The school has a comprehensive curriculum aligned to standards. The school's renewal application indicates its "curriculum consists predominantly of teacher-created curriculum" that is anchored to "NYSLS, Next Generation Learning Standards (NGLS), and other 21st century standards." According to the 2022 CSO Teacher Survey results, 93 percent of respondents agreed "The school has a documented curriculum that is aligned to the New York State Learning standards." In addition, the renewal application indicates "Our curriculum decisions are driven by...the incorporation of social justice Learning for Justice standards." For English language arts (ELA) the curriculum is developed by teachers with the exception of Advanced Placement (AP) courses that follow AP curriculum. Interviewed school leaders reported that they had revamped ELA reading lists to incorporate more challenging texts and guided reading strategies for the many students entering below grade level. The renewal application states "The English 10 Honors course is intended to culminate with the English Regents Exam and students can progress to AP English courses in 11th and 12th grade." Moreover, the school offers

additional courses, including “a foundational course to develop students’ writing skills and build English proficiency, English as a Second Language, journalism and creative writing. Advanced students can take college courses through National Education Equity Lab including an ELA elective Poetry in America: The City from Whitman to Hip Hop out of Arizona State University and receive dual high school and college credit.” For history, teachers develop the curriculum (except for AP courses) and the school partners with the Gilder Lehrman Institute of American History and uses the resources of “Facing History and Ourselves.” For math, the renewal application indicates that during the charter term the school “chose to shift from EngageNY to adoption of eMATHinstruction.” Interviewed school leaders added that eMath is a better fit with their 50-minute periods. The renewal application notes that in addition to AP courses in statistics and calculus, the school offers electives in financial algebra, stock market 101 and computer science. The renewal application states that the school uses WeTeachNYC curriculum for science that was developed in response to the pandemic and “integrates academic and social emotional learning and establishes a new path to academic recovery.” Students are required to take Street Law I and II and “[s]tudents have an opportunity to take Principles of Criminal Justice offered through National Education Equity Lab, which is a dual high school/college credit course with Howard University.” The school also offers courses in Spanish, the arts, and health and physical education.

- **Indicator b:** The school’s renewal application indicates “Instructional leaders and the school’s Horizontal and Vertical Alignment Teams work together with teachers to develop unit plans using the school’s unit plan template with additional clarification provided by school leadership to guide teachers.” Horizontal alignment is accomplished through the development of unit plans that “include the integration of the school’s theme of law and social justice in each content area.” The following are the year-long themes related to the school’s mission of law and social justice: Grade 9: Identity; Grade 10: Interconnectedness and Power; Grade 11: American Identity; and Grade 12: grade: Advocacy.” Observed instruction exhibited thematic integration, such as an English class studying a novel addressing identity. In addition, reviewed lesson plans included social justice and law connections while interviewed teachers noted incorporating two or three social justice standards in their lessons. Interviewed teachers indicated that literacy skills are incorporated across the curriculum, including science, and grade level teams work on horizontal alignment by identifying common topics. Interviewed school leaders also reported that teachers are paid stipends during the summer to work on vertical and horizontal alignment of curriculum; teachers described increasing links between electives and core subjects. According to the 2022 CSO Teacher Survey results, 73 percent of respondents agreed that the school’s curriculum is aligned horizontally across same grade level classrooms and 78 percent of respondents agreed it was aligned vertically.
- **Indicator c:** The school uses a differentiated curriculum, including texts, materials and tasks based on students’ assessed levels. According to the 2022 CSO Teacher Survey results, 95% of respondents agreed that the curriculum and corresponding materials are differentiated to provide opportunities for all students to master grade level skills and concepts. Interviewed instructional leaders and teachers described course sequences and placements based on student levels, including full-credit intervention classes. The school’s renewal application states “courses and schedules have been diversified to include a variety of courses at a college level. Guided by MTSS, intensive enrichment and support include AP classes, National Education Equity Lab and College Now courses.” Interviewed school leaders also noted that students with adequate credit accumulation have the opportunity to participate in internships during Grades 11 and 12. In addition, 83 percent of respondents to the 2022 CSO Student Survey agreed “This school provides instructional materials (e.g., textbooks, handouts) that reflect my cultural background, ethnicity, and identity.”

- **Indicator d:** According to the 2022 CSO Teacher Survey results, 93 percent of respondents agreed “The curriculum is systematically reviewed and revised.” The teacher focus group indicated that teachers map units during summer planning time. The school’s renewal application states “CHSLSJ formally reviews curriculum on an annual basis.” Moreover, “The curriculum maps, pacing guides, scopes and sequences, and unit plans developed by teachers with support from the leadership team are living documents that continue to be reviewed and revised throughout the school year.” In addition, curriculum review and revision is supported by the school’s comprehensive management service provider, Shared Space.

2. Element: **Instruction:**

- **Indicator a:** According to the 2022 CSO Teacher Survey results, 91 percent of respondents agreed “The school staff has a shared understanding of high-quality instruction that supports all learners.” Interviewed school leaders described their focus on implementing quality instruction, including increased use of co-teaching to provide differentiated learning opportunities. The teacher focus group also indicated that co-teaching is a priority as evidenced by co-teaching contracts, training and modeling. Interviewed teachers noted the use of the Danielson framework to define quality pedagogy with a focus on student-centered learning. Teachers also described a number of common practices across subjects, such as the acronyms RACE (restate, answer, cite evidence, elaborate) and CER (claim, evidence, reasoning). They also noted the schoolwide use of accountable talk and academic language. Interviewed school leaders described raised expectations for rigorous and engaging lessons, which was evident in many observed classrooms. However, some lessons utilized basic questioning and tasks rather than higher order questioning and more cognitively demanding activities. Technology was also used in a variety of classes, including computers for research and writing and graphing calculators in math.
- **Indicator b:** Many, but not all, observed classrooms exhibited engaging instruction. For example, in one class students conducted computer-based research and all students were focused on the learning activity. Students were asked to raise a red or green card to show understanding of a concept and all students were actively participating. In another class, a teacher conducted individual student conferences while the remaining students worked independently. In a science class, a hands-on lesson had students actively manipulating the periodic table. The classes in which students were less engaged were often teacher led with excessive teacher talk, drawn out explanations and limited checks for understanding.
- **Indicator c:** Interviewed school leaders indicated that they previously had one integrated co-teaching (ICT) class per department but have nearly doubled the number of co-taught classes to provide more differentiated instruction within classrooms. Reviewed lesson plans also addressed differentiation, including below and on level plans for guided reading activities and scaffolds for students with disabilities and English language learners. Choice was also evident in a number of classrooms, such as a lesson that allowed students to choose one of three questions to answer, an advisory class in which students voted on the topic of discussion, and a science class in which students could choose an organism to research. The school’s renewal application also indicates “the unit plan template requires teachers to document instructional resources which would be essential to unit success including differentiated resources, independent work materials, work templates, etc. to address different student entry points and learning styles.”
- **Indicator d:** School leaders indicated that teacher leaders, i.e., department chairs, have taken increased ownership of curriculum and instruction and help coordinate monthly professional development days for faculty. The school’s renewal application indicates “CHSLSJ instructional leadership train and develop department chairs in monitoring and evaluating lesson plans using the rubric for lesson plan development. Within the school, each department chair, with oversight

by CHSLSJ instructional leadership will work with staff to adjust the scope and sequence of instruction based on the needs of all students, monitor and review data as it relates to the curriculum, and work with teachers to create and review lesson plans.” According to the 2022 CSO Teacher Survey results, 82 percent of respondents agreed “The school provides staff with professional development opportunities that promote best practices and improves all students’ success.”

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

- **Indicator a:** CHSLSJ utilizes a variety of assessments, including administration of STAR reading and math assessments three times per year, teacher-developed interim assessments utilizing old Regents exam questions four times per year, as well as mock Regents exams. Interviewed school leaders indicated that STAR assessments were useful for flagging students in need and include Spanish reading assessments to help distinguish between skill and language deficits. According to the school’s renewal application “Teachers are expected to identify formative assessments in their lesson plans and conduct regular checks for understanding during instruction.” Formative assessments include questioning, common formative assessments and rubrics. Formative assessments such as “do now” and exit tickets were evident in observed classrooms.
- **Indicator b:** The school’s renewal application states “Student assessment data and attendance, demographic, and student enrollment data are collected and housed on PowerSchool. Through the integration of PowerSchool with Illuminate, Illuminate provides users with the capability to view, analyze and report on data on a real-time basis regarding the performance of (1) individual students, (2) classrooms of students, (3) grade levels of students and specific groups of students such as special populations (SWDs, ELLs) (4) all students to tailor instruction to individual, disaggregated or aggregated student needs.” School leaders and the school’s renewal application both described the use of data days to explore data. Interviewed school leaders noted an increased emphasis on the use of data to inform instruction, pointing to training for new teachers with a focus on real time use of data and action planning. In observed classrooms, there was some evidence of checks for understanding informing instruction. For example, a teacher who had circulated among students while they completed a worksheet noticed a common difficulty and addressed it in the moment. Another teacher used a tracking document to check in on each student as they grappled with multistep problems. On the other hand, some teachers implemented “do now” activities at the beginning of class but failed to observe students’ performance to inform instruction.
- **Indicator c:** Interviewed school leaders described teams of administrators, deans, and counselors organized by grade level to examine academic and behavior data. In addition to informing instruction, school leaders described data informing their decision to modify the schedule and provide more time for intervention work as well as scheduling students into college level classes based on assessed comprehension levels. According to the 2022 CSO Teacher Survey results, 95 percent of respondents agreed “The school uses qualitative and quantitative data to evaluate the quality and effectiveness of the academic program” and 93 percent believed “The school modifies its academic program after using data measurements.
- **Indicator d:** The school uses a variety of assessments to monitor student progress, including regular administration of standardized STAR assessments, interim assessments, and formative assessments. Interviewed students indicated that in addition to taking Regents exams, they take interim assessments that utilize questions from prior Regents exams to gauge progress toward meeting state learning standards. They reported that they are encouraged to perform “above and beyond” the passing level on state exams.



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

- **Indicator a:** Interviewed school leaders described a systematic approach to identifying students with special needs. For special education, they noted reviewing student applications and city data systems for incoming students and sharing this information with teachers. Once enrolled, the school has a child find process including teacher observations and referrals and team meetings to evaluate student progress and intervention results. School leaders indicated that most English language learners (ELLs) are already identified upon enrollment except those arriving from other countries, e.g., Dominican Republic, and they use teacher referrals and home language surveys to identify students for formal assessment. According to the 2022 CSO Teacher Survey results, 89 percent of respondents agreed “The school follows the NYSED approved identification process for English language learners” and 84 percent of respondents agreed “The school follows the NYSED approved identification process for students with disabilities.”
- **Indicator b:** According to the 2022 CSO Teacher Survey results, more than 90 percent of respondents agreed the school provides supports to meet the academic needs of students with disabilities, English language learners, and economically disadvantaged students. Academic interventions are provided within classrooms and via pull-out programs. School leaders said during the first quarter they rely on in-class differentiation, afterschool interventions in the second quarter and intervention classes during the school day starting third quarter. They said they plan to offer for-credit intervention courses in the spring, primarily in ELA and math. Regent exam preparation classes are provided after school and mock Regents exams are administered in Saturday school. The school also operates a summer school program and school leaders reported almost 200 students attended this year. Teachers also described a range of supports to help students graduate with their cohort, including computer-based learning, Regents classes and Saturday Academy. Finally, interviewed parents noted a variety of supports, including afterschool help, Saturday Academy and test prep. For students with disabilities, school leaders reported the use of integrated co-teaching (ICT) and push-in supports. The school provides leveled classes for ELL students as well as push-in supports for advanced ELLs, and school leaders noted that eleven ELL students tested out of the program this year. For mental health needs, CHSLSJ provides mandated counseling for students with disabilities as well as individual and group counseling for other students. With one counselor per grade plus an additional counselor, school leaders said they can provide counseling for any student in need.

As per the Committee on Special Education (CSE), the school quickly and efficiently responds to requests and concerns from parents. The school demonstrates knowledge of specially designed instruction by adapting instruction, as appropriate, to the individual needs of students. The school also asks students about how they best learn and grow and their responses are considered when developing IEPs. The school collaborates well with the CSE. The school reports are submitted in a timely fashion and the present levels of performance are completed prior to the meeting. Transition and postsecondary goals are always added to the IEP. The school timely submits reports to the CSE. The school has had only one manifestation determination review (MDR) in the past three years.

- **Indicator c:** According to the school’s renewal application “CHSLSJ employs Student Intervention Teams (SIT) and grade-level PLCs to monitor individual students.” Interviewed school leaders and teachers both described regular planning to monitor student progress and target instruction to meet assessed needs. Similarly, the school’s renewal application states “leaders (APs, Director of Special Education, Director of Counseling, ELL Coordinator) and teachers work together using a shared tracking system to monitor academic, social-emotional or behavioral data in order to determine students who are underperforming.” Classroom teachers and support staff coordinate

their efforts during student intervention team meetings, grade-level team meetings, and coaching meetings.

### 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 percent 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.<sup>4</sup></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 percent 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.<sup>5</sup></p> <p>c. The school has an NYSED approved process in place to measure and evaluate school climate and culture.</p>

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

<sup>5</sup> 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\\_351-360-361-370AttendanceandDayCalRptGuiderev3.6.18.pdf](http://www.p12.nysed.gov/irs/level2reports/documents/SIRS_351-360-361-370AttendanceandDayCalRptGuiderev3.6.18.pdf).

<u>Element</u>	<u>Indicators</u>
2. <i>Behavior Management and Safety</i>	<p>a. The school has a clear approach to behavioral management, including a written discipline policy that is applicable to all students, includes a policy that addresses 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</p>

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.

### Summative Evidence for Benchmark 3:

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

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

CHS for Law and Social Justice	Expected Responses	Total Responses	Response Rate	Target Response	Differential
Parent Survey	478	93	19%	50%	-31
Student Survey (Grades 9-12)	478	146	31%	80%	-49
Teacher Survey	34	27	79%	80%	-1

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

Charter High School for Law and Social Justice		Response Rate	Survey Population	Total Responses
Parent	95% Confidence	50%	511	257
Student	95% Confidence	66%	511	339
Teacher	95% Confidence	110%	41	45

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 student surveys did not approach the target rates and the aggregate results from those surveys should not be considered dependable. The response rates for the 2021 teacher survey closely approached the target rate and the aggregate results could be considered dependable. The response sample size for the 2022 parent, teacher, and student surveys all exceeded the size necessary for a 95 percent confidence level and the aggregate results should be considered statistically dependable.

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

- Indicator a:** According to the school's renewal application, "CHSLSJ has not experienced high rates of chronic absenteeism among its students during the current charter term." The renewal application presents data from the 2020-2021 New York State Report indicating the school's chronic absenteeism rate at five percent compared to 33 percent in NYC CSD 10 and 29 percent statewide. Nevertheless, the school has taken measures to address chronic absenteeism. School leaders described a swipe system for all students to sign in each morning that notifies parents of their attendance. The renewal application indicates "The assistant principal reviews attendance data weekly. In situations in which a student has two consecutive days of unexcused absences (or three unexcused absences within a five- day period), multiple strategies are employed to address

the issues that are causing the behavior and to re-engage the student in the learning community.” Interviewed school leaders reported average daily attendance at about 85 percent. They said they are working with outside providers to support students and some chronic absenteeism is due to students who have moved.

- **Indicator b:** School leaders reported that suspensions are rare at CHSLSJ, and restorative justice practices are utilized as an alternative. For example, instead of suspension an incident of vandalism resulted in a plan for a student to work with a custodian to repair the damage. When suspension has been warranted, the school’s renewal application indicates “All students are provided with school laptops and the tools that the school invested in for remote learning has expanded the ability to provide high quality learning experiences for those students with out-of-school suspensions.”
- **Indicator c:** According to school leaders, the school utilizes attendance and discipline data as well as survey results to measure and monitor school climate and culture. The school’s renewal application notes that “CHSLSJ administers the Navigate360 Social Emotional Learning Survey to students, teachers and other school staff which provides these stakeholders to share their feelings, attitudes and experiences related to their social-emotional skills and the social-emotional climate of their learning environment.”

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

- **Indicator a:** CHSLSJ has a written discipline code and clear behavioral expectations. Interviewed students were familiar with a range of consequences for misbehavior, including restorative justice practices, referrals to deans, and suspensions. Interviewed teachers reported that the shift to restorative justice has changed students’ attitudes towards school for the better. On the day of the renewal site visit the students and staff were congenial in public spaces and transitions between classes were orderly. The school does not allow the use of phones during the school day and requires students to lock them up. School leaders acknowledged the return to in-person learning was challenging last year, especially for Grade 9 students who had never experienced the school’s behavioral expectations and systems in person but said classroom management has been easier this year. Instructional leaders who co-observed classrooms during the renewal visit were familiar with the classroom management skills of their teachers and noted that some had required restorative circles to reset class culture earlier in the year.
- **Indicator b:** CHSLSJ is utilizing restorative justice practices and school leaders said students are familiar with its practice. These include family meetings and restorative class discussions. Interviewed teachers corroborated the benefits of restorative justice, saying it provides people to talk to and created a safe environment for both students and adults. Interviewed support staff noted the assignment of a dean to each grade who knows their students and serves as a liaison to families and implements restorative justice practices. In addition, according to the 2022 CSO Teacher Survey results, 85 percent of respondents agreed “The school utilizes behavior intervention plans for students who require specific social and behavioral skills in an academic setting.”
- **Indicator c:** School leaders indicated that most students learned remotely during the height of the COVID-19 pandemic, but the school provided learning space for about 30 students in its building, which allowed for monitoring and distancing to ensure student safety. On the day of the renewal site visit, no unsafe behavior was observed. Interviewed school leaders reported no concerns about safety within the building, which was corroborated by interviews with staff, students, and parents. In the parent focus group safety was cited by multiple parents as a reason for enrolling their child in the school. In their focus group, students said they had no safety concerns in the school and noted drills, metal detectors and random checks to ensure safety.

School leaders also described their deans as “master diffusers” who made students feel safe and know what to expect within the school community. Finally, according to the 2022 CSO Teacher Survey results, 96 percent of respondents agreed “The school provides a safe environment.” Similarly, on the 2022 CSO Student Survey 78 percent of respondents agreed that they feel physically safe in their school.

- **Indicator d:** The school’s renewal application states “Dignity for All Students Act (DASA) requires regular training for all school stakeholders. Teachers are trained on the implications of the legislation as mandated reporters, and the procedures for reporting bullying and other negative behaviors that impact student safety in and out of school.” Interviewed students reported that bullying is addressed frequently and noted a bullying march designed to build a safe community as well as an assembly on sexual harassment. Interviewed school leaders described a bullying team composed of deans and assistant principals and reported that advisories had made anti-bullying posters and marched in the community. The renewal application also noted “When students report concerns of harassment or bullying, our student support team employs a variety of strategies, including counseling, peer mediation, problem solving conferences, restorative circles and whole-school/grade-level town hall meetings.” According to the 2022 CSO Teacher Survey results, 87 percent of respondents agreed “The school has systems in place to ensure that the environment is free from bullying, harassment, and discrimination.” In addition, 87 percent of respondents could identify the DASA coordinator and 91 percent of respondents said they had received the school’s DASA policy this year or the previous year.
- **Indicator e:** On the day of the renewal visit there was no evidence of disruptive behavior in classrooms or public spaces. Interviewed school leaders said that classroom management is the least of their worries now, that this has been the smoothest year yet with few serious incidents. According to the 2022 CSO Teacher Survey results, 89 percent of respondents agreed “Classroom environments support learning and are generally free from disruption.”

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

- **Indicator a:** The school’s renewal application indicates that re-engaging parents was a priority for the new leadership team at the beginning of the current charter term. To that end, the school has “a designated parent coordinator and in 2022-2023 a director of community engagement who is specifically responsible for building strong connections between families, the school and with the surrounding community...” Moreover, “parents are taught how to use PowerSchool to check grades and homework pages to keep abreast of their child’s performance and work assignments so that they can be informed partners with us in their child’s education... PowerSchool is an important tool for communicating with parents as the school is able to send out alerts/robocalls via telephone, texts and email regarding report cards, attendance, parent teacher conferences and other events to ensure all families are aware of important student and school information.” The school is making virtual parent teachers conferences a permanent option. The renewal application also describes the use of Talking Points, a communication app that translates to families’ preferred language, Propio, a translation service, and robo calls delivered in English and Spanish. Interviewed teachers describing call logs for both positive and negative conversations with families and indicated that the school leader is a proponent of communication about positive aspects of their students rather than just calling when there is a problem. Students in a focus group reported that they can email teachers to ask for help and meet with them after school or during lunch. A parent in a focus group appreciated communication about grades, noting receiving progress reports and information about student work.
- **Indicator b:** The school uses multiple means of communicating with families. The school’s renewal application indicates information is shared with families during the summer bridge program and

throughout the year in home languages. An orientation day is held before the start of the school year and a back-to-school night for families once the school year has begun. The school uses PowerSchool, e-mail and texts, phone calls, parent-teacher conferences and other family-oriented events to engage parents. Regular newsletters are disseminated by the school's leader, parent coordinator, and counseling staff. Interviewed parents noted the use of text alerts in the morning so they know their child has arrived. The school's parent association operated remotely during the COVID-19 pandemic but is returning to in-person meetings this school year. Board members also noted that board meetings have been held using Zoom to provide access to parents.

- **Indicator c:** The school uses surveys, town hall meetings, exit interviews and other informal means to solicit feedback from families. The school's renewal application states "We also infer satisfaction based on our student retention numbers each year. Exit conversations are conducted with parents and students who choose to withdraw can provide important actionable information as it relates to how the school might improve to address areas of dissatisfaction, if any." According to the school's renewal application, "The data from our 2021 NYCDOE School Quality Reports reflect the high level of satisfaction our parents have with how the school communicates and engages with them: 100 percent of families say they are well informed by the communications they receive from the school; 100 percent of families say that the school communicates with them in a language and in a way they can understand; 100 percent of families say they are respected by the school's principal/school leader; 100 percent of our families said that the teachers and families think of each other as partners in educating children; 93 percent said the principal/school leader works to create a sense of community in the school, and 100 percent of families say the principal works hard to build trusting relationships with families like them."
- **Indicator d:** The school's renewal application indicates "Communication is not just one-way; CHSLSJ's open door policy means families can call and e-mail school leadership or teachers directly and make appointments to discuss their child or other concerns." According to the 2022 CSO Teacher Survey results, 95 percent of respondents agreed "The school has a systematic and transparent process for responding to family or community concerns." The school's website provides contact information for school staff and the school's board of trustees includes a member who is a parent. Interviewed school leaders and board members described active support of families during the COVID-19 pandemic crisis, including food, shelter and vaccinations. The renewal application also notes "CHSLSJ made significant efforts to help families in crisis including, through the Friends of Charter High School for Law and Social Justice organization providing financial help to pay rent. CHSLSJ partnered with a local church to help its families secure needed goods from its food and clothing pantry."
- **Indicator e:** According to the school's renewal application, school performance and other data are shared with the school community at board meetings and town halls. An education report is a standing item on the board's monthly meeting agenda. In addition, the school submits an annual report documents progress towards goals, including academic goals, that is posted on the school's website. Interviewed school leaders noted the principal started a newsletter and the executive director distributes e-news that include schoolwide student performance results. An interviewed parents corroborated receiving monthly newsletters that include information about school performance, including what colleges graduates are attending. According to the 2022 CSO Teacher Survey results, 91 percent of respondents agreed "The school informs parents about how it performs compared to other schools in the district and New York State." Finally, school leaders reported that they have increased data shared on the school's website.
- **Indicator f:** Although Regents exams were canceled during the COVID-19 pandemic, the school shares participation rates via the data dashboards presented at board meetings.



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

- **Indicator a:** CHSLSJ has a comprehensive approach to providing social emotional and mental health supports. The school's renewal application notes "CHSLSJ has a robust culture, student and family support team to implement this work that includes an AP for culture, four deans of students (one for each grade level), a director of counseling and college transition, four guidance counselors (one for each grade level), a full-time school social worker on site three days a week, a school psychologist present two days and a parent coordinator." According to the 2022 CSO Student Survey results, 77 percent of respondents felt they have at least one adult at the school that they can talk to about problems. The school uses an advisory program to deliver social emotional learning in which all adults and students participate. School leaders indicated that students in Grades 9-11 have mixed advisories, while Grade 12 students have their own advisories. In a focus group students described a range of activities, including gaining college information, designing resumes, developing people skills, and learning lessons about taxes and current events. Teachers also said that the schoolwide focus on social justice was tied to social emotional learning. School leaders said advisory was held during first period last year, but they switched it to second period this year to improve attendance and participation. Assistant principals design the curriculum to address social emotional development and team building. Tuesdays are dedicated to academic advising and student news is shared bi-weekly during advisory.
- **Indicator b:** School leaders reported that advisory is data-driven utilizing a social emotional learning assessment. For high needs students identified by the assessment, counselors provide non-mandated supports. In addition, counseling referral forms are used to identify absenteeism, tardiness, and family issues. As a result, school leaders said they have increased their reliance on data instead of informal means of identifying student needs. Interviewed teachers also noted discipline referrals are used to ensure staff contacts families.
- **Indicator c:** Interviewed school leaders and staff reported the school uses Suite360 as its program for social emotional data. They evaluate the data monthly to identify areas for targeting services and supports. According to the 2022 CSO Teacher Survey results, 80 percent of respondents agreed "School leaders collect and use data regarding the impact of programs designed to support the social and emotional health of all students."
- **Indicator d:** The school's renewal application indicates "Implementing restorative practices requires extensive PD for staff. All staff receive PD on restorative approaches during pre-opening PD and training continues throughout the year with our assistant principal of culture and culture team (deans) working with teachers." According to the 2022 CSO Teacher Survey results, 75 percent of respondents agreed "The school provides staff with professional development opportunities to support the social emotional and mental health of students in a culturally responsive manner."
- **Indicator e:** According to interviewed school leaders, the director of guidance and college counseling is the school's designated McKinney-Vento Coordinator, who contacts families when there is a change in residence to identify their needs and provide support. The school has provided students with cell phones, Wi-Fi hotspots, computers, online assignments, housing assistance, clothing donations and gift cards. In addition, the school's renewal application reports that during the pandemic "When students shared that they did not have a space in their residence conducive for remote learning, we invited those students to participate in remote learning in a school space supervised by our school deans."

#### **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 been consistent as a Meets.

#### **Summative Evidence for Benchmark 4:**

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

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

#### **Financial Condition**

Charter High School for Law and Social Justice 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. Charter High School for Law and Social Justice's 2021-2022 composite score is 2.35.

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

<b><i>Year</i></b>	<b><i>Composite Score</i></b>
2017-2018	2.34
2018-2019	2.15
2019-2020	2.65
2020-2021	3.00
2021-2022	2.35

### **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 Charter High School for Law and Social Justice'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

<u>Element</u>	<u>Indicators</u>
1. <i>Board Oversight and Governance</i>	<p>a. The board utilizes an annual written performance-based evaluation process for evaluating school leadership, itself, and providers.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>e. The board regularly updates school policies when needed and receives NYSED approval prior to applicable policy implementation.</p> <p>f. The board engages in ongoing professional development.</p> <p>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.</p> <p>h. The board is familiar with NYSED Charter School Performance Framework standards and has a plan to ensure that the school meets these standards.</p>

#### Summative Evidence for Benchmark 6:

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

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

- **Indicator a:** Interviewed board members reported the school uses BoardOnTrack to conduct annual reviews of school leadership. According to the school's renewal application, "The Executive Committee of the BOT is responsible for conducting the annual evaluation of the school's executive director, which takes place in July. CHSLSJ uses the Board OnTrack CEO

evaluation tool, which is a tool that has been developed specifically for charter school leaders.” Regarding evaluation of the board itself, the school’s renewal application indicates “Each year, each member of the BOT conducts a self-evaluation and evaluation of the BOT using the BoardOnTrack online evaluation tool. The BoardOnTrack BOT evaluation tool includes questions covering nine domains... A full report of the BOT survey results is reviewed and reflected upon at the CHSLSJ fall BOT retreat which is facilitated by an experienced consultant following the BoardOnTrack framework for such retreats.” Further, the renewal application reports “The most recent BOT evaluation report ranked the BOT at an Advanced level finding it had sustainable processes, a succession plan in place and had overseen successful results against its goals.” With regard to the school’s comprehensive management service provider, “The BOT has been responsible for the annual performance evaluation of CHSLSJ’s comprehensive management service provider, SSPD, against the deliverables outlined in its contract with CHSLSJ to ensure that SSPD is providing its contracted services and complying with its duties as set forth in the management contract. In addition to routine, regular feedback and evaluation in day-to-day interactions and at BOT meetings, the BOT completes a formal written evaluation of SSPD’s performance. This evaluation formed the basis for the BOT’s decision to renew its contract each year with SSPD during the current charter term.”

- **Indicator b:** The CHSLSJ board possesses a range of skill sets relevant to charter school governance, including legal, finance, education, advocacy, development, business and non-profit governance. The board also includes a member who is a parent. The school’s renewal application indicates the board’s Governance Committee is responsible for recruiting new members. “The Governance Committee meets with potential candidates to discuss their interest in serving on the BOT and shares information with them about the school, its mission, vision, current annual report and BOT expectations and provides them with a link to the NYSED website for them to further educate themselves about charter school governance and the role of a trustee. Candidates are given a tour of the school by one of our student ambassadors so in addition to seeing the school in action, they are able to interact with one of our students (during the pandemic, candidates were given a virtual tour of the school). Candidates are asked to provide references which the Governance Committee does reach out to. In addition, the Governance Committee discusses with them the skills and experiences that they possess that we believe would be beneficial to the growth of CHSLSJ through their service on the BOT.” Board members also noted the school’s “friends of” committee provides a pipeline of members with relevant expertise and backgrounds.
- **Indicator c:** The school’s renewal application indicates “Measures of student progress and achievement are a part of the academic dashboard. An analysis of this [sic] data allows the BOT to objectively assess the school’s progress towards goals and to make informed decisions regarding changes to the instructional program, organizational structure, and resource allocation that will more effectively meet the needs of students in the aggregate and by accountability subgroup.” According to interviewed board members, the board operates with a number of committees, including academic, governance, finance, fundraising, and facility, to provide oversight to all aspects of the school. The renewal application indicates “This is because the detailed work is done at the committee level by the subset of Trustees most knowledgeable about the particular committee focus who can engage in the necessary substantive analyses and discussion that are required to make well-informed recommendations to the full BOT.” Board members described their focus on school turnaround to raise student achievement and noted regularly monitoring measurable performance data via the monthly data dashboard. The Academic Committee reviews reports on state testing data three times per year. Board members also stated that the school leader reports to them at board and committee meetings.

- **Indicator d:** The board indicated that after bringing in a new leadership team to stabilize the school and getting through the COVID-19 pandemic, they have engaged in strategic planning for the future of the school, including consideration of adding a middle school program so students can enter high school with a stronger foundation. Board members described exploring facility options with a charter space broker and building financial models and long-term projections with an experienced accounting firm. They noted beginning to work on fundraising, though it is not key to their model. Finally, the board reported that it has had conversations about succession planning.
- **Indicator e:** According to the school's renewal application, "School policies are reviewed on an annual basis and updated as needed... Evaluation of the policies and procedures begins with either the relevant BOT Committee and/or the SLT, depending on the policy and the expertise required, and may require additional review by legal counsel, human resources consultants, financial consultants or other outside professionals."
- **Indicator f:** Based on the board focus group, the board conducted a retreat with a focus on how to improve the board and indicated that board development is built into monthly meetings and strategic planning. They also noted as a priority all members developing a deeper understanding of the school's academic data. In addition, the school's renewal application states "The BOT reflects on its performance and sets goals for the new year informed by the evaluation outcomes. A plan is created for BOT development including expansion and additional trainings as needed."
- **Indicator g:** Based on the board focus group, board members demonstrated a clear understanding of their role in governance of the school and responsibility for oversight and accountability for school management. In addition, the school's renewal application indicates "CHSLSJ's BOT has an active relationship with its legal counsel to support its compliance with its legal obligations to the school and its stakeholders, including the handling of conflicts of interest." Furthermore, "CHSLSJ has contracted accounting and human resource providers whose work with the school also serves to ensure that the BOT, as the entity ultimately accountable for the school's operating in accordance with the law and its charter, is operating in full compliance with its legal obligations."
- **Indicator h:** Interviewed board members were familiar with the Performance Framework and described their goals and priorities as well as a data dashboard in alignment with the framework.

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

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

### **Summative Evidence for Benchmark 7:**

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

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

- **Indicator a:** Most of the current leadership team arrived at the beginning of the charter term en masse and articulated a clear vision for school improvement focused on raising student achievement. Board members described hiring new leadership to stabilize the school and interviewed teachers said new leadership has been consistent, which they appreciated. According to the 2022 CSO Teacher Survey results, 96 percent of respondents agreed “The school has an effective school leadership team that communicates a clearly defined mission and set of goals to staff and the school community.”
- **Indicator b:** CHSLSJ has effective systems for staff communication and decision-making. A school leadership team including administrators as well as a counselor and dean from each grade meets weekly. Assistant principals lead grade-specific intervention team meetings weekly and grade level teams meet at least monthly. Interviewed teachers indicated that they have a voice in the school and open conversations with leadership; moreover, they reported that their union committee has worked effectively with the school administration to improve the quality of education at the school. Furthermore, according to the 2022 CSO Teacher Survey results, 88 percent of respondents agreed “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 experienced substantial teacher turnover with the departure of the last school leader and interviewed current school leaders indicated that they effectively moved out underperforming faculty. They described a number of pipelines for recruiting new teachers and hosting student teachers, including Teach for America and College of St. Vincent. School leaders said they put teachers who are not meeting expectations as measured by low Danielson ratings on improvement plans, giving them support and opportunities to develop. They reported high teacher retention this year and, according to the 2022 CSO Teacher Survey results, 85 percent of respondents agreed “The school successfully recruits, hires, and retains key personnel that meets the needs of all students and subgroups.” Moreover, 78 percent of respondents agreed “The school makes decisions – when warranted – to remove ineffective staff members.”
- **Indicator d:** Interviews with school leaders demonstrated awareness and understanding of the NYSED Charter School Performance Framework standards; moreover, leadership’s school improvement plans focused specifically on raising student achievement as measured by Performance Framework indicators.

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

- **Indicator a:** The school has a clear organizational structure and interviewed stakeholders appeared familiar with roles and responsibilities. CHSLSJ has a large school leadership team (SLT) and the school’s renewal application indicates “the current SLT is headed by the executive director



and includes the principal, the assistant principal (AP) for humanities, AP for STEM, AP for data and electives, the director of operations, the director of human resources, AP of culture, director of special education, director of guidance and college transitions, director finance, director of community engagement and director of technology.” According to the 2022 CSO Teacher Survey results, 89 percent of respondents agreed “Roles and responsibilities for leaders, staff, management, and the board of trustees are clearly defined and adhered to.” The board focus group members demonstrated a clear understanding of the role of governance and effective delegation of managerial responsibilities to the school’s leadership team. Interviewed school leaders and staff described a robust instructional leadership team with assistant principals and deans focused on specific subjects and grades respectively.

- **Indicator b:** School leaders indicated that professional development is provided during summer training and weekly half-days during the school year. Interviewed teachers described ongoing support and training for co-teaching and noted professional development focused on moving away from the lead and assist model to more small group instruction. Interviewed teachers noted active support from assistant principals, describing them as very supportive in their coaching and open-door policy. Said one teacher, “I take all the support I can get” and another said there are a lot of people in the school to lean on, including push-in support within the classroom. According to the 2022 CSO Teacher Survey results, 82 percent of respondents agreed “The school staff with professional development opportunities that promote best practices and improves all students’ success.” One respondent commented “As a [new] teacher, this school has provided me immense support! I don’t think I would have found a better school to start my teaching career.” School leaders also noted the school’s contract with Shared Space, which provides planning templates, conducts walk-throughs, and coaches the in-school coaches.
- **Indicator c:** Interviewed school leaders reported there were no vacancies at the time of the renewal visit. While they initially had to hire less experienced staff to fill vacancies, with fewer openings currently they said they can now be more selective and hire candidates who are more experienced or coachable.
- **Indicator d:** According to the 2022 CSO Teacher Survey results, 89 percent of respondents agreed “The school has established procedures for effective collaboration among teachers.” Similarly, the renewal application states, “Grade Level Professional Learning Communities (PLC) and department team meetings are an opportunity for teachers to collaborate.” The school has significantly increased the number of co-taught classes, and school leaders acknowledged that finding time for co-planning remained a challenge, especially for teachers who had a different co-teacher each period. However, interviewed teachers reported that assistant principals cover classes for them and help co-teachers plan together. When asked on the 2022 CSO Teacher Survey where faculty members collaborate, 89 percent of respondents said team meetings, 89 percent of respondents said department meetings, 84 percent of respondents said staff meetings, and 64 percent of respondents said informal planning time.
- **Indicator e:** According to the 2022 CSO Teacher Survey results, 95 percent of respondents agreed “The school has systems to monitor and maintain organizational and instructional quality through a formal evaluation process for teacher and other staff.” The school’s evaluation process is detailed in the teachers’ and counselors’ union contracts. According to the school’s renewal application, CHSLSJ has adopted the Danielson Framework for teacher evaluation and have two to three formal observations per year and one to three informal observations.
- **Indicator f:** According to the 2022 CSO Teacher Survey results, 84 percent of respondents agreed “The school has mechanisms to solicit teacher and staff feedback and to gauge their satisfaction.” The school administers the NYCDOE School Quality Reports and the CSO Teacher Survey. The

renewal application also notes “In addition to these surveys, teachers are encouraged to complete surveys on the effectiveness of PD sessions after each PD session. The use of Google Forms to provide responses to survey questions ensures anonymity which will encourage high completion rates with honest responses.”

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

- **Indicator a:** Shared Space Professional Development, Inc. (SSPD) is the school’s current comprehensive management service provider, following a dispute with CEI, the originally contemplated comprehensive management service provider. SSPD provides instructional support, including coaching for instructional leaders, curriculum and assessment development, and teacher training. Interviewed school leaders reported that SSPD has been a flexible partner as they have implemented their school improvement plan over the last charter term. The school is requesting that the CSO terminate the Corrective Action Plan (CAP) based on the May 2019 Notice of Deficiency for concerns outlined in the May 20, 2019 letter from the CSO, as requirements have been satisfied and upon termination the school proposes to change its relationship with SSPD from comprehensive management service provider to a contracted professional development vendor.
- **Indicator b:** According to the school’s non-material revision request, the school has proposed to eliminate its partnership (an original key design element) with the College of Mount St. Vincent due to a change in the College of Mount St. Vincent program that previously provided teaching assistants to CHSLSJ.

## 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: **Missions and Key Design Elements:**

- **Indicator a:** Interviewed school leaders noted that CHSLSJ was founded by a law professor and intended as a law-based school, and they have made a number of changes over the last charter term to make this vision come alive. These include increasing the offerings of law classes, expanding law-related activities, such as participation in moot court competition, and integrating social justice across the curriculum. While the COVID-19 pandemic inhibited internships, the school is now working with partner organizations and adjusting senior schedules to accommodate college courses and internships. The school's mission statement was observed posted in classrooms and a number of students in a focus group indicated that they chose CHSLSJ to further college and career plans related to law. Students also indicated that the school "incorporates social justice into everything." With regards to college preparation, the school is informally tracking graduates and school leaders reported that since the COVID-19 pandemic, college attendance has increased from about 30 percent in 2020 to about 42 percent in 2021.
- **Indicator b:** CHSLSJ has requested to amend the school's key design elements. Evidence described below demonstrates the school is implementing the four new key design elements for which it seeks retroactive approval rather than the original key design elements listed above.
  - Interviewed students described a clear and deliberate college prep culture. They described guidance on how to apply to college, expectations for applying to at least six CUNY schools, and accumulation of credits via Advanced Placement courses. They also noted career development, including a career day. The teacher focus group also corroborated the school's focus on college and career preparation, including college credit courses.
  - Interviewed school leaders and board members described increasing incorporation of law and social justice into the school program, including street law classes, moot court, visits

by law students, and social justice themes in the curriculum. Interviewed teachers noted that they helped students understand how law and social justice apply to themselves.

- The school has a comprehensive intervention program based on regular assessment and targeted support via co-teaching and push-in services within classes as well as supplemental intervention classes and programs during the school year and summer. In addition, the school offers a variety of advanced placement and college level courses. School leaders and teachers described increased attention to using formative assessment results to inform instruction and target intervention.
- Finally, the school has a robust approach to social-emotional learning, including incorporation of social justice themes in the curriculum and an advisory program.

### Benchmark 9: Enrollment, Recruitment, and Retention

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

#### Finding: Approaches

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

#### Summative Evidence for Benchmark 9:

Over this charter term, the trajectory for this benchmark has been consistent as an Approaches. The school has exceeded its maximum authorized enrollment in each year of its charter term.

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

- **Indicator a:** The school has not met its goal for overall enrollment and most recently, 2021-2022, the school is at 114 percent of contracted enrollment. The school has closely approached, met, or exceeded the enrollment of SWDs, ELLs, and ED students throughout its current charter and is currently, 2021-2022, -1 percentage point below the district of location (DoL) for SWDs; +3 for ELLs; and +6 for ED students. The school's overall and subgroup retention rates have exceeded the DoL for each year of the current charter.

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

- **Indicator a:** CHSLSJ has exceeded its maximum authorized enrollment in each year of the charter; in 2020-2021 it was at 106 percent of its maximum authorized enrollment. The school has exceeded the district of location in enrollment of ED students; in 2020-2021 83 percent of students were ED compared to 78 percent in the district of location. On the other hand, the school has enrolled slightly smaller percentages of SWD and ELLs in multiple years during the charter

term. In terms of retention, CHSLSJ has had stronger retention of students than the local district, both overall and for all three at-risk subgroups. For instance, in 2020-2021 it retained 94 percent of students overall and 99 percent of ELL students.

- **Indicator b:** Interviews with school leaders and the school’s renewal application described a range of recruitment strategies for enrolling at-risk subgroups, including:
  - admissions preferences,
  - marketing in in local newspapers, supermarkets, communities of faith, community centers, hospitals/medical centers, barber shops, community health clinics and apartment complexes, including large public housing developments,
  - hosting open houses (which were held virtually during the pandemic),
  - conducting information sessions throughout the community,
  - targeted mailings of school brochure and application,
  - canvassing neighborhoods,
  - having a presence at churches after services,
  - utilizing social media, and
  - leveraging the networks of the CHSLSJ students, their families, and CHSLSJ alumni as well as that of teachers and staff.

According to the school’s renewal application, “All these efforts have been conducted in English and Spanish as well as any other dominant languages in the community as necessary, using translators.”

- **Indicator c:** The school’s renewal application indicates “At the end of the recruitment season, the director of operations evaluates and assesses which strategies were most effective in engaging potential families in school recruitment events and which strategies were most effective in ultimately securing completed applications for all students and for specific populations.” Furthermore, with regard to retention, “When students withdraw from the school, all attempts are made to meet with the student and family for an exit interview in order to determine the reasons for the student’s withdrawal, paying particular attention to reasons that might involve dissatisfaction with our intervention programs for these special populations which would be data leadership would evaluate to determine if changes to intervention and support programs need to be made.”

***See Attachment 1 for data tables and additional information.***

## Benchmark 10: Legal Compliance

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

### Finding: Approaches

<u>Element</u>	<u>Indicators</u>
1. Legal Compliance	<ol style="list-style-type: none"><li>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.</li><li>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.</li><li>The school has a plan to ensure that teachers are certified in accordance with applicable laws and regulations.</li><li>The school has sought Board of Regents and/or the NYSED Charter School Office approval for material and non-material revisions.</li><li>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.</li><li>The school seeks guidance from its legal counsel when updating documents and handling issues that arise.</li></ol>

### Summative Evidence for Benchmark 10:

Over this charter term, the trajectory for this benchmark has been consistent as an Approaches.

#### 1. Element: **Legal Compliance:**

- Indicator a:** The school has generally compiled a record of compliance with applicable State and federal laws and regulations and the provisions of its charter. On February 3, 2021, a CSO email informed the school that some of the school's policies required revision. For example, the complaint policy did not include guidance/contact on appealing to the Board of Regents; the discipline policy did not reference DASA; the mission in bylaws did not match the approved mission; a fire inspection was outdated, etc. Review of documents demonstrate the school addressed only some of the issues; for example, the school's code of conduct (that is posted on the school's website) states the school will abide by the NYS DASA and includes a link to NYSED DASA, but does not cite the DASA policy; the complaint policy (included in the code of conduct posted on the school's website) mentions directing a complaint to the New York City Department

of Education. Although not factored into the rating for this benchmark, the school has regularly enrolled students in excess of its maximum authorized enrollment. According to the school, the board and school leadership team work with legal counsel in an effort to maintain compliance with all legal requirements. Finally, in regard to February 2020 complaint, the Department determined that there was not enough evidence to find that any member of CHSLSJ's staff violated FERPA or Education Law §2-d by taking student PII. However, such actions, if proven, would constitute a violation of both FERPA and Education Law §2-d. Both the complainant and CHSLSJ were encouraged to ensure that they are compliant with the legal and regulatory requirements to train their officers and employees with access to PII regarding data privacy and security that includes FERPA and Education Law §2-d; to maintain vigilance regarding PII, and especially to refrain from using PII obtained from improper sources.

