



## New York State Education Department

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

#### **Charter School of Educational Excellence**

**Renewal Site Visit Date: November 15, 2022**

**Date of Final Draft Report: March 31, 2023**

**Date of Final Report: April 17, 2023**

[Charter School Office](#)

89 Washington Avenue

Albany, New York 12234

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

518-474-1762

## Table of Contents

<b>SCHOOL DESCRIPTION .....</b>	<b>3</b>
<b>METHODOLOGY .....</b>	<b>6</b>
<b>BENCHMARK ANALYSIS .....</b>	<b>8</b>
SUMMARY OF FINDINGS .....	10
BENCHMARK 1: STUDENT PERFORMANCE .....	11
BENCHMARK 2: TEACHING AND LEARNING .....	12
BENCHMARK 3: CULTURE, CLIMATE, AND FAMILY ENGAGEMENT .....	17
BENCHMARK 4: FINANCIAL CONDITION .....	21
BENCHMARK 5: FINANCIAL MANAGEMENT .....	22
BENCHMARK 6: BOARD OVERSIGHT AND GOVERNANCE .....	23
BENCHMARK 7: ORGANIZATIONAL CAPACITY .....	25
BENCHMARK 8: MISSION AND KEY DESIGN ELEMENTS .....	28
BENCHMARK 9: ENROLLMENT, RECRUITMENT, AND RETENTION .....	30
BENCHMARK 10: LEGAL COMPLIANCE .....	33

### **ATTACHMENT 1: 2021 NYSED CHARTER SCHOOL INFORMATION DASHBOARD**

### **ATTACHMENT 2: CHARTER SCHOOL FISCAL ACCOUNTABILITY SUMMARY DASHBOARD**

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

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

## SCHOOL DESCRIPTION

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

<b>Name of Charter School</b>	Charter School of Educational Excellence
<b>Board Chair</b>	Eduardo LaGuerre
<b>District of location</b>	Yonkers
<b>Opening Date</b>	Fall 2005
<b>Charter Terms</b>	<ul style="list-style-type: none"> <li>Initial Charter Term: 07/01/2005 - 06/30/2010</li> <li>First Renewal: Short Term 07/01/2010 - 06/30/2013</li> <li>Second Renewal: Full Term 07/01/2013 - 06/30/2018</li> <li>Third Renewal: Full Term 07/01/2018 - 06/30/2023</li> </ul>
<b>Current Term Authorized Grades/ Approved Enrollment</b>	K - Grade 12 / 1129 students
<b>Proposed Renewal Term Authorized Grades/ Proposed Approved Enrollment</b>	K - Grade 12 / 1180 students
<b>Facilities</b>	<ul style="list-style-type: none"> <li>260 Warburton Ave, Yonkers, NY 10701 – Private Space (K- Grade 7)</li> <li>220 Warburton Ave, Yonkers, NY 10701 – Private Space (Grades 8-12)</li> </ul>
<b>Mission Statement</b>	<p><i>The mission of the Charter School of Educational Excellence (CSEE) is to produce students who meet or exceed all New York State learning standards. CSEE will do this by creating a challenging learning environment with high expectations for every child with an emphasis on the basic subject areas of English-language arts, mathematics, social studies, and science. The school will employ standard based and research-proven curriculum, implement best educational practices, use a variety of assessments to measure on-going student progress in skills and content learning, and support teachers with professional development activities that are aligned to the instructional program. CSEE's emphasis on basic subjects will give students a strong academic foundation that will allow them to become critical thinkers and life-long learners. The school will also expose students to a diverse curriculum that promotes appreciation of art, music, and cultural awareness. The Charter School of Educational Excellence will provide a safe and nurturing environment for all students and foster a strong partnership with families and the community.</i></p>
<b>Key Design Elements</b>	<ul style="list-style-type: none"> <li>Extended day of eight hours</li> <li>Extended blocks of time for basic subjects</li> <li>Using teaching assistants throughout the building</li> <li>Standards-driven curriculum and instruction</li> </ul>