- **Indicator b:** The Board and/or school has undertaken appropriate corrective action when needed and requested by NYSED CSO. The school was required to develop a CAP in May 2019 to address concerns noted in the May 20, 2019, CSO letter, including academic data, student recruitment and retention, board oversight, etc. Documentation shows the school emailed a CAP to the CSO on June 3, 2019. As stated in the 2021-2022 mid-term site visit report (dated September 2022), the school has been working diligently over the last two years to address the identified concerns.
- **Indicator c:** According to Teacher Certification Summary Reports, the school has not fully met statutory requirements for teacher certification. The school reported uncategorized, uncertified teachers in 2021-2022, a violation of the Education Law. A check of the school's staff in 2020-2021 revealed that school officials violate fingerprinting and clearance requirements for staff, a serious safety violation.
- **Indicator d:** According to the Notice of Termination by the Center for Education Innovation (CEI) letter dated July 31, 2020, the service agreement between the school and CEI, its comprehensive management service provider, ended on September 21, 2020. CHSLSJ submitted a non-material revision request in October 2020 to replace CEI with Shared Space Educational Services, Inc. (SSES), the non-profit arm of Shared Space Professional Development (SSPD). The September 15, 2022 Notification Letter states the school is now seeking approval to eliminate the requirement to contract with a CMO, and replace the current contract with SSPD with a partnership contract with SSPD for professional development beginning in the 2023-2024 school year. The school is also seeking retroactive revisions to its key design elements, along with an enrollment and grade level expansion.
- **Indicator e:** According to 2021 and 2022 NYSED Charter School Information Dashboard, the school has exceeded its contracted enrollment for each year of the renewal term, enrolling 511 students, or 106 percent of their contracted enrollment (450) in the 2021-2022 school year.
- **Indicator f:** According to the school's renewal application, CHSLSJ has engaged legal counsel as well as financial and human resource professionals that "regularly review relevant school policies, handbooks, manuals and other official documents to ensure these documents are current and in compliance with all laws and regulations." On January 30, 2023, the CSO emailed CHSLSJ 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

CHARTER HIGH SCHOOL FOR LAW AND SOCIAL JUSTICE

### BEDS Code

321000861064

### 2021-2022 Enrollment

511

### 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 #10
Total Public School Enrollment of Resident Students attending Charter Schools:	16%
Additional School District: (if applicable)*	N/A
Total Public School Enrollment of Resident Students attending Charter Schools:	-
Grades Served:	9-12
Address:	1960 UNIVERSITY AVE BRONX NY 10453
Website:	<a href="https://www.chslsj.org">https://www.chslsj.org</a>
RIC:	NEW YORK CITY
Regents Region:	NEW YORK CITY REGION - BRONX
Regent:	ARAMINA VEGA FERRER
Active Date:	7/1/2015
Authorizer:	NYS BOR
CEO:	RICHARD BURKE
CEO Phone:	(646) 530-2375
CEO Email:	<a href="mailto:rburke@chslsj.org">rburke@chslsj.org</a>
BOT President:	JOHN CALLAHAN
BOT President Phone:	(347) 696-0042
BOT President Email:	<a href="mailto:jack@jcallahan.com">jack@jcallahan.com</a>
Institution ID:	800000082485

\*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:	7/1/20-6/30/23
2018-2019	Check-in
2019-2020	Renewal
2020-2021	Check-in
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	95% Confidence	50%	511	257
Student Survey (Grades 9-12)	95% Confidence	66%	511	339
Teacher Survey	95% Confidence	110%	41	45

# 2022 NYSED Charter School Information Dashboard

## Benchmark 1 - Indicator 1: Similar Schools Comparison

### Charter School

CHARTER HIGH SCHOOL FOR LAW AND SOCIAL JUSTICE

CHS for Law and Social Justice		ELA Differential	Math Differential	Science Differential	Graduation Rate Differential
High School	+/- 5	A Philip Randolph Campus HS	.	.	-3
		Benjamin Franklin HS for Finance and Information Tec	.	.	-12
		Civic Leadership Academy	.	.	-14
		HS for Arts and Business	.	.	-18
		HS for Enterprise, Business & Technology (The)	.	.	-5
		HS of Telecommunication Arts and Technology	.	.	-17
		Henninger HS	.	.	+5
		Information Technology HS	.	.	-8
		Inwood Early College for Health and Information Tech	.	.	-8
		John Bowne HS	.	.	+1
		John Dewey HS	.	.	-3
		Math, Engineering and Science Academy CHS	.	.	-14
		Mathematics, Science Research and Technology Magn	.	.	+7
		New Visions CHS for the Humanities II	.	.	-4
		Nottingham HS	.	.	+9
		Queens HS for Information, Research and Technology	.	.	-9
		Richmond Hill HS	.	.	+6
		Thomas R Proctor HS	.	.	-6
		University Neighborhood HS	.	.	-19
		Urban Assembly School for Collaborative Healthcare (T	.	.	-11
		Veritas Academy	.	.	-5
		William Cullen Bryant HS	.	.	-7
		Mean	.	.	-6
	+/- 7.5	AECI II: NYC CHS for Computer Engineering and Innova	.	.	+80
		Abraham Lincoln HS	.	.	-6
		Astor Collegiate Academy	.	.	0
		Bronx Academy of Health Careers	.	.	-13
		Bronx Collegiate Academy	.	.	-14
		Bronx River HS	.	.	-3
		Bronx School of Law and Finance	.	.	-3
		Brooklyn School for Math and Research (The)	.	.	-13
		East Community School	.	.	+8
		Flushing HS	.	.	-3
		Freshman Center	.	.	+80
		Global Learning Collaborative (The)	.	.	-9
		HS of Applied Communications	.	.	-19
		Leaders HS	.	.	-13
		Life Academy HS for Film and Music	.	.	-17
		Mckinley Vocational HS	.	.	-7
		New Utrecht HS	.	.	+6
		Origins HS	.	.	-13
		Public Service Leadership Academy At Fowler	.	.	+4
		Rochester Early College International HS	.	.	-13
		Schuylerville Preparatory HS	.	.	-5
		Mean	.	.	+1
	+/- 10	Academy for Conservation and the Environment	.	.	-18
		Academy of Finance and Enterprise	.	.	-17
		Amityville Memorial HS	.	.	-10
		Belmont Preparatory HS	.	.	+4
		Bronx Aerospace HS	.	.	+2
		Bronx Career and College Preparatory HS	.	.	0
		Bronx Compass HS	.	.	-7
		Bronx HS for Writing and Communication Arts	.	.	+7
		Bronx Health Sciences HS	.	.	-18
		Brooklyn Lab School	.	.	-17
		Burgard HS	.	.	+13
		Central Islip Senior HS	.	.	-7
		Cyberarts Studio Academy	.	.	+12
		2	.	.	.

# 2022 NYSED Charter School Information Dashboard

## Benchmark 1 - Indicator 1: Similar Schools Comparison

	Cypress Hills Collegiate Preparatory School	.	.	.	-12
	Dewitt Clinton HS	.	.	.	-11
	East New York Arts and Civics HS (The)	.	.	.	-2
	East Upper HS	.	.	.	-5
	East Williamsburg Scholars Academy	.	.	.	+4
	Ebc HS for Public Service-Bushwick	.	.	.	-13
	El Puente Academy for Peace and Justice	.	.	.	+3
	Energy Tech HS	.	.	.	-15
	Eximius College Preparatory Academy: A College Boar	.	.	.	-9
	Forest Hills HS	.	.	.	-12
	Frederick Douglass Academy Vi HS	.	.	.	+31
	Gorton HS	.	.	.	-10
	Grover Cleveland HS	.	.	.	+3
	HS for Climate Justice (The)	.	.	.	-4
	HS for Language and Diplomacy (The)	.	.	.	-2
	HS for Law, Advocacy and Community Justice	.	.	.	+4
	HS of Arts and Technology	.	.	.	-3
	HS of Hospitality Management	.	.	.	0
	HS of Sports Management	.	.	.	+7
	Herbert H Lehman HS	.	.	.	0
	Hero (Health, Education and Research Occupations) HS	.	.	.	-12
	International Leadership Charter HS	.	.	.	-10
	It Takes A Village Academy	.	.	.	-2
	James Madison HS	.	.	.	-12
	John Adams HS	.	.	.	-4
	Knowledge and Power Prep Academy International HS	.	.	.	-20
	Lackawanna HS	.	.	.	+3
	Lewis J Bennett HS of Innovative Technolgy	.	.	.	-9
	Manhattan Business Academy	.	.	.	-13
	Marie Curie High Sch-Nursing, Medicine & Health Prof	.	.	.	-3
	Martin Van Buren HS	.	.	.	-7
	Maxine Greene HS for Imaginative Inquiry (The)	.	.	.	+2
	Middletown HS	.	.	.	-10
	Mott Hall Bronx HS	.	.	.	-5
	Poughkeepsie HS	.	.	.	+19
	Queens Technical HS	.	.	.	-4
	Rachel Carson HS for Coastal Studies	.	.	.	-9
	Research Laboratory HS for Bioinformatics and Life Sci	.	.	.	-13
	Riverside Academy HS	.	.	.	+7
	Robert F Kennedy Community HS	.	.	.	-8
	Roosevelt HS - Early College Studies	.	.	.	-14
	Sunset Park HS	.	.	.	-8
	Union Square Academy for Health Sciences	.	.	.	-8
	Unity Center for Urban Technologies	.	.	.	-17
	Urban Assembly School of Business for Young Women	.	.	.	+6
	Validus Preparatory Academy	.	.	.	+9
	Victory Collegiate HS	.	.	.	-7
	Westchester Square Academy	.	.	.	-8
	Williamsburg HS of Art and Technology (The)	.	.	.	-15
	Women's Academy of Excellence	.	.	.	+8
	World Academy for Total Community Health HS	.	.	.	+9
	Mean	.	.	.	-4
	Mean	.	.	.	-3

\*See NOTES (1) and (11).

# 2022 NYSED Charter School Information Dashboard

## Regents Outcomes

### Charter School

CHARTER HIGH SCHOOL FOR LAW AND SOCIAL JUSTICE

### Regents Testing Outcomes – Aggregate and Subgroup Annual Regents Outcomes\*:

#### Annual Regents Outcomes

		All Students				SWD				ELL				ED			
		Charter Total Tested	CHS for Law and Social Justice	NYS	Differential to NYS	Charter Total Tested	CHS for Law and Social Justice	NYS	Differential to NYS	Charter Total Tested	CHS for Law and Social Justice	NYS	Differential to NYS	Charter Total Tested	CHS for Law and Social Justice	NYS	Differential to NYS
Algebra I (Common Core)	2017-2018	142	35%	64%	-29	29	24%	39%	-15	49	18%	46%	-28	112	29%	56%	-27
	2018-2019	170	30%	66%	-36	31	19%	43%	-24	46	13%	50%	-37	147	31%	59%	-28
	2019-2020	205	91%	93%	-2	46	85%	90%	-5	71	90%	90%	0	182	91%	92%	-1
	2020-2021	65	100%	97%	+3	17	100%	96%	+4	7	100%	98%	+2	61	100%	97%	+3
Algebra II (Common Core)	2017-2018	54	31%	82%	-51	8	0%	61%	-61	8	13%	65%	-52	43	33%	72%	-39
	2018-2019	30	40%	83%	-43	-	-	-	-	-	-	-	-	21	43%	72%	-29
	2019-2020	61	98%	99%	-1	7	100%	98%	+2	8	100%	99%	+1	52	98%	99%	-1
	2020-2021	44	100%	100%	0	-	-	-	-	-	-	-	-	36	100%	100%	0
English Language Arts (Common Core)	2017-2018	113	73%	79%	-6	10	20%	52%	-32	15	40%	47%	-7	88	70%	70%	0
	2018-2019	134	81%	84%	-3	22	73%	61%	+12	19	68%	56%	+12	98	83%	78%	+5
	2019-2020	94	91%	96%	-5	13	92%	91%	+1	28	82%	89%	-7	79	90%	94%	-4
	2020-2021	84	100%	99%	+1	11	100%	98%	+2	5	100%	98%	+2	76	100%	99%	+1
Geometry (Common Core)	2017-2018	101	42%	67%	-25	13	15%	38%	-23	13	31%	45%	-14	73	41%	54%	-13
	2018-2019	93	11%	70%	-59	13	0%	41%	-41	16	6%	46%	-40	68	12%	57%	-45
	2019-2020	72	90%	98%	-8	7	71%	97%	-26	7	100%	97%	+3	60	95%	97%	-2
	2020-2021	94	100%	100%	0	22	100%	100%	0	8	100%	100%	0	86	100%	100%	0
Global History	2019-2020	155	100%	98%	+2	26	100%	95%	+5	36	100%	95%	+5	138	100%	97%	+3
	2020-2021	92	100%	100%	0	20	100%	100%	0	10	100%	100%	0	80	100%	100%	0
Global History Transition	2017-2018	101	69%	73%	-4	15	20%	45%	-25	15	47%	44%	+3	76	68%	62%	+6
	2018-2019	198	55%	62%	-7	29	34%	34%	0	40	30%	36%	-6	150	55%	51%	+4
	2019-2020	43	16%	84%	-68	8	25%	76%	-51	9	22%	75%	-53	34	15%	80%	-65

# 2022 NYSED Charter School Information Dashboard

## Regents Outcomes

Living Environment	2017-2018	102	21%	70%	-49	20	5%	44%	-39	34	6%	43%	-37	79	16%	60%	-44
	2018-2019	220	56%	71%	-15	36	31%	45%	-14	39	33%	43%	-10	181	54%	61%	-7
	2019-2020	205	93%	96%	-3	42	95%	93%	+2	66	85%	94%	-9	179	92%	95%	-3
	2020-2021	67	100%	98%	+2	16	100%	97%	+3	7	100%	98%	+2	64	100%	98%	+2
Physical Setting/ Chemistry	2017-2018	27	19%	72%	-53	-	-	-	-	-	-	-	-	21	14%	59%	-45
	2020-2021	61	100%	100%	0	5	100%	100%	0	6	100%	100%	0	56	100%	100%	0
Physical Setting/ Earth Science	2017-2018	71	28%	68%	-40	7	0%	44%	-44	7	14%	42%	-28	53	30%	58%	-28
	2018-2019	91	12%	64%	-52	10	0%	39%	-39	15	7%	37%	-30	67	13%	53%	-40
	2019-2020	90	98%	97%	+1	12	92%	95%	-3	16	100%	96%	+4	79	97%	96%	+1
	2020-2021	72	100%	98%	+2	16	100%	98%	+2	8	100%	99%	+1	64	100%	98%	+2
US History	2017-2018	56	11%	81%	-70	13	0%	56%	-56	15	7%	58%	-51	40	5%	73%	-68
	2018-2019	52	46%	77%	-31	11	27%	51%	-24	11	55%	47%	+8	38	50%	67%	-17
	2019-2020	123	90%	97%	-7	25	80%	93%	-13	27	85%	92%	-7	99	92%	95%	-3
	2020-2021	75	100%	100%	0	10	100%	100%	0	5	100%	100%	0	69	100%	100%	0
	2021-2022	74	100%	100%	0	20	100%	100%	0	32	100%	100%	0	65	100%	100%	0

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

\*The 2021-2022 Annual Regents results for this school have been affected by an end of year data processing error and are either not present or incomplete.

# 2022 NYSED Charter School Information Dashboard

## Benchmark 1 - Indicator 3: High School Outcomes

### Charter School

CHARTER HIGH SCHOOL FOR LAW AND SOCIAL JUSTICE

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

#### Aggregate and Subgroup 4-Year Cohort Regents Testing Outcomes

		All Students				SWD				ELL				ED			
		Charter Total Cohort	CHS for Law and Social Justice	NYS	Differential to NYS	Charter Total Cohort	CHS for Law and Social Justice	NYS	Differential to NYS	Charter Total Cohort	CHS for Law and Social Justice	NYS	Differential to NYS	Charter Total Cohort	CHS for Law and Social Justice	NYS	Differential to NYS
ELA	2015 Cohort	109	88%	84%	+4	12	67%	55%	+12	11	73%	55%	+18	72	89%	79%	+10
	2016 Cohort	106	77%	88%	-11	13	77%	66%	+11	14	36%	69%	-33	82	78%	84%	-6
	2017 Cohort	122	82%	89%	-7	16	94%	69%	+25	10	90%	75%	+15	94	83%	86%	-3
	2018 Cohort	106	75%	87%	-12	13	69%	71%	-2	20	60%	68%	-8	93	77%	83%	-6
Global History	2015 Cohort	109	77%	78%	-1	12	33%	43%	-10	11	64%	48%	+16	72	79%	70%	+9
	2016 Cohort	106	73%	84%	-11	13	69%	60%	+9	14	43%	63%	-20	82	72%	80%	-8
	2017 Cohort	122	81%	87%	-6	16	88%	66%	+22	10	100%	69%	+31	94	84%	84%	0
	2018 Cohort	106	84%	86%	-2	13	92%	72%	+20	20	70%	68%	+2	93	87%	83%	+4
Math	2015 Cohort	109	80%	84%	-4	12	58%	51%	+7	11	55%	60%	-5	72	83%	78%	+5
	2016 Cohort	106	84%	88%	-4	13	77%	64%	+13	14	43%	72%	-29	82	80%	85%	-5
	2017 Cohort	122	84%	90%	-6	16	81%	69%	+12	10	90%	79%	+11	94	85%	88%	-3
	2018 Cohort	106	85%	91%	-6	13	69%	76%	-7	20	70%	78%	-8	93	87%	89%	-2
Science	2015 Cohort	109	74%	83%	-9	12	25%	51%	-26	11	45%	51%	-6	72	75%	76%	-1
	2016 Cohort	106	76%	87%	-11	13	69%	64%	+5	14	43%	66%	-23	82	77%	83%	-6
	2017 Cohort	122	89%	90%	-1	16	88%	70%	+18	10	100%	74%	+26	94	91%	87%	+4
	2018 Cohort	106	87%	91%	-4	13	92%	77%	+15	20	70%	73%	-3	93	90%	88%	+2
US History	2015 Cohort	109	72%	79%	-7	12	25%	48%	-23	11	45%	48%	-3	72	71%	71%	0
	2016 Cohort	106	72%	84%	-12	13	69%	61%	+8	14	36%	61%	-25	82	71%	79%	-8
	2017 Cohort	122	76%	85%	-9	16	88%	66%	+22	10	90%	67%	+23	94	78%	81%	-3
	2018 Cohort	106	76%	84%	-8	13	69%	69%	0	20	65%	67%	-2	93	80%	80%	0

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

\*The 2021-2022 Cohort Regents results for this school have been affected by an end of year data processing error and are incomplete.

# 2022 NYSED Charter School Information Dashboard

## Benchmark 1 - Indicator 3: High School Outcomes

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

#### Aggregate and Subgroup College and Career Readiness

		College and Career Readiness			ELA			Math		
		CHS For Law And Social Justice	NYS	Differential to NYS	CHS For Law And Social Justice	NYS	Differential to NYS	CHS For Law And Social Justice	NYS	Differential to NYS
All Students	2015 Cohort	7%	34%	-27	57%	68%	-11	9%	36%	-27
SWD	2015 Cohort	0%	6%	-6	25%	29%	-4	0%	8%	-8
ELL	2015 Cohort	0%	9%	-9	36%	30%	+6	0%	12%	-12
ED	2015 Cohort	8%	22%	-14	57%	58%	-1	10%	24%	-14

\*See NOTES: (1), (2), (3), and (12).

# 2022 NYSED Charter School Information Dashboard

## Benchmark 1 - Indicator 3: High School Outcomes

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

High School Graduation Rates by Cohort

		All Students				SWD				ELL				ED			
		Charter Total Cohort	CHS for Law and Social Justice	NYS Graduation Rate	Differential to NYS	Charter Total Cohort	CHS for Law and Social Justice	NYS Graduation Rate	Differential to NYS	Charter Total Cohort	CHS for Law and Social Justice	NYS Graduation Rate	Differential to NYS	Charter Total Cohort	CHS for Law and Social Justice	NYS Graduation Rate	Differential to NYS
2015 Cohort	4 Year	109	76%	83%	-7	12	75%	62%	+13	11	64%	58%	+6	72	78%	77%	+1
	5 Year	105	80%	87%	-7	11	91%	67%	+24	10	50%	68%	-18	64	80%	82%	-2
	6 Year	102	83%	88%	-5	10	100%	70%	+30	8	75%	70%	+5	60	85%	84%	+1
2016 Cohort	4 Year	106	72%	85%	-13	13	62%	63%	-1	14	29%	63%	-34	82	72%	80%	-8
	5 Year	109	73%	88%	-15	14	64%	69%	-5	5	80%	70%	+10	81	77%	83%	-6
	6 Year	99	82%	89%	-7	12	75%	72%	+3	9	67%	71%	-4	71	89%	85%	+4
2017 Cohort	4 Year	122	80%	86%	-6	16	94%	65%	+29	10	100%	70%	+30	94	84%	81%	+3
	5 Year	110	90%	89%	+1	12	100%	72%	+28	22	95%	75%	+20	84	92%	85%	+7
2018 Cohort	4 Year	106	75%	87%	-12	13	77%	69%	+8	20	60%	70%	-10	93	81%	82%	-1

\*See NOTES (2) and (3).

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

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

CHS for Law and Social Justice	All Students			SWD			ELL			ED		
	Charter Total Cohort	Total On-Track	On-Track	Charter Total Cohort	Total On-Track	On-Track	Charter Total Cohort	Total On-Track	On-Track	Charter Total Cohort	Total On-Track	On-Track
2016	107	64	60%	12	5	42%	14	4	29%	80	50	63%
2017	122	102	84%	15	13	87%	29	24	83%	100	85	85%
2018	113	95	84%	16	12	75%	6	5	83%	101	86	85%
2019	106	90	85%	16	12	75%	6	5	83%	101	86	85%

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



# 2022 NYSED Charter School Information Dashboard

## Benchmark 9 - Indicator 1: Enrollment and Retention

### Charter School

CHARTER HIGH SCHOOL FOR LAW AND SOCIAL JUSTICE

#### 1.a.i. Aggregate Enrollment:

Aggregate Enrollment: Reported vs Contracted - Target = 100%

CHS for Law and Social Justice	Contracted Enrollment	Reported Enrollment	Percent of Contracted Enrollment
2017-2018	345	355	103%
2018-2019	450	422	94%
2019-2020	450	469	104%
2020-2021	450	481	107%
2021-2022	450	511	114%

#### 1.a.ii. Subgroup Enrollment:

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

	SWD			ELL			ED		
	CHS for Law and Social Justice	NYC CSD 10	Differential to District	CHS for Law and Social Justice	NYC CSD 10	Differential to District	CHS for Law and Social Justice	NYC CSD 10	Differential to District
2017-2018	15%	18%	-3	21%	26%	-5	77%	78%	-1
2018-2019	13%	17%	-4	15%	24%	-9	78%	75%	+3
2019-2020	15%	16%	-1	21%	23%	-2	83%	76%	+7
2020-2021	17%	17%	0	8%	23%	-15	83%	78%	+5
2021-2022	17%	18%	-1	25%	22%	+3	83%	77%	+6

\*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		
	CHS for Law and Social Justice	NYC CSD 10	Differential to District	CHS for Law and Social Justice	NYC CSD 10	Differential to District	CHS for Law and Social Justice	NYC CSD 10	Differential to District	CHS for Law and Social Justice	NYC CSD 10	Differential to District
2017-2018	77%	85%	-8	65%	78%	-13	86%	80%	+6	77%	84%	-7
2018-2019	85%	86%	-1	76%	80%	-4	84%	81%	+3	83%	84%	-1
2019-2020	88%	86%	+2	82%	78%	+4	87%	81%	+6	87%	84%	+3
2020-2021	94%	91%	+3	90%	87%	+3	99%	87%	+12	93%	90%	+3
2021-2022	93%	87%	+6	98%	80%	+18	92%	83%	+9	93%	87%	+6

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

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

#### Aggregate and Subgroup 4-, 5-, and 6-year Cohort Persistence Rates – Target = 85%

		All Students			SWD			ELL			ED		
		Original Cohort	Persistent	Percent Persistent	Original Cohort	Persistent	Percent Persistent	Original Cohort	Persistent	4 Year Persistent	Original Cohort	Persistent	Percent Persistent
2015 Cohort	4-Year	116	65	56%	16	7	44%	8	5	63%	98	57	58%
	5-Year	116	65	56%	16	7	44%	8	5	63%	98	57	58%
	6-Year	116	65	56%	16	7	44%	8	5	63%	98	57	58%
2016 Cohort	4-Year	98	58	59%	16	6	38%	12	3	25%	81	47	58%
	5-Year	98	58	59%	16	6	38%	12	3	25%	81	47	58%
	6-Year	98	58	59%	16	6	38%	12	3	25%	81	47	58%
2017 Cohort	4-Year	110	76	69%	19	14	74%	36	30	83%	90	62	69%
	5-Year	110	77	70%	19	14	74%	36	30	83%	90	63	70%
2018 Cohort	4 Year	93	57	61%	13	9	69%	19	11	58%	92	56	61%

\*See NOTES (2), (3), and (10) 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

## CHARTER HIGH SCHOOL FOR LAW AND SOCIAL JUSTICE

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

2017-18	2018-19	2019-20	2020-21	2021-22
9-11	9-12	9-12	9-12	9-12
9-12	9-12	9-12	9-12	9-12
345	450	450	450	450
450	450	450	450	450
355	422	469	481	511

### ASSETS

#### Current Assets

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

1,214,954	1,447,410	2,992,175	3,760,175	3,299,067
296,379	161,312	248,982	251,370	460,010
151,910	112,467	169,288	55,578	202,552
3,998	-	-	-	36,187

#### Total Current Assets

1,667,241	1,721,189	3,410,445	4,067,123	3,997,816
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#### Non-Current Assets

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

669,720	614,027	622,466	593,556	521,139
-	75,472	75,605	100,673	100,699
-	-	-	-	-
-	-	-	-	-

#### Total Non-Current Assets

669,720	689,499	698,071	694,229	621,838
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#### Total Assets

2,336,961	2,410,688	4,108,516	4,761,352	4,619,654
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### 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

199,852	214,970	315,740	42,585	494,856
293,079	309,951	429,677	454,000	-
-	-	-	-	-
-	-	-	-	-
325,950	22,933	355,034	-	9,483

#### Total Current Liabilities

818,881	547,854	1,100,451	496,585	504,339
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#### Long-Term Liabilities

Deferred Rent  
Other Long-Term Liabilities  
Total Long-Term Liabilities  
Total Liabilities

-	201,718	313,394	615,778	791,377
-	-	569,443	-	-
-	201,718	882,837	615,778	791,377
818,881	749,572	1,983,288	1,112,363	1,295,716

#### NET ASSETS

Unrestricted  
Restricted  
Total Net Assets  
Total Liabilities and Net Assets

1,518,080	1,661,116	2,125,228	3,648,989	3,323,938
-	-	-	-	-
1,518,080	1,661,116	2,125,228	3,648,989	3,323,938
2,336,961	2,410,688	4,108,516	4,761,352	4,619,654

### 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  
Total Operating Revenue

4,768,789	6,469,496	7,166,784	7,234,331	7,497,652
341,072	411,939	980,816	1,015,628	1,209,363
1,002,125	1,346,000	1,904,860	1,915,699	2,042,655
286,141	347,747	385,545	608,211	1,128,439
150,175	-	-	-	-
-	-	-	-	320
6,548,302	8,575,182	10,438,005	10,774,039	11,878,429

### EXPENSES

#### Program Services

Regular Education  
Special Education  
Other Expenses  
Total Program Services

4,574,957	6,119,058	6,877,974	7,258,570	8,377,304
920,039	1,158,325	1,622,951	1,791,646	2,194,037
-	-	-	-	-
5,494,996	7,277,383	8,500,925	9,050,216	10,571,341

#### Supporting Services

Management and General  
Fundraising  
Total Support Services  
Total Expenses  
Surplus/Deficit from Operations

703,905	1,107,579	1,473,101	1,125,814	1,632,139
65,609	104,113	-	-	-
769,514	1,211,692	1,473,101	1,125,814	1,632,139
6,264,510	8,489,075	9,974,026	10,176,030	12,203,480
283,792	86,107	463,979	598,009	(325,051)

### SUPPORT AND OTHER REVENUE

Interest and Other Income  
Contributions and Grants  
Fundraising Support  
Other Support and Revenue  
Total Support and Other Revenue  
Change in Net Assets  
Net Assets - Beginning of Year  
Net Assets - End of Year

133	188	133	68	-
800	17,800	-	1,207	-
-	5,641	-	-	-
39,200	33,300	-	924,477	-
40,133	56,930	133	925,752	-
323,925	143,036	464,112	1,523,761	(325,051)
1,194,155	1,518,080	1,661,116	2,125,228	3,648,989
1,518,080	1,661,116	2,125,228	3,648,989	3,323,938

### REVENUE & EXPENSE BREAKDOWN

#### Revenue - Per Pupil

Operating  
Support and Other Revenue  
Total Revenue  
Expenses - Per Pupil  
Program Services  
Management and General, Fundraising  
Total Expenses  
% of Program Services  
% of Management and Other  
% of Revenue Exceeding Expenses

18,446	20,320	22,256	22,399	23,245
113	135	0	1,925	-
18,559	20,455	22,256	24,324	23,245
15,479	17,245	18,126	18,815	20,688
2,168	2,871	3,141	2,341	3,194
17,647	20,116	21,267	21,156	23,882
87.7%	85.7%	85.2%	88.9%	86.6%
12.3%	14.3%	14.8%	11.1%	13.4%
5.2%	1.7%	4.7%	15.0%	-2.7%

### FINANCIAL COMPOSITE SCORE

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

2.34	2.15	2.65	3.00	2.35
Strong	Strong	Strong	Strong	Strong

### WORKING CAPITAL

Net Working Capital  
Working Capital (Current) Ratio  
BENCHMARK and FINDING:  
Ratio should be equal to or greater than 1.2

848,360	1,173,335	2,309,994	3,570,538	3,493,477
2.0	3.1	3.1	8.2	7.9
Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard

### DEBT TO ASSET

Debt to Asset Ratio  
BENCHMARK and FINDING:  
Ratio should be equal to or less than 1.0

0.4	0.3	0.5	0.2	0.3
Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard

### CASH POSITION

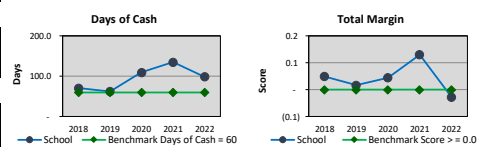
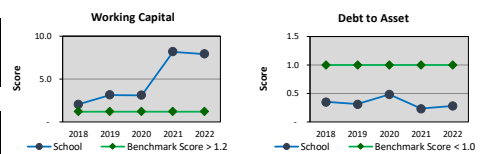
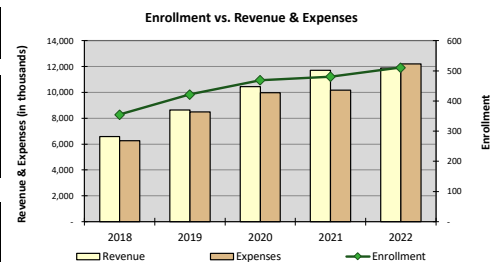
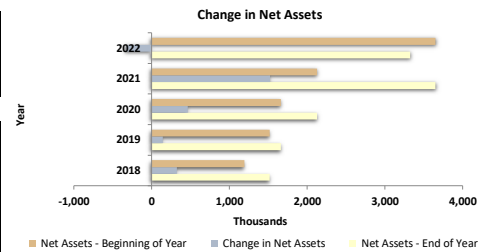
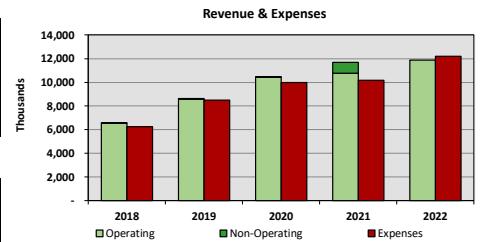
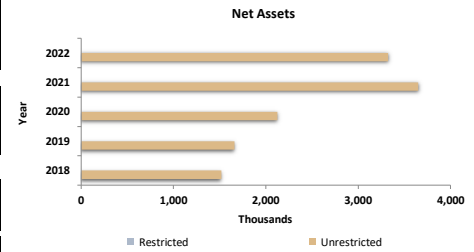
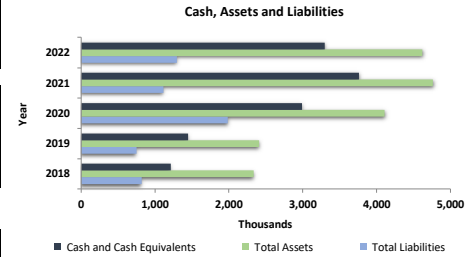
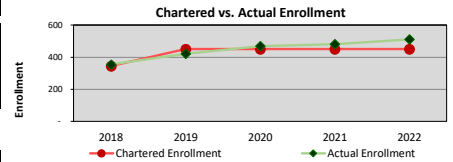
Days of Cash  
BENCHMARK and FINDING:  
Ratio should be equal to or greater than 60 days

70.8	62.2	109.5	134.9	98.7
Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard

### TOTAL MARGIN

Total Margin Ratio  
BENCHMARK and FINDING:  
Ratio should be equal to or greater than 0.0

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





New York State  
EDUCATION DEPARTMENT  
Knowledge > Skill > Opportunity



# NYS BOARD OF REGENTS AUTHORIZED CHARTER SCHOOLS

April 2021

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

Prepared for Charter High School for Law and Social Justice

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NYS Education Department Charter School Office



# *Introduction*

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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".

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**

**CHS for Law and Social Justice    Response n = 93    Response Rate = 19%**

		All Charter Schools		CHS for Law and Social Justice		Difference
<b>Q1a The charter school has high academic expectations for my child.</b>	<b>Strongly Agree</b>	77%	7,064	77%	72	0
	<b>Somewhat Agree</b>	18%	1,633	17%	16	-1
	<b>Neither Agree nor Disagree</b>	4%	331	4%	4	0
	<b>Somewhat Disagree</b>	1%	96	1%	1	0
	<b>Strongly Disagree</b>	1%	81	0%	0	-1
<b>Q1b I am aware of the academic supports available to my child.</b>	<b>Strongly Agree</b>	71%	6,563	77%	72	6
	<b>Somewhat Agree</b>	21%	1,916	16%	15	-5
	<b>Neither Agree nor Disagree</b>	4%	401	4%	4	0
	<b>Somewhat Disagree</b>	2%	198	0%	0	-2
	<b>Strongly Disagree</b>	1%	127	2%	2	1
<b>Q1c The teaching quality at this school is very high.</b>	<b>Strongly Agree</b>	72%	6,617	76%	71	4
	<b>Somewhat Agree</b>	20%	1,887	16%	15	-4
	<b>Neither Agree nor Disagree</b>	5%	443	5%	5	0
	<b>Somewhat Disagree</b>	2%	154	1%	1	-1
	<b>Strongly Disagree</b>	1%	104	1%	1	0
<b>Q2a The school's discipline policy is clear.</b>	<b>Strongly Agree</b>	72%	6,640	77%	72	5
	<b>Somewhat Agree</b>	17%	1,557	14%	13	-3
	<b>Neither Agree nor Disagree</b>	9%	792	5%	5	-4
	<b>Somewhat Disagree</b>	1%	122	2%	2	1
	<b>Strongly Disagree</b>	1%	94	1%	1	0

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		All Charter Schools		CHS for Law and Social Justice		Difference
<b>Q2b The school's discipline policy is fair to all students.</b>	<b>Strongly Agree</b>	67%	6,210	72%	67	5
	<b>Somewhat Agree</b>	18%	1,628	18%	17	0
	<b>Neither Agree nor Disagree</b>	11%	1,058	6%	6	-5
	<b>Somewhat Disagree</b>	2%	159	1%	1	-1
	<b>Strongly Disagree</b>	2%	150	2%	2	0
<b>Q2c The school's discipline policy is enforced by all teachers and staff.</b>	<b>Strongly Agree</b>	67%	6,147	68%	63	1
	<b>Somewhat Agree</b>	17%	1,574	22%	20	5
	<b>Neither Agree nor Disagree</b>	13%	1,240	10%	9	-3
	<b>Somewhat Disagree</b>	1%	133	1%	1	0
	<b>Strongly Disagree</b>	1%	111	0%	0	-1
<b>Q2d I am aware of how the school supports student social-emotional development.</b>	<b>Strongly Agree</b>	67%	6,125	70%	65	3
	<b>Somewhat Agree</b>	20%	1,835	24%	22	4
	<b>Neither Agree nor Disagree</b>	9%	840	3%	3	-6
	<b>Somewhat Disagree</b>	2%	218	2%	2	0
	<b>Strongly Disagree</b>	2%	187	1%	1	-1
<b>Q2e The school has social, emotional, and mental health programs and supports for all students.</b>	<b>Strongly Agree</b>	61%	5,570	59%	55	-2
	<b>Somewhat Agree</b>	20%	1,873	26%	24	6
	<b>Neither Agree nor Disagree</b>	15%	1,367	11%	10	-4
	<b>Somewhat Disagree</b>	2%	207	4%	4	2
	<b>Strongly Disagree</b>	2%	188	0%	0	-2



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		All Charter Schools		CHS for Law and Social Justice		Difference
<b>Q3a The school provides a safe environment.</b>	<b>Strongly Agree</b>	76%	7,006	74%	69	-2
	<b>Somewhat Agree</b>	15%	1,366	18%	17	3
	<b>Neither Agree nor Disagree</b>	7%	677	6%	6	-1
	<b>Somewhat Disagree</b>	1%	95	1%	1	0
	<b>Strongly Disagree</b>	1%	61	0%	0	-1
<b>Q3b The school has systems in place to ensure that the environment is free from bullying, harassment, and discrimination.</b>	<b>Strongly Agree</b>	66%	6,075	65%	60	-1
	<b>Somewhat Agree</b>	20%	1,801	28%	26	8
	<b>Neither Agree nor Disagree</b>	11%	1,018	8%	7	-3
	<b>Somewhat Disagree</b>	2%	193	0%	0	-2
	<b>Strongly Disagree</b>	1%	118	0%	0	-1
<b>Q3c Classroom environments support learning and are generally free from disruption.</b>	<b>Strongly Agree</b>	65%	5,997	69%	64	4
	<b>Somewhat Agree</b>	21%	1,916	18%	17	-3
	<b>Neither Agree nor Disagree</b>	11%	1,026	12%	11	1
	<b>Somewhat Disagree</b>	2%	160	1%	1	-1
	<b>Strongly Disagree</b>	1%	106	0%	0	-1
<b>Q3d The school has high behavioral expectations for my child.</b>	<b>Strongly Agree</b>	75%	6,923	72%	67	-3
	<b>Somewhat Agree</b>	17%	1,570	22%	20	5
	<b>Neither Agree nor Disagree</b>	6%	581	5%	5	-1
	<b>Somewhat Disagree</b>	1%	57	0%	0	-1
	<b>Strongly Disagree</b>	1%	74	1%	1	0

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<b>Q4a The school provides opportunities for parent participation within the school community.</b>	<b>Strongly Agree</b>	69%	6,353	72%	67	3
	<b>Somewhat Agree</b>	19%	1,753	17%	16	-2
	<b>Neither Agree nor Disagree</b>	9%	827	10%	9	1
	<b>Somewhat Disagree</b>	2%	152	1%	1	-1
	<b>Strongly Disagree</b>	1%	120	0%	0	-1
<b>Q4b I receive regular and timely information on my child's academic progress in my home language.</b>	<b>Strongly Agree</b>	77%	7,104	87%	81	10
	<b>Somewhat Agree</b>	15%	1,398	11%	10	-4
	<b>Neither Agree nor Disagree</b>	4%	354	1%	1	-3
	<b>Somewhat Disagree</b>	2%	204	1%	1	-1
	<b>Strongly Disagree</b>	2%	145	0%	0	-2
<b>Q4c The school uses many methods of communication with families.</b>	<b>Strongly Agree</b>	80%	7,393	85%	79	5
	<b>Somewhat Agree</b>	14%	1,274	12%	11	-2
	<b>Neither Agree nor Disagree</b>	4%	325	3%	3	-1
	<b>Somewhat Disagree</b>	1%	119	0%	0	-1
	<b>Strongly Disagree</b>	1%	94	0%	0	-1
<b>Q4d The school seeks feedback from parents through surveys, meetings, or some other way.</b>	<b>Strongly Agree</b>	76%	7,029	80%	74	4
	<b>Somewhat Agree</b>	16%	1,508	17%	16	1
	<b>Neither Agree nor Disagree</b>	5%	418	3%	3	-2
	<b>Somewhat Disagree</b>	2%	159	0%	0	-2
	<b>Strongly Disagree</b>	1%	91	0%	0	-1

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		<b>All Charter Schools</b>		<b>CHS for Law and Social Justice</b>		<b>Difference</b>
<b>Q4e The school has a complaint policy that is easy to find.</b>	<b>Strongly Agree</b>	53%	4,900	59%	55	6
	<b>Somewhat Agree</b>	20%	1,820	24%	22	4
	<b>Neither Agree nor Disagree</b>	21%	1,970	17%	16	-4
	<b>Somewhat Disagree</b>	3%	288	0%	0	-3
	<b>Strongly Disagree</b>	2%	227	0%	0	-2
<b>Q4f The school has a complaint policy that is easy to understand.</b>	<b>Strongly Agree</b>	55%	5,098	63%	59	8
	<b>Somewhat Agree</b>	19%	1,744	19%	18	0
	<b>Neither Agree nor Disagree</b>	21%	1,970	17%	16	-4
	<b>Somewhat Disagree</b>	2%	211	0%	0	-2
	<b>Strongly Disagree</b>	2%	182	0%	0	-2
<b>Q4g The school informs parents about how it performs compared to other schools in the district and New York State.</b>	<b>Strongly Agree</b>	54%	4,989	61%	57	7
	<b>Somewhat Agree</b>	20%	1,803	18%	17	-2
	<b>Neither Agree nor Disagree</b>	19%	1,754	18%	17	-1
	<b>Somewhat Disagree</b>	4%	364	1%	1	-3
	<b>Strongly Disagree</b>	3%	295	1%	1	-2
<b>Q5 Thinking about this school's board meetings, which of the following statements best applies to you?</b>	<b>I attend almost every board meeting</b>	15%	1,375	28%	26	13
	<b>I occasionally attend board meetings</b>	27%	2,477	35%	33	8
	<b>I know when board meetings take place, but do not attend</b>	31%	2,808	23%	21	-8
	<b>I do not know when board meetings take place and I do not attend</b>	28%	2,545	14%	13	-14

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<b>Q6 Do you feel the school is fulfilling its mission?</b>	<b>Yes</b>	87%	7,969	87%	81	0
	<b>No</b>	4%	353	3%	3	-1
	<b>I don't know the school's mission</b>	10%	883	10%	9	0
<b>Q7a The school has clear instructions on cleaning procedures and practices used in the school's buildings.</b>	<b>Strongly Agree</b>	52%	4,758	49%	46	-3
	<b>Somewhat Agree</b>	12%	1,073	15%	14	3
	<b>Neither Agree nor Disagree</b>	7%	685	10%	9	3
	<b>Somewhat Disagree</b>	1%	57	0%	0	-1
	<b>Strongly Disagree</b>	0%	46	0%	0	0
	<b>Did not experience in-person learning</b>	28%	2,586	26%	24	-2
<b>Q7b I am confident the school is following the proper safety standards.</b>	<b>Strongly Agree</b>	58%	5,347	63%	59	5
	<b>Somewhat Agree</b>	10%	953	12%	11	2
	<b>Neither Agree nor Disagree</b>	6%	507	4%	4	-2
	<b>Somewhat Disagree</b>	0%	43	0%	0	0
	<b>Strongly Disagree</b>	0%	39	0%	0	0
	<b>Did not experience in-person learning</b>	25%	2,316	20%	19	-5
<b>Q7c My child has difficulty learning in the current school setting.</b>	<b>Strongly Agree</b>	13%	1,186	14%	13	1
	<b>Somewhat Agree</b>	13%	1,191	14%	13	1
	<b>Neither Agree nor Disagree</b>	11%	1,021	11%	10	0
	<b>Somewhat Disagree</b>	7%	604	6%	6	-1
	<b>Strongly Disagree</b>	27%	2,455	20%	19	-7
	<b>Did not experience in-person learning</b>	30%	2,748	34%	32	4

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		<b>All Charter Schools</b>		<b>CHS for Law and Social Justice</b>		<b>Difference</b>
<b>Q7d I worry my child will come in contact with COVID19 while in school.</b>	<b>Strongly Agree</b>	23%	2,082	42%	39	19
	<b>Somewhat Agree</b>	15%	1,419	9%	8	-6
	<b>Neither Agree nor Disagree</b>	13%	1,207	9%	8	-4
	<b>Somewhat Disagree</b>	7%	631	4%	4	-3
	<b>Strongly Disagree</b>	14%	1,301	1%	1	-13
	<b>Did not experience in-person learning</b>	28%	2,565	35%	33	7
<b>Q8a The school has provided me with help to support my child's remote learning.</b>	<b>Strongly Agree</b>	69%	6,334	75%	70	6
	<b>Somewhat Agree</b>	19%	1,739	13%	12	-6
	<b>Neither Agree nor Disagree</b>	6%	552	10%	9	4
	<b>Somewhat Disagree</b>	3%	256	0%	0	-3
	<b>Strongly Disagree</b>	2%	202	2%	2	0
	<b>Did not experience remote learning</b>	1%	122	0%	0	-1
<b>Q8b Handling remote learning platforms (Zoom, Google Meet, teacher apps, etc.) has been difficult.</b>	<b>Strongly Agree</b>	28%	2,552	38%	35	10
	<b>Somewhat Agree</b>	21%	1,913	22%	20	1
	<b>Neither Agree nor Disagree</b>	11%	1,004	11%	10	0
	<b>Somewhat Disagree</b>	12%	1,094	9%	8	-3
	<b>Strongly Disagree</b>	27%	2,529	22%	20	-5
	<b>Did not experience remote learning</b>	1%	113	0%	0	-1

**New York State Department of Education  
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All Charter Schools Response n = 9,205**

**CHS for Law and Social Justice    Response n = 93    Response Rate = 19%**

		<b>All Charter Schools</b>		<b>CHS for Law and Social Justice</b>		<b>Difference</b>
<b>Q8c Managing my work along with my child's remote learning schoolwork has been a challenge.</b>	<b>Strongly Agree</b>	42%	3,829	39%	36	-3
	<b>Somewhat Agree</b>	25%	2,258	20%	19	-5
	<b>Neither Agree nor Disagree</b>	11%	974	15%	14	4
	<b>Somewhat Disagree</b>	7%	656	9%	8	2
	<b>Strongly Disagree</b>	15%	1,381	17%	16	2
	<b>Did not experience remote learning</b>	1%	107	0%	0	-1
<b>Q8d The internet in my home works when my child needs to access school materials for remote learning</b>	<b>Strongly Agree</b>	65%	6,023	66%	61	1
	<b>Somewhat Agree</b>	22%	2,003	24%	22	2
	<b>Neither Agree nor Disagree</b>	5%	479	5%	5	0
	<b>Somewhat Disagree</b>	4%	388	3%	3	-1
	<b>Strongly Disagree</b>	2%	227	2%	2	0
	<b>Did not experience remote learning</b>	1%	85	0%	0	-1
<b>Q8e My child has access to a tech device for school when needed for remote learning.</b>	<b>Strongly Agree</b>	84%	7,747	85%	79	1
	<b>Somewhat Agree</b>	10%	928	9%	8	-1
	<b>Neither Agree nor Disagree</b>	3%	263	3%	3	0
	<b>Somewhat Disagree</b>	1%	97	3%	3	2
	<b>Strongly Disagree</b>	1%	88	0%	0	-1
	<b>Did not experience remote learning</b>	1%	82	0%	0	-1
<b>Q9a I have a clear idea how the school is educating my child.</b>	<b>Strongly Agree</b>	67%	6,173	73%	68	6
	<b>Somewhat Agree</b>	24%	2,170	18%	17	-6
	<b>Neither Agree nor Disagree</b>	6%	508	5%	5	-1
	<b>Somewhat Disagree</b>	3%	234	2%	2	-1
	<b>Strongly Disagree</b>	1%	120	1%	1	0

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All Charter Schools Response n = 9,205**

**CHS for Law and Social Justice    Response n = 93    Response Rate = 19%**

		<b>All Charter Schools</b>		<b>CHS for Law and Social Justice</b>		<b>Difference</b>
<b>Q9b I need to devote a great amount of time to support my child's school participation.</b>	<b>Strongly Agree</b>	39%	3,628	29%	27	-10
	<b>Somewhat Agree</b>	27%	2,507	25%	23	-2
	<b>Neither Agree nor Disagree</b>	15%	1,420	20%	19	5
	<b>Somewhat Disagree</b>	9%	867	14%	13	5
	<b>Strongly Disagree</b>	9%	783	12%	11	3
<b>Q9c I am concerned about my child's social or emotional well-being.</b>	<b>Strongly Agree</b>	35%	3,258	33%	31	-2
	<b>Somewhat Agree</b>	23%	2,123	24%	22	1
	<b>Neither Agree nor Disagree</b>	14%	1,313	23%	21	9
	<b>Somewhat Disagree</b>	10%	877	9%	8	-1
	<b>Strongly Disagree</b>	18%	1,634	12%	11	-6
<b>Q9d I am more connected with my child's day-to-day education now than ever before.</b>	<b>Strongly Agree</b>	52%	4,773	54%	50	2
	<b>Somewhat Agree</b>	24%	2,249	26%	24	2
	<b>Neither Agree nor Disagree</b>	15%	1,360	13%	12	-2
	<b>Somewhat Disagree</b>	5%	447	8%	7	3
	<b>Strongly Disagree</b>	4%	376	0%	0	-4

NYSED CSO Parent Survey 2021

**New York State Department of Education  
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**CHS for Law and Social Justice**

<b>OPEN1 Why did you choose this school for your child to attend?</b>	Academics at the time
	Because he loves Law School
	Because her previous school was not stimulating her to strive for excellence
	Because his older sibling attended this school.
	Because it was a charter school in the bronx with programs for students to go to college for free
	Because its a good school and is near by the house
	Because my child needs to learn basics of law
	Because my children will have the opportunity to go to college for free
	Close to my home
	El ambiente es mas seguro y yranquili k otras escuelas.
	Es buena y ero un mejor de sa royo para eyo
	Es muy buena escuela
	Es. Muy. Buena. Son. Muy responsables. Y. Disciplinados. Se preocupan. Por el estudiante
	Estaba más cerca a la casa.
	Family members recommended
	For academic purposes and convenient to my son.
	Graduation rate
	Great opinion was giving to me
	Great program and teachers truly care about their students.
	Great school
	Great school and great reviews about other students learning experiences.
	Highly recommended. Impressed with the curriculum
	Honestly she was accepted to a public school I did not want her to attend. I applied to a few charter schools and she was accepted to this one. A friend attends this school and has had a great experience in education.
	I choose this school for my children to get a better education.
	I chose this school for my child because the school have great benefits that others don't.
	I chose this school for my daughter because it help her with AP classes when the public school where she was at was not now she is a headand her grades are too The school has a lot of great teachers



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**CHS for Law and Social Justice**

	I don't know
	IT WAS THE BEST CHOICE MY DAUGHTER AND I MADE IN THE FIELD OF LAW
	It a great school
	It is an excellent school
	It was close by and the reviews were pretty good.
	It's a very good school
	It's was well recommend by guidance counselor.
	La elegí porque me gustan las escuelas Charter, siento que tienen reglas más claras y son exigentes en cuanto a la disciplina y aprendizaje de los estudiantes, la escuela cuenta por un buen equipo de profesores preocupados por el bienestar de los estudiantes.
	Me gusta la escuela para mi hijo por su seguridad
	Me gusta por k trabajo cerca y veo k tiene su regla
	Me la recomendaron
	My Son Wanted to go to school for law
	My child chose this school to fulfill her dream of one day becoming a lawyer and a Judge.
	My child has been a student there the last 4 years...it was the only school I saw that had a law and social justice program at the time.
	My child wants to focus on Law
	My other child attended here
	Para mi hijo está cerca de la casa
	Parque es bueno Parque
	Por la metodología de aprendizaje para mi hijo
	Por las buenas recomendaciones , y el bienestar y la buena educación de mi hija
	Por que en el futuro ella quiere ser policia
	Por que esta cerca de donde yo y mis hijos vivimos
	Por que me gusta como esta avanzando en aprendisaje de mi hija....y los maestros son muy profecionales..todo me gusta de la escuela
	Por su disciplina académica
	Porque es muy buena y me la recomendaron
	Porque me la reconmedaron y me dijeron que era una buena escuela.
	Porque mi hijo le interesa las Leyes.

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**CHS for Law and Social Justice**

	She wants to be a Lawyer, Therapist, and/or Business Owner. Additionally, she likes to fight for change.
	The school, provides a great learning environment for students + other benefits such as scholarships for extra credits and other advance programs for students, to keep moving forward.
	They inform you very well about your child education.
	This school is a great school and my daughter aspire to be a lawyer so it is very fitting.
	Tienen Muy buena diciplina. Y. Un gran equipo de profesores k Sè preocupam Por el bienestar de los estudiantes.
	Trabajo Cerca y me gusto por k la vi como segura para mi hijos no seve los niño afuera y como tigueraje me siento bien k mi niño está en esa escuela..
	Travel time
	Very inviting and informative
	Walking distance
	cuando ella aprobo su 8vo grado me informe de todo lo que le ofrecian para ella seguir avanzando luego hubieron algunos inconvenientes, y pense trasladarla a otra escuela pero despues de la nueva administracion escolar he estado muy complacida de sus resultados
	porque esta cerca de donde vivimos y porque me la recomendaron por su buen trabajo en la comunidad
	safety
	Él quería asistir a esta escuela

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Open End Responses**

**CHS for Law and Social Justice**

<b>OPEN2</b> Please use the box below if you have any additional comments or concerns regarding this school or click <b>SUBMIT</b> to submit your survey.	<b>Creo Es Un poco Dificil para los niños las clases remota Pero Por Su bienestar me Siento satisfecha. Ya k esto no ha pasado y seria d gran preocupacion para mi Como madre tener los hijos fuera, si Sè controla la situation pues Es different. Gracias!!!!</b>
	<b>I AM NOT SENDING MY CHILD TO IN PERSIN LEARNING UNTIL THEY HAVE BEEN VACCINATED AND COVID IS NO LONGER A HEALTH THREAT MY FAMILIES HEALTH COMES FIRST.</b>
	<b>Me gusta la seguridad de la escuela</b>
	<b>Me siento muy satisfecha con respecto al progreso educativo de mi hija ella está haciendo muy bien en la escuela.</b>
	<b>No</b>
	<b>Nonguno</b>
	<b>Stay safe and thank you for every update</b>
	<b>The remote learning schedule is too long and takes a toll on my daughters health.</b>
	<b>The school is making sure their students graduate and head to college ready</b>
	<b>The teachers are absolutely wonderful.</b>
	<b>This school is great</b>

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All Charter Schools Response n = 2,412**

**CHS for Law and Social Justice    Response n = 27**

		<b>All Charter Schools</b>		<b>CHS for Law and Social Justice</b>		<b>Difference</b>
<b>Q1a The school has a documented curriculum that is aligned to the New York State learning standards.</b>	<b>Strongly Agree</b>	75%	1,804	63%	17	-12
	<b>Somewhat Agree</b>	19%	456	26%	7	7
	<b>Neither Agree nor Disagree</b>	4%	87	7%	2	3
	<b>Somewhat Disagree</b>	2%	41	0%	0	-2
	<b>Strongly Disagree</b>	1%	24	4%	1	3
<b>Q1b The school's curriculum is aligned horizontally across same grade level classrooms.</b>	<b>Strongly Agree</b>	66%	1,602	48%	13	-18
	<b>Somewhat Agree</b>	22%	528	30%	8	8
	<b>Neither Agree nor Disagree</b>	8%	182	11%	3	3
	<b>Somewhat Disagree</b>	3%	66	4%	1	1
	<b>Strongly Disagree</b>	1%	34	7%	2	6
<b>Q1c The school's curriculum is aligned vertically between grade levels.</b>	<b>Strongly Agree</b>	59%	1,413	63%	17	4
	<b>Somewhat Agree</b>	28%	664	19%	5	-9
	<b>Neither Agree nor Disagree</b>	9%	219	11%	3	2
	<b>Somewhat Disagree</b>	3%	83	4%	1	1
	<b>Strongly Disagree</b>	1%	33	4%	1	3
<b>Q1d The curriculum and corresponding materials are differentiated to provide opportunities for all students to master grade-level skills and concepts.</b>	<b>Strongly Agree</b>	60%	1,436	52%	14	-8
	<b>Somewhat Agree</b>	29%	692	41%	11	12
	<b>Neither Agree nor Disagree</b>	5%	130	4%	1	-1
	<b>Somewhat Disagree</b>	4%	108	0%	0	-4
	<b>Strongly Disagree</b>	2%	46	4%	1	2

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**CHS for Law and Social Justice Response n = 27**

		All Charter Schools		CHS for Law and Social Justice		Difference
<b>Q1e The curriculum is systematically reviewed and revised.</b>	<b>Strongly Agree</b>	61%	1,480	59%	16	-2
	<b>Somewhat Agree</b>	24%	576	30%	8	6
	<b>Neither Agree nor Disagree</b>	8%	196	7%	2	-1
	<b>Somewhat Disagree</b>	4%	101	0%	0	-4
	<b>Strongly Disagree</b>	2%	59	4%	1	2
<b>Q1f The school has a strong science curriculum.</b>	<b>Strongly Agree</b>	42%	1,009	41%	11	-1
	<b>Somewhat Agree</b>	27%	660	19%	5	-8
	<b>Neither Agree nor Disagree</b>	21%	509	33%	9	12
	<b>Somewhat Disagree</b>	6%	135	4%	1	-2
	<b>Strongly Disagree</b>	4%	99	4%	1	0
<b>Q2a The school staff has a shared understanding of high-quality instruction that supports all learners.</b>	<b>Strongly Agree</b>	65%	1,572	59%	16	-6
	<b>Somewhat Agree</b>	27%	650	30%	8	3
	<b>Neither Agree nor Disagree</b>	4%	87	0%	0	-4
	<b>Somewhat Disagree</b>	3%	69	7%	2	4
	<b>Strongly Disagree</b>	1%	34	4%	1	3
<b>Q2b Instructional delivery fosters engagement with all students.</b>	<b>Strongly Agree</b>	61%	1,468	59%	16	-2
	<b>Somewhat Agree</b>	31%	751	33%	9	2
	<b>Neither Agree nor Disagree</b>	4%	104	0%	0	-4
	<b>Somewhat Disagree</b>	3%	69	4%	1	1
	<b>Strongly Disagree</b>	1%	20	4%	1	3

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**CHS for Law and Social Justice    Response n = 27**

		<b>All Charter Schools</b>		<b>CHS for Law and Social Justice</b>		<b>Difference</b>
<b>Q2c The school differentiates instruction to ensure equity and access for all students.</b>	<b>Strongly Agree</b>	63%	1,509	74%	20	11
	<b>Somewhat Agree</b>	28%	673	19%	5	-9
	<b>Neither Agree nor Disagree</b>	5%	110	0%	0	-5
	<b>Somewhat Disagree</b>	4%	90	4%	1	0
	<b>Strongly Disagree</b>	1%	30	4%	1	3
<b>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)</b>	<b>Strongly Agree</b>	58%	1,405	59%	16	1
	<b>Somewhat Agree</b>	26%	634	19%	5	-7
	<b>Neither Agree nor Disagree</b>	6%	146	4%	1	-2
	<b>Somewhat Disagree</b>	7%	166	4%	1	-3
	<b>Strongly Disagree</b>	3%	61	15%	4	12
<b>Q2e There is a uniform expectation for teachers' implementation of academic rigor in the school.</b>	<b>Strongly Agree</b>	64%	1,535	67%	18	3
	<b>Somewhat Agree</b>	23%	560	22%	6	-1
	<b>Neither Agree nor Disagree</b>	6%	154	4%	1	-2
	<b>Somewhat Disagree</b>	5%	111	4%	1	-1
	<b>Strongly Disagree</b>	2%	52	4%	1	2
<b>Q3a The school uses a system of formative, diagnostic, and summative assessments.</b>	<b>Strongly Agree</b>	69%	1,676	63%	17	-6
	<b>Somewhat Agree</b>	25%	606	33%	9	8
	<b>Neither Agree nor Disagree</b>	3%	77	0%	0	-3
	<b>Somewhat Disagree</b>	2%	37	0%	0	-2
	<b>Strongly Disagree</b>	1%	16	4%	1	3

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**CHS for Law and Social Justice    Response n = 27**

		<b>All Charter Schools</b>		<b>CHS for Law and Social Justice</b>		<b>Difference</b>
<b>Q3b The school uses qualitative and quantitative data to inform instruction and improve student outcomes.</b>	<b>Strongly Agree</b>	67%	1,623	70%	19	3
	<b>Somewhat Agree</b>	26%	633	22%	6	-4
	<b>Neither Agree nor Disagree</b>	4%	89	0%	0	-4
	<b>Somewhat Disagree</b>	2%	41	4%	1	2
	<b>Strongly Disagree</b>	1%	26	4%	1	3
<b>Q3c The school uses qualitative and quantitative data to evaluate the quality and effectiveness of the academic program.</b>	<b>Strongly Agree</b>	63%	1,508	63%	17	0
	<b>Somewhat Agree</b>	26%	632	26%	7	0
	<b>Neither Agree nor Disagree</b>	6%	152	4%	1	-2
	<b>Somewhat Disagree</b>	4%	87	4%	1	0
	<b>Strongly Disagree</b>	1%	33	4%	1	3
<b>Q3d The school modifies its academic program after using data measurements.</b>	<b>Strongly Agree</b>	59%	1,419	59%	16	0
	<b>Somewhat Agree</b>	26%	631	30%	8	4
	<b>Neither Agree nor Disagree</b>	8%	190	4%	1	-4
	<b>Somewhat Disagree</b>	5%	124	4%	1	-1
	<b>Strongly Disagree</b>	2%	48	4%	1	2
<b>Q3e The school uses multiple measures to assess student progress toward State learning standards.</b>	<b>Strongly Agree</b>	64%	1,555	63%	17	-1
	<b>Somewhat Agree</b>	25%	614	30%	8	5
	<b>Neither Agree nor Disagree</b>	6%	142	4%	1	-2
	<b>Somewhat Disagree</b>	3%	76	0%	0	-3
	<b>Strongly Disagree</b>	1%	25	4%	1	3

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**CHS for Law and Social Justice Response n = 27**

		All Charter Schools		CHS for Law and Social Justice		Difference
<b>Q4a The school follows the NYSED approved identification process for students with disabilities.</b>	<b>Strongly Agree</b>	72%	1,743	81%	22	9
	<b>Somewhat Agree</b>	16%	375	11%	3	-5
	<b>Neither Agree nor Disagree</b>	10%	238	4%	1	-6
	<b>Somewhat Disagree</b>	1%	30	0%	0	-1
	<b>Strongly Disagree</b>	1%	26	4%	1	3
<b>Q4b The school follows the NYSED approved identification process for English language learners.</b>	<b>Strongly Agree</b>	68%	1,648	78%	21	10
	<b>Somewhat Agree</b>	17%	404	11%	3	-6
	<b>Neither Agree nor Disagree</b>	12%	296	4%	1	-8
	<b>Somewhat Disagree</b>	2%	38	4%	1	2
	<b>Strongly Disagree</b>	1%	26	4%	1	3
<b>Q4c The school provides supports to meet the academic needs for students with disabilities.</b>	<b>Strongly Agree</b>	67%	1,606	74%	20	7
	<b>Somewhat Agree</b>	23%	553	15%	4	-8
	<b>Neither Agree nor Disagree</b>	5%	128	4%	1	-1
	<b>Somewhat Disagree</b>	3%	83	4%	1	1
	<b>Strongly Disagree</b>	2%	42	4%	1	2
<b>Q4d The school provides supports to meet the academic needs for English language learners.</b>	<b>Strongly Agree</b>	63%	1,520	70%	19	7
	<b>Somewhat Agree</b>	23%	560	19%	5	-4
	<b>Neither Agree nor Disagree</b>	8%	181	0%	0	-8
	<b>Somewhat Disagree</b>	4%	102	7%	2	3
	<b>Strongly Disagree</b>	2%	49	4%	1	2



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		<b>All Charter Schools</b>		<b>CHS for Law and Social Justice</b>		<b>Difference</b>
<b>Q4e The school provides supports to meet the academic needs for economically disadvantaged students.</b>	<b>Strongly Agree</b>	72%	1,725	70%	19	-2
	<b>Somewhat Agree</b>	19%	466	19%	5	0
	<b>Neither Agree nor Disagree</b>	6%	148	4%	1	-2
	<b>Somewhat Disagree</b>	2%	49	4%	1	2
	<b>Strongly Disagree</b>	1%	24	4%	1	3
<b>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.</b>	<b>Strongly Agree</b>	67%	1,627	67%	18	0
	<b>Somewhat Agree</b>	22%	533	26%	7	4
	<b>Neither Agree nor Disagree</b>	7%	159	4%	1	-3
	<b>Somewhat Disagree</b>	3%	67	0%	0	-3
	<b>Strongly Disagree</b>	1%	26	4%	1	3
<b>Q5a The school has processes and procedures in place to address chronic absenteeism for all students.</b>	<b>Strongly Agree</b>	55%	1,337	52%	14	-3
	<b>Somewhat Agree</b>	27%	644	19%	5	-8
	<b>Neither Agree nor Disagree</b>	8%	199	15%	4	7
	<b>Somewhat Disagree</b>	7%	157	7%	2	0
	<b>Strongly Disagree</b>	3%	75	7%	2	4
<b>Q5b In general, attendance is not an issue at the school.</b>	<b>Strongly Agree</b>	32%	776	15%	4	-17
	<b>Somewhat Agree</b>	30%	719	33%	9	3
	<b>Neither Agree nor Disagree</b>	15%	353	15%	4	0
	<b>Somewhat Disagree</b>	15%	353	19%	5	4
	<b>Strongly Disagree</b>	9%	211	19%	5	10

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**CHS for Law and Social Justice Response n = 27**

		<b>All Charter Schools</b>		<b>CHS for Law and Social Justice</b>		<b>Difference</b>
<b>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.</b>	<b>Strongly Agree</b>	50%	1,202	56%	15	6
	<b>Somewhat Agree</b>	22%	541	19%	5	-3
	<b>Neither Agree nor Disagree</b>	23%	547	15%	4	-8
	<b>Somewhat Disagree</b>	3%	75	4%	1	1
	<b>Strongly Disagree</b>	2%	47	7%	2	5
<b>Q5d The school has a process in place to measure and evaluate school climate culture.</b>	<b>Strongly Agree</b>	51%	1,240	63%	17	12
	<b>Somewhat Agree</b>	27%	642	15%	4	-12
	<b>Neither Agree nor Disagree</b>	12%	301	11%	3	-1
	<b>Somewhat Disagree</b>	6%	136	4%	1	-2
	<b>Strongly Disagree</b>	4%	93	7%	2	3
<b>Q6a The school's discipline policy is clear.</b>	<b>Strongly Agree</b>	54%	1,306	70%	19	16
	<b>Somewhat Agree</b>	29%	696	19%	5	-10
	<b>Neither Agree nor Disagree</b>	7%	178	0%	0	-7
	<b>Somewhat Disagree</b>	7%	169	4%	1	-3
	<b>Strongly Disagree</b>	3%	63	7%	2	4
<b>Q6b The school's discipline policy is fair to all students.</b>	<b>Strongly Agree</b>	57%	1,371	70%	19	13
	<b>Somewhat Agree</b>	25%	601	19%	5	-6
	<b>Neither Agree nor Disagree</b>	10%	248	0%	0	-10
	<b>Somewhat Disagree</b>	6%	134	4%	1	-2
	<b>Strongly Disagree</b>	2%	58	7%	2	5

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**CHS for Law and Social Justice    Response n = 27**

		<b>All Charter Schools</b>		<b>CHS for Law and Social Justice</b>		<b>Difference</b>
<b>Q6c The school's discipline policy is enforced by all teachers and staff.</b>	<b>Strongly Agree</b>	44%	1,067	52%	14	8
	<b>Somewhat Agree</b>	32%	766	30%	8	-2
	<b>Neither Agree nor Disagree</b>	12%	281	0%	0	-12
	<b>Somewhat Disagree</b>	9%	216	11%	3	2
	<b>Strongly Disagree</b>	3%	82	7%	2	4
<b>Q6d The school's discipline policy is updated as necessary with feedback from faculty.</b>	<b>Strongly Agree</b>	49%	1,188	59%	16	10
	<b>Somewhat Agree</b>	25%	595	19%	5	-6
	<b>Neither Agree nor Disagree</b>	14%	337	11%	3	-3
	<b>Somewhat Disagree</b>	7%	179	4%	1	-3
	<b>Strongly Disagree</b>	5%	113	7%	2	2
<b>Q6e The school utilizes behavior intervention plans for students who require specific social and behavioral skills in an academic setting.</b>	<b>Strongly Agree</b>	62%	1,484	67%	18	5
	<b>Somewhat Agree</b>	25%	613	15%	4	-10
	<b>Neither Agree nor Disagree</b>	8%	185	7%	2	-1
	<b>Somewhat Disagree</b>	4%	89	7%	2	3
	<b>Strongly Disagree</b>	2%	41	4%	1	2
<b>Q6f Teachers and staff interacting with students with disabilities are aware of and follow specific discipline and prevention protocols for these students.</b>	<b>Strongly Agree</b>	58%	1,409	59%	16	1
	<b>Somewhat Agree</b>	26%	626	26%	7	0
	<b>Neither Agree nor Disagree</b>	9%	229	11%	3	2
	<b>Somewhat Disagree</b>	5%	110	0%	0	-5
	<b>Strongly Disagree</b>	2%	38	4%	1	2

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**CHS for Law and Social Justice Response n = 27**

		All Charter Schools		CHS for Law and Social Justice		Difference
<b>Q7a The school provides a safe environment.</b>	<b>Strongly Agree</b>	78%	1,879	85%	23	7
	<b>Somewhat Agree</b>	17%	409	11%	3	-6
	<b>Neither Agree nor Disagree</b>	3%	77	4%	1	1
	<b>Somewhat Disagree</b>	1%	29	0%	0	-1
	<b>Strongly Disagree</b>	1%	18	0%	0	-1
<b>Q7b The school has systems in place to ensure that the environment is free from bullying, harassment, and discrimination.</b>	<b>Strongly Agree</b>	66%	1,596	78%	21	12
	<b>Somewhat Agree</b>	24%	590	15%	4	-9
	<b>Neither Agree nor Disagree</b>	6%	141	4%	1	-2
	<b>Somewhat Disagree</b>	2%	57	0%	0	-2
	<b>Strongly Disagree</b>	1%	28	4%	1	3
<b>Q7c Classroom environments support learning and are generally free from disruption.</b>	<b>Strongly Agree</b>	61%	1,470	67%	18	6
	<b>Somewhat Agree</b>	27%	662	26%	7	-1
	<b>Neither Agree nor Disagree</b>	5%	130	4%	1	-1
	<b>Somewhat Disagree</b>	5%	110	0%	0	-5
	<b>Strongly Disagree</b>	2%	40	4%	1	2
<b>Q7d The school has high behavioral expectations for all students</b>	<b>Strongly Agree</b>	67%	1,627	78%	21	11
	<b>Somewhat Agree</b>	22%	528	15%	4	-7
	<b>Neither Agree nor Disagree</b>	6%	134	4%	1	-2
	<b>Somewhat Disagree</b>	3%	84	0%	0	-3
	<b>Strongly Disagree</b>	2%	39	4%	1	2

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		<b>All Charter Schools</b>		<b>CHS for Law and Social Justice</b>		<b>Difference</b>
<b>Q7e Teacher-student interactions could typically be described as supportive and respectful.</b>	<b>Strongly Agree</b>	76%	1,836	81%	22	5
	<b>Somewhat Agree</b>	20%	480	11%	3	-9
	<b>Neither Agree nor Disagree</b>	2%	59	4%	1	2
	<b>Somewhat Disagree</b>	1%	24	4%	1	3
	<b>Strongly Disagree</b>	1%	13	0%	0	-1
<b>Q7f There is a uniform expectation for all teachers' classroom management in your school.</b>	<b>Strongly Agree</b>	66%	1,600	74%	20	8
	<b>Somewhat Agree</b>	23%	554	19%	5	-4
	<b>Neither Agree nor Disagree</b>	6%	138	4%	1	-2
	<b>Somewhat Disagree</b>	4%	85	0%	0	-4
	<b>Strongly Disagree</b>	1%	35	4%	1	3
<b>Q8 What is the name of your school's Dignity for All Students Act (DASA) coordinator?</b>	<b>Name Given</b>	66%	1,597	44%	12	-22
	<b>Don't Know</b>	34%	815	56%	15	22
<b>Q9 When is the last time you received a copy of the school's DASA policy?</b>	<b>This school year</b>	61%	1,469	52%	14	-9
	<b>The previous school year</b>	16%	381	15%	4	-1
	<b>Prior to the previous school year</b>	5%	121	4%	1	-1
	<b>I'm not aware of any DASA policy</b>	18%	441	30%	8	12
<b>Q10 When is the last time you received DASA training?</b>	<b>&lt;1 year ago</b>	48%	1,147	37%	10	-11
	<b>1-2 years ago</b>	23%	549	19%	5	-4
	<b>3-4 years ago</b>	11%	270	15%	4	4
	<b>&gt;4 years ago</b>	9%	214	11%	3	2
	<b>I've never received DASA training</b>	10%	232	19%	5	9
<b>Q11_Open What is the name of your school's McKinney-Vento Coordinator?</b>	<b>Name Given</b>	49%	1,191	41%	11	-8
	<b>Don't Know</b>	51%	1,221	59%	16	8

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		<b>All Charter Schools</b>		<b>CHS for Law and Social Justice</b>		<b>Difference</b>
<b>Q11a The school provides opportunities for parent participation within the school community.</b>	<b>Strongly Agree</b>	66%	1,601	74%	20	8
	<b>Somewhat Agree</b>	24%	579	22%	6	-2
	<b>Neither Agree nor Disagree</b>	6%	139	0%	0	-6
	<b>Somewhat Disagree</b>	3%	68	0%	0	-3
	<b>Strongly Disagree</b>	1%	25	4%	1	3
<b>Q11b Parents receive regular and timely information on their child's academic progress in their home language.</b>	<b>Strongly Agree</b>	71%	1,721	70%	19	-1
	<b>Somewhat Agree</b>	22%	528	26%	7	4
	<b>Neither Agree nor Disagree</b>	4%	90	0%	0	-4
	<b>Somewhat Disagree</b>	2%	54	4%	1	2
	<b>Strongly Disagree</b>	1%	19	0%	0	-1
<b>Q11c The school uses many methods of communication with families.</b>	<b>Strongly Agree</b>	81%	1,960	78%	21	-3
	<b>Somewhat Agree</b>	15%	365	15%	4	0
	<b>Neither Agree nor Disagree</b>	2%	48	0%	0	-2
	<b>Somewhat Disagree</b>	1%	27	7%	2	6
	<b>Strongly Disagree</b>	0%	12	0%	0	0
<b>Q11d The school seeks feedback from parents through surveys, meetings, or some other way.</b>	<b>Strongly Agree</b>	73%	1,772	78%	21	5
	<b>Somewhat Agree</b>	18%	443	11%	3	-7
	<b>Neither Agree nor Disagree</b>	6%	134	4%	1	-2
	<b>Somewhat Disagree</b>	2%	39	7%	2	5
	<b>Strongly Disagree</b>	1%	24	0%	0	-1

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**CHS for Law and Social Justice Response n = 27**

		<b>All Charter Schools</b>		<b>CHS for Law and Social Justice</b>		<b>Difference</b>
<b>Q11e The school has a systematic and transparent process for responding to family or community concerns.</b>	<b>Strongly Agree</b>	66%	1,599	74%	20	8
	<b>Somewhat Agree</b>	22%	536	11%	3	-11
	<b>Neither Agree nor Disagree</b>	7%	175	4%	1	-3
	<b>Somewhat Disagree</b>	3%	65	7%	2	4
	<b>Strongly Disagree</b>	2%	37	4%	1	2
<b>Q11f The school informs parents about how it performs compared to other schools in the district and New York State.</b>	<b>Strongly Agree</b>	59%	1,425	67%	18	8
	<b>Somewhat Agree</b>	18%	437	7%	2	-11
	<b>Neither Agree nor Disagree</b>	20%	475	15%	4	-5
	<b>Somewhat Disagree</b>	2%	43	7%	2	5
	<b>Strongly Disagree</b>	1%	32	4%	1	3
<b>Q12a The school has social, emotional, and mental health programs and supports for all students.</b>	<b>Strongly Agree</b>	68%	1,632	67%	18	-1
	<b>Somewhat Agree</b>	23%	553	30%	8	7
	<b>Neither Agree nor Disagree</b>	4%	106	0%	0	-4
	<b>Somewhat Disagree</b>	3%	84	0%	0	-3
	<b>Strongly Disagree</b>	2%	37	4%	1	2
<b>Q12b School leaders collect and use data to track the social-emotional needs of all students, including students in subgroups.</b>	<b>Strongly Agree</b>	54%	1,299	63%	17	9
	<b>Somewhat Agree</b>	24%	578	15%	4	-9
	<b>Neither Agree nor Disagree</b>	14%	335	15%	4	1
	<b>Somewhat Disagree</b>	6%	144	4%	1	-2
	<b>Strongly Disagree</b>	2%	56	4%	1	2

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		<b>All Charter Schools</b>		<b>CHS for Law and Social Justice</b>		<b>Difference</b>
<b>Q12c School leaders collect and use data regarding the impact of programs designed to support the social and emotional health of all students.</b>	<b>Strongly Agree</b>	53%	1,276	56%	15	3
	<b>Somewhat Agree</b>	23%	552	22%	6	-1
	<b>Neither Agree nor Disagree</b>	17%	400	15%	4	-2
	<b>Somewhat Disagree</b>	5%	129	4%	1	-1
	<b>Strongly Disagree</b>	2%	55	4%	1	2
<b>Q12d The school provides staff with professional development opportunities to support the social-emotional and mental health of students in a culturally responsive manner.</b>	<b>Strongly Agree</b>	58%	1,409	56%	15	-2
	<b>Somewhat Agree</b>	26%	624	19%	5	-7
	<b>Neither Agree nor Disagree</b>	8%	189	4%	1	-4
	<b>Somewhat Disagree</b>	6%	133	11%	3	5
	<b>Strongly Disagree</b>	2%	57	11%	3	9
<b>Q12e The school has processes and procedures in place to address the learning and social-emotional needs of McKinney-Vento eligible students.</b>	<b>Strongly Agree</b>	46%	1,106	44%	12	-2
	<b>Somewhat Agree</b>	16%	393	11%	3	-5
	<b>Neither Agree nor Disagree</b>	32%	766	30%	8	-2
	<b>Somewhat Disagree</b>	3%	76	0%	0	-3
	<b>Strongly Disagree</b>	3%	71	15%	4	12
<b>Q13 How many total years of K-12 teaching experience do you have?</b>	<b>Less than 1 year</b>	6%	146	4%	1	-2
	<b>1-3 years</b>	21%	513	7%	2	-14
	<b>4-6 years</b>	29%	711	26%	7	-3
	<b>7-10 years</b>	19%	466	37%	10	18
	<b>More than 10 years</b>	24%	576	26%	7	2



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		<b>All Charter Schools</b>		<b>CHS for Law and Social Justice</b>		<b>Difference</b>
<b>Q14 How long have you been teaching in this school in your current grade level?</b>	<b>Less than 1 year</b>	25%	602	19%	5	-6
	<b>1-3 years</b>	44%	1,065	63%	17	19
	<b>4-6 years</b>	22%	523	15%	4	-7
	<b>7-10 years</b>	6%	134	4%	1	-2
	<b>More than 10 years</b>	4%	88	0%	0	-4
<b>Q15 How long have you been teaching in this school in your current subject area/teaching assignment?</b>	<b>Less than 1 year</b>	19%	470	11%	3	-8
	<b>1-3 years</b>	42%	1,016	48%	13	6
	<b>4-6 years</b>	24%	584	30%	8	6
	<b>7-10 years</b>	7%	180	11%	3	4
	<b>More than 10 years</b>	7%	162	0%	0	-7
<b>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.</b>	<b>Strongly Agree</b>	60%	1,439	59%	16	-1
	<b>Somewhat Agree</b>	26%	625	33%	9	7
	<b>Neither Agree nor Disagree</b>	6%	137	0%	0	-6
	<b>Somewhat Disagree</b>	5%	121	4%	1	-1
	<b>Strongly Disagree</b>	4%	90	4%	1	0
<b>Q16b The school has a clear and well-established communication systems and decision-making processes in place to ensure effective communication across the school.</b>	<b>Strongly Agree</b>	53%	1,273	52%	14	-1
	<b>Somewhat Agree</b>	27%	658	37%	10	10
	<b>Neither Agree nor Disagree</b>	7%	172	4%	1	-3
	<b>Somewhat Disagree</b>	8%	185	4%	1	-4
	<b>Strongly Disagree</b>	5%	124	4%	1	-1

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		<b>All Charter Schools</b>		<b>CHS for Law and Social Justice</b>		<b>Difference</b>
<b>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.</b>	<b>Strongly Agree</b>	48%	1,154	59%	16	11
	<b>Somewhat Agree</b>	26%	639	26%	7	0
	<b>Neither Agree nor Disagree</b>	12%	294	7%	2	-5
	<b>Somewhat Disagree</b>	8%	201	4%	1	-4
	<b>Strongly Disagree</b>	5%	124	4%	1	-1
<b>Q16d The school's leadership demonstrates a high level of accountability such that leadership takes responsibility for outcomes.</b>	<b>Strongly Agree</b>	56%	1,353	59%	16	3
	<b>Somewhat Agree</b>	24%	578	26%	7	2
	<b>Neither Agree nor Disagree</b>	8%	189	0%	0	-8
	<b>Somewhat Disagree</b>	7%	166	7%	2	0
	<b>Strongly Disagree</b>	5%	126	7%	2	2
<b>Q17a Roles and responsibilities for leaders, staff, management, and the board of trustees are clearly defined and adhered to.</b>	<b>Strongly Agree</b>	54%	1,304	63%	17	9
	<b>Somewhat Agree</b>	26%	635	30%	8	4
	<b>Neither Agree nor Disagree</b>	10%	251	0%	0	-10
	<b>Somewhat Disagree</b>	6%	141	4%	1	-2
	<b>Strongly Disagree</b>	3%	81	4%	1	1
<b>Q17b The school ensures that staff has the requisite skills, expertise, and professional development necessary to meet all students' needs, including students in subgroups.</b>	<b>Strongly Agree</b>	57%	1,370	59%	16	2
	<b>Somewhat Agree</b>	27%	657	37%	10	10
	<b>Neither Agree nor Disagree</b>	8%	194	0%	0	-8
	<b>Somewhat Disagree</b>	5%	129	0%	0	-5
	<b>Strongly Disagree</b>	3%	62	4%	1	1

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		<b>All Charter Schools</b>		<b>CHS for Law and Social Justice</b>		<b>Difference</b>
<b>Q17c The school is fully staffed with personnel who are able to meet all operational needs, including finance, human resources, and communications.</b>	<b>Strongly Agree</b>	60%	1,446	63%	17	3
	<b>Somewhat Agree</b>	24%	575	30%	8	6
	<b>Neither Agree nor Disagree</b>	8%	199	4%	1	-4
	<b>Somewhat Disagree</b>	5%	121	0%	0	-5
	<b>Strongly Disagree</b>	3%	71	4%	1	1
<b>Q18a The school has established procedures for effective collaboration among teachers.</b>	<b>Strongly Agree</b>	62%	1,501	56%	15	-6
	<b>Somewhat Agree</b>	27%	645	30%	8	3
	<b>Neither Agree nor Disagree</b>	5%	125	7%	2	2
	<b>Somewhat Disagree</b>	4%	92	4%	1	0
	<b>Strongly Disagree</b>	2%	49	4%	1	2
<b>Q18b The school has systems to monitor and maintain organizational and instructional quality through a formal evaluation process for teacher and other staff.</b>	<b>Strongly Agree</b>	65%	1,567	59%	16	-6
	<b>Somewhat Agree</b>	26%	621	33%	9	7
	<b>Neither Agree nor Disagree</b>	5%	129	4%	1	-1
	<b>Somewhat Disagree</b>	2%	57	0%	0	-2
	<b>Strongly Disagree</b>	2%	38	4%	1	2
<b>Q18c The school has mechanisms to solicit teacher and staff feedback and to gauge their satisfaction.</b>	<b>Strongly Agree</b>	58%	1,391	56%	15	-2
	<b>Somewhat Agree</b>	25%	607	30%	8	5
	<b>Neither Agree nor Disagree</b>	7%	171	4%	1	-3
	<b>Somewhat Disagree</b>	6%	136	7%	2	1
	<b>Strongly Disagree</b>	4%	107	4%	1	0

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		<b>All Charter Schools</b>		<b>CHS for Law and Social Justice</b>		<b>Difference</b>
<b>Q18d The school provides you with the resources and support to do your job well when teaching remotely.</b>	<b>Strongly Agree</b>	63%	1,514	78%	21	15
	<b>Somewhat Agree</b>	24%	573	19%	5	-5
	<b>Neither Agree nor Disagree</b>	6%	145	4%	1	-2
	<b>Somewhat Disagree</b>	5%	123	0%	0	-5
	<b>Strongly Disagree</b>	2%	57	0%	0	-2
<b>Q18e The school provides you with the resources and support to do your job well when teaching in-person.</b>	<b>Strongly Agree</b>	64%	1,554	78%	21	14
	<b>Somewhat Agree</b>	22%	537	7%	2	-15
	<b>Neither Agree nor Disagree</b>	9%	219	7%	2	-2
	<b>Somewhat Disagree</b>	3%	65	4%	1	1
	<b>Strongly Disagree</b>	2%	37	4%	1	2
<b>Q18f The school provides you with the resources and support to do your job well when teaching concurrently.</b>	<b>Strongly Agree</b>	57%	1,365	63%	17	6
	<b>Somewhat Agree</b>	22%	529	7%	2	-15
	<b>Neither Agree nor Disagree</b>	16%	390	26%	7	10
	<b>Somewhat Disagree</b>	3%	71	0%	0	-3
	<b>Strongly Disagree</b>	2%	57	4%	1	2
<b>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?</b>	<b>Strongly Agree</b>	45%	1,077	44%	12	-1
	<b>Somewhat Agree</b>	33%	804	26%	7	-7
	<b>Neither Agree nor Disagree</b>	10%	244	11%	3	1
	<b>Somewhat Disagree</b>	7%	180	11%	3	4
	<b>Strongly Disagree</b>	4%	107	7%	2	3

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		<b>All Charter Schools</b>		<b>CHS for Law and Social Justice</b>		<b>Difference</b>
<b>Q20 Meetings, such as faculty, staff, grade-level, curricular, child study, and the like are:</b>	<b>Well organized</b>	78%	1,878	81%	22	3
	<b>Well attended</b>	83%	2,012	85%	23	2
	<b>Focused on relevant content</b>	70%	1,696	56%	15	-14
	<b>Recognized by all faculty as valuable</b>	45%	1,092	44%	12	-1
	<b>None of the above</b>	2%	60	4%	1	2
<b>Q21 Please select all types of meetings where faculty members collaborate with one another.</b>	<b>Team meetings</b>	94%	2,271	100%	27	6
	<b>Department meetings</b>	76%	1,834	100%	27	24
	<b>Staff meetings</b>	86%	2,081	89%	24	3
	<b>Informal planning time</b>	78%	1,892	67%	18	-11
	<b>Teacher/professional leadership meetings</b>	73%	1,764	74%	20	1
	<b>Other</b>	9%	226	4%	1	-5

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Open End Responses**

**CHS for Law and Social Justice**

**Q2\_Open1 Explain what an academically rigorous lesson looks like in your classroom:**

A quick checks for understanding to start the lesson (do now). This will lead into the mini lesson for the day. Students complete independent practice and end the class with an exit ticket and lesson closure.

Academically rigorous lesson in my classroom is when students are able to ask critical reading and thinking questions themselves and students are the ones driving the discussion in seminar/group setting. Also, when there is relevant content learning happening.

An academic academically rigorous lesson is student led with a teacher serving as a facilitator. Students are working from bell to bell and there is clear evidence of learning.

As a language teacher, An academic rigorous lesson in my classroom allow students the opportunity to solve and discuss problems/questions at different levels of understanding. It can go from "fill in the blank to complete the following words, phrases or sentences", to "read the following and in your own words, tell me what you understand. Do not translate word by word."

Debate Organizing Information Real life application

Do Now with multiple entry points Mini Lesson Exploration with heterogenous or homogenous teacher made groups Closing/Exit Ticket

Don't Know

Fully differentiated, rigorous student engagement, writing and questioning and constant check for understanding

Higher order thinking questions. Student collaboration where they are constructing meaning of the content.

It is a lesson that pushes students thinking by allowing them to expand on what they already know and make sense of new topics on their own.

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	Lesson plan starts with exit assessment according to NYS standards as backward planning. Essential questions or learning objectives, Do now for quick 5 minutes. Going over key words and scaffolding vocabulary words. Check for understandings through out the lesson. Modeling with mini lesson and guided practice in mostly heterogeneous groups and independent practice. Closing with critical content questions and debriefing, facilitating student discussion through out the lesson.
	Lessons are challenging lessons and help students meet high expectations. Students are actively engaged and require to use critical thinking to deepen their understanding of the subject studied.
	Matching questions to students' abilities.
	Meeting the needs of all my students no matter the level. Knowing where they are and making sure they are being challenged by some aspect of the lesson to allow for growth.
	Must have DoNow-MiniLesson-Exploration-Exit-ticket. Especially During Exploration part, students are working in breakout room with partners or independently.
	Rigorous lessons include assignments that require students to think, research, collaborate to find answers or understanding
	Rigorous means we are reading literature in its authentic form, analyzing words and their meaning, and offering opposing and varying viewpoints and perspectives.
	Scholars are able to apply what they learned in class to the real world.
	Student driven with teacher support.
	Students are asked higher-order thinking questions; they are required to apply the concepts they learned to new situations

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	Students are engaged in the learning process There is evidence of critical thinking, problem-solving, collaboration, oral and written communication, analyzing information, and encouraging creativity and imagination When I ask a question, all students are expected to answer whether that's through peer sharing or another form of response
	Students engaged, Students asking questions, students asking to check their work before it is time to hand it in.
	Students working through material independently and asking for help as needed.
	Where it is student driven and students are engaging in deep discussions.
	student-led instruction and discovery.
	too much to write in this little box



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**CHS for Law and Social Justice**

**Q2\_Open2 Explain how you differentiate instruction for students in your classes:**

I am flexible with how I teach in the classroom, adapting lesson plans to increase understanding, grouping, and ungrouping students within classes.

A group of students can read information and use illustrations prior to completing/answering questions, while another group can listen to the same information and write about the topic, as opposed to answering questions.

Differentiation looks like choice in the classroom, scaffolds that check for understanding, providing graphic organizers, front-loading vocabulary and offering a variety of entry points (visual, textual) for content.

Exploration time, students are freely getting the help from partners or instructor. And also get extra videos/materials for understanding.

I create different levels to my assignments depending on the students understanding or ability to execute the lesson.

I differentiate instruction for students by providing audios for texts, simpler versions of text with the content and learning standards in tact. I also provide sentence starters and graphic organizers to scholars that need those tools the most to ensure that scholars are not left behind in learning content.

I provide scaffolding in lessons. I provide visual components and other supplementary items to accommodate different types of learners.

I work regularly with my co-teacher to make sure all our scholars are getting what they need. We are familiar with their IEPs but also look at benchmark assessments to determine the levels/knowledge base of all of our scholars (not just those with IEPs).

ICT

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	Modified materials including shorter readings with the same main ideas, simplified syntax and vocabulary, and guiding questions throughout the reading. Differentiated materials include visuals and graphics. Students are grouped based on student needs.
	Providing scaffold questions, small group instructions, videos of model problems, and now that everything is virtual frequent one on one check in with students during independent work.
	Scaffolded questioning Graphic Organizers Video & Images Chunking Texts Translations as needed
	Small group instruction and meeting the needs of IEP mandates for supports. Ex: extra time testing or directions read out loud.
	Small group instruction separated by abilities.
	Students are given the same materials with supports such as graphic organizers or checklists. They also have one on one support to allow them to grapple with the work in their particular learning styles.
	Students are presented with choices, have visuals and handouts to reference throughout the lesson. Depending on academic needs vary in amount of work that needs to be completed, example: rather than creating 5 examples may only need to create 3.
	Students get multiple entry points as part of the do now. Depending on the text, students are grouped by reading levels. If low enough, a small group is created for guided reading with one of the teachers in the room. Other groups read independently. Students always have a choice of projects that fit their different learning styles/modalities.
	Translated documents for spanish-speaking scholars Scaffolded work with a checklist Modified assignments
	Visuals Charts Vocabulary lists

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	Visuals Handouts Peer/Teacher support Choice in assignment/Do now
	We Don't
	We have an ICT teacher and student teacher in our classroom. Our students go from reading at a grade school level to college level. We have separate work sheets based on level and we use our students to help support others. Break out rooms are constant.
	We have many forms of differentiation. Some of the material is translated or modified for ELL students. We communicate and different forms of communication for students who need the material using words. images, videos, etc. depending on the needs.
	With Scaffolding, accommodations to IEP students, Progressive worksheets, heterogeneous groups. Ongoing assessments, collaborative learning, Digital resources
	final product choice.

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**CHS for Law and Social Justice**

**Q3\_Open How do you use data in your classroom to guide instruction?**

- I use it to inform lessons plan, identify concepts for reteaching, and differentiate student instruction.
- After learning about the google spreadsheet that I can get from students response on google forms and the edgenuity reports I have been using those to make sure that I reteach certain topics or address any misconceptions that arise.
- Based on data, create mandatory assigned intervention groups.
- Daily refined instruction based on exit tickets, quizzes, and exams.
- Data determines whether students are reaching -benchmarks, re-teaching needs, and reinforcement of content.
- Data is used to informing student grouping, identify content and skill gaps where students need further support, identify content and skill mastery that can we can build on.
- Depending on results, I modify my lessons or do re-teach lessons.
- Exit tickets are used to determine what needs reviewing or reteaching.
- For review and reteaching a topic
- I study the trends in the data and build my lessons from there.
- I use daily exit tickets to gauge the need to reteach material either for the entire class or certain students. I use informal assessments during class to understand whether students are grasping the material.
- I use data for the purpose of grouping (because of virtual learning). I also use data to create intervention groups for Wednesday Intervention to provide academic support.
- I use my independent assessments and exit tickets to drive my lesson plans.

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I use the STAR Reading Test given 2-3 times a year to see where student's instructional reading levels are and that helps me inform my student groupings. This allows me to provide regular check-ins and conference with students during Literature Circles.

I would analyze results of previous work and based of those results I would reteach certain topics based on those results. I would also revisit the different teaching strategies previously use, to ensure I differentiate lessons to address student's needs.

If needed will reteach lesson to the students if shown many have not mastered the content, if it's only a few will be sure to target those students throughout upcoming assignments.

Our do nows and exit tickets help us determine learning as well as quizzes and assessments. After each we come together to assess and determine next steps.

Primarily Star Data is used to create groups, evaluate independent student progress, etc. Also, running record and the San Diego Quick reading assessment are used as informal assessments to diagnose reading issues.

To better address misconceptions and be more proactive and purposeful with planning the curriculum. additionally, to better provide the right and specific needs of each student.

To decide whether something must be re-taught or targeted with a small group of students.

Using the data to identify what type of support my scholars need and implement the support in the instruction.

We Don't

We use STAR testing data and make sure our scholars are offered reading materials at their reading level.

We use data in class with check ins for do now's and questioning. We use data using assessments and surveys

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	With Pre and post testing, planning lesson plans. I can monitor growth of individual students and prepare students for standardized testing.
	it informs my next class and how to enter a new lesson.

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**CHS for Law and Social Justice**

**Q6\_Open** Describe the methods available for teachers to raise student discipline concerns. If no such methods exist, write "none" in the space below.

Deans

During grade level meetings and/or having a discussion with the deans.

Email the principal, reach out to the culture team in person or by email, send a hangouts message to the culture team for immediate assistance/removal.

Enter a report for incident Contact parent  
Followed by teacher/parent meeting

Google forms sending to deans, Swipe,  
Powerschool

Grade level meetings Outreach to the culture team for support Restorative Practices Training

If there is a discipline concern it is referred to the culture team. They immediately step in. With the teacher and student the culture team will come up with a way to fix the discipline issue.

If there's ever discipline concern with a student, that specific student is pulled aside, and away from instruction. We try to first engage in conversation to see if this particular student is going through a challenging situation that we may be able to help with. Based on his/her response, we would proceed with addressing the discipline concern at hand.

Methods available for teachers to raise student discipline concerns is having weekly grade level meetings, having 1:1 scheduled meetings with the Guidance Counselor and Grade level Dean.

N/A

None

Our culture team is always available to support us and we can call on them at any time.

Reports culture team and having conversation with students and their parents and/or guardians.

Speaking with culture team members.

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	Teachers directly contact the culture team in order to raise discipline concerns. We use the restorative justice model.
	There is a referral form that goes to the culture team. Each teacher also has a group chat with the culture team to raise student discipline concerns as they arise in the classroom. We also have grade team meetings to bring up concerns.
	There is a student referral system in place, with assistant deans of discipline that support teachers.
	Through contacting the culture staff and weekly teacher meetings.
	We get into communication with a dean from the culture team. He follow up with the situation.
	We have a great system where teachers report to a specific grade level dean and they are very responsive and effective
	We have weekly grade level meetings to discuss issues like this. At each grade level meeting we have a designated dean from our culture team who works with the teachers and scholars of that specific grade level and they know them well.
	With remote teaching, teachers email the Culture Team regarding discipline concerns.
	grade level and content meetings. Dean and culture support.
	none
	speak with parents and school culture team,
	we have a form that we fill out that goes to the deans.
	we have a support team that includes deans and guidance counselors



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**CHS for Law and Social Justice**

**Q7\_Open Describe how the school addresses issues of bullying, discrimination, and harassment. If you don't know, write "don't know."**

Do not know.

Don't Know

Don't know

During remote learning, the school has made use of grade-wide town halls and morning advisory lessons.

I do not know.

If bullying occurs all parties are usually spoken to separately if there is a larger issue we would have a town hall

It is further addressed with the culture team (deans).

Meditation happens between students and it is facilitated by the culture team.

One on one or whole group with counselors. There is advisory class dedicated to these kinds of topic. If it need to be address across all classes then a townhall takes place.

Our culture team is in charge of addressing these issues. They facilitate restorative conversations when these issues arise and always have an open line of communication between teachers, students and their families.

Parents are contacted. Students are disciplined.

Reach out to Deans, and leadership and have students and parents involved in discussions and next steps involving bullying.

Restorative Practices conversations and meetings w/ involved parties and parents

Restorative conversations led by the culture team

Talking to union leader, administration

The school holds several town halls throughout the year. There have been lessons presented in advisory class. The school does not tolerate bullying, discrimination, or harassment of any kind.

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	The school is proactive when dealing with bullying, discrimination and harassment. Activities and workshops are in place to bring awareness to the school community. If there's ever any known issues of bullying, discrimination, and harassment, it is quickly address by the culture department.
	The school provides advisory classes where students are presented with theses iasues. Additionally, the schools has student town hall presentations regularly.
	There are town halls that are led by the Guidance Counselor/Dean to address any issues of bullying, discrimination, and harassment. There is immediate intervention that happens when these issues arise in real time.
	There is a full anti-bullying policy involving counselors and Deans. It is constantly monitored and pro-active.
	This is addresses through the school Culture team and with the support of all the teachers.
	advisory and SEL curriculum, support from the culture team
	deans
	don't know
	don't know. I haven't witnessed bullying, discrimination and harassment.
	don't know. I just know we have a system in place but I've never witnessed it in use. Bullying in general does not seem to be a large issue in our school.
	meetings with culture team, counselors and parents

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**CHS for Law and Social Justice**

**Q12\_Open** Provide examples of how the school supports students' social-emotional and mental health needs:

Advisory classes and an SEL curriculum that is provided for advisors through Suite 360 lessons.

Advisory periods that address SEL at the beginning of each day. Students can come to their assigned advisors as a trusted adult in the school.

Advisory program. Counselors.

Checking in with students whether it is with their designated counselor or advisor

Counseling

Counseling Home visits

Dont

Due to online instruction counselors have lunch and chat with students. We also host virtual town halls to address concerns.

Each grade level has a counselor and all students have advisors and meet in advisory where SEL is the focus of these meetings. The counselors also work with the teacher to help support the student's social and emotional needs.

Meeting time with counselors.

N/A

School counsellors and culture team are having a meeting with students who have social-emotional and mental health needs.

Students have Individual time with special ed teachers, counselors, parent teacher meeting

The counselors are very involved with students. During remote learning this year, counselors have made themselves available for meetings during and after school and have organized lunch meetings. Social-emotional needs are also being addressed through the Suite 360 program, which we use during advisory. More recently, teachers are being encouraged to spend time at the beginning of class on social-emotional and mental health by playing a game, for example.

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	The counselors offer lunch hour get together with scholars. We have advisory class, 2 teachers to assist 13-14 scholars.
	There are counselors for each grade level. The counselors do a great job of checking in with students on a daily to weekly basis depending on what they need.
	There is Advisory everyday where there are pertinent and relevant topics discussed that allows and fosters opportunity to hear what students have to say and moments to build relationship with scholars. Everyone on the team contacts students and families to support and encourage all to do their best and check-in at all times.
	They have guidance counsellors per grade to support students.
	Using teachers and guidance counselors
	We have advisory at which small groups meet with adults. Weekly SEL --regular Town Halls and grade level meetings. Weekly Grade level discuss scholars with absence, emotional or academic issues.
	We have all adults involved in small group advisories with every scholars are our School. We use a curriculum to guide these daily advisory meetings that supports SEL and many mental health concerns that are common as a result of the challenges our scholars have faced in the last year.
	Weekly meetings with of culture and school staff to discuss students' progress and needs. Counselor/student regularly schedule meetings and check-ins.
	advisory and culture support
	daily guidance check-ins
	don't know
	the school doesn't provide any
	we have counselors and a strong school culture team

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**CHS for Law and Social Justice**

**Q18\_Open1** Please describe the teacher evaluation process. If none exists, write "none" in the space below.

Because of the pandemic we have suspended the formal teacher evaluation process. In past years we are evaluated using the danileson framework. This year we have non-evaluative weekly classroom visits by our designated AP and then coaching meetings that occur weekly where we discuss trends and set goals based on these observations.

Cant say just yet

Currently none due to covid/remote teaching

Danielson

Danielson Pre-observation meeting Observation post observations

Danielson - 2 formal observations a year, several informal

Danielson Framework

Danielson framework. At least 2 informal and 2 formal evaluations. No more than 3 each.

Danielson rubric is used to evaluate teachers

Information and expectations of evaluations and observations are share with staff ahead of time. Information needs to be completed by teachers prior to and after evaluations. There is a meeting followed by teacher evaluations.

None for remote learning. For in-person learning, formal and informal observations

None, remote learning.

Not sure yet, I started late in the 2nd semester last year, observations where already in progress and I haven't observed yet.

Remote zoom classroom visit and evaluation.

Sit down with principal to discuss your plans submit final plan an materials day of plan evaluated using Danielson

Teachers follow the DOE model of evaluation.

The school uses the Danielson framework.

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	The teacher evaluation process is Danielson. Observations are informal and feedback is given on how to improve student engagement and rigor in lesson planning and observations. The feedback is always helpful and it helps strengthen and improve teaching.
	Two formal Two to three informal
	Use Danielson
	We get observed based on the danielson rubric
	consistent feedback and goal setting
	none
	observations
	pre observation meeting follows with observation. Then post observation meeting
	weekly meeting with department lead. and principal/coordinator/lead observations each semester.

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**CHS for Law and Social Justice**

**Q18\_Open2** Provide examples of how school leadership solicits feedback from staff. If none exists, write "none" in the space below.

Gave out survey for feedbacks and discussion during staff meeting.
Google Forms Staff meetings
Google for questions
Leadership often visits classrooms and provides informal feedback. Leadership also gives feedback regarding lesson plans weekly.
Leadership sends out surveys as well as asks for feedback in meetings and one on one with Aps.
School leadership provided survey to check in on staff with how they are dealing with remote learning. School/teacher committees are formed to utilize talent that will help the school community. Leadership is constantly asking for staff input on things which only strengthens the school community.
Staff survey
Surveys
Surveys During staff meetings
Surveys Whole staff meetings where everyone can voice concerns if there are any. Grade level meetings Department meetings.
Surveys, anonymous surveys. During staff meeting we are ask for feedback and suggestions.
Surveys, coaching meetings
Surveys, discussions during coaching meetings, department chairs gather feedback from their departments to give to leadership
Teacher panels.
Teachers give feedback to chairs, chairs give feedback to leadership, leadership discuss. We also use staff surveys
They really don't. And feedback is usually not listened to when given

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**CHS for Law and Social Justice**

	They survey us. We meet as a team weekly with members of leadership present in meetings to document any concerns. Weekly coaching meetings are an opportunity for every teacher to have the ear of their AP and work through any issues that arise.
	Through google forms
	We have weekly department meetings, whole staff meetings and coaching meetings
	any feedback I received was in a one on one meeting with my team lead.
	based on Danielson teaching framework school give the feedback.
	frequent meeting check-ins
	none
	sometimes they send out surveys during some meetings they ask for input but it's usually ignored or an excuse is given
	surveys
	surveys quarterly, grade level meetings, AP interaction and weekly staff meetings.
	surveys, meetings, check-ins



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**CHS for Law and Social Justice**

**Q22\_Open Describe your understanding of the mission and key design elements of the school:**

1. A Comprehensive High School Curriculum that engages students and empowers them through the study of law and justice, including a Law and Justice Curriculum sequence, integration of Law and Social Justice themes in core content areas, law, and social justice-related community service projects, and law-related internships. 2. Summer Bridge 3. Advisory 4. Restorative Approaches to Behavior Management 5. Early College Experiences including College Now and AP Courses

A Comprehensive High School Curriculum that engages students and empowers them through the study of law and justice, including a Law and Justice Curriculum sequence, integration of Law and Social Justice themes in core content areas, law, and social justice-related community service projects, and law-related internships. I use this to inform my classroom teaching daily and keep the conversation about social justice issues current as well as build on student understanding of what happened in the past.

Agree and understand the mission

College prep with emphases on law and social justice. Must incorporate social justice and law in our lesson plans. Develop Social justice minded engaged citizens.

Focus on law and social justice and provide pathways to future legal jobs and education.

I have no clue

It is included and incorporated into every lesson as part of our curriculum....on a subject and a grade level

Law and Social Justice

Mission and key elements is focused on teaching scholars holistically social justice. The mission is designed to help scholars make a difference in the world around them and in their communities and neighborhoods.

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**CHS for Law and Social Justice**

My understanding is that The Charter High School for Law and Social Justice provides students with comprehensive high school education and lay the academic and social groundwork for success in college and careers. With a focus on law and social justice, some of our core values are excellence, character, courage and commitment.

Our mission is to infuse law and social justice in all our lesson. We also follow core values excellence, character, courage, commitment.

Provide students with a rigorous, high quality education, to help make them career and college ready, while touching upon law and social justice themes.

School provides students with comprehensive high school education and lay the academic and social groundwork for success in college and careers. The School engage, inspire, and empower students. The students can earn a Regents diploma, AP courses, advance regent diploma and gain admission to the college of their choice prepared for success.

The Charter High School for Law and Social Justice will provide students with comprehensive high school education and lay the academic and social groundwork for success in college and careers. Using a theme of law and social justice, the School will engage, inspire, and empower students.

The mission of our school is to deliver content with an underlying theme of social justice. We strive to have strong academic rigor with a culture aligned to restorative justice.

The mission of the school is to engage, inspire, and empower the scholars, and equip them with the skills necessary to be successful in academic fields and real world.

The school is focused on law and social justice. All classes weave these themes into instruction, with a focus on social justice.

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CHS for Law and Social Justice

	The school's mission is to do everything we can to stop the school to prison pipeline and to educate our schools while focusing on law and social justice issues that impact them and our community.
	The schools mission is to give every student the opportunity to move forward in a society that constantly pulls them back by learning social laws and applying it for justice.
	To afford students with a high quality education and empower them to be active citizens in their communities and beyond.
	To graduate students from HS
	To help all students be successful within and outside of the school building and expose them to issues of social justice.
	To promote social justice and create citizens who are empowered to create a more just and equal society.
	law and social justice, excellence, acceptance and inclusion and community and social responsibility.
	we are a college now school prepping students for graduation and attendance to a 4 year college. On top of that we are a law and social justice themed school who's mission is to bring students on a track to eventually attend law school and work in the legal and social justice sector.
	we are a school that promotes social justice.

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**CHS for Law and Social Justice**

<b>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.</b>	<b>Massive positive change with new leadership back in 2019!</b>
	<b>N/A</b>
	<b>Need more teacher feedback and focus on teacher development. More student/teacher trips are also necessary.</b>
	<b>Remote learning has made teaching very difficult for all of us, however despite any faults the school may have the school as a whole is doing the best that it can.</b>

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Student Survey 2021  
All Charter Schools Response n = 3,195**

**CHS for Law and Social Justice    Response n = 146    Response Rate = 31%**

		<b>All Charter Schools</b>		<b>CHS for Law and Social Justice</b>		<b>Difference</b>
<b>Q1a_In-Person</b> I regularly attend school-sponsored events, such as school dances, sporting events, student performances, or other school activities.	<b>Strongly Agree</b>	11%	358	7%	10	-4
	<b>Somewhat Agree</b>	15%	476	16%	24	1
	<b>Neither Agree nor Disagree</b>	8%	257	7%	10	-1
	<b>Somewhat Disagree</b>	4%	132	5%	8	1
	<b>Strongly Disagree</b>	5%	147	4%	6	-1
	<b>I have not attended in-person</b>	57%	1,825	60%	88	3
<b>Q1a_Remote</b> I regularly attend school-sponsored events, such as school dances, sporting events, student performances, or other school activities.	<b>Strongly Agree</b>	18%	566	18%	27	0
	<b>Somewhat Agree</b>	22%	712	21%	30	-1
	<b>Neither Agree nor Disagree</b>	19%	595	18%	26	-1
	<b>Somewhat Disagree</b>	9%	291	8%	12	-1
	<b>Strongly Disagree</b>	15%	478	13%	19	-2
	<b>I have not attended remotely</b>	17%	553	22%	32	5
<b>Q1b_In-Person</b> I regularly participate in extra-curricular activities offered through this school such as school clubs or organizations, musical groups, sports teams, student government, or any other extra-curricular activities.	<b>Strongly Agree</b>	13%	423	12%	18	-1
	<b>Somewhat Agree</b>	13%	405	10%	14	-3
	<b>Neither Agree nor Disagree</b>	8%	247	9%	13	1
	<b>Somewhat Disagree</b>	4%	131	4%	6	0
	<b>Strongly Disagree</b>	6%	184	6%	9	0
	<b>I have not attended in-person</b>	56%	1,805	59%	86	3
<b>Q1b_Remote</b> I regularly participate in extra-curricular activities offered through this school such as school clubs or organizations, musical groups, sports teams, student government, or any other extra-curricular activities.	<b>Strongly Agree</b>	18%	584	14%	21	-4
	<b>Somewhat Agree</b>	22%	702	19%	28	-3
	<b>Neither Agree nor Disagree</b>	17%	537	17%	25	0
	<b>Somewhat Disagree</b>	10%	323	12%	17	2
	<b>Strongly Disagree</b>	15%	485	13%	19	-2
	<b>I have not attended remotely</b>	18%	564	25%	36	7
<b>Q1c_In-Person</b> At this school, students have the opportunity to help decide things like class activities and rules.	<b>Strongly Agree</b>	17%	532	15%	22	-2
	<b>Somewhat Agree</b>	18%	561	16%	23	-2
	<b>Neither Agree nor Disagree</b>	10%	304	8%	12	-2
	<b>Somewhat Disagree</b>	4%	134	9%	13	5
	<b>Strongly Disagree</b>	3%	89	3%	4	0
	<b>I have not attended in-person</b>	49%	1,575	49%	72	0

**New York State Department of Education  
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All Charter Schools Response n = 3,195**

**CHS for Law and Social Justice    Response n = 146    Response Rate = 31%**

		<b>All Charter Schools</b>		<b>CHS for Law and Social Justice</b>		<b>Difference</b>
<b>Q1c_Remote</b> At this school, students have the opportunity to help decide things like class activities and rules.	<b>Strongly Agree</b>	27%	876	20%	29	-7
	<b>Somewhat Agree</b>	33%	1,045	23%	34	-10
	<b>Neither Agree nor Disagree</b>	20%	629	18%	27	-2
	<b>Somewhat Disagree</b>	8%	264	19%	28	11
	<b>Strongly Disagree</b>	7%	226	12%	17	5
	<b>I have not attended remotely</b>	5%	155	8%	11	3
<b>Q1d_In-Person</b> There are opportunities for students at this school to get involved in sports, clubs, and other school activities outside of class.	<b>Strongly Agree</b>	31%	979	25%	37	-6
	<b>Somewhat Agree</b>	11%	361	12%	18	1
	<b>Neither Agree nor Disagree</b>	6%	194	6%	9	0
	<b>Somewhat Disagree</b>	2%	60	3%	5	1
	<b>Strongly Disagree</b>	1%	37	1%	1	0
	<b>I have not attended in-person</b>	49%	1,564	52%	76	3
<b>Q1d_Remote</b> There are opportunities for students at this school to get involved in sports, clubs, and other school activities outside of class.	<b>Strongly Agree</b>	40%	1,285	23%	33	-17
	<b>Somewhat Agree</b>	25%	789	21%	30	-4
	<b>Neither Agree nor Disagree</b>	16%	524	21%	30	5
	<b>Somewhat Disagree</b>	5%	169	14%	20	9
	<b>Strongly Disagree</b>	6%	199	12%	17	6
	<b>I have not attended remotely</b>	7%	229	11%	16	4
<b>Q1e_In-Person</b> I have the opportunity to be part of class discussions or activities.	<b>Strongly Agree</b>	33%	1,055	27%	39	-6
	<b>Somewhat Agree</b>	12%	388	15%	22	3
	<b>Neither Agree nor Disagree</b>	5%	148	5%	7	0
	<b>Somewhat Disagree</b>	1%	28	1%	2	0
	<b>Strongly Disagree</b>	1%	27	3%	5	2
	<b>I have not attended in-person</b>	48%	1,549	49%	71	1
<b>Q1e_Remote</b> I have the opportunity to be part of class discussions or activities.	<b>Strongly Agree</b>	60%	1,929	55%	80	-5
	<b>Somewhat Agree</b>	23%	722	25%	37	2
	<b>Neither Agree nor Disagree</b>	9%	286	10%	15	1
	<b>Somewhat Disagree</b>	2%	61	3%	4	1
	<b>Strongly Disagree</b>	2%	63	1%	2	-1
	<b>I have not attended remotely</b>	4%	134	5%	8	1

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		<b>All Charter Schools</b>		<b>CHS for Law and Social Justice</b>		<b>Difference</b>
<b>Q2a The bathrooms in this school are clean.</b>	<b>Strongly Agree</b>	21%	665	10%	14	-11
	<b>Somewhat Agree</b>	18%	588	24%	35	6
	<b>Neither Agree nor Disagree</b>	9%	300	10%	14	1
	<b>Somewhat Disagree</b>	5%	151	5%	7	0
	<b>Strongly Disagree</b>	4%	119	5%	7	1
	<b>I have not attended in-person</b>	43%	1,372	47%	69	4
<b>Q2b The temperature in this school is comfortable (there is heat and air conditioning as necessary).</b>	<b>Strongly Agree</b>	21%	684	17%	25	-4
	<b>Somewhat Agree</b>	21%	656	21%	31	0
	<b>Neither Agree nor Disagree</b>	9%	284	10%	15	1
	<b>Somewhat Disagree</b>	5%	158	6%	9	1
	<b>Strongly Disagree</b>	2%	71	1%	2	-1
	<b>I have not attended in-person</b>	42%	1,342	44%	64	2
<b>Q2c Repairs are made in a timely manner.</b>	<b>Strongly Agree</b>	18%	560	10%	15	-8
	<b>Somewhat Agree</b>	16%	510	18%	27	2
	<b>Neither Agree nor Disagree</b>	18%	591	20%	29	2
	<b>Somewhat Disagree</b>	4%	118	7%	10	3
	<b>Strongly Disagree</b>	2%	70	1%	1	-1
	<b>I have not attended in-person</b>	42%	1,346	44%	64	2
<b>Q2d I am proud of the way my school looks.</b>	<b>Strongly Agree</b>	25%	811	16%	23	-9
	<b>Somewhat Agree</b>	18%	579	16%	24	-2
	<b>Neither Agree nor Disagree</b>	12%	393	18%	26	6
	<b>Somewhat Disagree</b>	4%	112	9%	13	5
	<b>Strongly Disagree</b>	3%	91	4%	6	1
	<b>I have not attended in-person</b>	38%	1,209	37%	54	-1
<b>Q3a This school provides instructional materials (e.g., textbooks, handouts) that reflect my cultural background, ethnicity, and identity.</b>	<b>Strongly Agree</b>	41%	1,321	43%	63	2
	<b>Somewhat Agree</b>	29%	922	33%	48	4
	<b>Neither Agree nor Disagree</b>	23%	745	16%	24	-7
	<b>Somewhat Disagree</b>	4%	122	5%	7	1
	<b>Strongly Disagree</b>	3%	85	3%	4	0

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		<b>All Charter Schools</b>		<b>CHS for Law and Social Justice</b>		<b>Difference</b>
<b>Q3b The things I'm learning in school are important to me.</b>	<b>Strongly Agree</b>	34%	1,083	36%	52	2
	<b>Somewhat Agree</b>	36%	1,155	34%	49	-2
	<b>Neither Agree nor Disagree</b>	17%	552	15%	22	-2
	<b>Somewhat Disagree</b>	8%	258	5%	8	-3
	<b>Strongly Disagree</b>	5%	147	10%	15	5
<b>Q3c Classroom environments support learning and are generally free from disruption.</b>	<b>Strongly Agree</b>	37%	1,187	37%	54	0
	<b>Somewhat Agree</b>	36%	1,145	36%	53	0
	<b>Neither Agree nor Disagree</b>	18%	590	16%	23	-2
	<b>Somewhat Disagree</b>	6%	176	7%	10	1
	<b>Strongly Disagree</b>	3%	97	4%	6	1
<b>Q4a My classes are challenging.</b>	<b>Strongly Agree</b>	23%	736	24%	35	1
	<b>Somewhat Agree</b>	44%	1,391	45%	66	1
	<b>Neither Agree nor Disagree</b>	21%	680	20%	29	-1
	<b>Somewhat Disagree</b>	9%	293	6%	9	-3
	<b>Strongly Disagree</b>	3%	95	5%	7	2
<b>Q4b I feel that I am on-track for high school graduation.</b>	<b>Strongly Agree</b>	47%	1,492	49%	72	2
	<b>Somewhat Agree</b>	30%	951	27%	40	-3
	<b>Neither Agree nor Disagree</b>	15%	470	14%	20	-1
	<b>Somewhat Disagree</b>	6%	204	6%	9	0
	<b>Strongly Disagree</b>	2%	78	3%	5	1
<b>Q4c The school provides me with college prep assistance and information.</b>	<b>Strongly Agree</b>	42%	1,356	41%	60	-1
	<b>Somewhat Agree</b>	32%	1,035	34%	49	2
	<b>Neither Agree nor Disagree</b>	19%	600	20%	29	1
	<b>Somewhat Disagree</b>	4%	137	3%	4	-1
	<b>Strongly Disagree</b>	2%	67	3%	4	1
<b>Q4d I know who to talk to for information about different careers.</b>	<b>Strongly Agree</b>	44%	1,393	45%	65	1
	<b>Somewhat Agree</b>	28%	895	31%	45	3
	<b>Neither Agree nor Disagree</b>	17%	558	14%	21	-3
	<b>Somewhat Disagree</b>	7%	213	6%	9	-1
	<b>Strongly Disagree</b>	4%	136	4%	6	0



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		<b>All Charter Schools</b>		<b>CHS for Law and Social Justice</b>		<b>Difference</b>
<b>Q5a_In-Person [How often type of bullying experienced or observed] Student to student based on a student's real or perceived race or ethnicity.</b>	<b>Daily</b>	3%	87	3%	4	0
	<b>Weekly</b>	2%	48	2%	3	0
	<b>Monthly</b>	1%	27	1%	2	0
	<b>A few times</b>	5%	144	4%	6	-1
	<b>Rarely</b>	10%	315	12%	17	2
	<b>Never</b>	23%	743	21%	31	-2
	<b>I have not attended in-person</b>	57%	1,831	57%	83	0
<b>Q5a_Remote [How often type of bullying experienced or observed] Student to student based on a student's real or perceived race or ethnicity.</b>	<b>Daily</b>	3%	110	4%	6	1
	<b>Weekly</b>	2%	61	1%	1	-1
	<b>Monthly</b>	1%	41	3%	5	2
	<b>A few times</b>	5%	156	3%	5	-2
	<b>Rarely</b>	11%	351	12%	17	1
	<b>Never</b>	71%	2,267	68%	100	-3
	<b>I have not attended remotely</b>	7%	209	8%	12	1
<b>Q5b_In-Person [How often type of bullying experienced or observed] Student to student based on a student's real or perceived religion.</b>	<b>Daily</b>	2%	74	3%	4	1
	<b>Weekly</b>	1%	29	1%	1	0
	<b>Monthly</b>	1%	25	0%	0	-1
	<b>A few times</b>	3%	108	3%	5	0
	<b>Rarely</b>	7%	220	8%	12	1
	<b>Never</b>	29%	912	28%	41	-1
	<b>I have not attended in-person</b>	57%	1,827	57%	83	0
<b>Q5b_Remote [How often type of bullying experienced or observed] Student to student based on a student's real or perceived religion.</b>	<b>Daily</b>	3%	90	4%	6	1
	<b>Weekly</b>	2%	60	1%	2	-1
	<b>Monthly</b>	1%	33	1%	2	0
	<b>A few times</b>	4%	125	1%	2	-3
	<b>Rarely</b>	9%	286	11%	16	2
	<b>Never</b>	75%	2,402	74%	108	-1
	<b>I have not attended remotely</b>	6%	199	7%	10	1

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		<b>All Charter Schools</b>		<b>CHS for Law and Social Justice</b>		<b>Difference</b>
<b>Q5c_In-Person [How often type of bullying experienced or observed] Student to student based on a student's real or perceived disability.</b>	<b>Daily</b>	2%	78	2%	3	0
	<b>Weekly</b>	1%	35	0%	0	-1
	<b>Monthly</b>	1%	25	0%	0	-1
	<b>A few times</b>	4%	125	4%	6	0
	<b>Rarely</b>	8%	263	10%	14	2
	<b>Never</b>	26%	846	27%	39	1
	<b>I have not attended in-person</b>	57%	1,823	58%	84	1
<b>Q5c_Remote [How often type of bullying experienced or observed] Student to student based on a student's real or perceived disability.</b>	<b>Daily</b>	3%	96	3%	5	0
	<b>Weekly</b>	2%	57	1%	2	-1
	<b>Monthly</b>	1%	24	0%	0	-1
	<b>A few times</b>	4%	134	5%	8	1
	<b>Rarely</b>	10%	322	10%	15	0
	<b>Never</b>	74%	2,369	72%	105	-2
	<b>I have not attended remotely</b>	6%	193	8%	11	2
<b>Q5d_In-Person [How often type of bullying experienced or observed] Student to student based on a student's real or perceived gender identity.</b>	<b>Daily</b>	2%	74	3%	5	1
	<b>Weekly</b>	2%	51	3%	4	1
	<b>Monthly</b>	1%	30	0%	0	-1
	<b>A few times</b>	5%	148	3%	5	-2
	<b>Rarely</b>	7%	233	8%	12	1
	<b>Never</b>	26%	835	27%	39	1
	<b>I have not attended in-person</b>	57%	1,824	55%	81	-2
<b>Q5d_Remote [How often type of bullying experienced or observed] Student to student based on a student's real or perceived gender identity.</b>	<b>Daily</b>	3%	107	6%	9	3
	<b>Weekly</b>	2%	52	0%	0	-2
	<b>Monthly</b>	1%	42	0%	0	-1
	<b>A few times</b>	5%	162	5%	8	0
	<b>Rarely</b>	10%	304	12%	17	2
	<b>Never</b>	73%	2,333	70%	102	-3
	<b>I have not attended remotely</b>	6%	195	7%	10	1

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		<b>All Charter Schools</b>		<b>CHS for Law and Social Justice</b>		<b>Difference</b>
<b>Q5e_In-Person [How often type of bullying experienced or observed] Student to student based on a student's real or perceived sexual identity.</b>	<b>Daily</b>	3%	87	3%	5	0
	<b>Weekly</b>	1%	37	2%	3	1
	<b>Monthly</b>	1%	26	0%	0	-1
	<b>A few times</b>	4%	143	3%	5	-1
	<b>Rarely</b>	8%	264	10%	14	2
	<b>Never</b>	26%	816	24%	35	-2
	<b>I have not attended in-person</b>	57%	1,822	58%	84	1
<b>Q5e_Remote [How often type of bullying experienced or observed] Student to student based on a student's real or perceived sexual identity.</b>	<b>Daily</b>	3%	95	4%	6	1
	<b>Weekly</b>	2%	59	1%	2	-1
	<b>Monthly</b>	1%	47	1%	1	0
	<b>A few times</b>	5%	165	7%	10	2
	<b>Rarely</b>	10%	311	14%	20	4
	<b>Never</b>	73%	2,323	66%	97	-7
	<b>I have not attended remotely</b>	6%	195	7%	10	1
<b>Q5f_In-Person [How often type of bullying experienced or observed] Student to student based on a student's real or perceived economic status.</b>	<b>Daily</b>	2%	73	4%	6	2
	<b>Weekly</b>	2%	49	0%	0	-2
	<b>Monthly</b>	1%	28	0%	0	-1
	<b>A few times</b>	5%	169	11%	16	6
	<b>Rarely</b>	8%	243	9%	13	1
	<b>Never</b>	25%	800	21%	30	-4
	<b>I have not attended in-person</b>	57%	1,833	55%	81	-2
<b>Q5f_Remote [How often type of bullying experienced or observed] Student to student based on a student's real or perceived economic status.</b>	<b>Daily</b>	3%	99	4%	6	1
	<b>Weekly</b>	2%	52	1%	1	-1
	<b>Monthly</b>	1%	42	1%	1	0
	<b>A few times</b>	5%	168	8%	11	3
	<b>Rarely</b>	10%	327	10%	15	0
	<b>Never</b>	72%	2,304	70%	102	-2
	<b>I have not attended remotely</b>	6%	203	7%	10	1

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		<b>All Charter Schools</b>		<b>CHS for Law and Social Justice</b>		<b>Difference</b>
<b>Q5g_In-Person [How often type of bullying experienced or observed] Student to student based on another reason.</b>	<b>Daily</b>	3%	103	4%	6	1
	<b>Weekly</b>	2%	63	1%	1	-1
	<b>Monthly</b>	2%	53	1%	2	-1
	<b>A few times</b>	7%	237	10%	15	3
	<b>Rarely</b>	9%	272	6%	9	-3
	<b>Never</b>	20%	641	20%	29	0
	<b>I have not attended in-person</b>	57%	1,826	58%	84	1
<b>Q5g_Remote [How often type of bullying experienced or observed] Student to student based on another reason.</b>	<b>Daily</b>	4%	116	6%	9	2
	<b>Weekly</b>	2%	61	1%	1	-1
	<b>Monthly</b>	1%	43	1%	1	0
	<b>A few times</b>	8%	269	13%	19	5
	<b>Rarely</b>	13%	401	12%	17	-1
	<b>Never</b>	66%	2,098	61%	89	-5
	<b>I have not attended remotely</b>	6%	207	7%	10	1
<b>Q5h_In-Person [How often type of bullying experienced or observed] Teacher or administrator to student based on any of the categories listed above.</b>	<b>Daily</b>	3%	86	4%	6	1
	<b>Weekly</b>	1%	34	2%	3	1
	<b>Monthly</b>	1%	17	0%	0	-1
	<b>A few times</b>	3%	108	2%	3	-1
	<b>Rarely</b>	5%	162	8%	11	3
	<b>Never</b>	30%	958	27%	40	-3
	<b>I have not attended in-person</b>	57%	1,830	57%	83	0
<b>Q5h_Remote [How often type of bullying experienced or observed] Teacher or administrator to student based on any of the categories listed above.</b>	<b>Daily</b>	4%	115	5%	7	1
	<b>Weekly</b>	2%	48	1%	2	-1
	<b>Monthly</b>	1%	39	0%	0	-1
	<b>A few times</b>	5%	146	5%	7	0
	<b>Rarely</b>	8%	246	8%	11	0
	<b>Never</b>	75%	2,383	75%	109	0
	<b>I have not attended remotely</b>	7%	218	7%	10	0

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		<b>All Charter Schools</b>		<b>CHS for Law and Social Justice</b>		<b>Difference</b>
<b>Q6a [How often type of cyberbullying experienced or observed] Student to student based on a student's real or perceived race or ethnicity.</b>	<b>Daily</b>	4%	130	5%	7	1
	<b>Weekly</b>	2%	56	1%	2	-1
	<b>Monthly</b>	1%	41	2%	3	1
	<b>A few times</b>	6%	201	7%	10	1
	<b>Rarely</b>	14%	449	14%	21	0
	<b>Never</b>	73%	2,318	71%	103	-2
<b>Q6b [How often type of cyberbullying experienced or observed] Student to student based on a student's real or perceived religion.</b>	<b>Daily</b>	4%	112	5%	8	1
	<b>Weekly</b>	2%	55	1%	2	-1
	<b>Monthly</b>	1%	47	1%	2	0
	<b>A few times</b>	5%	145	5%	8	0
	<b>Rarely</b>	12%	390	16%	23	4
	<b>Never</b>	77%	2,446	71%	103	-6
<b>Q6c [How often type of cyberbullying experienced or observed] Student to student based on a student's real or perceived disability.</b>	<b>Daily</b>	3%	98	3%	5	0
	<b>Weekly</b>	2%	56	3%	4	1
	<b>Monthly</b>	2%	49	1%	2	-1
	<b>A few times</b>	6%	180	6%	9	0
	<b>Rarely</b>	12%	393	14%	21	2
	<b>Never</b>	76%	2,419	72%	105	-4
<b>Q6d [How often type of cyberbullying experienced or observed] Student to student based on a student's real or perceived gender identity.</b>	<b>Daily</b>	3%	110	5%	7	2
	<b>Weekly</b>	2%	50	2%	3	0
	<b>Monthly</b>	2%	53	1%	2	-1
	<b>A few times</b>	6%	195	9%	13	3
	<b>Rarely</b>	13%	419	16%	23	3
	<b>Never</b>	74%	2,368	67%	98	-7
<b>Q6e [How often type of cyberbullying experienced or observed] Student to student based on a student's real or perceived sexual identity.</b>	<b>Daily</b>	3%	108	7%	10	4
	<b>Weekly</b>	2%	54	1%	1	-1
	<b>Monthly</b>	2%	59	1%	2	-1
	<b>A few times</b>	7%	214	8%	11	1
	<b>Rarely</b>	13%	400	15%	22	2
	<b>Never</b>	74%	2,360	68%	100	-6

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		<b>All Charter Schools</b>		<b>CHS for Law and Social Justice</b>		<b>Difference</b>
<b>Q6f [How often type of cyberbullying experienced or observed] Student to student based on a student's real or perceived economic status.</b>	<b>Daily</b>	3%	110	5%	8	2
	<b>Weekly</b>	2%	56	2%	3	0
	<b>Monthly</b>	2%	48	1%	1	-1
	<b>A few times</b>	6%	202	11%	16	5
	<b>Rarely</b>	13%	422	16%	23	3
	<b>Never</b>	74%	2,357	65%	95	-9
<b>Q6g [How often type of cyberbullying experienced or observed] Student to student based on another reason.</b>	<b>Daily</b>	4%	127	4%	6	0
	<b>Weekly</b>	2%	79	5%	7	3
	<b>Monthly</b>	2%	73	2%	3	0
	<b>A few times</b>	9%	297	10%	15	1
	<b>Rarely</b>	15%	464	16%	23	1
	<b>Never</b>	67%	2,155	63%	92	-4
<b>Q6h [How often type of cyberbullying experienced or observed] Teacher or administrator to student based on any of the categories listed above.</b>	<b>Daily</b>	3%	107	5%	7	2
	<b>Weekly</b>	2%	52	1%	2	-1
	<b>Monthly</b>	1%	40	1%	2	0
	<b>A few times</b>	5%	145	7%	10	2
	<b>Rarely</b>	9%	300	8%	12	-1
	<b>Never</b>	80%	2,551	77%	113	-3
<b>Q7a I feel physically safe in my school.</b>	<b>Strongly Agree</b>	43%	1,377	35%	51	-8
	<b>Somewhat Agree</b>	27%	877	32%	47	5
	<b>Neither Agree nor Disagree</b>	25%	798	25%	37	0
	<b>Somewhat Disagree</b>	3%	95	6%	9	3
	<b>Strongly Disagree</b>	2%	48	1%	2	-1
<b>Q7b I feel safe traveling to and from my school.</b>	<b>Strongly Agree</b>	41%	1,299	34%	50	-7
	<b>Somewhat Agree</b>	29%	929	34%	50	5
	<b>Neither Agree nor Disagree</b>	23%	748	23%	34	0
	<b>Somewhat Disagree</b>	5%	158	7%	10	2
	<b>Strongly Disagree</b>	2%	61	1%	2	-1

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

**CHS for Law and Social Justice    Response n = 146    Response Rate = 31%**

		<b>All Charter Schools</b>		<b>CHS for Law and Social Justice</b>		<b>Difference</b>
<b>Q7c I feel that the school culture supports me.</b>	<b>Strongly Agree</b>	47%	1,488	41%	60	-6
	<b>Somewhat Agree</b>	28%	907	34%	49	6
	<b>Neither Agree nor Disagree</b>	20%	651	19%	28	-1
	<b>Somewhat Disagree</b>	3%	101	4%	6	1
	<b>Strongly Disagree</b>	2%	48	2%	3	0
<b>Q7d I feel that the school's discipline policy is applied fairly to all students.</b>	<b>Strongly Agree</b>	40%	1,276	37%	54	-3
	<b>Somewhat Agree</b>	27%	864	34%	50	7
	<b>Neither Agree nor Disagree</b>	22%	690	14%	21	-8
	<b>Somewhat Disagree</b>	7%	231	10%	14	3
	<b>Strongly Disagree</b>	4%	134	5%	7	1
<b>Q7e I have not had anything stolen from me at this school.</b>	<b>Strongly Agree</b>	54%	1,710	48%	70	-6
	<b>Somewhat Agree</b>	14%	436	16%	24	2
	<b>Neither Agree nor Disagree</b>	18%	561	16%	23	-2
	<b>Somewhat Disagree</b>	6%	182	5%	7	-1
	<b>Strongly Disagree</b>	10%	306	15%	22	5
<b>Q7f I have not seen any property damaged by students at this school.</b>	<b>Strongly Agree</b>	36%	1,139	31%	45	-5
	<b>Somewhat Agree</b>	17%	529	15%	22	-2
	<b>Neither Agree nor Disagree</b>	28%	883	29%	43	1
	<b>Somewhat Disagree</b>	11%	344	11%	16	0
	<b>Strongly Disagree</b>	9%	300	14%	20	5
<b>Q8a Most or all of my teachers are available to help me with schoolwork.</b>	<b>Strongly Agree</b>	57%	1,826	43%	63	-14
	<b>Somewhat Agree</b>	31%	994	38%	56	7
	<b>Neither Agree nor Disagree</b>	8%	255	11%	16	3
	<b>Somewhat Disagree</b>	3%	89	4%	6	1
	<b>Strongly Disagree</b>	1%	31	3%	5	2
<b>Q8b My teachers care about me.</b>	<b>Strongly Agree</b>	53%	1,690	45%	65	-8
	<b>Somewhat Agree</b>	27%	878	26%	38	-1
	<b>Neither Agree nor Disagree</b>	16%	517	25%	37	9
	<b>Somewhat Disagree</b>	2%	67	3%	5	1
	<b>Strongly Disagree</b>	1%	43	1%	1	0

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

**CHS for Law and Social Justice    Response n = 146    Response Rate = 31%**

		<b>All Charter Schools</b>		<b>CHS for Law and Social Justice</b>		<b>Difference</b>
<b>Q8c My teachers give me individual attention when I ask and even when I don't ask but need it.</b>	<b>Strongly Agree</b>	49%	1,575	46%	67	-3
	<b>Somewhat Agree</b>	32%	1,025	32%	46	0
	<b>Neither Agree nor Disagree</b>	14%	445	16%	23	2
	<b>Somewhat Disagree</b>	3%	100	5%	8	2
	<b>Strongly Disagree</b>	2%	50	1%	2	-1
<b>Q8d My teachers expect me to do my best all the time.</b>	<b>Strongly Agree</b>	66%	2,107	62%	90	-4
	<b>Somewhat Agree</b>	24%	760	27%	40	3
	<b>Neither Agree nor Disagree</b>	8%	271	10%	14	2
	<b>Somewhat Disagree</b>	1%	38	1%	1	0
	<b>Strongly Disagree</b>	1%	19	1%	1	0
<b>Q8e My teachers often connect what I am learning to life outside the classroom.</b>	<b>Strongly Agree</b>	41%	1,301	37%	54	-4
	<b>Somewhat Agree</b>	31%	998	37%	54	6
	<b>Neither Agree nor Disagree</b>	19%	615	18%	26	-1
	<b>Somewhat Disagree</b>	6%	184	5%	8	-1
	<b>Strongly Disagree</b>	3%	97	3%	4	0
<b>Q8f I have at least one adult at the school that I can talk to about problems I'm dealing with outside of school.</b>	<b>Strongly Agree</b>	51%	1,631	41%	60	-10
	<b>Somewhat Agree</b>	19%	612	24%	35	5
	<b>Neither Agree nor Disagree</b>	17%	551	18%	26	1
	<b>Somewhat Disagree</b>	5%	148	5%	7	0
	<b>Strongly Disagree</b>	8%	253	12%	18	4
<b>Q9a I am treated respectfully by my fellow students.</b>	<b>Strongly Agree</b>	47%	1,507	52%	76	5
	<b>Somewhat Agree</b>	32%	1,007	27%	40	-5
	<b>Neither Agree nor Disagree</b>	16%	501	14%	21	-2
	<b>Somewhat Disagree</b>	4%	125	4%	6	0
	<b>Strongly Disagree</b>	2%	55	2%	3	0
<b>Q9b I am treated respectfully by my teachers and other adults in my school.</b>	<b>Strongly Agree</b>	65%	2,078	61%	89	-4
	<b>Somewhat Agree</b>	24%	781	29%	42	5
	<b>Neither Agree nor Disagree</b>	9%	275	8%	11	-1
	<b>Somewhat Disagree</b>	1%	39	2%	3	1
	<b>Strongly Disagree</b>	1%	22	1%	1	0



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

**CHS for Law and Social Justice    Response n = 146    Response Rate = 31%**

		<b>All Charter Schools</b>		<b>CHS for Law and Social Justice</b>		<b>Difference</b>
<b>Q9c Adults working at this school reward students for positive behavior.</b>	<b>Strongly Agree</b>	47%	1,517	42%	61	-5
	<b>Somewhat Agree</b>	28%	899	29%	42	1
	<b>Neither Agree nor Disagree</b>	18%	584	21%	31	3
	<b>Somewhat Disagree</b>	4%	129	7%	10	3
	<b>Strongly Disagree</b>	2%	66	1%	2	-1
<b>Q9d Adults working at this school help students develop strategies to understand and control their feelings and actions.</b>	<b>Strongly Agree</b>	47%	1,515	44%	64	-3
	<b>Somewhat Agree</b>	29%	914	29%	42	0
	<b>Neither Agree nor Disagree</b>	18%	591	19%	28	1
	<b>Somewhat Disagree</b>	3%	107	6%	9	3
	<b>Strongly Disagree</b>	2%	68	2%	3	0
<b>Q9e This school has a positive impact on my life.</b>	<b>Strongly Agree</b>	40%	1,273	35%	51	-5
	<b>Somewhat Agree</b>	27%	871	22%	32	-5
	<b>Neither Agree nor Disagree</b>	24%	755	29%	43	5
	<b>Somewhat Disagree</b>	5%	149	6%	9	1
	<b>Strongly Disagree</b>	5%	147	8%	11	3
<b>Q10 Would you choose to be attending a different school if you could?</b>	<b>Yes</b>	15%	483	20%	29	5
	<b>No</b>	55%	1,748	49%	71	-6
	<b>Maybe</b>	30%	964	32%	46	2

NYSED CSO Student Survey 2021

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**CHS for Law and Social Justice**

**OPEN1** If you did experience or observe cyberbullying in any of the situations above, please list examples of the types of cyberbullying you saw:

-People bullying a person cause he's different.
2 Estudiante a estudiante basado en la religión real o percibida de un estudiante.
Have not experience or witnessed any before.
I did not experience or observe any cyberbullying.
I have never experienced bullying.
I have never experienced or observe .
I have never seen nor experience any cyberbullying
I have not experienced cyberbullying
I have not experienced this.
I have not seen cyberbullying in my school.
I have not witnessed any form of cyberbullying
I haven't
I haven't experimented with it yet.
I haven't observed or experienced cyberbullying.
I haven't seen anything.
I never experienced cyber bullying at the school though sometimes there's were students who went through it
I never saw or been cyberbullied.
I never seen.
I observed gender bullying, religious bullying,
I saw no bullying
Idk
In school, I never saw these types of bullying because I haven't attended the school yet.
Kids making fun of the way people with disabilities walk and do it.
Making fake accounts
N/A
Never experienced it.
Never went through cyberbullying.
No
No, luckily I haven't experience or saw a cyberbullying situation.
Rather not.

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CHS for Law and Social Justice

Well, I have seen a student post some inappropriate language regarding a teacher once. Not sure if it was actually them, it may have been that someone got access to her school account.
i dont really know but i have not learned a single thing since online school
i havent seen any yet from the school
many jokes in general towards a certain race and/or gender
many people would come into the class pretending to be other students and curse people out.
n/a
nahhh
never seen
no
no i havent experienced cyberbullying
no no cyberbullying
no, I did not experience any cyberbullying.
none
nope no bullying.
nun
people call each other name
snap chat posts , twitter quotes, memes
someone hacked a students email and was cursing out a teacher
student posting other students in an aggressive manner
verbal cyber

**New York State Department of Education  
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**CHS for Law and Social Justice**

<b>OPEN2 We would really appreciate it if you would explain why you chose your answer to 'Would you choose to be attending a different school if you could?'</b>	Cause I'm almost done and I don't want to transfer.
	A mi me gusta esta escuela porque cuando necesito ayuda, me ayudan. Los maestros me tratan con respeto, no solo a mi sino a mis companeros tambien.
	Anything can happen
	Because I feel like the adults in the school really care about me.
	Because in some classes we get too much work and I can't keep track.
	Because this school best, and they have everything and they have great teachers.
	Because this school sucks
	Cause I don't feel like going through the new kid crap again.
	Do not have any strong reason.
	I always wanted to transfer but never had the chance because the school didn't provide sports activity, and I just wanted to play for my 4 years in high school and keep pursuing my career in college. but they announced the sport my sophomore year but, they didn't give us the opportunity to connect with college coaches.
	I choose no because I feel safer at my school location now.
	I choose no because the school is already great as it is. It's a good school I wouldn't want to change to go to something more different and less educational.
	I chose no I wouldn't leave the school because I like the school and how the teachers treat me and respect me and I have the help that I need. But also I haven't had the chance to even experience this school because I am home and not in person.
	I chose that answer because I like the school that I am currently in and do not want to change schools.
	I chose the answer above because maybe I would like to study something else instead of law and social justice, not completely sure. But this is a great school either way.
	I chose this answer above because that's how I really feel. this school is great and it's very fun and I wouldn't change anything about it.
	I chose yes because I feel like that school is just not for me. I wasn't meant to go to that school I went there because the school that picked me was too far and my cousin and some friends were already there. I personally do not want to attend this school I want to transfer to the school I wanted to go to before I went to this school.

New York State Department of Education  
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CHS for Law and Social Justice

I don't feel comfortable going back I already got used to this.
I don't know if I want it or not.
I don't like the School I think that they're teaching methods don't work. School till 4 doesn't sit right with me because we have a outside life out of school. too much work going on and we aren't learning not a thing.
I don't really know why I chose the answer but maybe because I don't like going to school in new york
I don't like leaving school at 4 pm
I feel comfortable with the staffs.
I feel like this school doesn't have too much to offer, just your regular academics. AP classes
I guess I don't know because I have never went to School
I had chosen this answer because I feel like the school here is really good at what it is doing, and it's making me comfortable.
I had problems with my transcripts and treatments I received
I haven't even experienced how the school is in person yet.
I like my school so far
I like this school I have a lot of friends and overall it's nice.
I like this school a lot.
I like to experience new things
I picked NO because it is a very good school.
I picked no because I really like this school. Even though I'm new everyone seems nice and helpful.
I say maybe because I would not use to Charter School and would rather be in a normal school, but I would have to at least be in the school to actually have answer.
I sometimes think about it for no specific reason but it's not a bad school and I feel comfortable there
I think that I would pick another school if that given school was able to give me more extracurricular activities and the chance to gain more experience and credits for college.
I think that they can already start sports activity :)
I transferred to this school from another because it was more ideal to me.

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**CHS for Law and Social Justice**

I want to change schools because I honestly dislike this school. Especially when it comes to the rules and restrictions, I feel like students' opinions aren't thought of nor considered. And I honestly feel we should not be doing state regents because we didn't get to learn at our fullest potential.

I wanted to be in a different school and my parents put me in this one.

I will probably transfer because of the students like some of them are dramatic and do too much and some of the teachers(not all)take long to grade and to respond for my emails like they take off points quick if I dont something but if I did it they take like almost a year to grade it which makes no sense and the some of the teachers will just ignore messages/emails on purpose.

I wish the phone policy wasn't a thing, I understand not being allowed to use our phones during class time but at least let us keep our phones with us because you never know. Allow to use it during lunch and or when we are done with work and our teacher says ok. also getting to school at 4 is too much. 8-4 is mentally draining , at least let us leave 2ish , 4 is too much

I won't be moving schools because the teachers here are really helpful

I would like to be in school physically because I want to experience the school, teachers and students

I would like to chooses a different school because of the fact that it is a long day of school everyday and the once i get off i go straight to homework and then on my day off i do assignments that i missed because i didn't have enough time to finish.

I would like to go to a school that appreciates good students. I feel like in this school if you're loud and rude you get the recognition. I would also go to a different school so I could feel comfortable participating in activities because the students here don't make you feel comfortable especially if you're new.

I wouldnt because the teachers are very nice here and the kids are not problematic so far and i enjoy it. All of it. I just wish they would re-open my highschool because every highschool has opened before except mine.

I'm almost done with highschool I should just finish and I live close

I'm not sure if I was given another opportunity I would think about it if it was put side to side with this school

IDK

If I saw that the school I could go to is more fitting for me or has things that I want to do I would go to that school but I wouldn't leave for any bad reasons like bullying or hating the school.

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Open End Responses**

**CHS for Law and Social Justice**

If there is a better opportunity then I'll take it.
It is because I did not know that some people are trying to reopen schools now so that is why we choose a school in the Bronx when we live in [in a different borough]. That would be too much and I am not a fan of school buses but next term I might attend a school around my area.
Ita about to be my senior year there isn't a point for me to switch from a school I just got comfortable with to a school I will have some time adjusting to and the is no time to waste.
Its hard to get used to new people and a new place.
I've been in this school ever since my freshman year and I always been comfortable.
Maybe even better opportunities.
My answer is purely on the fact that i dont like online learning and online learning ha proven to be a challenge for me. In person learning would allow me to get the grades that i used to get pre-covid
My friend transferred
N/A
No, because my school is great.
Ok
Porque aunque yo tenga problemas con el idioma, me han sabido entender y ayudar a ir aprendiendo el idioma como las clases.
Porque en esa escuela me siento como en casa, no la cambiaria.
Quizás porque me gustaría tener un cambio de escuela porque hay escuela que ofrecen muchas oportunidades y eso.
Since it's the last year
So, my school ends at 4 pm. Most of the time, I have extra work to do after school. So I'm done with school-related things at 6 pm. And then I have to get things done at home, it just barely leaves any time for me and it sucks.
Sometimes what happened to me in school with friends I think nothing would've happen if I never transferred
Students in this school are not respectful nor friendly.
The Charter law high school for social and justice is the closest school near from my home.
The amount of work is stressful, and sometimes the teachers make it a little harder .

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

**CHS for Law and Social Justice**

The class hours are overwhelming , 1 hr and 50 min classes can be draining .

The only reason why I say is the sports because we have a good team but I just wanted to play my last year of high school basketball

The reason why I would never switch is that this school provide me with all the help I need I realized I gained strength on my weaknesses since I've been here

The school scenes like a really good school.

The school specializes in social justice and while it's not necessarily bad, it's not what I'm into and far from what I want to study in the future.

This due cause I'm no longer living in the state where the school is located. So that's the only reason.

This school doesn't really take into consideration student needs. Students should get to choose their classes and their schedules but instead, we get given whatever they come up with. On top of that they give hard classes and I feel like the teachers giving those hard classes could be more supportive but arent. The school claims to not give homework yet the classwork they give is hard which then leads us to do it after classes has ended. Teachers just expect us to be okay with piling up work but that takes a toll on your mental especially when you want to meet deadlines. My Junior year in this school so far has been the hardest and has stressed me out the most. Its even worse that I feel like I have no one to tell this too as most staff just say that we have it "easy".

This school doesnt take into consideration student requests or needs. The remote learning curriculums are brutal as they are almost the same time as school was in person while there are other schools who have remote learning and they only attend remote learning about 3 times a week. The students should also be able to pick what classes they want and the school should be mindful of students mental health especially when they take about 3 AP courses on the same day. Its very draining and I feel like I have no time for anything.

This school has taken many measures and adapted to our new learning approach. However, if there was a specialized high school that gave me an offer, I may take the chance because they're known for being the highest quality of schools. This is rare, so I chose the choice maybe.

This school has treated me fairly and challenged me. The school often listens to our ideas and there is nothing to change about it.

This school is close to me and I like the staff here.



**New York State Department of Education  
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Open End Responses**

**CHS for Law and Social Justice**

This school is excellent, and it is the best school.
Throughout the years, I have not had a positive relationship with some students because the environment tends to be negative sometimes, and I have been bullied a few times. I have also had two very valuable items stolen from me in the school and they were never returned.
To me this school is fine, I hadn't had one problem so there's no need to switch.
bc i have all my creidts
because I like my school
because I love the school am in
because i already have all of my friends in that school
because its true
because of my past friends that I had
because others school have a lot of sports
because the school doesn't provide the students with any fun activities
because this school has helped me alot.
i like the school
i pick no because i like the school that im in now
i rather not explain myself
i really like this school and i dont want to go to a other one
idk
no
no, because I like this school
por que me gusto ESA respuesta
to be honest I feel like the school could improve.
well it dont matter to me i just hate online school it is so terrible and stressful and waste most of our day

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

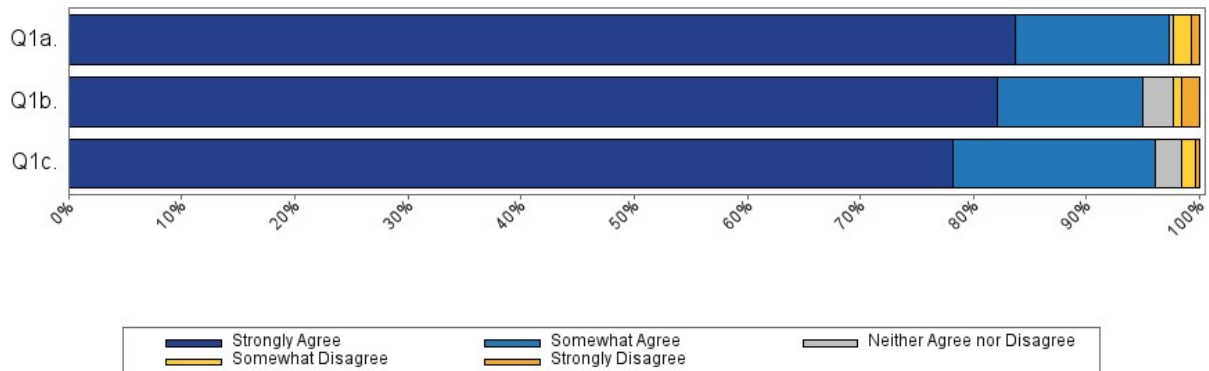
**CHS for Law and Social Justice**

**OPEN3** If there is anything else you would like us to know about your experience in this school, please let us know here. To submit your survey, click **SUBMIT**.

I haven't experienced this school in real life
I think that the school isn't doing enough to give us extra activities after school. I'm currently unaware of any opportunities afterschool if there are any.
I think this school could be way better.
It hasnt been a pleasant experience, especially my junior year.
It's been a very unpleasant experience and Junior year has been mentally draining, especially remotely.
It's a good school to grow and learn. The teachers and deans are cool with all students.
N/A
Nah
No
None
Nothing
Nothing else
The work is overwhelming and stressful
This school is great, I just wish they would be more cautious and lenient when it comes to sports. For example, actually evaluating our skills, time, and effort, so that it gives us a better chance to be on the team.
To be very honest the main reason I was going to school for was sports. Sports made me focus in class and gave me motivation
absolutely not stranger who reads this.
basketball
connect us with college coaches for sports.
estoy bien por ahora
i dont care or know i hate it
its good
nada
nah
no
no its just my experience is going good
nop
nope
not really.

**NYSED CSO Parent Survey 2022**  
**CHARTER HIGH SCHOOL FOR LAW AND SOCIAL JUSTICE**  
**257 RESPONSES**  
**50% RESPONSE RATE**

**Academics**

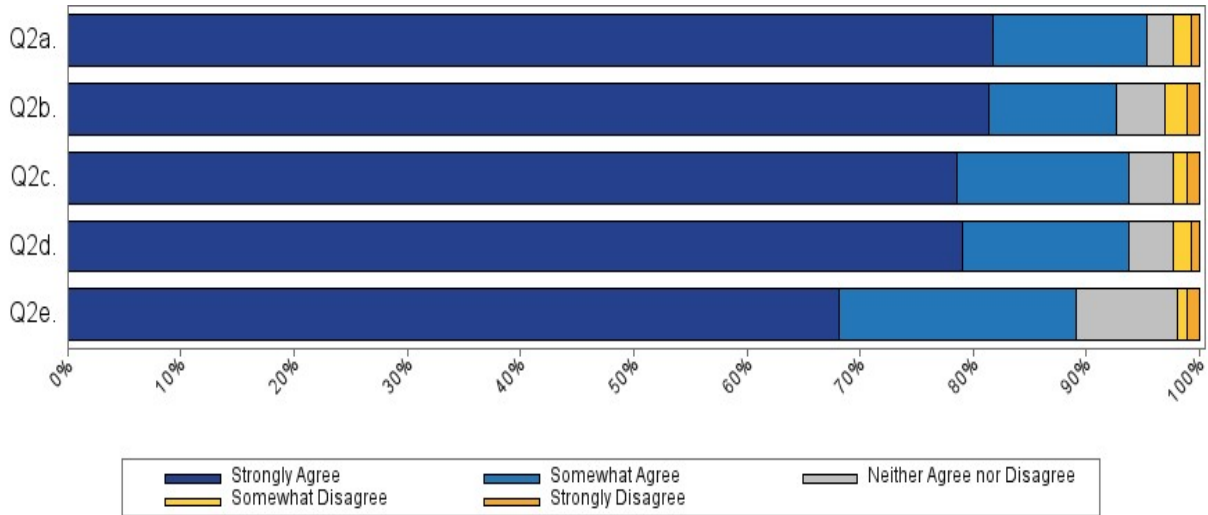


Academics		% by School	Total by School	% All Schools	Total All Schools
Q1a. The charter school has high academic expectations for my child.	Strongly Agree	84%	215	74%	4,204
	Somewhat Agree	14%	35	19%	1,080
	Neither Agree nor Disagree	0%	1	4%	225
	Somewhat Disagree	2%	4	2%	97
	Strongly Disagree	1%	2	2%	89
Q1b. I am aware of the academic supports available to my child.	Strongly Agree	82%	211	70%	3,988
	Somewhat Agree	13%	33	20%	1,166
	Neither Agree nor Disagree	3%	7	4%	254
	Somewhat Disagree	1%	2	3%	143
	Strongly Disagree	2%	4	3%	144

<b>Academics</b>		<b>% by School</b>	<b>Total by School</b>	<b>% All Schools</b>	<b>Total All Schools</b>
Q1c. The teaching quality at this school is very high.	Strongly Agree	78%	201	67%	3,790
	Somewhat Agree	18%	46	23%	1,335
	Neither Agree nor Disagree	2%	6	5%	309
	Somewhat Disagree	1%	3	3%	148
	Strongly Disagree	0%	1	2%	113

**NYSED CSO Parent Survey 2022**  
**CHARTER HIGH SCHOOL FOR LAW AND SOCIAL JUSTICE**  
**257 RESPONSES**  
**50% RESPONSE RATE**

**Behavior Management and Safety**

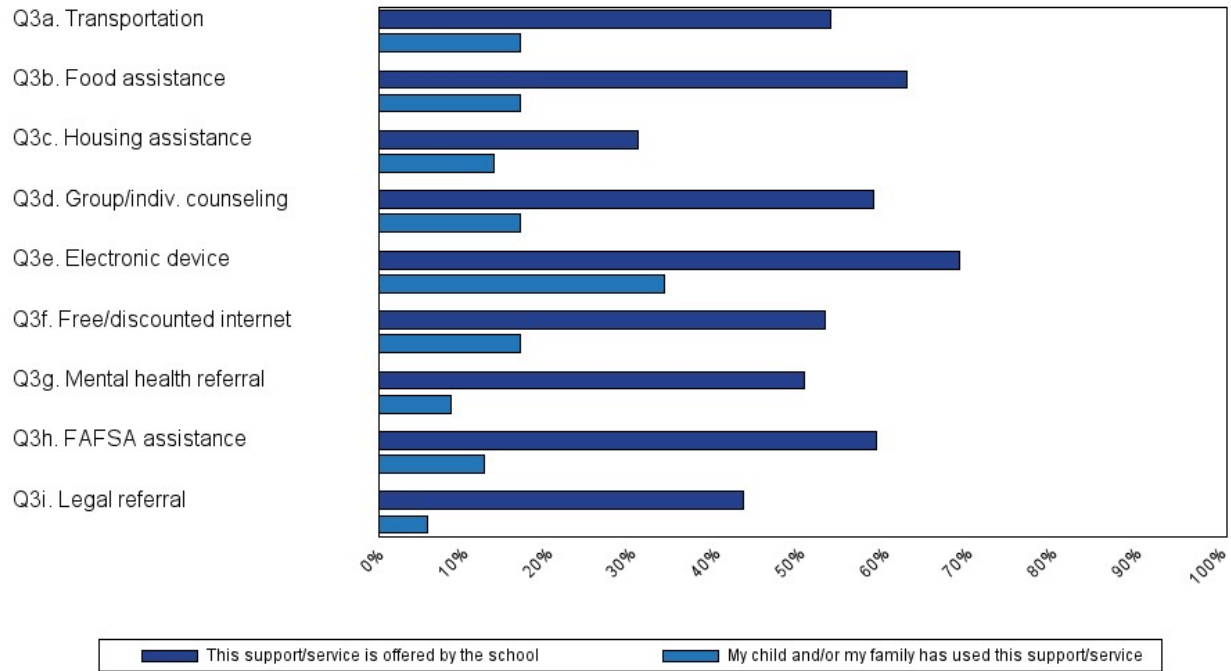


Behavior Management and Safety		% by School	Total by School	% All Schools	Total All Schools
Q2a. The school's discipline policy is clear.	Strongly Agree	82%	210	68%	3,849
	Somewhat Agree	14%	35	18%	1,051
	Neither Agree nor Disagree	2%	6	8%	456
	Somewhat Disagree	2%	4	3%	173
	Strongly Disagree	1%	2	3%	166
Q2b. The school's discipline policy is fair to all students.	Strongly Agree	81%	209	63%	3,610
	Somewhat Agree	11%	29	19%	1,068
	Neither Agree nor Disagree	4%	11	10%	593
	Somewhat Disagree	2%	5	4%	205
	Strongly Disagree	1%	3	4%	219

<b>Behavior Management and Safety</b>		<b>% by School</b>	<b>Total by School</b>	<b>% All Schools</b>	<b>Total All Schools</b>
Q2c. The school's discipline policy is enforced by all teachers and staff.	Strongly Agree	79%	202	61%	3,481
	Somewhat Agree	15%	39	20%	1,132
	Neither Agree nor Disagree	4%	10	12%	703
	Somewhat Disagree	1%	3	3%	189
	Strongly Disagree	1%	3	3%	190
Q2d. I am aware of how the school supports student social-emotional development.	Strongly Agree	79%	203	63%	3,610
	Somewhat Agree	15%	38	22%	1,233
	Neither Agree nor Disagree	4%	10	9%	498
	Somewhat Disagree	2%	4	3%	172
	Strongly Disagree	1%	2	3%	182
Q2e. The school has social, emotional, and mental health programs and supports for all students.	Strongly Agree	68%	175	59%	3,372
	Somewhat Agree	21%	54	21%	1,183
	Neither Agree nor Disagree	9%	23	14%	809
	Somewhat Disagree	1%	2	3%	159
	Strongly Disagree	1%	3	3%	172

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**Support Services**



Support Services		% by School	Total by School	% All Schools	Total All Schools
Q3a. Transportation	This support/service is offered by the school	54%	138	68%	3,897
	My child and/or my family has used this support/service	17%	43	28%	1,601

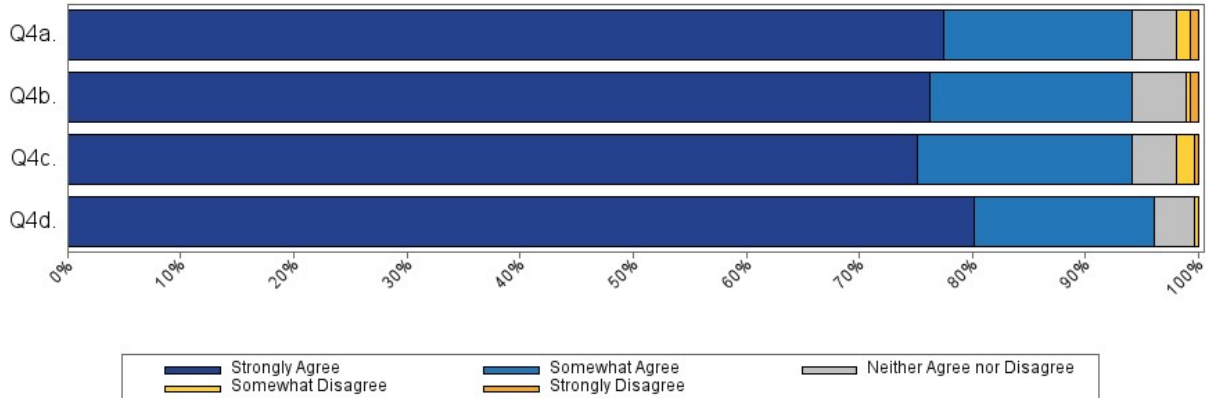
Support Services		% by School	Total by School	% All Schools	Total All Schools
Q3b. Food assistance	This support/service is offered by the school	63%	161	63%	3,572
	My child and/or my family has used this support/service	17%	43	25%	1,442
Q3c. Housing assistance	This support/service is offered by the school	31%	79	26%	1,475
	My child and/or my family has used this support/service	14%	35	8%	449
Q3d. Group/individ. counseling	This support/service is offered by the school	59%	151	56%	3,182
	My child and/or my family has used this support/service	17%	43	16%	905
Q3e. Electronic device	This support/service is offered by the school	69%	177	70%	3,986
	My child and/or my family has used this support/service	34%	87	46%	2,624
Q3f. Free/discounted internet	This support/service is offered by the school	53%	136	43%	2,429
	My child and/or my family has used this support/service	17%	43	14%	799
Q3g. Mental health referral	This support/service is offered by the school	51%	130	42%	2,366



Support Services		% by School	Total by School	% All Schools	Total All Schools
Q3g. Mental health referral	My child and/or my family has used this support/service	9%	22	8%	437
Q3h. FAFSA assistance	This support/service is offered by the school	59%	152	34%	1,957
	My child and/or my family has used this support/service	12%	32	8%	470
Q3i. Legal referral	This support/service is offered by the school	43%	111	27%	1,523
	My child and/or my family has used this support/service	6%	15	5%	281

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**Behavior Management**

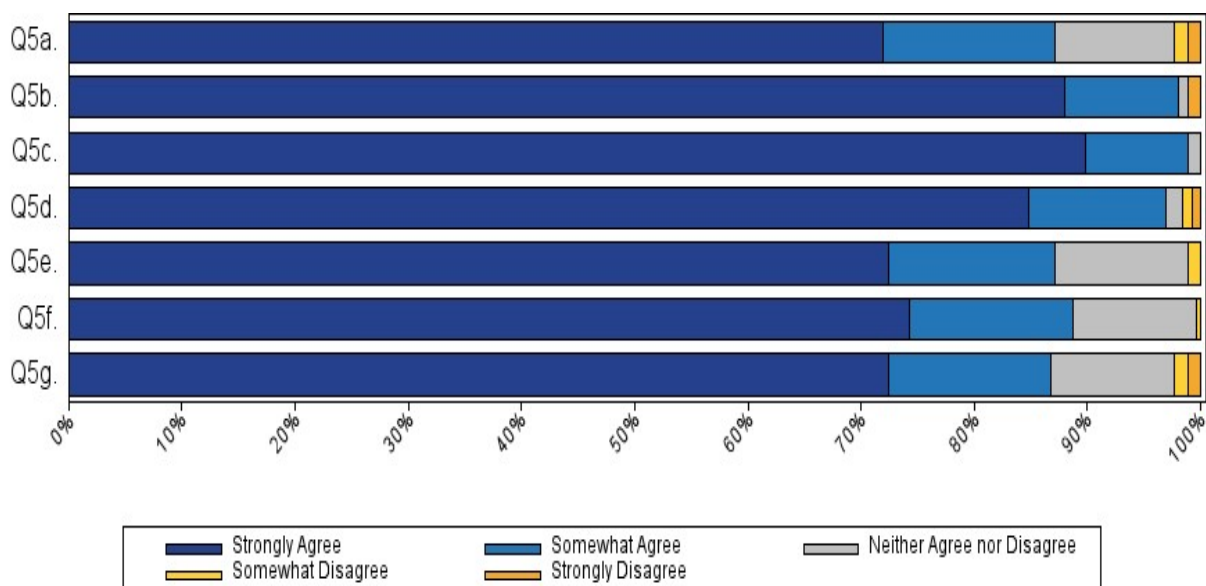


Behavior Management		% by School	Total by School	% All Schools	Total All Schools
Q4a. The school provides a safe environment.	Strongly Agree	77%	199	70%	3,988
	Somewhat Agree	17%	43	20%	1,160
	Neither Agree nor Disagree	4%	10	5%	296
	Somewhat Disagree	1%	3	3%	143
	Strongly Disagree	1%	2	2%	108
Q4b. The school has systems in place to ensure that the environment is free from bullying, harassment, and discrimination.	Strongly Agree	76%	196	60%	3,406
	Somewhat Agree	18%	46	23%	1,293
	Neither Agree nor Disagree	5%	12	10%	546
	Somewhat Disagree	0%	1	4%	255
	Strongly Disagree	1%	2	3%	195

Behavior Management		% by School	Total by School	% All Schools	Total All Schools
Q4c. Classroom environments support learning and are generally free from disruption.	Strongly Agree	75%	193	59%	3,369
	Somewhat Agree	19%	49	24%	1,383
	Neither Agree nor Disagree	4%	10	10%	568
	Somewhat Disagree	2%	4	4%	221
	Strongly Disagree	0%	1	3%	154
Q4d. The school has high behavioral expectations for my child.	Strongly Agree	80%	206	71%	4,023
	Somewhat Agree	16%	41	20%	1,129
	Neither Agree nor Disagree	4%	9	7%	379
	Somewhat Disagree	0%	1	1%	84
	Strongly Disagree	0%	0	1%	80

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**Family Engagement and Communication**



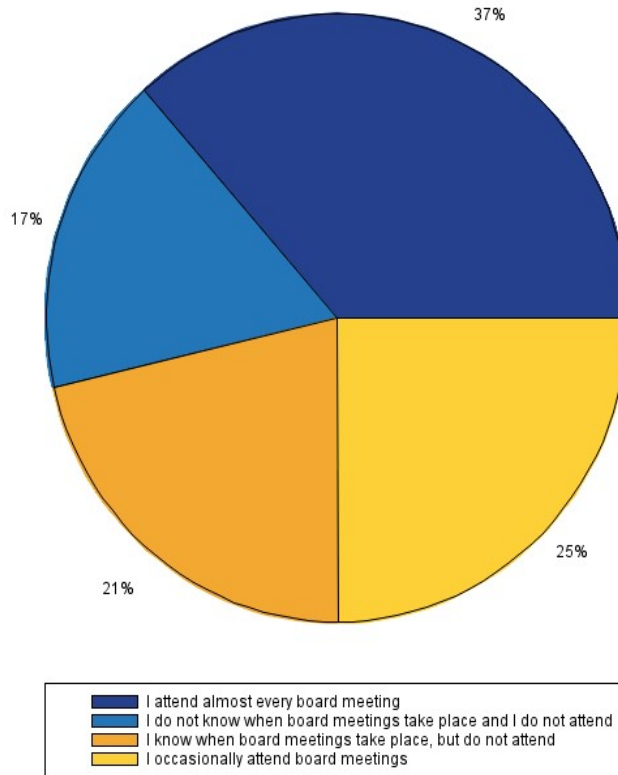
Family Engagement and Communication		% by School	Total by School	% All Schools	Total All Schools
Q5a. The school provides opportunities for parent participation within the school community.	Strongly Agree	72%	185	63%	3,613
	Somewhat Agree	15%	39	21%	1,172
	Neither Agree nor Disagree	11%	27	10%	582
	Somewhat Disagree	1%	3	3%	175
	Strongly Disagree	1%	3	3%	153
Q5b. I receive regular and timely information on my child's academic progress in my home language.	Strongly Agree	88%	226	74%	4,219
	Somewhat Agree	10%	26	16%	937
	Neither Agree nor Disagree	1%	2	4%	235
	Somewhat Disagree	0%	0	3%	157
	Strongly Disagree	1%	3	3%	147

Family Engagement and Communication		% by School	Total by School	% All Schools	Total All Schools
Q5c. The school uses many methods of communication with families.	Strongly Agree	90%	231	77%	4,411
	Somewhat Agree	9%	23	15%	875
	Neither Agree nor Disagree	1%	3	4%	213
	Somewhat Disagree	0%	0	2%	96
	Strongly Disagree	0%	0	2%	100
Q5d. The school seeks feedback from parents through surveys, meetings, or some other way.	Strongly Agree	85%	218	72%	4,123
	Somewhat Agree	12%	31	18%	1,003
	Neither Agree nor Disagree	2%	4	6%	324
	Somewhat Disagree	1%	2	2%	126
	Strongly Disagree	1%	2	2%	119
Q5e. The school has a complaint policy that is easy to find.	Strongly Agree	72%	186	51%	2,911
	Somewhat Agree	15%	38	19%	1,055
	Neither Agree nor Disagree	12%	30	22%	1,271
	Somewhat Disagree	1%	3	4%	209
	Strongly Disagree	0%	0	4%	249
Q5f. The school has a complaint policy that is easy to understand.	Strongly Agree	74%	191	53%	3,016
	Somewhat Agree	14%	37	18%	1,018
	Neither Agree nor Disagree	11%	28	23%	1,295
	Somewhat Disagree	0%	1	3%	150
	Strongly Disagree	0%	0	4%	216

<b>Family Engagement and Communication</b>		<b>% by School</b>	<b>Total by School</b>	<b>% All Schools</b>	<b>Total All Schools</b>
Q5g. The school informs parents about how it performs compared to other schools in the district and New York State.	Strongly Agree	72%	186	51%	2,877
	Somewhat Agree	14%	37	19%	1,107
	Neither Agree nor Disagree	11%	28	20%	1,162
	Somewhat Disagree	1%	3	5%	261
	Strongly Disagree	1%	3	5%	288

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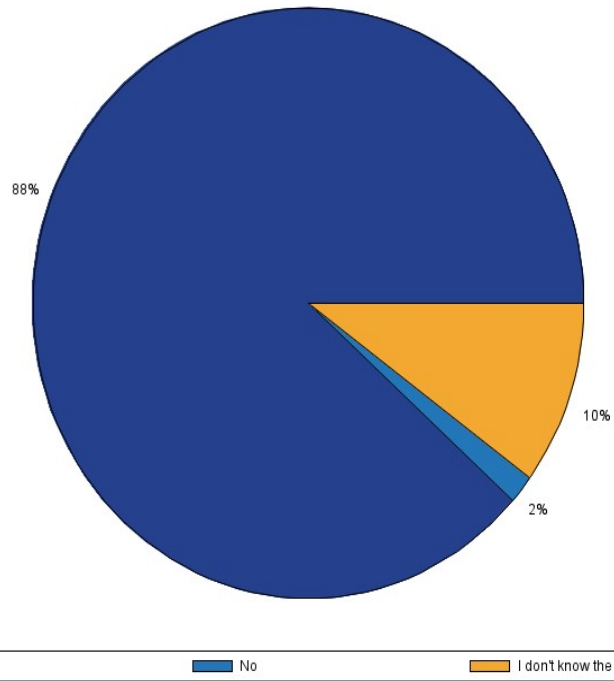
**Q6. Thinking about this school's board meetings, which of the following statements best applies to you?**



Board Meetings		% by School	Total by School	% All Schools	Total All Schools
Q6. Thinking about this school's board meetings, which of the following statements best applies to you?	I attend almost every board meeting	37%	94	14%	808
	I occasionally attend board meetings	25%	64	23%	1,314
	I know when board meetings take place, but do not attend	21%	55	35%	1,975
	I do not know when board meetings take place and I do not attend	17%	44	28%	1,598

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

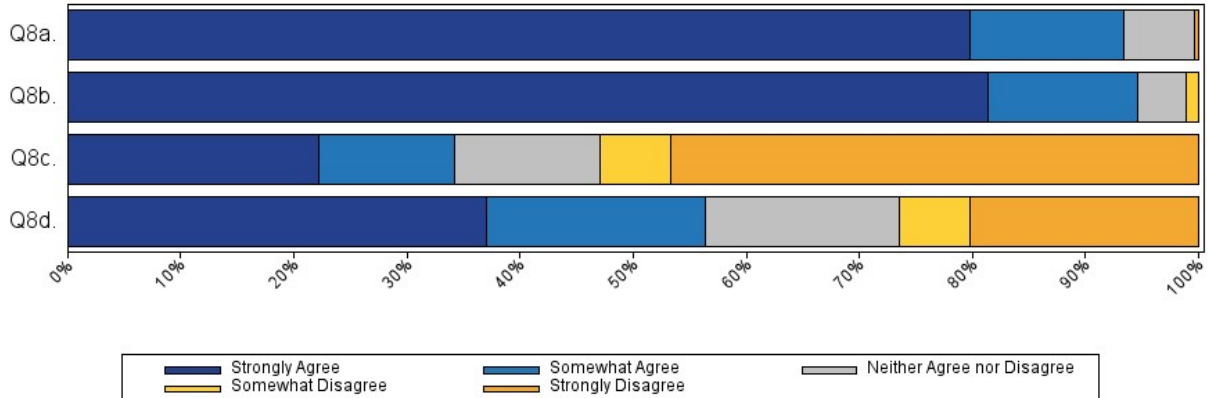


School Mission		% by School	Total by School	% All Schools	Total All Schools
Q7. Do you feel the school is fulfilling its mission?	Yes	88%	227	83%	4,724
	No	2%	4	6%	328
	I don't know the school's mission	10%	26	11%	643



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**COVID-19 In-Person Learning Environment**

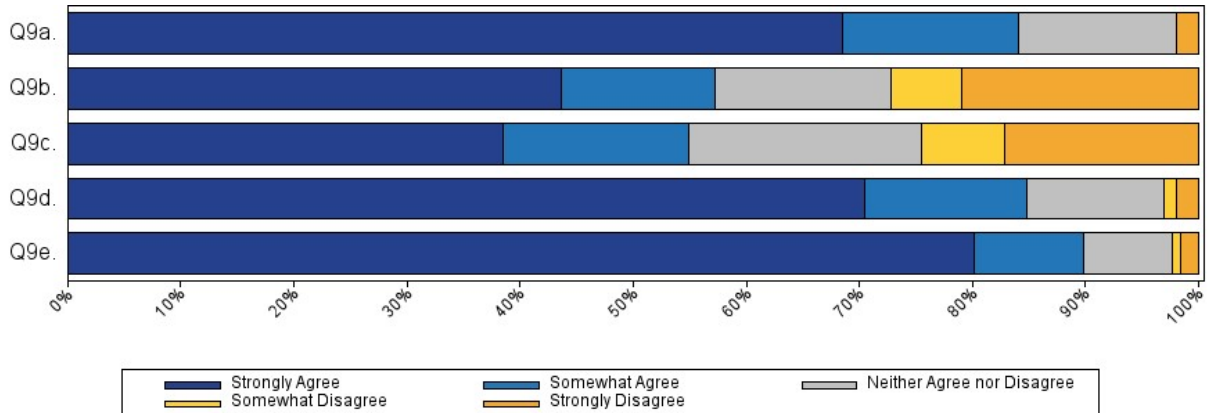


COVID-19 Learning Environment		% by School	Total by School	% All Schools	Total All Schools
Q8a. The school has clear instructions on cleaning procedures and practices used in the school's buildings.	Strongly Agree	80%	205	64%	3,665
	Somewhat Agree	14%	35	18%	1,042
	Neither Agree nor Disagree	6%	16	14%	798
	Somewhat Disagree	0%	0	2%	97
	Strongly Disagree	0%	1	2%	93
Q8b. I am confident the school is following the proper safety standards.	Strongly Agree	81%	209	70%	3,979
	Somewhat Agree	13%	34	19%	1,060
	Neither Agree nor Disagree	4%	11	8%	457
	Somewhat Disagree	1%	3	2%	101
	Strongly Disagree	0%	0	2%	98

<b>COVID-19 Learning Environment</b>		<b>% by School</b>	<b>Total by School</b>	<b>% All Schools</b>	<b>Total All Schools</b>
Q8c. My child has difficulty learning in the current school setting.	Strongly Agree	22%	57	14%	779
	Somewhat Agree	12%	31	12%	663
	Neither Agree nor Disagree	13%	33	14%	790
	Somewhat Disagree	6%	16	9%	523
	Strongly Disagree	47%	120	52%	2,940
Q8d. I worry my child will come in contact with COVID19 while in school.	Strongly Agree	37%	95	19%	1,085
	Somewhat Agree	19%	50	21%	1,194
	Neither Agree nor Disagree	17%	44	24%	1,384
	Somewhat Disagree	6%	16	11%	623
	Strongly Disagree	20%	52	25%	1,409

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**COVID-19 Remote Learning Environment**

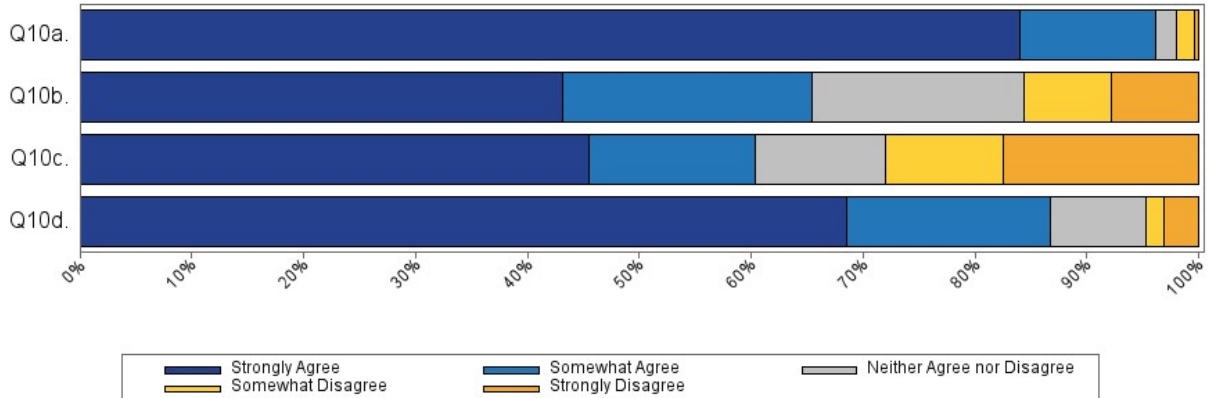


COVID-19 Remote Learning Environment		% by School	Total by School	% All Schools	Total All Schools
Q9a. The school has provided me with help to support my child's remote learning.	Strongly Agree	68%	176	58%	3,325
	Somewhat Agree	16%	40	17%	943
	Neither Agree nor Disagree	14%	36	21%	1,204
	Somewhat Disagree	0%	0	2%	97
	Strongly Disagree	2%	5	2%	126
Q9b. Handling remote learning platforms (Zoom, Google Meet, teacher apps, etc.) has been difficult.	Strongly Agree	44%	112	26%	1,463
	Somewhat Agree	14%	35	16%	888
	Neither Agree nor Disagree	16%	40	24%	1,359
	Somewhat Disagree	6%	16	11%	603
	Strongly Disagree	21%	54	24%	1,382

<b>COVID-19 Remote Learning Environment</b>		<b>% by School</b>	<b>Total by School</b>	<b>% All Schools</b>	<b>Total All Schools</b>
Q9c. Managing my work along with my child's remote learning schoolwork has been a challenge.	Strongly Agree	39%	99	29%	1,657
	Somewhat Agree	16%	42	20%	1,153
	Neither Agree nor Disagree	21%	53	26%	1,500
	Somewhat Disagree	7%	19	8%	434
	Strongly Disagree	17%	44	17%	951
Q9d. The internet in my home works when my child needs to access school materials for remote learning	Strongly Agree	70%	181	64%	3,669
	Somewhat Agree	14%	37	14%	824
	Neither Agree nor Disagree	12%	31	16%	939
	Somewhat Disagree	1%	3	2%	142
	Strongly Disagree	2%	5	2%	121
Q9e. My child has access to a tech device for school when needed for remote learning.	Strongly Agree	80%	206	73%	4,151
	Somewhat Agree	10%	25	10%	585
	Neither Agree nor Disagree	8%	20	14%	814
	Somewhat Disagree	1%	2	1%	57
	Strongly Disagree	2%	4	2%	88

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**COVID-19 Learning Environment**



COVID-19 Learning Environment		% by School	Total by School	% All Schools	Total All Schools
Q10a. I have a clear idea how the school is educating my child.	Strongly Agree	84%	216	66%	3,744
	Somewhat Agree	12%	31	24%	1,354
	Neither Agree nor Disagree	2%	5	6%	335
	Somewhat Disagree	2%	4	3%	165
	Strongly Disagree	0%	1	2%	97
Q10b. I need to devote a great amount of time to support my child's school participation.	Strongly Agree	43%	111	32%	1,812
	Somewhat Agree	22%	57	25%	1,437
	Neither Agree nor Disagree	19%	49	23%	1,332
	Somewhat Disagree	8%	20	11%	621
	Strongly Disagree	8%	20	9%	493

<b>COVID-19 Learning Environment</b>		<b>% by School</b>	<b>Total by School</b>	<b>% All Schools</b>	<b>Total All Schools</b>
Q10c. I am concerned about my child's social or emotional well-being	Strongly Agree	46%	117	27%	1,564
	Somewhat Agree	15%	38	18%	1,028
	Neither Agree nor Disagree	12%	30	17%	947
	Somewhat Disagree	11%	27	14%	771
	Strongly Disagree	18%	45	24%	1,385
Q10d. I am more connected with my child's day-to-day education now than ever before.	Strongly Agree	68%	176	48%	2,721
	Somewhat Agree	18%	47	24%	1,389
	Neither Agree nor Disagree	9%	22	19%	1,075
	Somewhat Disagree	2%	4	5%	284
	Strongly Disagree	3%	8	4%	226

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

Question Answer
*For the quality it offers when teaching
good opportunities
*It was nearby and had family inside the school.
Communication
*By recommendation
*Because my son and nephew were here and the school turned out to be very good!
*For me it is the best
The distance & the staff , they are so welcoming
*To improve
*Because they recommend it to me
*To make it closer to the house
*Because it's a good school
*A friend recommended it to me for her good percentage and help for my daughter's education
This school was the only school that accepted my daughter and they were very well through the years.
Good school
*For the knowledge and learning of my daughter
*Because it's a small school and there are good teachers
I chose this school for my daughter as it is a school that shows the different characteristics that I was looking for. It is a safe school that cares that parents are also in the child's life. They solve a lot of problems by talking about learning and they want my daughter to learn and be someone in life.
I needed a smaller setting for him
I think it's a good school with a good reviews it's my child 1st year in this school and the outcome is positive so dare the teachers are good and they got me Involved in his education
*I like your Teaching policy
They provide excellent support to my child and Communication is amazing.
*Because of the good reputation that the school has in the area, it has a good reference.
They had more supervision of the students behavior
It was my child choice and I suppose her
For one it's a great school with wonderful teachers,the teachers really care about their students
I heard this school is very nice and near to the house.
It's a good school
*By way it is handled in terms of the educational system.
close to home i thought it was the best charter school at the time
*Because it is a school where there are few students and there are very good teachers
*Because it provides a warm education
To explore a future career in law.
*Excellent school.
My daughter was interested is interested in Law

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

Question Answer
*The school is close to my home and so my little girl does not have to walk in public transport. I am very happy to have selected this school
For the good standard has
*Because it is understood that charters provide better service, facilities and education for students. Also because of the location.
To our family safety is a concern and and this school provides thank you
It was a smaller setting.
*Very good school
*Because there is a serca left of my house
Because I've had family members that previously went to this school.
I like the staff they seem to care for my child's education
*I like it
love
I choose this school because the standard academic and security is excellent.
It's a safe, respectful and encouraging place for my child.
*Because I think it's good and something that [my child] likes to study.
*It's good
Close to home, and better education
*Because it is close to the address where I live
This school teach law and social justice that's what point out my attention.
*Because a friend has her daughter here and I talk about the great management that there is in terms of students, education, teaching and teachers are excellent
I have heard many good things about this school from relatives
*Because I was told comments that it's good
*I find it safe and the teachers are good
*For your support
*I had a daughter who hiba for school and she speaks well she felt comfortable learned and decided to put my other daughter
*she wants to be dectetive and this is one of the best schools for her to get her dreams fulfilled.
*Because I had already been told before about the good education they teach and I am very satisfied with all the learning that my son has obtained from school.
because the school is close to the house and is more secured
*Because I think it is an excellent school, my son feels very comfortable attending such a school and I am very satisfied with the education that the school provides to my son.
Law
*By recommendations and you have their rules limits and above all strict is what I like the most for their average and the percentage they graduate every year
My child wants to learn law , I believe this is a good start for my child
I chose this school because my child wants to be a lawyer and because charter schools are as close as it gets to private schools for low income families



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

Question Answer
*I like how it is handled has a lot of disciplina and the teacher are very attentive with the education of my son is very good and I recommend it to eyes closed.
*For your safety and confidence that you possess. And their learnings.
CAUSE ITS A GOOD SCHOOL
*For education
i would like my child to attend this school because its nice and safe for her.
It was my daughter's Decision and And I Support my daughter
Because a family member is here
*I heard it was a good school and educated
Because is a good school
*Because it is very good I think the best in the area
*Because it's good
*Because she wants to study law
*Because they recommended it to me as an EXCELLENT school and I have been able to verify very Good Education for my son as well as all the EXCELLENT Staff
Is a great school and their academics programs are great.
*It's Excellent
*Because it is a school that my son is safe and happy
close to home.
Great educational programs
is ecellent hight scholl and have good dicipline
*Because I thought it is a good school and with good teachers and I like the staff and how they teach my daughter and for the good treatment they give to me and my daughter.
Because it is a good. School and My. Chaild got altotf knoulog so like very much this School .
Initially it was convenience. But it turned out to be one of the best decisions I ever made.
I choose this school because it has a good review on the web
*my niece is in the last school year, I have seen the discipline and responsibility she has acquired since she has been studying in this institution and now my son experiences the same experience.
*Because it's a good school
*Because it is very close to the house apart I like their discipline in terms of the uniform of the students and their method of teaching and respect between the students and the teachers.
*Because it is excellent I feel confident that my children attend charter high school for law and social justice the teachers have helped my children and the team a lot and it is close to home
My son wants to get into Law in the future,I spoken to parents who had children who attended this school I always got good feedback about the school,plus I live [close to] the school
*They support me.
I choose this school because this is a great high school
*Because it is much better than the others
Because I wanted to have my daughter into charter school versus regular DOE

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

Question Answer
My child safety and teachers make it easy for my child to learn
*by the standards of discipline, of apprenticeship, the proximity of my house its liompieza preocupacion by the students etc
It's a good school
*This serca and is good.
Due to the fact that my child is very interested in law and the school meets our expectations.
I consider this school to be a very good school for my child
Because is great school.
*Because I know it's a good school and it's close to my house.
My daughter is a very great scholar honor roll student and she's interested in criminal justice. Become a Detective
Moved and it came highly recommended
This school was super convenient for her because it's walking distance from our house. Also it took only the first month to see that the school was really helpful and very responsive when it came to questions involving them.
*Good recommendation good performance is a Charter school is close to home
It had the educational performance I wanted my son to be apart of.
*because it is close to the house
The school is a really good school the staff and faculty care about the kids succeeding
It's a great school and teachers are professionals
Great environment for my child.
*Because I feel safe and I have faith that from there you will come out more professional
I feel is more positive than the school he attended before
*Because it's safe and my kids have improved their grades.
its close to home
*I like the school because the team of teachers cares about the learning and discipline of the students my daughter is an Honor student to advanced a lot in school
*Because itis very dignified and I felt that totally help in the education of my son
*It was recommended to me by a friend, and it is a widely trained school and although for my health I could not be present, I know that my son has the best chances of learning and although it has been difficult for him, I know that he tries as much as possible to learn and finish his degrees.
*Because in this school I am hundred that my son is sure adelas is in the areas that we live where he was born and is formalizing in man of good grace to duos and school wing.
*Because it is the best, I love it and my daughter has given a unique change at the level of learning.
Because I believe they set standards and the kids are more disciplined.
*For the communication that the school has with the parents for a greater performance of the student
Is a good school
*Because of the type of school, a charter, also because of the proximity to the house. On the recommendations of other parents.
the smaller class setting, building size, single school

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

Question Answer
*I wanted a charter for my daughter, plus the closeness since in any eventuality it would give her more security.
*By recommendation
*For the communication it provides to parents about their children's performance
Close to home and provides support for child and the family
*Because I think it's a very good school
*Because don't consequence another better alternative.
Because it's a great school the staff the teachers are very friendly nice and helpful
Because of the small setting and near my house.
It was highly recommended and already have a child who graduated from it.
*Up close.
*For good
*I like this school for my son.
*Recommended with good educational grades. Thank you!!
references, family
Came highly recommended by a friend.
I chose the school my son currently attends because he wants to be a lawyer
Because of its academics!
My child has an interest in Law
Provided better opportunities than the previous school
Child chose this school and we agreed due to all the great review and feedback.
The ongoing support
Their curriculum intrigued me alot
*Because my son likes it
*Very good school in my area and the staff is excellent with very good learning system
The school was small and the information that school gave was interesting grade system
*This senca of the house and with osi other children who were
Good education
*Because he's good at education
*It has a good learning method, respect and values to students.
Because of the type of school it is. Seem good
*This school is one of the best I love all your attention you have with your students the discipline education your concern for your student is the best
because my daughter told me this was a good school for my child.
*Because I liked it when I first went to buy it.
Better education and close to home
*Because the school is close to him
The educational opportunity.
I learned about the school online

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**CHARTER HIGH SCHOOL FOR LAW AND SOCIAL JUSTICE**  
**257 RESPONSES**  
**50% RESPONSE RATE**

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

Question Answer
*for the diciplica that I see in the children I like the teachers are very good and the staff of the school is like a big family is very good esuela I am happy because my nina studies ahy
*Because it has a high number of teachings, and regulations to comply with which other schools do not have, in addition to being close to the house. And the dedication of each teacher to give the best of them for each student.
They have best educational policy and safe environment.
This school is high on educating the students . Also the teachers are great with the students and they makesure your child understand everything.
*For your safety and dedication
This school shows effort and support in every way possible.
*Because they recommended it to me and I don't regret it!! Thank God it is already my daughter's prom today and I am super happy to have chosen this school!!!
It was convenient
I was looking for a better school for my daughter from the school she was attending, this school offered her more Advanced classes
*for safety and teaching standards
*I liked how the school keeps its rules
Have great reviews. Also, the programs the school offers for College are great.
*By references of friendships, because it is a good school.
*Because they recommended it to me
*It was recommended to me by a friend and I am happy that my daughter finishes this year and goes to college!!!
I Thing is the Best school my childs went go before
Because I have family kids that are in that school
*I think it is very good
Mission and Mr. Burke
It's close to home
Great opportunity
My Son wanted to attend a school for law
Great Environment
*Because school staff treat children equally and school is clean and safe
Career
Because i like the way they educate and give clases and because it is close to my home and the they have very good teachers.
Because it's the best
it is closer to home
this school is a good school it help my child out a lot he's been going to this charter school for 3 years and I haven't had known problem with his education or this teachers or the staffs they all are very helpful.
He wanted to attend this school .

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

Question Answer
Is a good option because of the values that they teach the kids
*Because someone recommended it to me
*because it's a good school for my son and it's safe
Safety ( being close to home )
Close to home and charter school is better than public
location
LOCATION AND MISSION
I choose the school for my child to learn because of a better learning and a better future.
I liked that it is a smaller school than the last public school my daughter attended. They follow Covid-19 procedure and the school is always very clean. I want to thank the staff. Thank you
A great school
*I like the way they communicate with me in everything.
Because i heard it was a good school
My daughter wants to be a lawyer

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

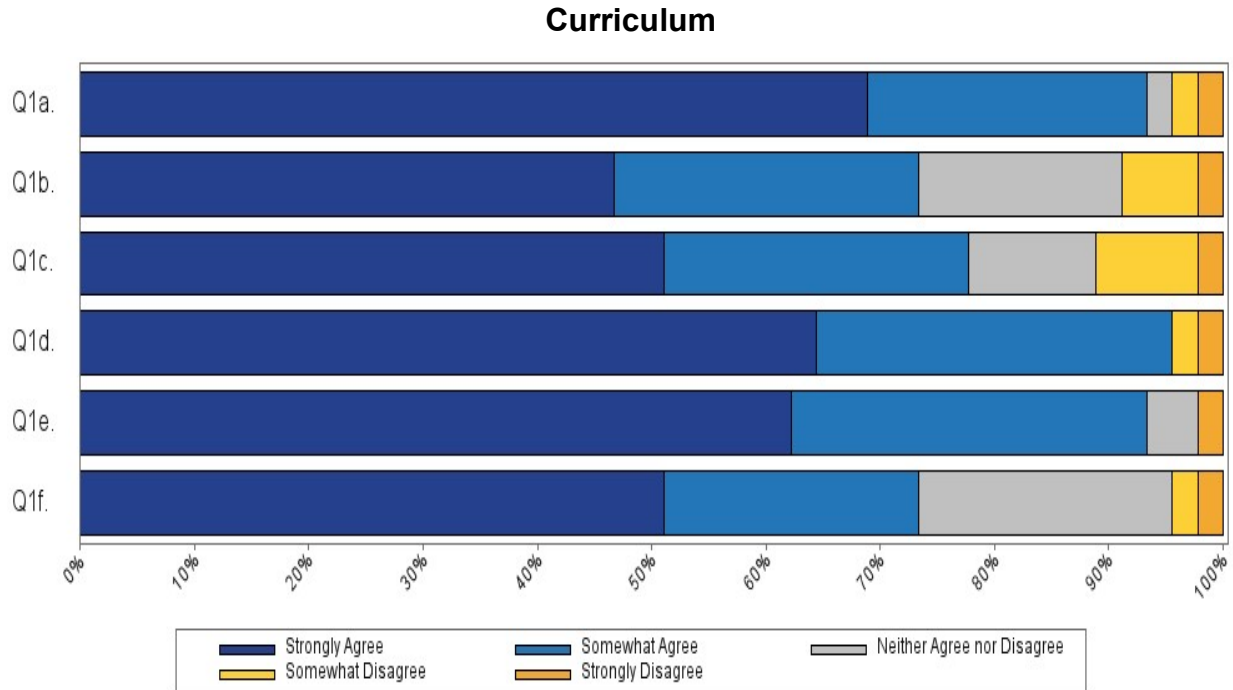
Question Answer
*I need more school communication with me when my daughter stays after class
*Guno Boy
Great school
The only thing I don't like about the school is that I saw the staff do there secret handshake to students that were Unappropriate. Not sure if it was gang related. Would like the staff to be a bit more professional dealing with the children
*excellent school
My child has had 3 different teachers for English and I don't ever get notified when there is a change. We should at least get an email with the new teacher's information. Teachers only call for negative interactions. I never know when he has done well. Overall communication without spamming our emails or text messages would be appreciated.
Good
*Thank you
*I am satisfied with the level of learning of the school.
*Thank you
*Thank you
More Law instructions
THIS SCHOOL DOES NOT HAVE ENOUGH ROOM FOR 6 - 8 GRADERS AND THE SCHOOL'S PRINTER HAS BEEN DOWN FOR MONTHS IF THE SCHOOL CANNOT AFFORD A PRINTER FOR THE 9TH TO 12 GRADERS ALONG WITH OTHER SCHOOL EQUIPMENT NOT EVEN AIR CONDITIONERS DURING SUMMER AND HEATERS DURING WINTER WHERE WILL THE 6 - 8 GRADERS FIT THE CAFETERIA IS A BASEMENT THAT HAS NO VENTILATION AND THE FOOD IS NOT EDIBLE. WHERE ARE MORE KIDS GOING TO FIT THEY SHOULD CLOSE THE SCHOOL FOR A RENOVATION MAKE OVER. BETTER VENTILATED CAFETERIA GYM AREAS AND CLEANER CLASSROOMS TOO MANY FLIES AND BIRD POOP WHERE OUR KIDS HAVE TO SIT AND STUDY. WHO IS OVER LOOKING THIS CHARTER SCHOOL????
*Thank You for the Opportunity You Gave My Son to be a student and be a part of your school. Successes and Blessings
Better communication between the students and children.
I am very grateful for everything that's cool have done for my child
*Very good school and very good teachers and school staff, they help students and parents a lot
am good thx.
Is ok
Is not metal detector
*I really like the technique of the school makes students show more interest to the studies
*Thank you for everything you say for my son
*No, all good for today. Thank you
*The school is excellent
love school and staff
*No complaints, but I do have to give thanks for having enrolled my son in this institution, because he is more motivated and applied in everything assigned to him in his school.

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

Question Answer
*This school is very good, always remove that my daughter studies in it. I would like it to expand to grade more basis for my other daughter with in program for child with disabled called (next) she is 6th.
No concern regarding this school
*That school has a very good teacher and is very good

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**110% RESPONSE RATE**



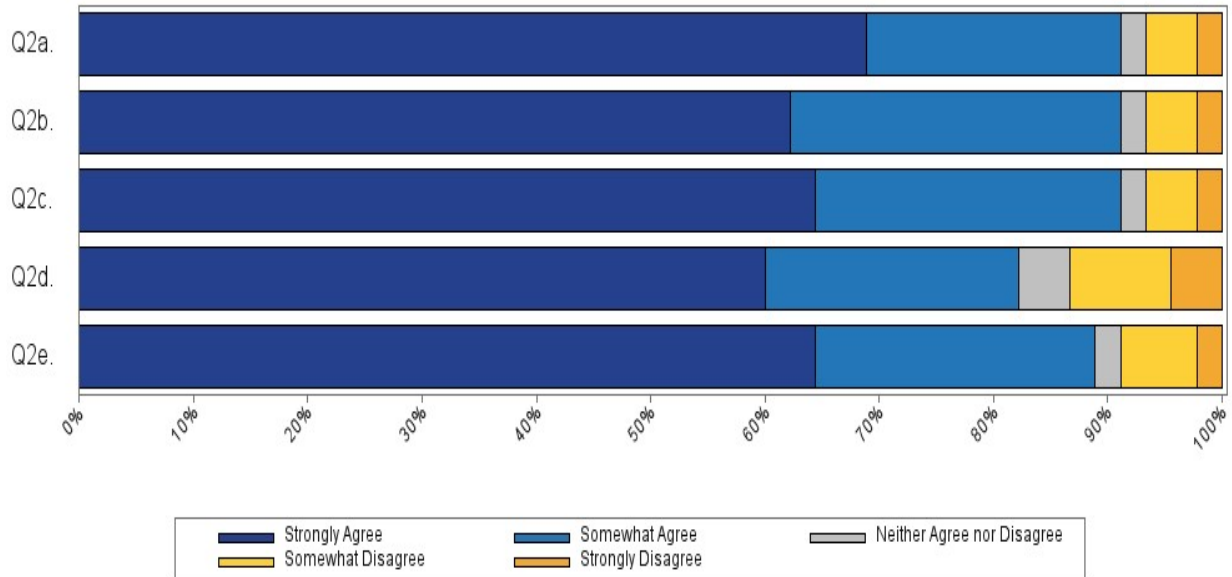
Curriculum		% by School	Total by School	% All Schools	Total All Schools
Q1a. The school has a documented curriculum that is aligned to the New York State learning standards.	Strongly Agree	69%	31	68%	1,310
	Somewhat Agree	24%	11	24%	460
	Neither Agree nor Disagree	2%	1	4%	74
	Somewhat Disagree	2%	1	3%	49
	Strongly Disagree	2%	1	2%	38
Q1b. The school's curriculum is aligned horizontally across same grade level classrooms.	Strongly Agree	47%	21	58%	1,113
	Somewhat Agree	27%	12	26%	506
	Neither Agree nor Disagree	18%	8	10%	190
	Somewhat Disagree	7%	3	4%	82
	Strongly Disagree	2%	1	2%	40



Curriculum		% by School	Total by School	% All Schools	Total All Schools
Q1c. The school's curriculum is aligned vertically between grade levels.	Strongly Agree	51%	23	51%	978
	Somewhat Agree	27%	12	32%	612
	Neither Agree nor Disagree	11%	5	11%	212
	Somewhat Disagree	9%	4	4%	85
	Strongly Disagree	2%	1	2%	44
Q1d. The curriculum and corresponding materials are differentiated to provide opportunities for all students to master grade-level skills and concepts.	Strongly Agree	64%	29	50%	975
	Somewhat Agree	31%	14	34%	651
	Neither Agree nor Disagree	0%	0	8%	146
	Somewhat Disagree	2%	1	5%	106
	Strongly Disagree	2%	1	3%	53
Q1e. The curriculum is systematically reviewed and revised.	Strongly Agree	62%	28	50%	966
	Somewhat Agree	31%	14	28%	545
	Neither Agree nor Disagree	4%	2	11%	222
	Somewhat Disagree	0%	0	7%	127
	Strongly Disagree	2%	1	4%	71
Q1f. The school has a strong science curriculum.	Strongly Agree	51%	23	35%	683
	Somewhat Agree	22%	10	30%	574
	Neither Agree nor Disagree	22%	10	23%	436
	Somewhat Disagree	2%	1	7%	136
	Strongly Disagree	2%	1	5%	102

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**Instruction**

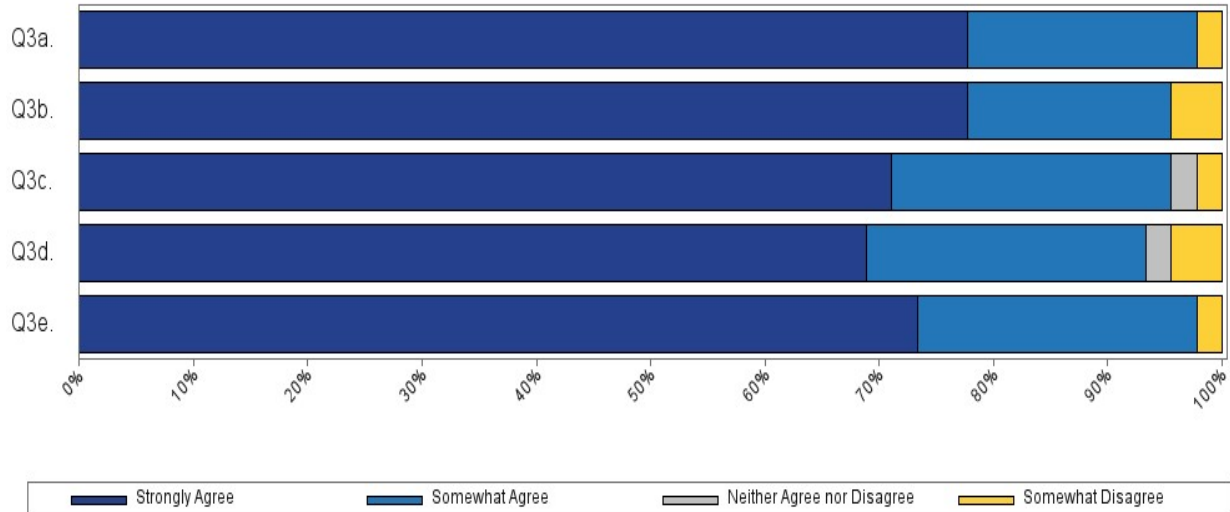


Instruction		% by School	Total by School	% All Schools	Total All Schools
Q2a. The school staff has a shared understanding of high-quality instruction that supports all learners.	Strongly Agree	69%	31	54%	1,038
	Somewhat Agree	22%	10	34%	653
	Neither Agree nor Disagree	2%	1	4%	86
	Somewhat Disagree	4%	2	6%	113
	Strongly Disagree	2%	1	2%	41
Q2b. Instructional delivery fosters engagement with all students.	Strongly Agree	62%	28	52%	1,008
	Somewhat Agree	29%	13	36%	691
	Neither Agree nor Disagree	2%	1	6%	114
	Somewhat Disagree	4%	2	5%	94
	Strongly Disagree	2%	1	1%	24

Instruction		% by School	Total by School	% All Schools	Total All Schools
Q2c. The school differentiates instruction to ensure equity and access for all students.	Strongly Agree	64%	29	52%	999
	Somewhat Agree	27%	12	34%	654
	Neither Agree nor Disagree	2%	1	6%	124
	Somewhat Disagree	4%	2	6%	115
	Strongly Disagree	2%	1	2%	39
Q2d. The school provides staff with professional development opportunities that promote best practices and improves all students' success, including subgroups: Students with disabilities (SWDs), English language learners (ELLs), and economically disadvantaged students (EDs).	Strongly Agree	60%	27	48%	922
	Somewhat Agree	22%	10	30%	570
	Neither Agree nor Disagree	4%	2	9%	170
	Somewhat Disagree	9%	4	8%	162
	Strongly Disagree	4%	2	6%	107
Q2e. There is a uniform expectation for teachers' implementation of academic rigor in the school.	Strongly Agree	64%	29	53%	1,022
	Somewhat Agree	24%	11	29%	566
	Neither Agree nor Disagree	2%	1	8%	159
	Somewhat Disagree	7%	3	6%	114
	Strongly Disagree	2%	1	4%	70

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**Assessment and Program Evaluation**

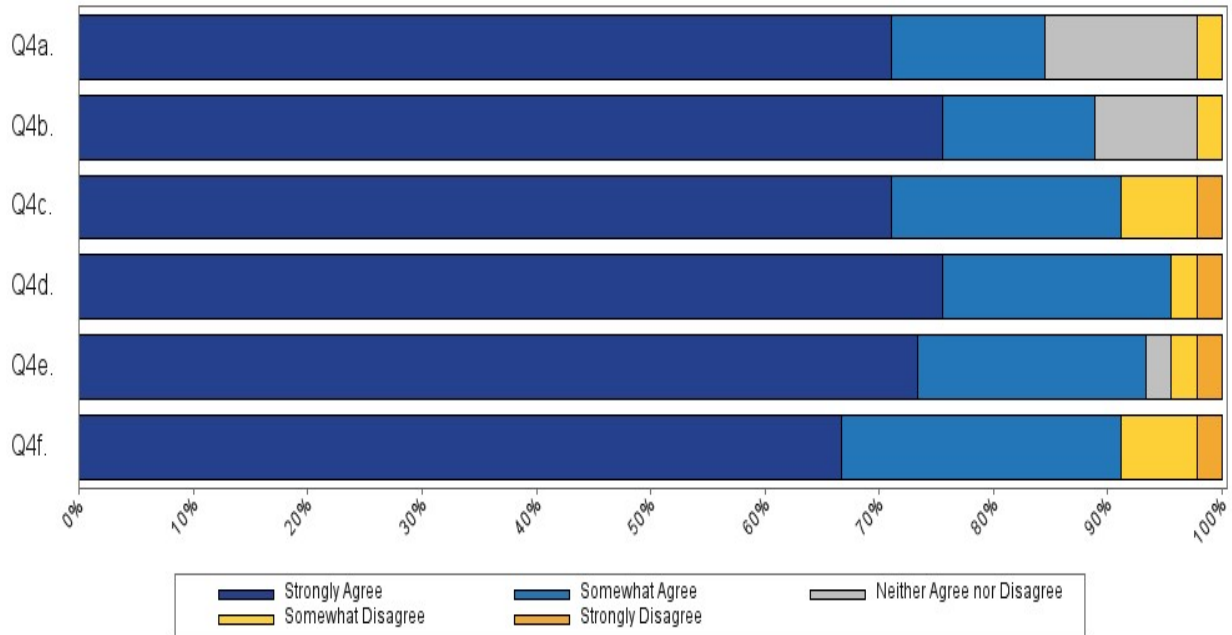


Assessment and Program Evaluation		% by School	Total by School Answer Count	% All Schools	Total All Schools
Q3a. The school uses a system of formative, diagnostic, and summative assessments.	Strongly Agree	78%	35	66%	1,267
	Somewhat Agree	20%	9	27%	522
	Neither Agree nor Disagree	0%	0	5%	88
	Somewhat Disagree	2%	1	2%	37
	Strongly Disagree	0%	0	1%	17
Q3b. The school uses qualitative and quantitative data to inform instruction and improve student outcomes.	Strongly Agree	78%	35	62%	1,200
	Somewhat Agree	18%	8	28%	532
	Neither Agree nor Disagree	0%	0	6%	125
	Somewhat Disagree	4%	2	3%	50
	Strongly Disagree	0%	0	1%	24

Assessment and Program Evaluation		% by School	Total by School Answer Count	% All Schools	Total All Schools
Q3c. The school uses qualitative and quantitative data to evaluate the quality and effectiveness of the academic program.	Strongly Agree	71%	32	58%	1,129
	Somewhat Agree	24%	11	29%	555
	Neither Agree nor Disagree	2%	1	7%	134
	Somewhat Disagree	2%	1	5%	87
	Strongly Disagree	0%	0	1%	26
Q3d. The school modifies its academic program after using data measurements.	Strongly Agree	69%	31	50%	964
	Somewhat Agree	24%	11	30%	583
	Neither Agree nor Disagree	2%	1	11%	218
	Somewhat Disagree	4%	2	7%	126
	Strongly Disagree	0%	0	2%	40
Q3e. The school uses multiple measures to assess student progress toward State learning standards.	Strongly Agree	73%	33	59%	1,144
	Somewhat Agree	24%	11	28%	532
	Neither Agree nor Disagree	0%	0	8%	156
	Somewhat Disagree	2%	1	4%	69
	Strongly Disagree	0%	0	2%	30

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**Supports for Diverse Learners**

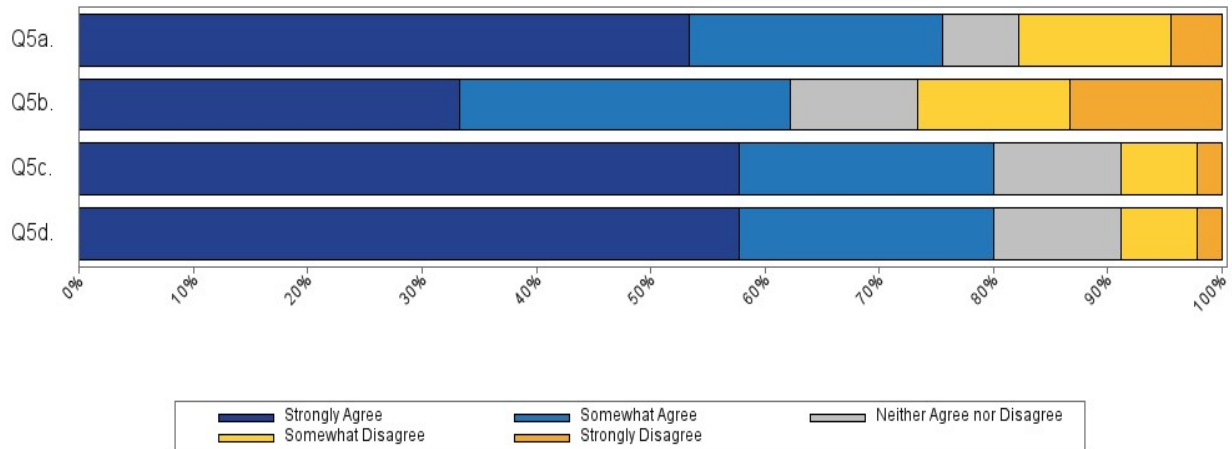


Supports for Diverse Learners		% by School	Total by School	% All Schools	Total All Schools
Q4a. The school follows the NYSED approved identification process for students with disabilities.	Strongly Agree	71%	32	62%	1,194
	Somewhat Agree	13%	6	20%	391
	Neither Agree nor Disagree	13%	6	14%	262
	Somewhat Disagree	2%	1	3%	55
	Strongly Disagree	0%	0	2%	29
Q4b. The school follows the NYSED approved identification process for English language learners.	Strongly Agree	76%	34	61%	1,181
	Somewhat Agree	13%	6	20%	393
	Neither Agree nor Disagree	9%	4	15%	286
	Somewhat Disagree	2%	1	3%	50
	Strongly Disagree	0%	0	1%	21

<b>Supports for Diverse Learners</b>		<b>% by School</b>	<b>Total by School</b>	<b>% All Schools</b>	<b>Total All Schools</b>
Q4c. The school provides supports to meet the academic needs for students with disabilities.	Strongly Agree	71%	32	56%	1,079
	Somewhat Agree	20%	9	27%	516
	Neither Agree nor Disagree	0%	0	9%	172
	Somewhat Disagree	7%	3	6%	115
	Strongly Disagree	2%	1	3%	49
Q4d. The school provides supports to meet the academic needs for English language learners.	Strongly Agree	76%	34	55%	1,053
	Somewhat Agree	20%	9	26%	511
	Neither Agree nor Disagree	0%	0	10%	200
	Somewhat Disagree	2%	1	6%	117
	Strongly Disagree	2%	1	3%	50
Q4e. The school provides supports to meet the academic needs for economically disadvantaged students.	Strongly Agree	73%	33	61%	1,169
	Somewhat Agree	20%	9	25%	477
	Neither Agree nor Disagree	2%	1	10%	201
	Somewhat Disagree	2%	1	3%	59
	Strongly Disagree	2%	1	1%	25
Q4f. The school has systems to monitor the progress of individual students and to facilitate communication between interventionists and classroom teachers regarding the needs of individual students.	Strongly Agree	67%	30	54%	1,050
	Somewhat Agree	24%	11	28%	533
	Neither Agree nor Disagree	0%	0	9%	183
	Somewhat Disagree	7%	3	6%	110
	Strongly Disagree	2%	1	3%	55

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



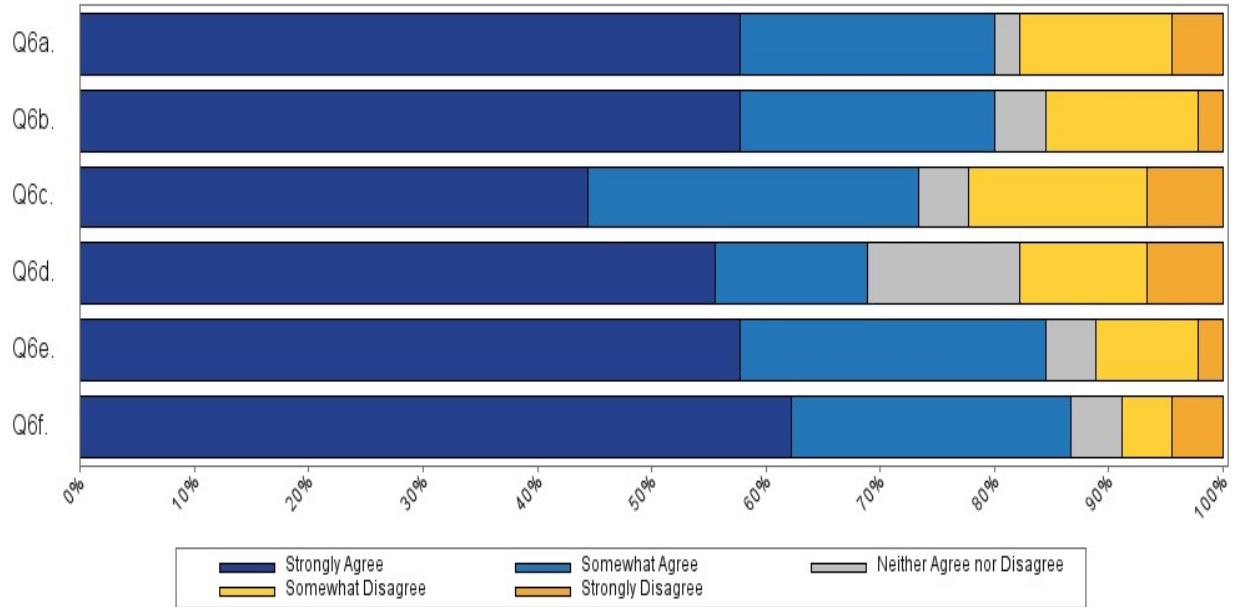
Measures of Culture, Climate, and Student Engagement		% by School	Total by School	% All Schools	Total All Schools
Q5a. The school has processes and procedures in place to address chronic absenteeism for all students.	Strongly Agree	53%	24	38%	725
	Somewhat Agree	22%	10	30%	577
	Neither Agree nor Disagree	7%	3	12%	238
	Somewhat Disagree	13%	6	12%	225
	Strongly Disagree	4%	2	9%	166
Q5b. In general, attendance is not an issue at the school.	Strongly Agree	33%	15	24%	456
	Somewhat Agree	29%	13	27%	512
	Neither Agree nor Disagree	11%	5	15%	293
	Somewhat Disagree	13%	6	21%	405
	Strongly Disagree	13%	6	14%	265



<b>Measures of Culture, Climate, and Student Engagement</b>		<b>% by School</b>	<b>Total by School</b>	<b>% All Schools</b>	<b>Total All Schools</b>
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	58%	26	37%	717
	Somewhat Agree	22%	10	29%	569
	Neither Agree nor Disagree	11%	5	21%	407
	Somewhat Disagree	7%	3	7%	141
	Strongly Disagree	2%	1	5%	97
Q5d. The school has a process in place to measure and evaluate school climate culture.	Strongly Agree	58%	26	38%	738
	Somewhat Agree	22%	10	31%	589
	Neither Agree nor Disagree	11%	5	16%	306
	Somewhat Disagree	7%	3	8%	161
	Strongly Disagree	2%	1	7%	137

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**Behavior Management and Safety**

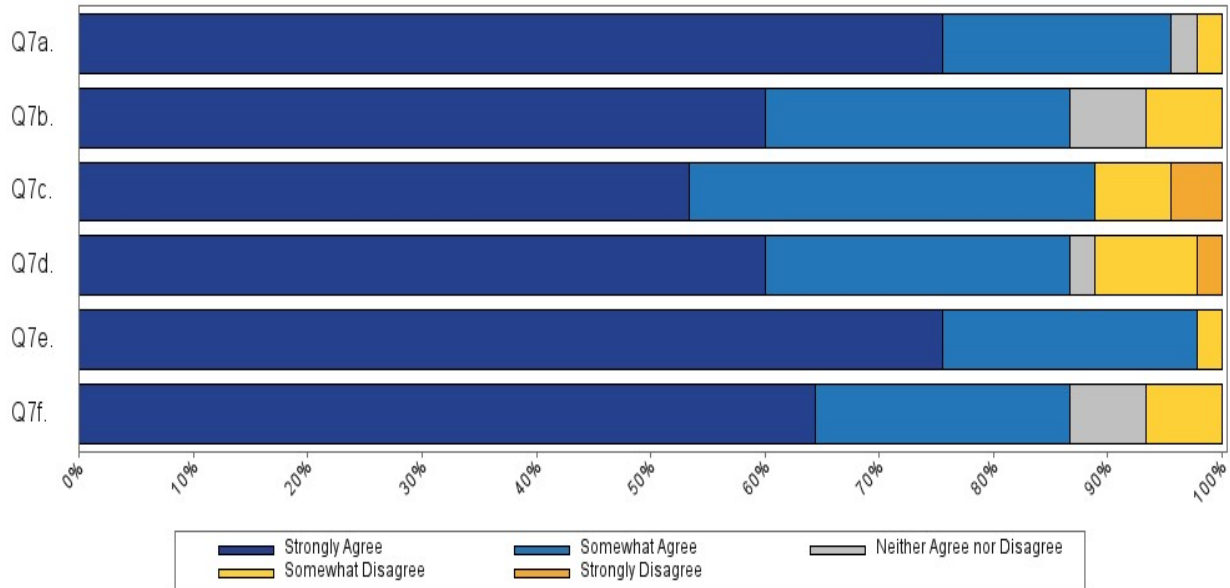


Behavior Management and Safety		% by School	Total by School	% All Schools	Total All Schools
Q6a. The school's discipline policy is clear.	Strongly Agree	58%	26	35%	674
	Somewhat Agree	22%	10	30%	580
	Neither Agree nor Disagree	2%	1	10%	190
	Somewhat Disagree	13%	6	14%	270
	Strongly Disagree	4%	2	11%	217
Q6b. The school's discipline policy is fair to all students.	Strongly Agree	58%	26	39%	751
	Somewhat Agree	22%	10	26%	509
	Neither Agree nor Disagree	4%	2	13%	257
	Somewhat Disagree	13%	6	13%	256
	Strongly Disagree	2%	1	8%	158

<b>Behavior Management and Safety</b>		<b>% by School</b>	<b>Total by School</b>	<b>% All Schools</b>	<b>Total All Schools</b>
Q6c. The school's discipline policy is enforced by all teachers and staff.	Strongly Agree	44%	20	28%	545
	Somewhat Agree	29%	13	30%	581
	Neither Agree nor Disagree	4%	2	13%	244
	Somewhat Disagree	16%	7	18%	352
	Strongly Disagree	7%	3	11%	209
Q6d. The school's discipline policy is updated as necessary with feedback from faculty.	Strongly Agree	56%	25	33%	641
	Somewhat Agree	13%	6	26%	509
	Neither Agree nor Disagree	13%	6	16%	310
	Somewhat Disagree	11%	5	14%	273
	Strongly Disagree	7%	3	10%	198
Q6e. The school utilizes behavior intervention plans for students who require specific social and behavioral skills in an academic setting.	Strongly Agree	58%	26	42%	818
	Somewhat Agree	27%	12	32%	617
	Neither Agree nor Disagree	4%	2	11%	209
	Somewhat Disagree	9%	4	9%	181
	Strongly Disagree	2%	1	5%	106
Q6f. Teachers and staff interacting with students with disabilities are aware of and follow specific discipline and prevention protocols for these students.	Strongly Agree	62%	28	42%	811
	Somewhat Agree	24%	11	33%	628
	Neither Agree nor Disagree	4%	2	14%	265
	Somewhat Disagree	4%	2	8%	145
	Strongly Disagree	4%	2	4%	82

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**Behavior Management and Safety**

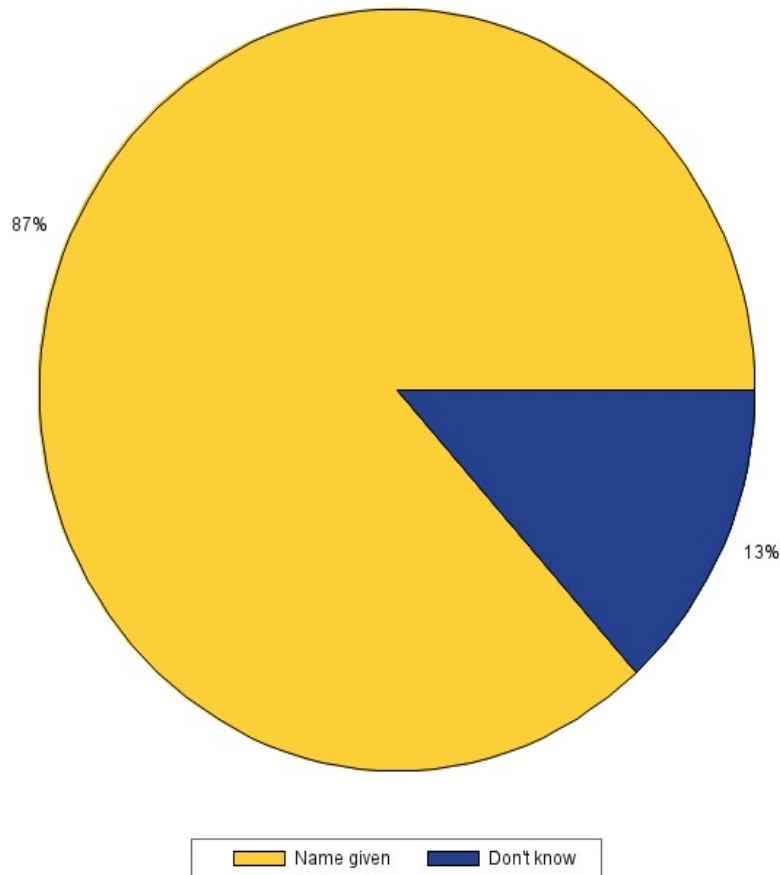


Behavior Management and Safety		% by School	Total by School	% All Schools	Total All Schools
Q7a. The school provides a safe environment.	Strongly Agree	76%	34	60%	1,162
	Somewhat Agree	20%	9	27%	523
	Neither Agree nor Disagree	2%	1	5%	103
	Somewhat Disagree	2%	1	5%	104
	Strongly Disagree	0%	0	2%	39
Q7b. The school has systems in place to ensure that the environment is free from bullying, harassment, and discrimination.	Strongly Agree	60%	27	49%	945
	Somewhat Agree	27%	12	30%	586
	Neither Agree nor Disagree	7%	3	8%	155
	Somewhat Disagree	7%	3	9%	165
	Strongly Disagree	0%	0	4%	80

<b>Behavior Management and Safety</b>		<b>% by School</b>	<b>Total by School</b>	<b>% All Schools</b>	<b>Total All Schools</b>
Q7c. Classroom environments support learning and are generally free from disruption.	Strongly Agree	53%	24	38%	741
	Somewhat Agree	36%	16	34%	654
	Neither Agree nor Disagree	0%	0	9%	180
	Somewhat Disagree	7%	3	12%	233
	Strongly Disagree	4%	2	6%	123
Q7d. The school has high behavioral expectations for all students.	Strongly Agree	60%	27	47%	899
	Somewhat Agree	27%	12	30%	570
	Neither Agree nor Disagree	2%	1	9%	171
	Somewhat Disagree	9%	4	10%	194
	Strongly Disagree	2%	1	5%	97
Q7e. Teacher-student interactions could typically be described as supportive and respectful.	Strongly Agree	76%	34	55%	1,062
	Somewhat Agree	22%	10	33%	637
	Neither Agree nor Disagree	0%	0	7%	126
	Somewhat Disagree	2%	1	4%	79
	Strongly Disagree	0%	0	1%	27
Q7f. There is a uniform expectation for all teachers' classroom management in your school.	Strongly Agree	64%	29	48%	933
	Somewhat Agree	22%	10	31%	598
	Neither Agree nor Disagree	7%	3	9%	174
	Somewhat Disagree	7%	3	8%	149
	Strongly Disagree	0%	0	4%	77

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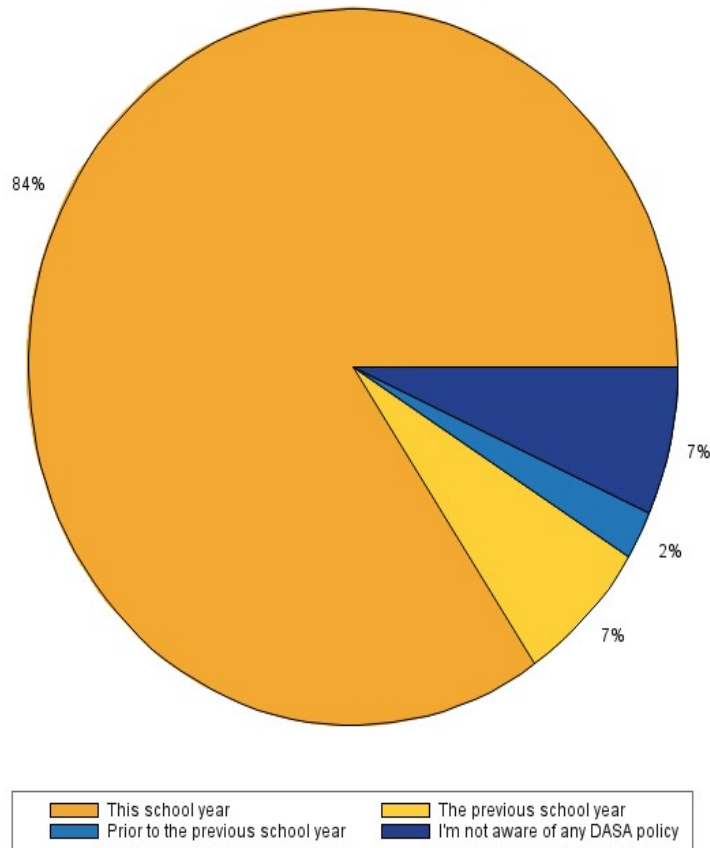
**Q8. What is the name of your school's Dignity for All Students Act (DASA) coordinator?**



Dignity for All Students Act (DASA)		% by School	Total by School	% All Schools	Total All Schools
Q8. What is the name of your school's Dignity for All Students Act (DASA) coordinator?	Name given	87%	39	59%	1,144
	Don't know	13%	6	41%	787

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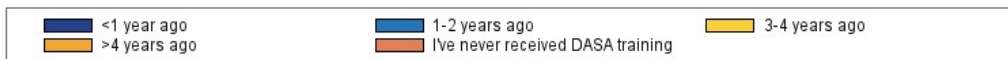
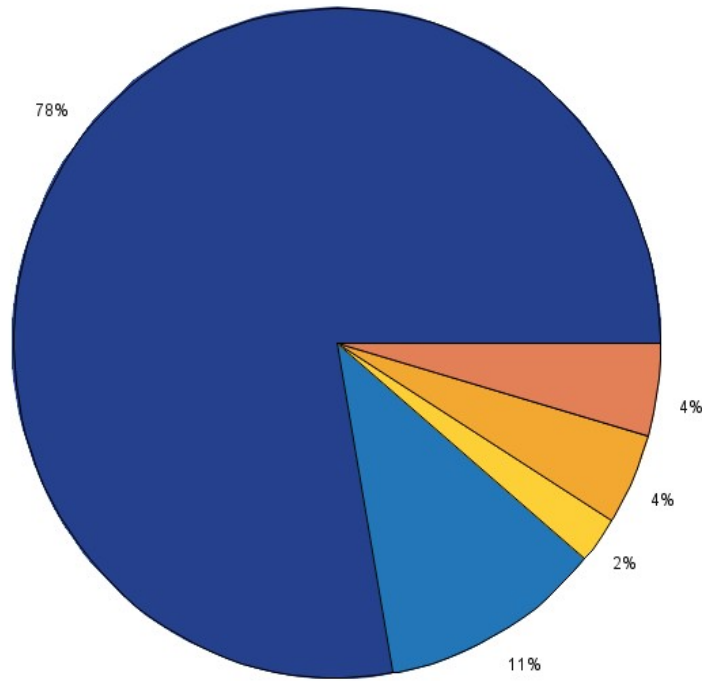
**Q9. When is the last time you received a copy of the school's DASA policy?**



Dignity for All Students Act (DASA)		% by School	Total by School	% All Schools	Total All Schools
Q9. When is the last time you received a copy of the school's DASA policy?	This school year	84%	38	62%	1,204
	The previous school year	7%	3	9%	176
	Prior to the previous school year	2%	1	6%	117
	I'm not aware of any DASA policy	7%	3	22%	434

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**45 RESPONSES**  
**110% RESPONSE RATE**

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

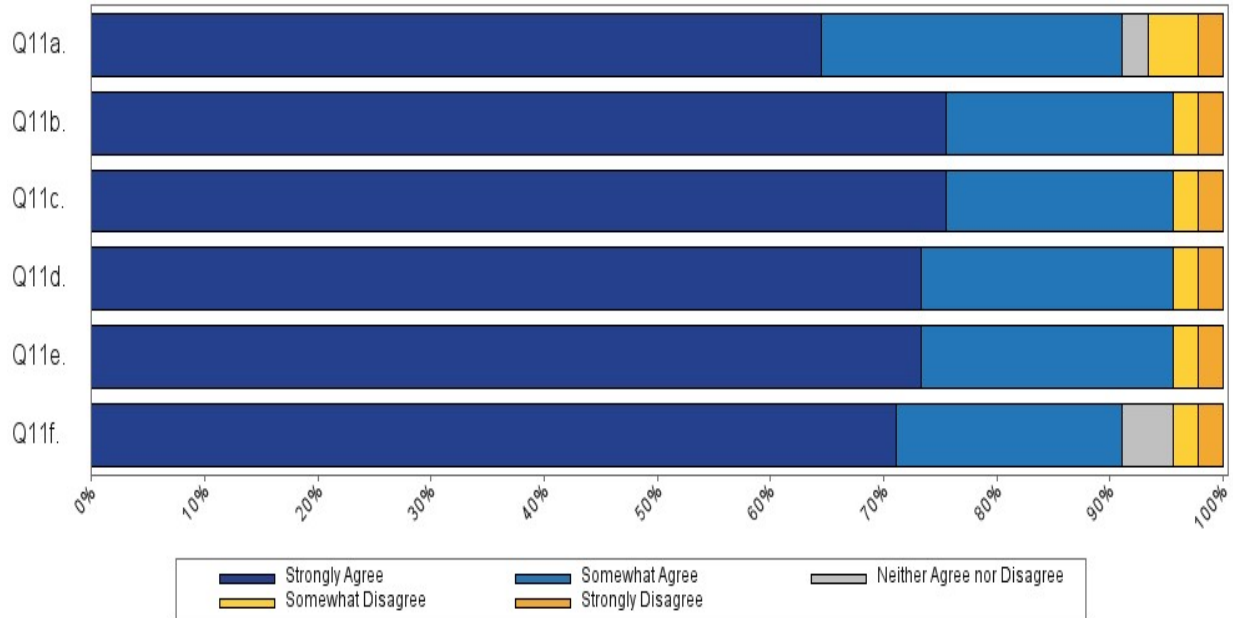


Dignity for All Students Act (DASA)		% by School	Total by School	% All Schools	Total All Schools
Q10. When is the last time you received DASA training?	<1 year ago	78%	35	48%	927
	1-2 years ago	11%	5	21%	399
	3-4 years ago	2%	1	10%	193
	>4 years ago	4%	2	10%	195
	I've never received DASA training	4%	2	11%	217



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**Family Engagement and Communication**

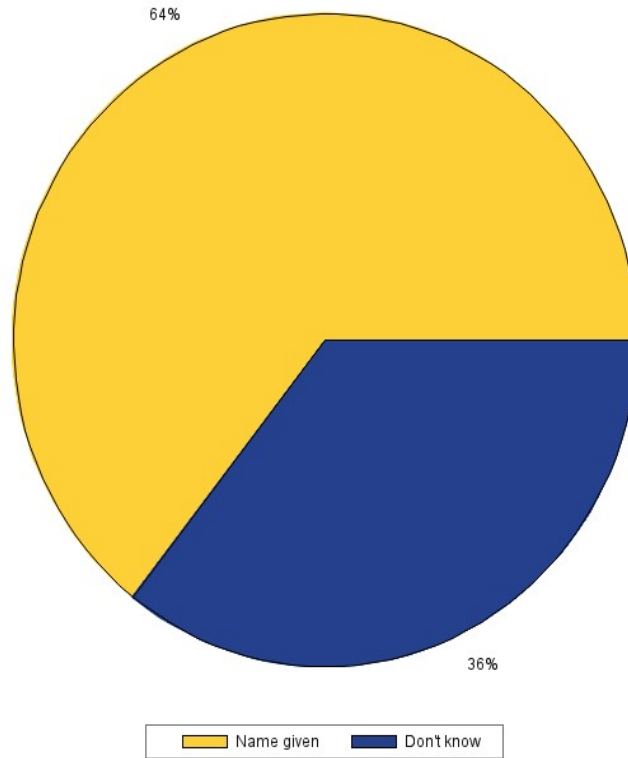


Family Engagement and Communication		% by School	Total by School	% All Schools	Total All Schools
Q11a. The school provides opportunities for parent participation within the school community.	Strongly Agree	64%	29	50%	961
	Somewhat Agree	27%	12	30%	585
	Neither Agree nor Disagree	2%	1	11%	214
	Somewhat Disagree	4%	2	6%	117
	Strongly Disagree	2%	1	3%	54
Q11b. Parents receive regular and timely information on their child's academic progress in their home language.	Strongly Agree	76%	34	57%	1,100
	Somewhat Agree	20%	9	31%	601
	Neither Agree nor Disagree	0%	0	7%	135
	Somewhat Disagree	2%	1	3%	60
	Strongly Disagree	2%	1	2%	35

Family Engagement and Communication		% by School	Total by School	% All Schools	Total All Schools
Q11c. The school uses many methods of communication with families.	Strongly Agree	76%	34	67%	1,295
	Somewhat Agree	20%	9	26%	511
	Neither Agree nor Disagree	0%	0	4%	79
	Somewhat Disagree	2%	1	1%	26
	Strongly Disagree	2%	1	1%	20
Q11d. The school seeks feedback from parents through surveys, meetings, or some other way.	Strongly Agree	73%	33	56%	1,088
	Somewhat Agree	22%	10	29%	567
	Neither Agree nor Disagree	0%	0	10%	196
	Somewhat Disagree	2%	1	3%	54
	Strongly Disagree	2%	1	1%	26
Q11e. The school has a systematic and transparent process for responding to family or community concerns.	Strongly Agree	73%	33	52%	996
	Somewhat Agree	22%	10	30%	572
	Neither Agree nor Disagree	0%	0	12%	240
	Somewhat Disagree	2%	1	4%	82
	Strongly Disagree	2%	1	2%	41
Q11f. The school informs parents about how it performs compared to other schools in the district and New York State.	Strongly Agree	71%	32	45%	873
	Somewhat Agree	20%	9	23%	448
	Neither Agree nor Disagree	4%	2	25%	484
	Somewhat Disagree	2%	1	4%	80
	Strongly Disagree	2%	1	2%	46

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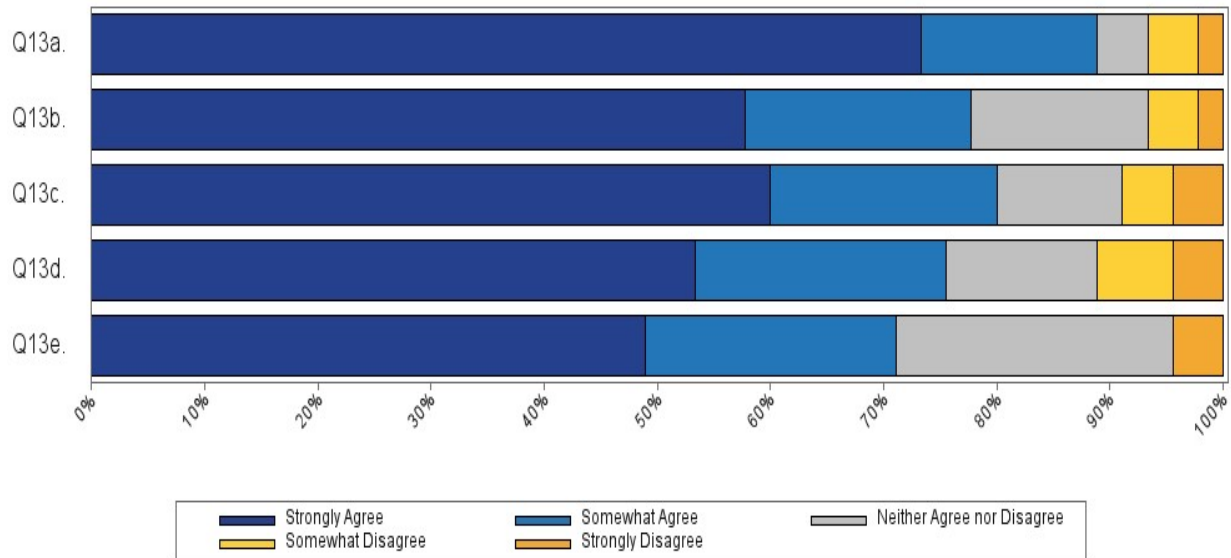
**Q12. What is the name of your school's McKinney-Vento Coordinator?**



McKinney-Vento		% by School	Total by School	% All Schools	Total All Schools
Q12. What is the name of your school's McKinney-Vento Coordinator?	Name given	64%	29	40%	780
	Don't know	36%	16	60%	1,151

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**Social-Emotional and Mental Health Support**

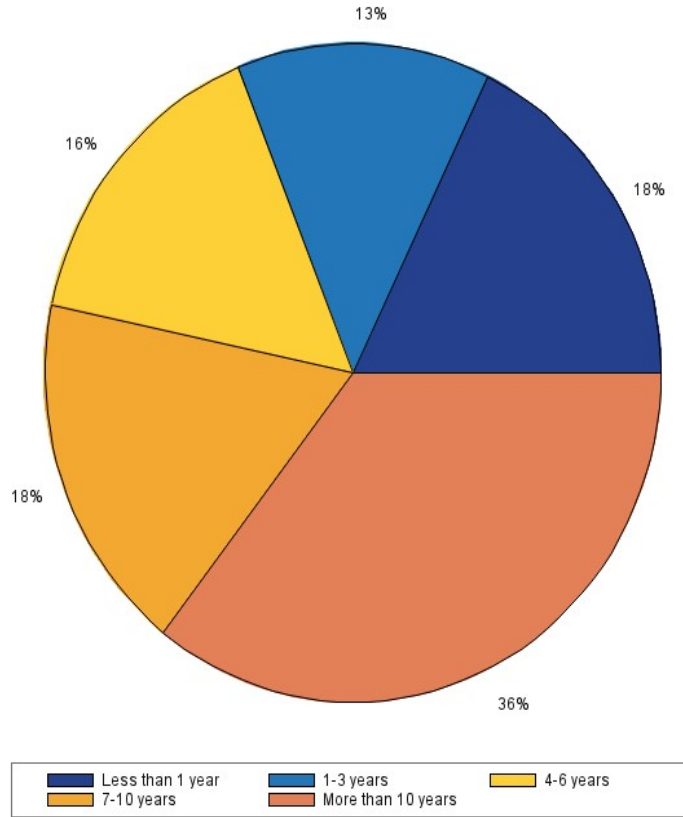


Social-Emotional and Mental Health Support		% by School	Total by School	% All Schools	Total All Schools
Q13a. The school has social, emotional, and mental health programs and supports for all students.	Strongly Agree	73%	33	53%	1,023
	Somewhat Agree	16%	7	32%	618
	Neither Agree nor Disagree	4%	2	6%	111
	Somewhat Disagree	4%	2	6%	122
	Strongly Disagree	2%	1	3%	57
Q13b. School leaders collect and use data to track the social-emotional needs of all students, including students in subgroups.	Strongly Agree	58%	26	43%	831
	Somewhat Agree	20%	9	29%	552
	Neither Agree nor Disagree	16%	7	16%	314
	Somewhat Disagree	4%	2	8%	155
	Strongly Disagree	2%	1	4%	79

<b>Social-Emotional and Mental Health Support</b>		<b>% by School</b>	<b>Total by School</b>	<b>% All Schools</b>	<b>Total All Schools</b>
Q13c. School leaders collect and use data regarding the impact of programs designed to support the social and emotional health of all students.	Strongly Agree	60%	27	43%	829
	Somewhat Agree	20%	9	27%	526
	Neither Agree nor Disagree	11%	5	18%	352
	Somewhat Disagree	4%	2	8%	145
	Strongly Disagree	4%	2	4%	79
Q13d. The school provides staff with professional development opportunities to support the social-emotional and mental health of students in a culturally responsive manner.	Strongly Agree	53%	24	46%	892
	Somewhat Agree	22%	10	30%	583
	Neither Agree nor Disagree	13%	6	10%	202
	Somewhat Disagree	7%	3	8%	145
	Strongly Disagree	4%	2	6%	109
Q13e. The school has processes and procedures in place to address the learning and social-emotional needs of McKinney-Vento eligible students.	Strongly Agree	49%	22	36%	688
	Somewhat Agree	22%	10	20%	392
	Neither Agree nor Disagree	24%	11	35%	676
	Somewhat Disagree	0%	0	4%	78
	Strongly Disagree	4%	2	5%	97

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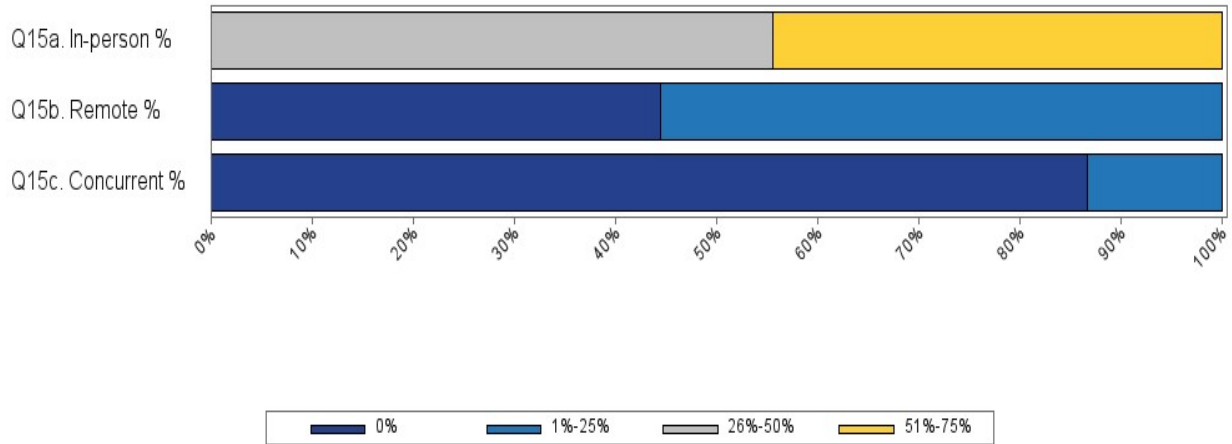
**Q14. How many total years of K-12 teaching experience do you have?**



Teaching Experience		% by School	Total by School	% All Schools	Total All Schools
Q14. How many total years of K-12 teaching experience do you have?	Less than 1 year	18%	8	7%	137
	1-3 years	13%	6	21%	401
	4-6 years	16%	7	26%	499
	7-10 years	18%	8	21%	408
	More than 10 years	36%	16	25%	486

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**Teaching Modality**



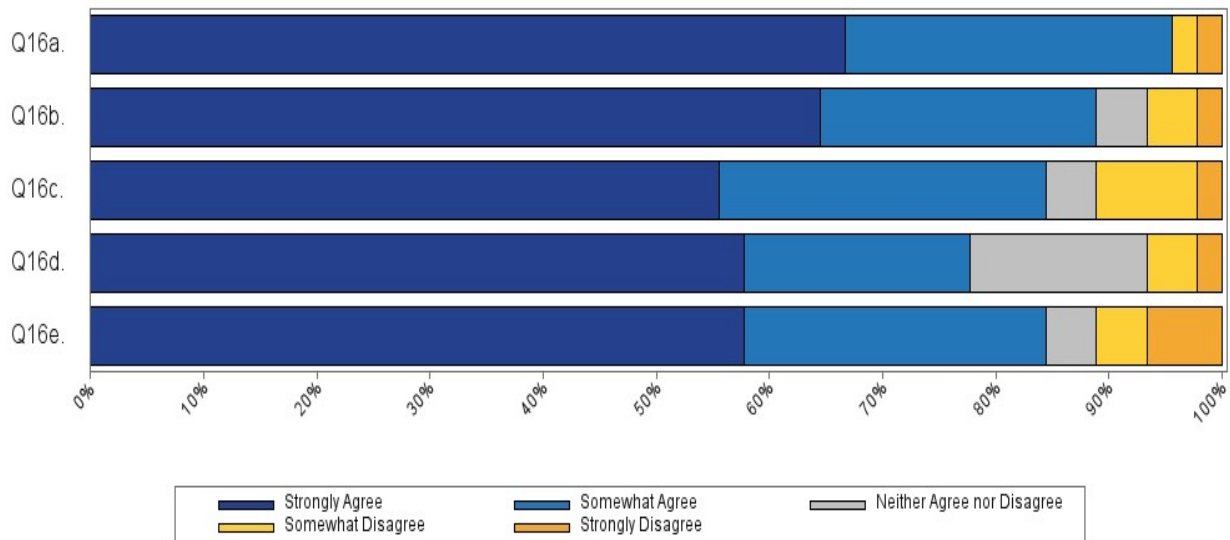
Teaching Modality		% by School	Total by School	% All Schools	Total All Schools
Q15a. In-person %	0%	0%	0	4%	69
	1% to 25%	0%	0	1%	15
	26% to 50%	0%	0	3%	63
	51% to 75%	0%	0	5%	92
	76% to 99%	56%	25	52%	1,002
	100%	44%	20	36%	690
Q15b. Remote %	0%	44%	20	42%	804
	1% to 25%	56%	25	55%	1,054
	26% to 50%	0%	0	3%	50
	51% to 75%	0%	0	0%	9
	76% to 99%	0%	0	0%	7
	100%	0%	0	0%	7

Teaching Modality		% by School	Total by School	% All Schools	Total All Schools
Q15c. Concurrent %	0%	87%	39	79%	1,522
	1% to 25%	13%	6	16%	311
	26% to 50%	0%	0	2%	38
	51% to 75%	0%	0	0%	3
	76% to 99%	0%	0	1%	13
	100%	0%	0	2%	44



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**School Leadership**

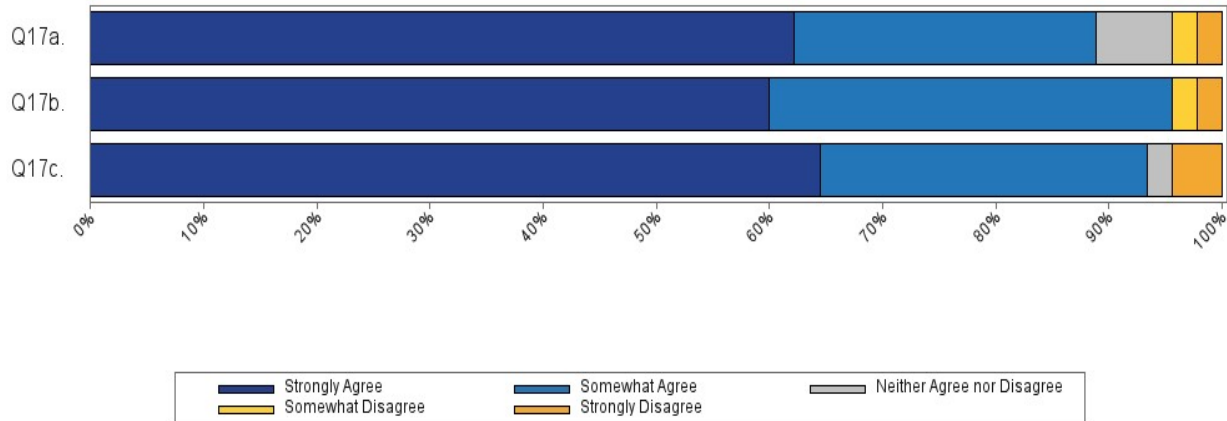


School Leadership		% by School	Total by School	% All Schools	Total All Schools
Q16a. The school has an effective school leadership team that communicates a clearly defined mission and set of goals to staff and the school community.	Strongly Agree	67%	30	47%	914
	Somewhat Agree	29%	13	29%	565
	Neither Agree nor Disagree	0%	0	9%	173
	Somewhat Disagree	2%	1	8%	159
	Strongly Disagree	2%	1	6%	120
Q16b. The school has a clear and well-established communication systems and decision-making processes in place to ensure effective communication across the school.	Strongly Agree	64%	29	42%	811
	Somewhat Agree	24%	11	30%	570
	Neither Agree nor Disagree	4%	2	10%	192
	Somewhat Disagree	4%	2	11%	217
	Strongly Disagree	2%	1	7%	141

School Leadership		% by School	Total by School	% All Schools	Total All Schools
Q16c. The school successfully recruits, hires, and retains key personnel that meets the needs of all students and subgroups.	Strongly Agree	56%	25	34%	655
	Somewhat Agree	29%	13	28%	539
	Neither Agree nor Disagree	4%	2	15%	280
	Somewhat Disagree	9%	4	15%	295
	Strongly Disagree	2%	1	8%	162
Q16d. The school makes decisions – when warranted – to remove ineffective staff members.	Strongly Agree	58%	26	37%	709
	Somewhat Agree	20%	9	26%	508
	Neither Agree nor Disagree	16%	7	21%	411
	Somewhat Disagree	4%	2	10%	184
	Strongly Disagree	2%	1	6%	119
Q16e. The school's leadership demonstrates a high level of accountability such that leadership takes responsibility for outcomes.	Strongly Agree	58%	26	42%	810
	Somewhat Agree	27%	12	28%	539
	Neither Agree nor Disagree	4%	2	14%	271
	Somewhat Disagree	4%	2	9%	166
	Strongly Disagree	7%	3	8%	145

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**Professional Climate**

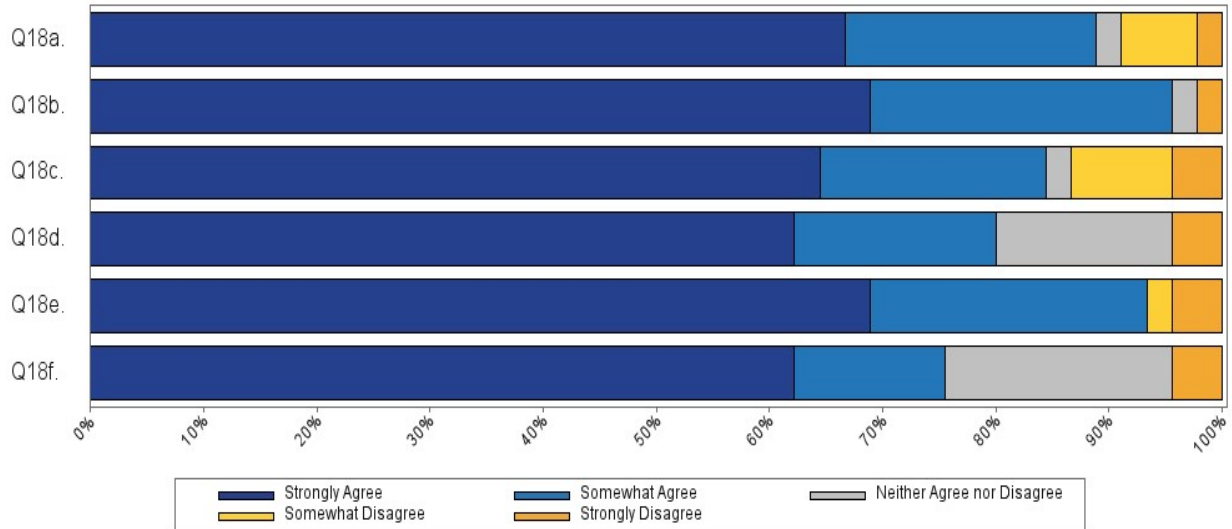


Professional Climate		% by School	Total by School	% All Schools	Total All Schools
Q17a. Roles and responsibilities for leaders, staff, management, and the board of trustees are clearly defined and adhered to.	Strongly Agree	62%	28	43%	838
	Somewhat Agree	27%	12	30%	585
	Neither Agree nor Disagree	7%	3	13%	249
	Somewhat Disagree	2%	1	8%	158
	Strongly Disagree	2%	1	5%	101
Q17b. The school ensures that staff has the requisite skills, expertise, and professional development necessary to meet all students' needs, including students in subgroups.	Strongly Agree	60%	27	44%	843
	Somewhat Agree	36%	16	32%	623
	Neither Agree nor Disagree	0%	0	12%	228
	Somewhat Disagree	2%	1	8%	153
	Strongly Disagree	2%	1	4%	84

Professional Climate		% by School	Total by School	% All Schools	Total All Schools
Q17c. The school is fully staffed with personnel who are able to meet all operational needs, including finance, human resources, and communications.	Strongly Agree	64%	29	42%	813
	Somewhat Agree	29%	13	27%	527
	Neither Agree nor Disagree	2%	1	14%	267
	Somewhat Disagree	0%	0	10%	192
	Strongly Disagree	4%	2	7%	132

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**Professional Climate**

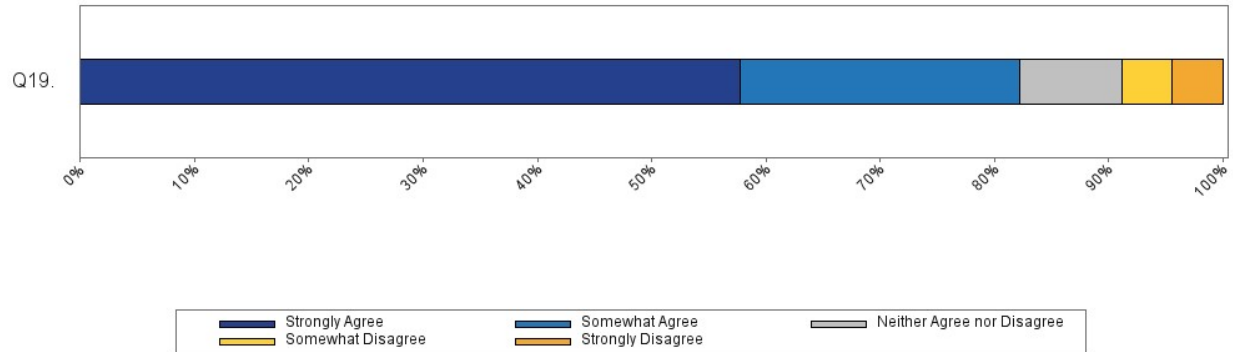


Professional Climate		% by School	Total by School	% All Schools	Total All Schools
Q18a. The school has established procedures for effective collaboration among teachers.	Strongly Agree	67%	30	48%	922
	Somewhat Agree	22%	10	34%	656
	Neither Agree nor Disagree	2%	1	8%	151
	Somewhat Disagree	7%	3	7%	141
	Strongly Disagree	2%	1	3%	61
Q18b. The school has systems to monitor and maintain organizational and instructional quality through a formal evaluation process for teacher and other staff.	Strongly Agree	69%	31	52%	1,001
	Somewhat Agree	27%	12	32%	615
	Neither Agree nor Disagree	2%	1	9%	165
	Somewhat Disagree	0%	0	5%	90
	Strongly Disagree	2%	1	3%	60

Professional Climate		% by School	Total by School	% All Schools	Total All Schools
Q18c. The school has mechanisms to solicit teacher and staff feedback and to gauge their satisfaction.	Strongly Agree	64%	29	45%	870
	Somewhat Agree	20%	9	31%	599
	Neither Agree nor Disagree	2%	1	11%	207
	Somewhat Disagree	9%	4	8%	155
	Strongly Disagree	4%	2	5%	100
Q18d. The school provides you with the resources and support to do your job well when teaching remotely.	Strongly Agree	62%	28	47%	913
	Somewhat Agree	18%	8	27%	522
	Neither Agree nor Disagree	16%	7	18%	356
	Somewhat Disagree	0%	0	5%	90
	Strongly Disagree	4%	2	3%	50
Q18e. The school provides you with the resources and support to do your job well when teaching in -person.	Strongly Agree	69%	31	53%	1,030
	Somewhat Agree	24%	11	33%	633
	Neither Agree nor Disagree	0%	0	7%	128
	Somewhat Disagree	2%	1	5%	91
	Strongly Disagree	4%	2	3%	49
Q18f. The school provides you with the resources and support to do your job well when teaching concurrently.	Strongly Agree	62%	28	39%	759
	Somewhat Agree	13%	6	22%	434
	Neither Agree nor Disagree	20%	9	32%	610
	Somewhat Disagree	0%	0	4%	78
	Strongly Disagree	4%	2	3%	50

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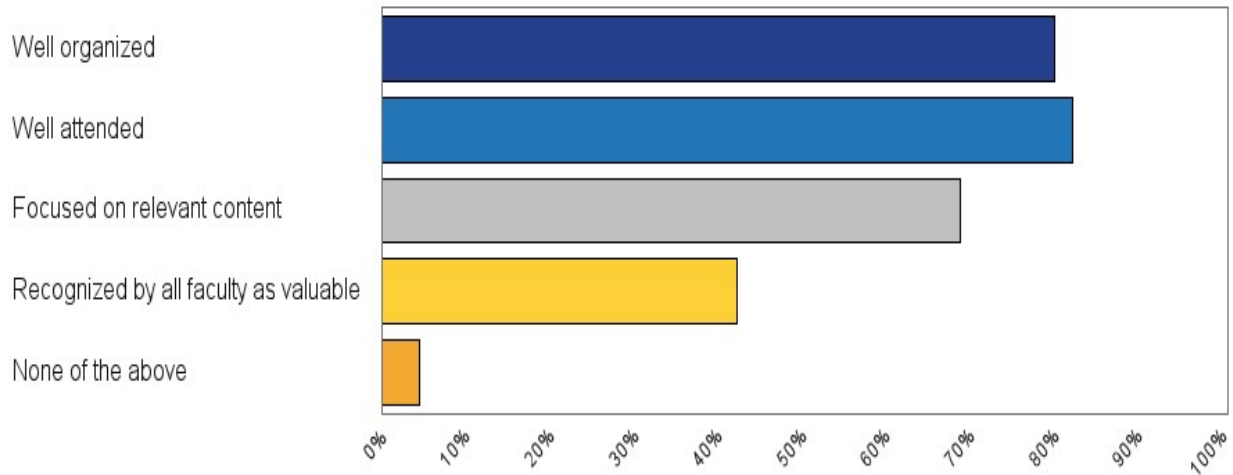
**Professional Climate**



Professional Climate		% by School	Total by School	% All Schools	Total All Schools
Q19. How strongly do you agree or disagree that there is a long-term career pathway and opportunities for professional growth for you at this school?	Strongly Agree	58%	26	40%	764
	Somewhat Agree	24%	11	35%	683
	Neither Agree nor Disagree	9%	4	12%	225
	Somewhat Disagree	4%	2	8%	148
	Strongly Disagree	4%	2	6%	111

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

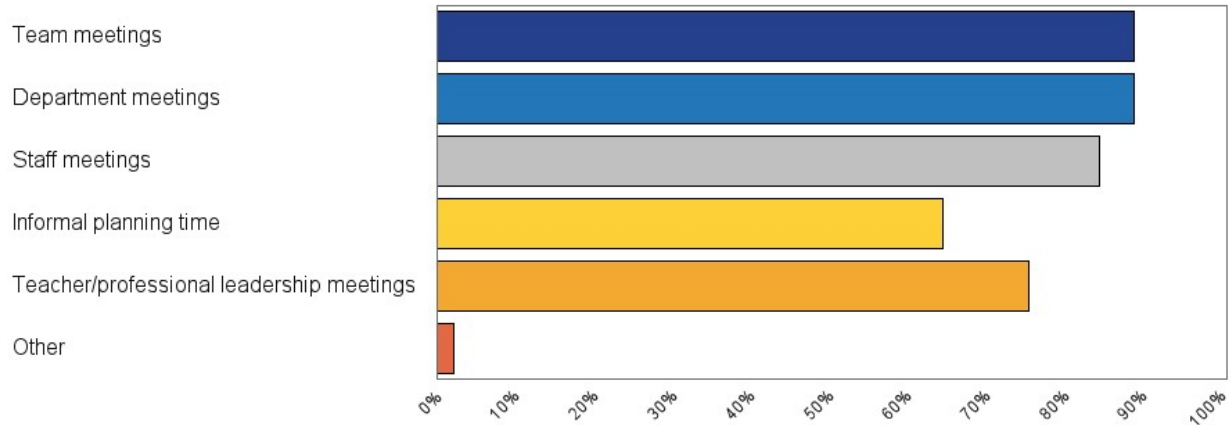


<b>Q20. Meetings, such as faculty, staff, grade-level, curricular, child study, and the like are:</b>	<b>% by School</b>	<b>Total by School</b>	<b>% All Schools</b>	<b>Total All Schools</b>
Well organized	80%	36	68%	1,314
Well attended	82%	37	78%	1,500
Focused on relevant content	69%	31	63%	1,217
Recognized by all faculty as valuable	42%	19	36%	700
None of the above	4%	2	5%	105



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



<b>Q21. Select all types of meetings where faculty members collaborate with one another:</b>	<b>% by School</b>	<b>Total by School</b>	<b>% All Schools</b>	<b>Total All Schools</b>
Team meetings	89%	40	90%	1,739
Department meetings	89%	40	67%	1,297
Staff meetings	84%	38	80%	1,553
Informal planning time	64%	29	73%	1,419
Teacher/professional leadership meetings	76%	34	65%	1,257
Other	2%	1	5%	95

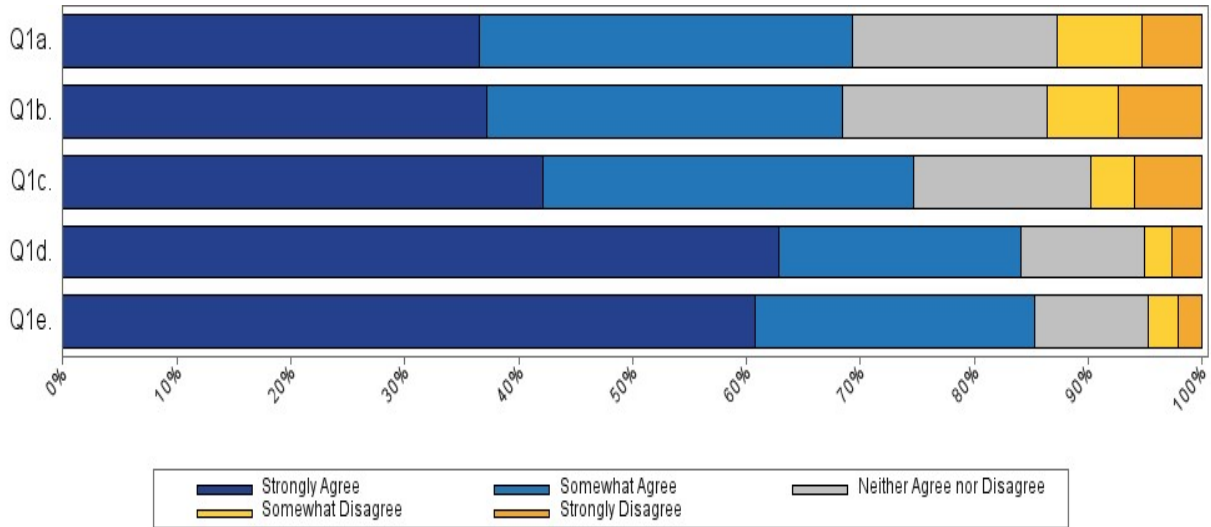
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**Q22. Please provide any additional information you feel is relevant to better inform the NYSED Charter School Office about this school and/or to make suggestions for areas the school can improve upon.**

Question Answer
Overall the school has made substantial improvements. Everyone has worked extremely hard to turn the school around from where it was 4 years ago. I believe leadership needs to take more ownership/accountability. There is still a lot of top down directive where expectations and pressure is put on the staff as opposed to everyone equally taking ownership. There is also a lot of rampant nepotism within the leadership team. Spouses, relationships, in-law relationships, friendships, parent/child relationships; which goes against the school's own policy around nepotism.
Our leader Mr. Burke is the best!
Teacher leadership
They make sure to provide help if needed
This school would benefit from two things 1 a school Library to house more books from students, funding to allow students to keep some of the books they read within their English classes. And a Computer Lab that stays open for afterschool work and tutoring until 6. This would help students who do not have access to computers at home and access to more books would benefit students who are struggling readers. The Computer Lab would benefit this school learning community as a whole because so many of our students do not have internet access or a personal computer at home.
As a [new] teacher, this school has provided me immense support! I don't think I would have found a better school to start my teaching career.
The school has made my first year as a teacher feel like such a breeze. I've received immense support for my supervisors to make my first year go by smoothly.
The leadership team is supportive of the teachers, students, and the family. The school does a wonderful job of communicating with the family and especially helpful with students that are experiencing hardship. The dynamic between the staff is wonderful, every teacher is happy to help and support each other.
Overall this school has an amazing team that makes others feel accepted and needed.

**NYSED CSO Student Survey 2022**  
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**66% RESPONSE RATE**

**Student Participation**

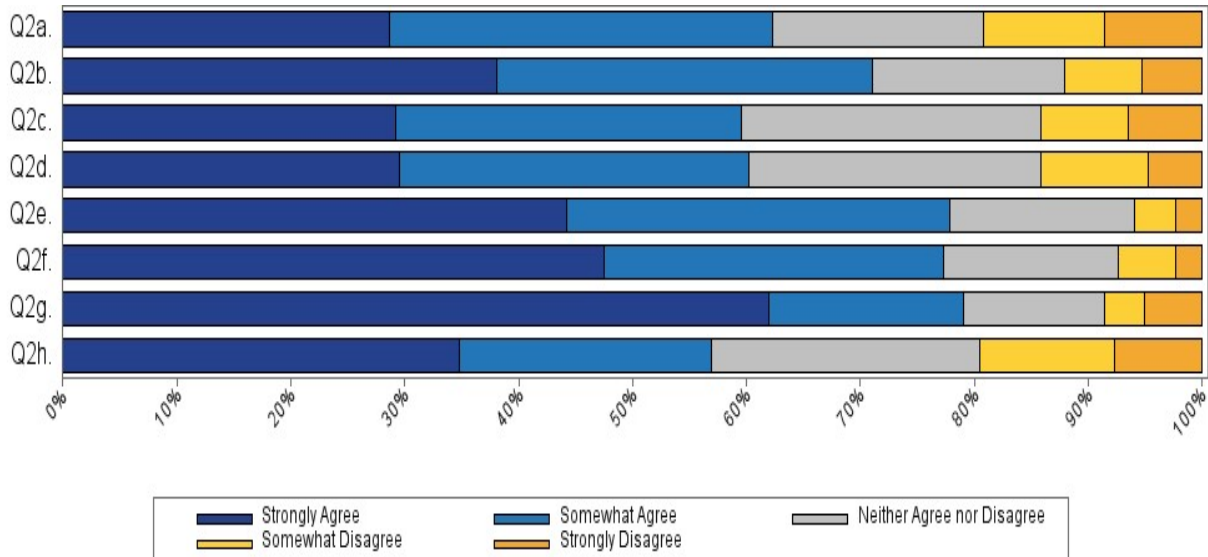


Student Participation		% by School	Total by School	% All Schools	Total All Schools
Q1a. I regularly attend school-sponsored events, such as school dances, sporting events, student performances, or other school activities.	Strongly Agree	37%	124	29%	845
	Somewhat Agree	33%	111	35%	1,025
	Neither Agree nor Disagree	18%	61	20%	589
	Somewhat Disagree	7%	25	8%	251
	Strongly Disagree	5%	18	8%	251
Q1b. I regularly participate in extra-curricular activities offered through this school such as school clubs or organizations, musical groups, sports teams, student government, or any other extra-curricular activities.	Strongly Agree	37%	126	29%	851
	Somewhat Agree	31%	106	30%	889
	Neither Agree nor Disagree	18%	61	20%	592
	Somewhat Disagree	6%	21	9%	267
	Strongly Disagree	7%	25	12%	362

Student Participation		% by School	Total by School	% All Schools	Total All Schools
Q1c. At this school, students have the opportunity to help decide things like class activities and rules.	Strongly Agree	42%	143	29%	863
	Somewhat Agree	32%	110	36%	1,061
	Neither Agree nor Disagree	16%	53	18%	542
	Somewhat Disagree	4%	13	9%	259
	Strongly Disagree	6%	20	8%	236
Q1d. There are opportunities for students at this school to get involved in sports, clubs, and other school activities outside of class.	Strongly Agree	63%	213	55%	1,633
	Somewhat Agree	21%	72	28%	820
	Neither Agree nor Disagree	11%	37	11%	317
	Somewhat Disagree	2%	8	3%	101
	Strongly Disagree	3%	9	3%	90
Q1e. I have the opportunity to be part of class discussions or activities.	Strongly Agree	61%	206	56%	1,670
	Somewhat Agree	24%	83	29%	859
	Neither Agree nor Disagree	10%	34	11%	318
	Somewhat Disagree	3%	9	2%	63
	Strongly Disagree	2%	7	2%	51

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**School Physical Environment**



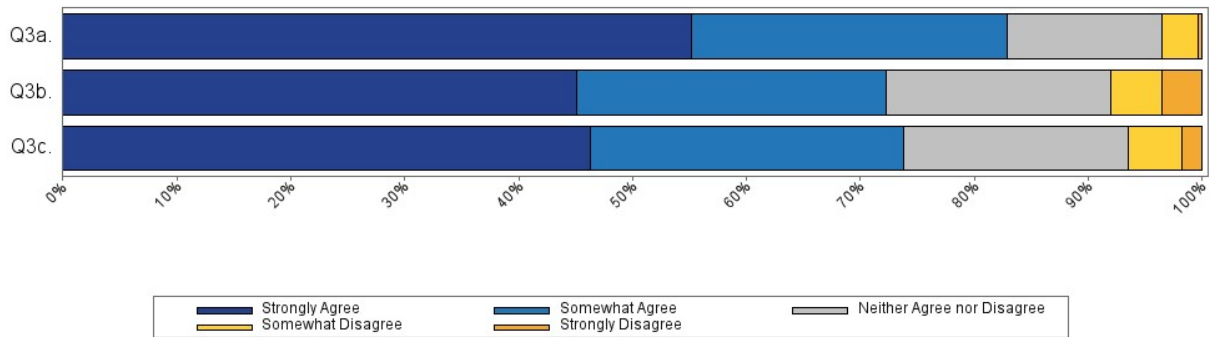
School Physical Environment		% by School	Total by School	% All Schools	Total All Schools
Q2a. The bathrooms in this school are clean.	Strongly Agree	29%	97	21%	613
	Somewhat Agree	34%	114	34%	1008
	Neither Agree nor Disagree	19%	63	22%	638
	Somewhat Disagree	11%	36	13%	390
	Strongly Disagree	9%	29	11%	312
Q2b. The temperature in this school is comfortable (there is heat and air conditioning as necessary).	Strongly Agree	38%	129	24%	713
	Somewhat Agree	33%	112	34%	1012
	Neither Agree nor Disagree	17%	57	22%	642
	Somewhat Disagree	7%	23	12%	366
	Strongly Disagree	5%	18	8%	228

School Physical Environment		% by School	Total by School	% All Schools	Total All Schools
Q2c. Repairs are made in a timely manner.	Strongly Agree	29%	99	20%	597
	Somewhat Agree	30%	103	30%	888
	Neither Agree nor Disagree	26%	89	32%	959
	Somewhat Disagree	8%	26	11%	314
	Strongly Disagree	6%	22	7%	203
Q2d. I am proud of the way my school looks.	Strongly Agree	29%	100	21%	624
	Somewhat Agree	31%	104	30%	896
	Neither Agree nor Disagree	26%	87	30%	891
	Somewhat Disagree	9%	32	10%	295
	Strongly Disagree	5%	16	9%	255
Q2e. I feel physically safe in my school.	Strongly Agree	44%	150	35%	1032
	Somewhat Agree	34%	114	33%	978
	Neither Agree nor Disagree	16%	55	21%	629
	Somewhat Disagree	4%	12	7%	196
	Strongly Disagree	2%	8	4%	126
Q2f. I feel safe traveling to and from my school.	Strongly Agree	47%	161	37%	1109
	Somewhat Agree	30%	101	31%	923
	Neither Agree nor Disagree	15%	52	20%	591
	Somewhat Disagree	5%	17	8%	230
	Strongly Disagree	2%	8	4%	108
Q2g. I have not had anything stolen from me at this school.	Strongly Agree	62%	210	51%	1513
	Somewhat Agree	17%	58	18%	520

<b>School Physical Environment</b>		<b>% by School</b>	<b>Total by School</b>	<b>% All Schools</b>	<b>Total All Schools</b>
Q2g. I have not had anything stolen from me at this school.	Neither Agree nor Disagree	12%	42	15%	432
	Somewhat Disagree	4%	12	7%	197
	Strongly Disagree	5%	17	10%	299
Q2h. I have not seen any property damaged by students at this school.	Strongly Agree	35%	118	24%	701
	Somewhat Agree	22%	75	21%	608
	Neither Agree nor Disagree	24%	80	27%	788
	Somewhat Disagree	12%	40	14%	429
	Strongly Disagree	8%	26	15%	435

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**66% RESPONSE RATE**

**Learning**

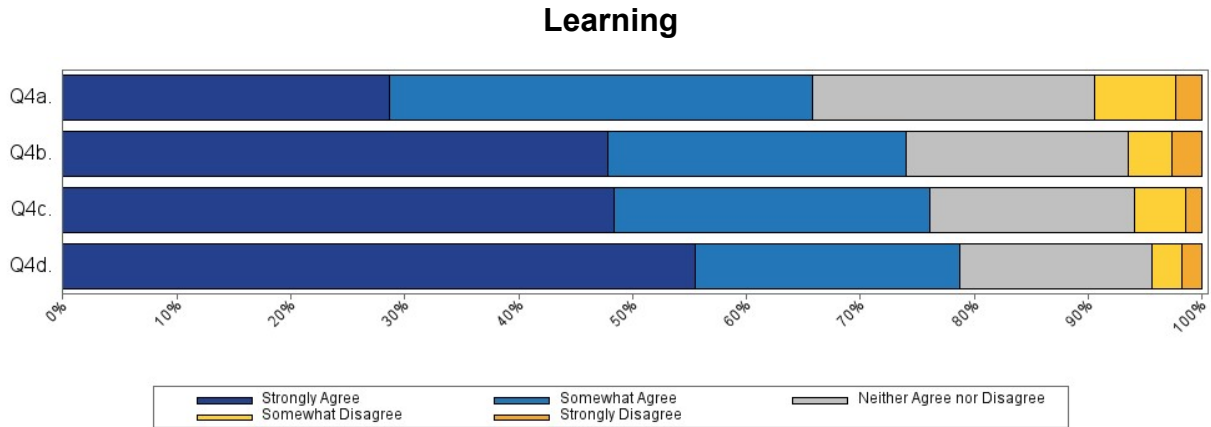


Learning		% by School	Total by School	% All Schools	Total All Schools
Q3a. This school provides instructional materials (e.g., textbooks, handouts) that reflect my cultural background, ethnicity, and identity.	Strongly Agree	55%	187	40%	1,181
	Somewhat Agree	28%	94	33%	963
	Neither Agree nor Disagree	14%	46	20%	587
	Somewhat Disagree	3%	11	6%	170
	Strongly Disagree	0%	1	2%	60
Q3b. The things I'm learning in school are important to me.	Strongly Agree	45%	153	30%	879
	Somewhat Agree	27%	92	36%	1,072
	Neither Agree nor Disagree	20%	67	22%	664
	Somewhat Disagree	4%	15	8%	224
	Strongly Disagree	4%	12	4%	122



Learning		% by School	Total by School	% All Schools	Total All Schools
Q3c. Classroom environments support learning and are generally free from disruption.	Strongly Agree	46%	157	27%	804
	Somewhat Agree	27%	93	36%	1,054
	Neither Agree nor Disagree	20%	67	24%	709
	Somewhat Disagree	5%	16	9%	280
	Strongly Disagree	2%	6	4%	114

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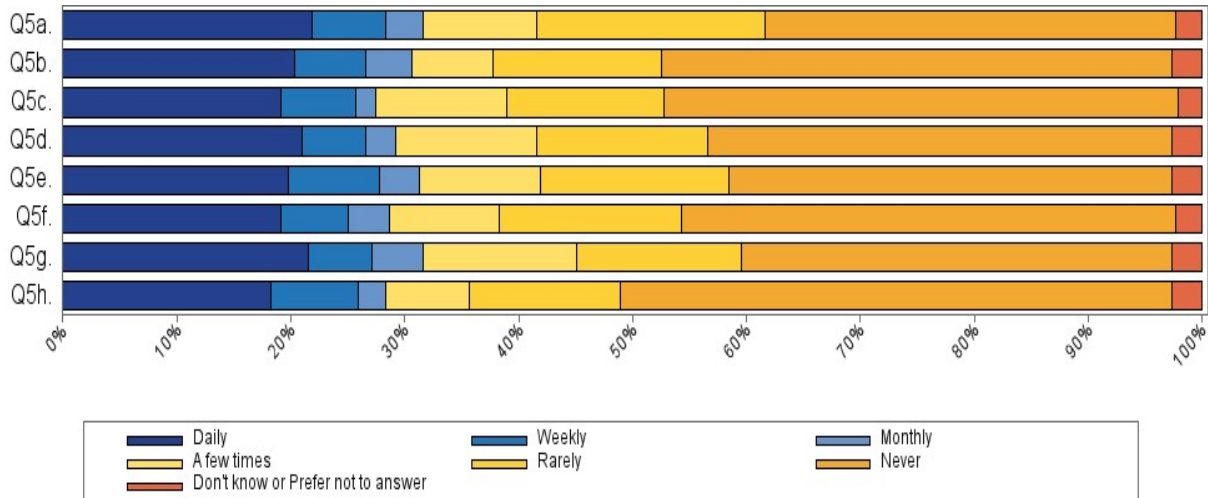


Learning		% by School	Total by School	% All Schools	Total All Schools
Q4a. Most or all of my classes are challenging.	Strongly Agree	29%	97	19%	566
	Somewhat Agree	37%	126	39%	1,141
	Neither Agree nor Disagree	25%	84	28%	834
	Somewhat Disagree	7%	24	11%	317
	Strongly Disagree	2%	8	3%	103
Q4b. I feel that I am on-track for high school graduation.	Strongly Agree	48%	162	43%	1,259
	Somewhat Agree	26%	89	34%	1,018
	Neither Agree nor Disagree	19%	66	17%	506
	Somewhat Disagree	4%	13	4%	127
	Strongly Disagree	3%	9	2%	51

Learning		% by School	Total by School	% All Schools	Total All Schools
Q4c. The school provides me with college prep assistance and information.	Strongly Agree	48%	164	42%	1,246
	Somewhat Agree	28%	94	32%	943
	Neither Agree nor Disagree	18%	61	20%	582
	Somewhat Disagree	4%	15	5%	141
	Strongly Disagree	1%	5	2%	49
Q4d. I know who to talk to for information about different careers.	Strongly Agree	55%	188	45%	1,319
	Somewhat Agree	23%	79	30%	877
	Neither Agree nor Disagree	17%	57	18%	525
	Somewhat Disagree	3%	9	5%	154
	Strongly Disagree	2%	6	3%	86

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**Bullying**

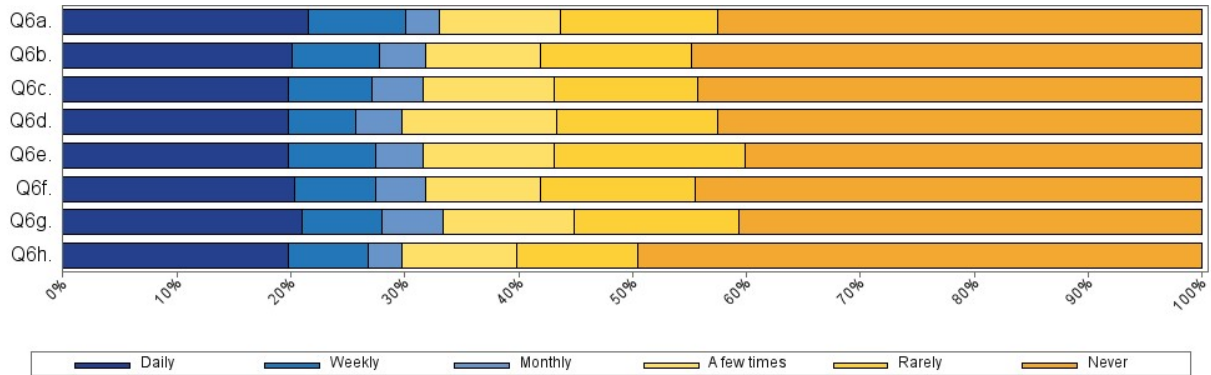


Bullying		% by School	Total by School	% All Schools	Total All Schools
Q5a. Student to student based on a student's real or perceived race or ethnicity.	Daily	22%	74	14%	429
	Weekly	6%	22	7%	194
	Monthly	3%	11	3%	94
	A few times	10%	34	16%	483
	Rarely	20%	68	22%	646
	Never	36%	122	36%	1,071
	Don't know	2%	8	1%	44
Q5b. Student to student based on a student's real or perceived religion.	Daily	20%	69	11%	328
	Weekly	6%	21	5%	149
	Monthly	4%	14	3%	80
	A few times	7%	24	12%	347
	Rarely	15%	50	19%	559
	Never	45%	152	49%	1,449
	Don't know	3%	9	2%	49
Q5c. Student to student based on a student's real or perceived disability.	Daily	19%	65	11%	323
	Weekly	6%	22	4%	126
	Monthly	2%	6	3%	77
	A few times	12%	39	13%	374
	Rarely	14%	47	20%	596
	Never	45%	153	48%	1,424
	Don't know	2%	7	1%	41

<b>Bullying</b>		<b>% by School</b>	<b>Total by School</b>	<b>% All Schools</b>	<b>Total All Schools</b>
Q5d. Student to student based on a student's real or perceived gender identity.	Daily	21%	71	12%	359
	Weekly	6%	19	6%	170
	Monthly	3%	9	3%	77
	A few times	12%	42	16%	488
	Rarely	15%	51	20%	593
	Never	41%	138	41%	1,228
	Don't know	3%	9	2%	46
Q5e. Student to student based on a student's real or perceived sexual identity.	Daily	20%	67	13%	396
	Weekly	8%	27	6%	174
	Monthly	4%	12	4%	105
	A few times	11%	36	15%	447
	Rarely	17%	56	20%	584
	Never	39%	132	41%	1,204
	Don't know	3%	9	2%	51
Q5f. Student to student based on a student's real or perceived economic status.	Daily	19%	65	11%	322
	Weekly	6%	20	5%	143
	Monthly	4%	12	3%	100
	A few times	10%	33	12%	365
	Rarely	16%	54	20%	597
	Never	43%	147	47%	1,387
	Don't know	2%	8	2%	47
Q5g. Student to student based on another reason.	Daily	22%	73	15%	431
	Weekly	6%	19	6%	176
	Monthly	4%	15	4%	109
	A few times	14%	46	18%	535
	Rarely	14%	49	21%	636
	Never	38%	128	35%	1,028
	Don't know	3%	9	2%	46
Q5h. Teacher or administrator to student based on any of the categories listed above.	Daily	18%	62	11%	329
	Weekly	8%	26	4%	125
	Monthly	2%	8	2%	73
	A few times	7%	25	11%	315
	Rarely	13%	45	18%	529
	Never	48%	164	52%	1,541
	Don't know	3%	9	2%	49

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**Cyberbullying**



Cyberbullying		% by School	Total by School	% All Schools	Total All Schools
Q6a. Student to student based on a student's real or perceived race or ethnicity.	Daily	22%	73	12%	367
	Weekly	9%	29	6%	172
	Monthly	3%	10	3%	85
	A few times	11%	36	15%	436
	Rarely	14%	47	18%	546
	Never	42%	144	46%	1,355
Q6b. Student to student based on a student's real or perceived religion.	Daily	20%	68	10%	288
	Weekly	8%	26	6%	164
	Monthly	4%	14	3%	97
	A few times	10%	34	12%	342
	Rarely	13%	45	18%	542
	Never	45%	152	52%	1,528
Q6c. Student to student based on a student's real or perceived disability.	Daily	20%	67	10%	293
	Weekly	7%	25	4%	132
	Monthly	4%	15	3%	102
	A few times	12%	39	13%	396
	Rarely	13%	43	18%	547
	Never	44%	150	50%	1,491

Cyberbullying		% by School	Total by School	% All Schools	Total All Schools
Q6d. Student to student based on a student's real or perceived gender identity.	Daily	20%	67	11%	316
	Weekly	6%	20	5%	142
	Monthly	4%	14	4%	116
	A few times	14%	46	15%	444
	Rarely	14%	48	18%	544
	Never	42%	144	47%	1,399
Q6e. Student to student based on a student's real or perceived sexual identity.	Daily	20%	67	11%	321
	Weekly	8%	26	5%	157
	Monthly	4%	14	5%	134
	A few times	12%	39	14%	429
	Rarely	17%	57	18%	535
	Never	40%	136	47%	1,385
Q6f. Student to student based on a student's real or perceived economic status.	Daily	20%	69	10%	291
	Weekly	7%	24	5%	153
	Monthly	4%	15	4%	114
	A few times	10%	34	12%	369
	Rarely	14%	46	19%	556
	Never	45%	151	50%	1,478
Q6g. Student to student based on another reason.	Daily	21%	71	12%	363
	Weekly	7%	24	6%	177
	Monthly	5%	18	5%	138
	A few times	12%	39	16%	478
	Rarely	14%	49	19%	560
	Never	41%	138	42%	1,245
Q6h. Teacher or administrator to student based on any of the categories listed above.	Daily	20%	67	10%	285
	Weekly	7%	24	5%	146
	Monthly	3%	10	3%	98
	A few times	10%	34	10%	297
	Rarely	11%	36	15%	454
	Never	50%	168	57%	1,681

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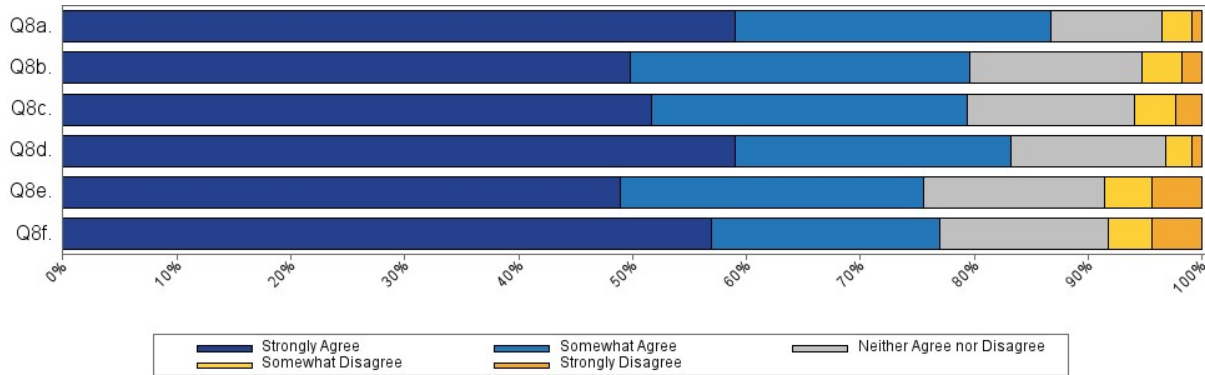
**Q7. If you did experience or observe cyberbullying,  
please list examples of the types of cyberbullying you saw:**

Question Answer
Bullying on social media page
People just arguing over social media.
I see people bullying online.
tell the teacher
i would tell them to stop if they were cyberbullying another student but if i was the one to be cyberbullied i would argue back
making fun of pictures
Maybe pictures will go around and rumors nothing other than that.
harassment
trolling -@ fake pages -@ dissing
No, I'ven't but maybe there might be some kind whispering going on.
Only about 2 or 3 instagram "trolling"
I did experience cyber bullying, people were calling me inappropriate names for no reason (outside the school)
sexual harrasment
Harassment.
Name calling
hassarasment
i saw it all
I have seen other students making fun of other students
Ok I saw some kid get bullied called fat and stuff very sad
only through emails
Speack aggression
disability of the way they speak or act
Harrasment, exclusion, trickery, cyberstalking
Any
I haven't seen it, just heard of it
harassment
Sometimes
people throwing water bottles and stuff at eachother people making fun of soebody when they have worn the same shoes for the whole year.
AirDrop picture sending
just like on Instagram on post also people will make fun of the type of shoes u wear amount of money u have
Mean name calling or comments
stop it tell soemone about it
racial insults



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**Teacher Involvement**

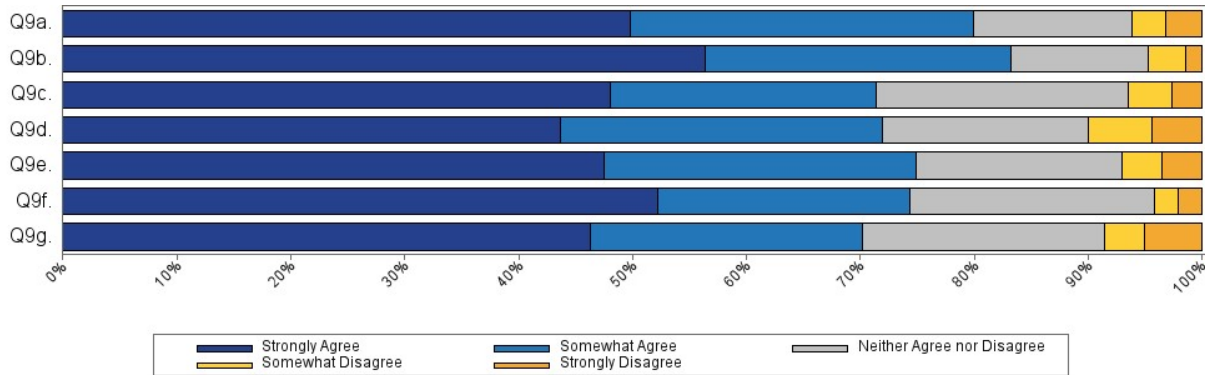


Teacher Involvement		% by School	Total by School	% All Schools	Total All Schools
Q8a. Most or all of my teachers are available to help me with schoolwork.	Strongly Agree	59%	200	44%	1,292
	Somewhat Agree	28%	94	39%	1,154
	Neither Agree nor Disagree	10%	33	13%	387
	Somewhat Disagree	3%	9	3%	90
	Strongly Disagree	1%	3	1%	38
Q8b. Most or all of my teachers care about me.	Strongly Agree	50%	169	37%	1,085
	Somewhat Agree	30%	101	35%	1,035
	Neither Agree nor Disagree	15%	51	22%	639
	Somewhat Disagree	4%	12	4%	132
	Strongly Disagree	2%	6	2%	70

Teacher Involvement		% by School	Total by School	% All Schools	Total All Schools
Q8c. Most or all of my teachers give me individual attention when I ask and even when I don't ask but need it.	Strongly Agree	52%	175	35%	1,039
	Somewhat Agree	28%	94	37%	1,083
	Neither Agree nor Disagree	15%	50	21%	610
	Somewhat Disagree	4%	12	6%	171
	Strongly Disagree	2%	8	2%	58
Q8d. Most or all of my teachers expect me to do my best all the time.	Strongly Agree	59%	200	50%	1,469
	Somewhat Agree	24%	82	32%	948
	Neither Agree nor Disagree	14%	46	14%	423
	Somewhat Disagree	2%	8	3%	86
	Strongly Disagree	1%	3	1%	35
Q8e. Most or all of my teachers often connect what I am learning to life outside the classroom.	Strongly Agree	49%	166	32%	958
	Somewhat Agree	27%	90	34%	1,017
	Neither Agree nor Disagree	16%	54	22%	650
	Somewhat Disagree	4%	14	7%	215
	Strongly Disagree	4%	15	4%	121
Q8f. I have at least one adult at the school that I can talk to about problems I'm dealing with outside of school.	Strongly Agree	57%	193	44%	1,317
	Somewhat Agree	20%	68	24%	723
	Neither Agree nor Disagree	15%	50	18%	547
	Somewhat Disagree	4%	13	5%	145
	Strongly Disagree	4%	15	8%	229

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**Behavior Management**

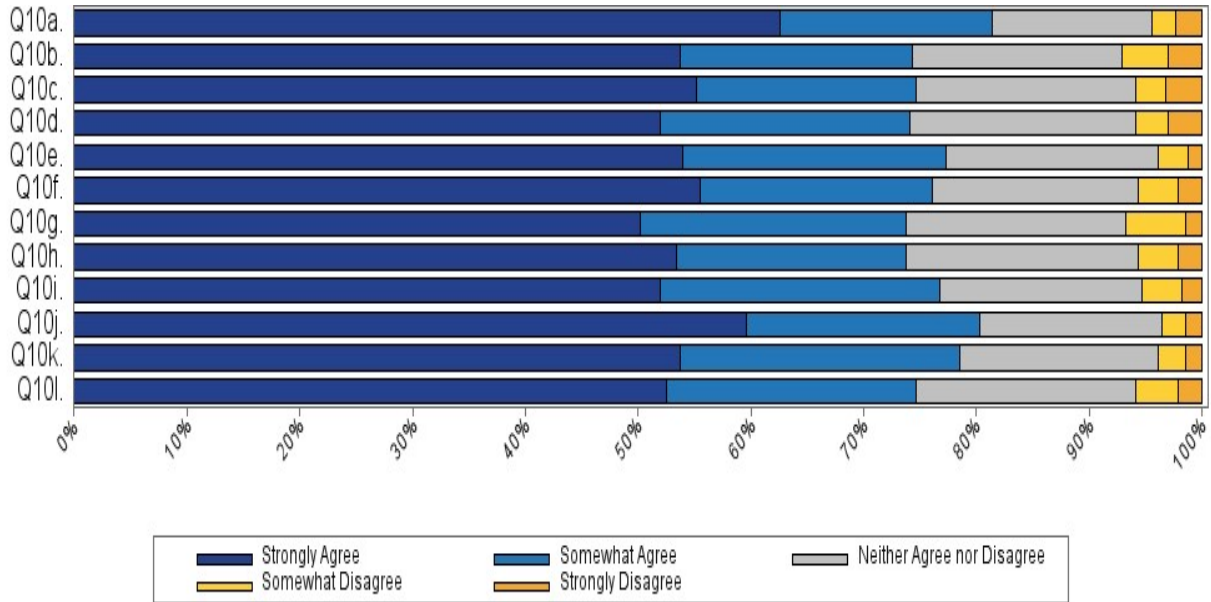


Behavior Management		% by School	Total by School	% All Schools	Total All Schools
Q9a. I am treated respectfully by most or all of my fellow students.	Strongly Agree	50%	169	35%	1048
	Somewhat Agree	30%	102	37%	1098
	Neither Agree nor Disagree	14%	47	19%	549
	Somewhat Disagree	3%	10	6%	172
	Strongly Disagree	3%	11	3%	94
Q9b. I am treated respectfully by most or all of my teachers and other adults in my school.	Strongly Agree	56%	191	47%	1397
	Somewhat Agree	27%	91	32%	953
	Neither Agree nor Disagree	12%	41	15%	439
	Somewhat Disagree	3%	11	4%	120
	Strongly Disagree	1%	5	2%	52

Behavior Management		% by School	Total by School	% All Schools	Total All Schools
Q9c. Most or all of the adults working at this school reward students for positive behavior.	Strongly Agree	48%	163	35%	1024
	Somewhat Agree	23%	79	33%	966
	Neither Agree nor Disagree	22%	75	23%	684
	Somewhat Disagree	4%	13	6%	173
	Strongly Disagree	3%	9	4%	114
Q9d. I feel that the school's discipline policy is applied fairly to all students.	Strongly Agree	44%	148	29%	872
	Somewhat Agree	28%	96	29%	860
	Neither Agree nor Disagree	18%	61	23%	689
	Somewhat Disagree	6%	19	10%	290
	Strongly Disagree	4%	15	8%	250
Q9e. Most or all of the adults working at this school help students develop strategies to understand and control their feelings and actions.	Strongly Agree	47%	161	33%	986
	Somewhat Agree	27%	93	34%	992
	Neither Agree nor Disagree	18%	61	24%	701
	Somewhat Disagree	4%	12	6%	173
	Strongly Disagree	4%	12	4%	109
Q9f. I feel that the school culture supports me.	Strongly Agree	52%	177	34%	1017
	Somewhat Agree	22%	75	31%	907
	Neither Agree nor Disagree	22%	73	26%	766
	Somewhat Disagree	2%	7	5%	151
	Strongly Disagree	2%	7	4%	120

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**My school teaches me...**



My school teaches me...		% by School	Total by School	% All Schools	Total All Schools
Q10a. ...to be respectful of all people, regardless of their background or appearance.	Strongly Agree	63%	212	50%	1,479
	Somewhat Agree	19%	64	28%	839
	Neither Agree nor Disagree	14%	48	17%	498
	Somewhat Disagree	2%	7	3%	76
	Strongly Disagree	2%	8	2%	69
Q10b. ...what bullying behavior looks like.	Strongly Agree	54%	182	39%	1,140
	Somewhat Agree	21%	70	30%	875
	Neither Agree nor Disagree	19%	63	24%	698
	Somewhat Disagree	4%	14	5%	135
	Strongly Disagree	3%	10	4%	113

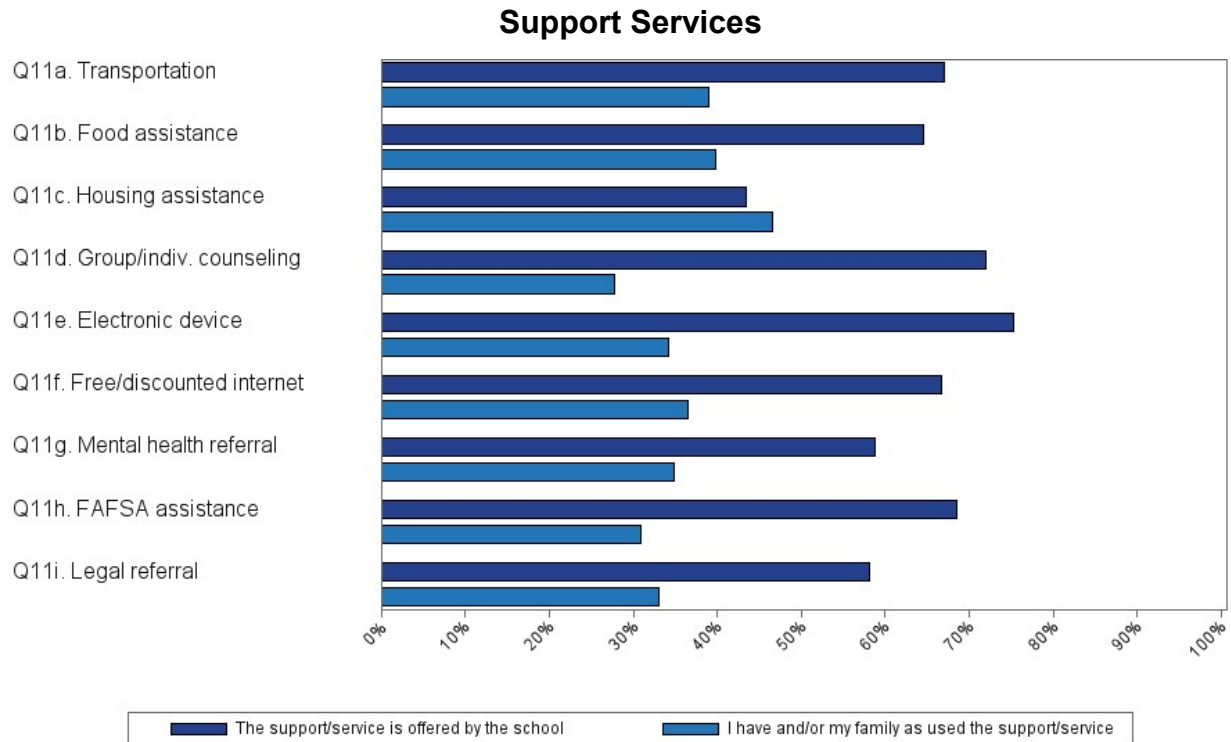
My school teaches me...		% by School	Total by School	% All Schools	Total All Schools
Q10c. ...what to do if I am bullied or see someone else being bullied.	Strongly Agree	55%	187	39%	1,142
	Somewhat Agree	19%	66	29%	847
	Neither Agree nor Disagree	19%	66	24%	701
	Somewhat Disagree	3%	9	5%	156
	Strongly Disagree	3%	11	4%	115
Q10d. ...skills for coping with stressful events and situations.	Strongly Agree	52%	176	37%	1,096
	Somewhat Agree	22%	75	30%	878
	Neither Agree nor Disagree	20%	68	23%	672
	Somewhat Disagree	3%	10	6%	185
	Strongly Disagree	3%	10	4%	130
Q10e. ...how to organize my time.	Strongly Agree	54%	183	37%	1,105
	Somewhat Agree	23%	79	31%	918
	Neither Agree nor Disagree	19%	64	22%	653
	Somewhat Disagree	3%	9	6%	180
	Strongly Disagree	1%	4	4%	105
Q10f. ...how to make decisions that are good for my health.	Strongly Agree	55%	188	39%	1,159
	Somewhat Agree	21%	70	31%	913
	Neither Agree nor Disagree	18%	62	22%	646
	Somewhat Disagree	4%	12	5%	148
	Strongly Disagree	2%	7	3%	95
Q10g. ...how to recognize the emotions I am feeling.	Strongly Agree	50%	170	34%	1,015
	Somewhat Agree	24%	80	29%	858

My school teaches me...		% by School	Total by School	% All Schools	Total All Schools
Q10g. ...how to recognize the emotions I am feeling.	Neither Agree nor Disagree	19%	66	26%	765
	Somewhat Disagree	5%	18	7%	202
	Strongly Disagree	1%	5	4%	121
Q10h. ...ways to keep calm when I am upset.	Strongly Agree	53%	181	34%	1,019
	Somewhat Agree	20%	69	29%	864
	Neither Agree nor Disagree	21%	70	25%	755
	Somewhat Disagree	4%	12	6%	183
	Strongly Disagree	2%	7	5%	140
Q10i. ...about other cultures	Strongly Agree	52%	176	41%	1,206
	Somewhat Agree	25%	84	32%	946
	Neither Agree nor Disagree	18%	61	20%	600
	Somewhat Disagree	4%	12	4%	124
	Strongly Disagree	2%	6	3%	85
Q10j. ...about the value of education for my future success and well-being.	Strongly Agree	60%	202	45%	1,334
	Somewhat Agree	21%	70	31%	925
	Neither Agree nor Disagree	16%	55	19%	561
	Somewhat Disagree	2%	7	3%	81
	Strongly Disagree	1%	5	2%	60
Q10k. ...where to go to if I am struggling with my school work.	Strongly Agree	54%	182	42%	1,238
	Somewhat Agree	25%	84	32%	933
	Neither Agree nor Disagree	18%	60	21%	610
	Somewhat Disagree	2%	8	4%	107

My school teaches me...		% by School	Total by School	% All Schools	Total All Schools
Q10k. ...where to go to if I am struggling with my school work.	Strongly Disagree	1%	5	2%	73
Q10l. ...where to go to if I am struggling with my emotions or something that happened to me.	Strongly Agree	53%	178	38%	1,116
	Somewhat Agree	22%	75	29%	862
	Neither Agree nor Disagree	19%	66	23%	690
	Somewhat Disagree	4%	13	6%	168
	Strongly Disagree	2%	7	4%	125



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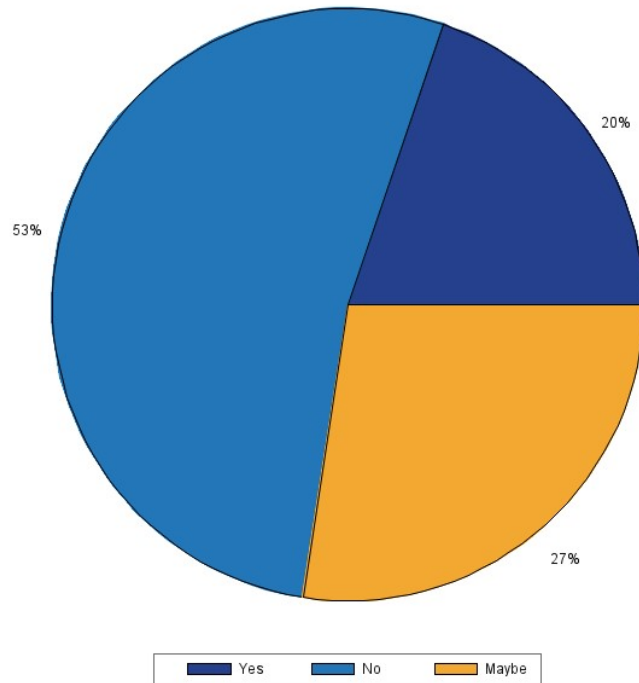
Support Services		% by School	Total by School	% All Schools	Total All Schools
Q11a. Transportation	The support/service is offered by the school	67%	227	68%	2,024
	I have and/or my family as used the support/service	39%	132	37%	1,107

Support Services		% by School	Total by School	% All Schools	Total All Schools
Q11b. Food assistance	The support/service is offered by the school	65%	219	66%	1,961
	I have and/or my family as used the support/service	40%	135	36%	1,055
Q11c. Housing assistance	The support/service is offered by the school	43%	147	31%	921
	I have and/or my family as used the support/service	47%	158	46%	1,357
Q11d. Group/individ. counseling	The support/service is offered by the school	72%	244	67%	1,976
	I have and/or my family as used the support/service	28%	94	28%	823
Q11e. Electronic device	The support/service is offered by the school	75%	255	75%	2,221
	I have and/or my family as used the support/service	34%	116	36%	1,059
Q11f. Free/discounted internet	The support/service is offered by the school	67%	226	58%	1,725
	I have and/or my family as used the support/service	37%	124	38%	1,127
Q11g. Mental health referral	The support/service is offered by the school	59%	199	54%	1,599

Support Services		% by School	Total by School	% All Schools	Total All Schools
Q11g. Mental health referral	I have and/or my family as used the support/service	35%	118	32%	962
Q11h. FAFSA assistance	The support/service is offered by the school	68%	232	65%	1,927
	I have and/or my family as used the support/service	31%	105	27%	812
Q11i. Legal referral	The support/service is offered by the school	58%	197	47%	1,395
	I have and/or my family as used the support/service	33%	112	33%	964

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**Q12. Would you choose to be attending a different school if you could?**



School Choice		% by School	Total by School	% All Schools	Total All Schools
Q12. Would you choose to be attending a different school if you could?	Yes	20%	67	26%	781
	No	53%	179	39%	1,151
	Maybe	27%	93	35%	1,029

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**66% RESPONSE RATE**

**Q13a. Explain why you chose "Yes" as your answer to  
 "Would you choose to be attending a different school if you could?"**

Question Answer
i picked what i felt
The always there for me
no because I made up my mind.
I feel like this school needs way more funds, and it's also a small school to be a high school and programs sports wise need way more improvement. This is a major reason for why i would definitely attend a different school if i could.
I will not be in the city anymore
Different experiences.
No football team
because i feel like some students are really disrespectful and some techers and deans pick favorites. they let some poeple slide like their favorite students and others they be giving them detention and stuff
cause im moving anyway
I don't like the people around me.
I don't see myself going anywhere with this school
school is extremely small
not sure
I hate ppl here
i didnt choose this school and i think there are ones closer to home
I chose that answer because I wasn't supposed to be here. I wanted to go to another high school
because the school is able to provide almost everything we need
because they let students express freely
If I got a scholarship to a better school then I would take it.
i dont like this school
Bc my school is great for me
because the schools are never clean especially the bathrooms disrespectful fellow classmates and teachers and mostly the school shouldnt function well
i dont know
Because I would
because i feel like it
This school is full of drama and i don't think i belong here anymore.
because i dont like this school
I get mad at these people a lot
i wanted to go to a different school
I'm not interested in law
This school is not very good to be honest.
I want to change schools
i feel like this school just doesnt have enough sports for me to choose from and doesnt represent there self well.

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**Q13a. Explain why you chose "Yes" as your answer to  
 "Would you choose to be attending a different school if you could?"**

Question Answer
because sometimes this school is negative
This school is boring. it does not feel like a high school and it does not give you the feel of a high school experience. is really small and there are no fun activities like trips there are also absurd rules like locking bathrooms. I believe every student or person is entlited to bathroom rights whent they want is not something women can control and locking the bathroms feels like abuse of control. You will not acquire fun nice high school memories by atteding this school because they habe no trips and the same routine.
I chose yes because I can think well of this esvuela.
i dont feel like it
I wanna be able to use my phone in class
I dont want to
the school is not really comftorable
better schools
We have the option to speak to anyone administrative in case of meeting concerns or suggestions.
I would like to search for a better opportunity.
I chose yes because its very interesting to be in even tho its really hard/challenging but fun
football

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**Q13b. Explain why you chose "No" as your answer to**  
**"Would you choose to be attending a different school if you could?"**

Question Answer
i am comfortable in my school
this school showed me a lot and i learned a lot in this school
The school makes sure to help their students in every way possible
i think feel more comfortable being here
I feel comfortable in this school.
This school is the right fit for me as I can express myself and create memories with my friends.
i like this school it was very nice and good
I feel comfortable in my school
because i like my school and feel comfortable here
i like this school
I love this school !
The school is good and never saw anything bad
My school appreciates me
I am very comfortable in this school and other teachers are familiarized with my learning and they know of me more
i am comfortable with the environment I'm in
This is because this school is safe and I trust the staff!
I don't really have a reason why I would attend another school
I like my school and appreciate all the staff.
the support i get in this school is wonderful
no just because i like certain teachers and the connections I made, that's it.
Great school i have no reason to want to transfer or want to be in another school.
I really like my school, I don't want to go to another school!
I like that atmosphere of this school because of how relatable the teachers are and the students.
I am already attached to this school.
i love the shool tbh
I only have one year left.
I chose this answer because this school has been the first time I have been there and it has been a school that has given me a lot of support and above all believes in me that I am going to improve my English.
School is cool and close to home
It almost my last year and i dont want to pay to go to another school and i like where i am
I feel comfortable in my school and connected to them.
No, because i like where i got to school at, and the enviornment and energy i recieve.
The school is very helpful in every aspect when it comes to my education.
Because the school is next to my home
I love the environment
I really like this school.
My school is a safe and loving environment. At least me personally everybody loves me

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**Q13b. Explain why you chose "No" as your answer to**  
**"Would you choose to be attending a different school if you could?"**

Question Answer
I like this school so far.
I just feel that at this point it wouldnt be worth it
I know many people here and have a good relationship with many of my peers and teachers. I wouldn't want to give it up.
no i wont i like this school very much
No because i like this school.
I don't want to start fresh
i just dont like sharing my thoughts
Because I haven't experienced bad stuff.
I say no because this is the only school I live near
Its a really good school and very fun
all my friends are here and i have an good or ok connection to the teachers here
i feel like theses answers are right
i feel safe in this school
because i like this school all my friends are here and i like the tachers.
Because I like this school
I really like this school and the education im given
I chose no because I wanna learn about other places, countries, cities, etc
i pick no because this school is very fun and god teachers that would help you with things that are difficult.
I would not change what schools I would go to because some are far and this a good school
because i love it here
I love the bond I've formed with those I've met at this school.
Because that's how I feel
i like this school
Is not easy to adapt your self in a school that you dont know no one.also I say no because I feel countable whit my friends and my teachers
The school is strict but lenient at the same time.
Because is perfect to me
Because i live [close], i love my friends, and another plus, its a charter school. so i can learn better.
No because this school has a really good people that make me feel safe and happy to be here everyday
i like this school's environment
Ilik my school
nothing really
I chose my answer because i like the school i fit in and i like my friends and my teachers
i like my shcool
i like the school
Cus i respect school
this school is great and they love to have students of diffrent culture skin color and other



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**Q13b. Explain why you chose "No" as your answer to**  
**"Would you choose to be attending a different school if you could?"**

Question Answer
because i like it
I really like this teaching environmental. I really like the personal of the school and feel completely safe around them.
this school feels like a second home and teachers feel like family
because i think it is the right answer
my opinion
I do not want to go to another school because i think my school is a good school.
I like being a student at this school. I feel comfortable here.
Because i already know people in this school and i like the school so that's why i wouldn't leave
I will not go to another school since here I feel very safe, and I feel like everything the teacher teach are very important ans things that I will need to know in the future.
my borrow school
Because I have a good impact in the school that I attend,
It's cool and it close to home
because i feel good here
never
Because I'm really good where I'm at.
I like my school regardless
Because I have a lot of friends
I really enjoy attending to this school.
*I like the atmosphere
because i have friend here
my opinion
I'm on my last year and the teachers, staff and the way is teached in the school is good
because the school is good
i like this school
i like my school. all of my teachers have made me into who i am now and i am grateful for that
Because the school is completely fine. I attended all 4 years.
because i feel comfortable
been here since 9th grade
Close to my house and isnt bad
I like the school I attend now there is no need to change schools
because i like this school
I like the school.
I wouldn't change because the teachers are cool and meet a lot of people
because this school is pretty and cool. anddddd fun
The school good
Because I feel safe in this school.
My schools offers everything i need!

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**Q13c. Explain why you chose "Maybe" as your answer to  
 "Would you choose to be attending a different school if you could?"**

Question Answer
if its a better school then yes
I said what i said because it's a good school but i would go somewhere else if i had to choose
Becsuse most my friends arent here
It may be a better environment.
There are other schools that interest me.
I would say because the way the grading policy is some of the teachers really don't make senses every time a quarter is about to end they wanna give you quiz and I could be passing 95 or whatever and that drops my grade by alot and then I fail so it's like any work that I gives in or make up is for no reason because at the end of the day my grade is gonna drop just because of a quiz and maybe because of the regents too I don't feel like it's necessary to take test to determine if I should go to the next grade or to graduate so wish that could take the regents off because I feel like I won't pass nun of it
cause i would go for a school that is helping me get closer to my career
This school is fine and fun and maybe go to another to get more friends
i chose maybe because it it depends on the school
Well, if I could, or if its an alternative, the answer is yes I could. But this is my favourite school, and since I've been here during my first grade year, it still makes change year by year ever since I came. here.
If the school gave me more options
Tzhere is just one or two things that would make me consider it
I really enjoy and like this school but a small part of me would have liked to be with my best friend
If I am able to go to another school I might think about it
Because sometimes it happens and other times it doesn't
i just believe i would transfer because this school is becoming really becoming strict and overwhelming
There are other schools that interest me.
Maybe because i do not like the idea of no phones allowed because what if there is an emergency and u need your phone and i do not like uniform.
i'm not sure things can change at any moment
It maybe beacuse I like that shool but if there is something bethere i will go for it.
I chose these answer above because i agree or disagree into what its saying.
the school is small and the kids are loud in the hallways. the bathrooms aren't good enough
there are tings that the school needs to fix
the sports policy is very unfair for student athletes. the policy prevents us from playing a sport we love due to the failing of a class,they don't have the understanding the we are humans and we have bad weeks, they expect us to be a machine, and where i come from sports is all we got and they take it away from us , sports is what keeps us off the street and the school just simply take it away from us and not even boost or help us with our grades . a lot of us have IEP's but the schools sports policy disregards the help student athletes need . this policy prevents us from doing something we love

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**Q13c. Explain why you chose "Maybe" as your answer to**  
**"Would you choose to be attending a different school if you could?"**

Question Answer
i like the school however i never mind exploring my options/trying out new thing
this school is meh
Right now, the school is good so far. I have recognized all the effort put into making this school, but i would transfer to a better school if I knew any others with a better rating and/or environment.
It would depend what the other school could offer.
because of certain policy also because its not something i'm interested in to study in collage
I don't really know because my best friends are in another school but this school gives no homework so i don't have a decision
the teachers never notice me or some walks past me when i have my hand raise
becuase i dont know if my parents are going to change school on day
i want more human interaction because of quarantine and how small the school is
i think i could find more oppurtonites
Because I prefer public schools.
Cause The man at the front desk be blowin mines (making me mad) sometimes he be mad disrespectful for no reason.
im comfortable with the school, but if a better one asks ill think about joining that school. but 95% would stay in this school
Bc other schools may have other things s
*because I have no shame in talking to anyone
This school is good and fun
because that how i feel
That is I how I feel.
I feel like im good in the school im in. But sometimes i feel like i want to switch schools
I don't know.
Write refereals for no reason
school is small
I like my school, what happens is that I can't have my phone with me , and i would like to use my phone whenever i want
New experince
Because the deans are too strict but, i love most of the teachers though. And what type of highschool doesnt allow kids to use their phones realistically.
I dont know how i feel about this school
I want to be able to use my phone freely during school and a larger school building
i would like mirrors in the school bathroom
Only because i miss my old school
Because i choose too
I really put maybe, it was because so far I haven't had any problems in this school, besides I think they are doing a good job. In every sense of the word. In my experience.
Is the same thing everyday

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**Q13c. Explain why you chose "Maybe" as your answer to**  
**"Would you choose to be attending a different school if you could?"**

Question Answer
Because this school is alright and
people
maybe for a better chance to do something else, or be able to experience other things.

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**Q14. If there is anything else you would like us to know  
about your experience in this school, please let us know here.**

Question Answer
the school provides alot that they make me believe i can achieve alot
The school is just an amazing school over all
put mirrors in the school bathroom and fix the locks and clean up better
Well, everything seems to be good and I know that this school changes every year or maybe every mouth, and that is the qualification that every student wants to see from its school. So, thank you for the questions and support for me and for all CHSLSJ students.
Better food would be very nice
My experience have been good in all the aspects of the school since I get well assited by the school. I give 9/10 to the school.
Overall my experience was more postive then negative
i think this school should change phone rules
Cool
this school its amazing
It was good
This school barely makes trips
I see people get bullied, alot.
I love my school
Safe
I don't like the school lunch
It's been a good year so far
i like that there no homework but projects instead
I enjoy this school and it is an amazing school.
Our school is a regular high school but i know that if there are students that struggle our administration staff will help. OUR high school is the best and i am proud of finishing my last year here.
i like the school
Give us ebt and allow us to use our phones
everything is fine i just need my phone with me
Its a great school
Its good
this is the best school
I would like to put mirrors in the bathroom and better locks
this schools is fun and you socialize with all people
trips?
this school needs to give the students some freedom and stop getting on us so much about phones and its called charter high school for law and justice but there is no law nor justice
I had a good experience in this school.
everything is good
the lunch is trash. But the teacher are great sometimes

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**Q14. If there is anything else you would like us to know  
about your experience in this school, please let us know here.**

Question	Answer
	This school has some things to work on tbh better lunch or let's us go outside to get lunch I wish I didn't have to take regents
	i love this school
	i hate that mirrors in the school bathroom
	this school is great
	would this provide us with ebt