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

	<ul style="list-style-type: none"> <li>Fostering learning experiences through meaningful interactions with the arts</li> </ul>
<p><b>Requested Revisions</b> (Revisions are not approved unless approved by the Board of Regents)</p>	<ul style="list-style-type: none"> <li>Increase enrollment from 1129 to 1180 students.</li> <li>Amend its Key Design Elements to reflect provide flexibility regarding the school's extend schedule.</li> <li>Amend its Mission <b>from</b> "The Mission of the Charter School of Educational Excellence ("CSEE") is to produe students who meet or exceed all New York State learning standards. CSEE will do this by creating a challenging learning environment with high expectations for every child with an emphasis on the basic subject areas of English-language arts, mathematics, social studies, and science. The school will employ standards-based and research-proven curriculum, implement best educational practices, use a variety of assessments to measure on-going student progress in skills and content learning, and support teachers with professional development opportunities that are aligned to the instructional program. CSEE's emphasis on basic subjects will give students a strong academic foundation that will allow them to become critical thinkers and life-long learners. The school will also expose students to a diverse curriculum that promotes appreciation of art, music, and cultural awareness. The Charter School for Educational Excellence will provide a safe and nurturing environment for all students and foster a strong partnership with families and the community." <b>to</b> "The Charter School of Educational Excellence mission is that EVERYONE belongs, EVERYONE learns, EVERYONE has purpose, and EVERYONE succeeds."</li> <li>Amend its Vision to read: "Our vision is to preserve a school that has high expectations for everyone. CSEE is committed to an active and sustainable learning environment that is individualized to each student, provides enrichment opportunities to all, with ongoing measurements of student progress. CSEE is committed to a supportive partnership, inclusive of all school community members, families, partners in education and alumni. Every student will develop critical thinking skills, with a healthy mindset, to be career focused, a life-long learner, and a future leader. CSEE is committed to providing a welcoming and safe environment for a diverse population."</li> </ul>

**Noteworthy:** The Charter School of Educational Excellence (CSEE) provides comprehensive college and career readiness programming and supports. In addition to individualized college counseling that includes

numerous campus visits, on-site fairs with college and university representatives, and assistance completing financial aid paperwork and applications, CSEE also offers vocational pathways in culinary arts and automotive repair in partnership with Mercy College and local community-based organizations. Approximately 30 percent of the school's high school students partake in a technical course sequence that can culminate in certification or matriculation into a college program. The school will pursue New York State Career and Technical Education (CTE) program approval next year, after it graduates its first high school class.

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

### **Renewal Outcomes**

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

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

**Please Note:** The Regents may include additional terms, conditions, and/or requirements in a school's Full-Term or Short-Term Renewal charter to address specific situations or areas of concern. For example, a school may meet the standards for full-term renewal or short-term renewal with regard to its educational success but may be required to address organizational deficiencies that need to be corrected

but do not prevent the Regents from making the required legal findings for renewal. A school may also meet the standards for full-term renewal or short-term renewal of only a portion of its educational program (e.g., for the elementary school program, but not the middle school program). Such additional terms and/or requirements may include, but are not limited to, restrictions on the number of students and grades to be served by the school, additional student performance metrics, heightened reporting requirements, or specific corrective action.

## SCHOOL CHARACTERISTICS

### Current Grade Levels and Approved Enrollment

	<b>Year 1 2018 to 2019</b>	<b>Year 2 2019 to 2020</b>	<b>Year 3 2020 to 2021</b>	<b>Year 4 2021 to 2022</b>	<b>Year 5 2022 to 2023</b>
<b>Grade Configuration</b>	K - Grade 8	K - Grade 9	K - Grade 10	K - Grade 11	K - Grade 12
<b>Total Approved Enrollment</b>	729	829	929	1029	1129

### 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>	K - Grade 12	K - Grade 12	K - Grade 12	K - Grade 12	K - Grade 12
<b>Total Proposed Enrollment</b>	1180	1180	1180	1180	1180

## METHODOLOGY

### Purpose of the Renewal Report

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

1. The school's **academic success** and ability to operate in an educationally sound manner;
2. The school's **organizational viability** and ability to operate in a fiscally sound manner; and

---

<sup>2</sup> This proposed chart was submitted by CSEE in its renewal application. It is subject to change pending the final renewal recommendation and approval by the Board of Regents.

3. The school's faithfulness to the terms of its charter and **adherence to applicable laws and regulations.**

In addition, NYSED, on behalf of the New York State Board of Regents, is a community-based authorizer committed to principles of equity and access for all students across New York State. Community-based authorizing is based on the principle that community stakeholder voice, and response to community need, is an integral component of charter school decision making at all levels. During the renewal visit, the CSO will look for evidence of community voice across the school from governance to the educational program, as well as a commitment to the principles of diversity, equity, and inclusion, in the school's policies and practices.

A one-day renewal site visit was conducted at CSEE on November 15, 2022. The New York State Education Department's Charter School Office (CSO) team conducted on-site focus group interviews with the school's leadership team, teachers, and students, and a remote focus group interview with the board of trustees. In cooperation with school leadership, the CSO administered anonymous online surveys to and parents.

The team conducted remote fourteen classroom observations in Grades 3-12. The observations were approximately 20 minutes in length and conducted jointly with the elementary, middle school, and high school principals. NYSED utilizes the CSO's Classroom Observation Worksheet as a lens for classroom observations. It is shared with the school prior to the site visit, and can be found in the [Renewal SV Protocol](#).

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

- **Current 2022-2023 organizational chart;**
- **A 2022-2023 master school schedule;**
- **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;**
- **2021 CSO Annual Survey of Charter Schools Parents/Guardians, Teachers, and Students;**
- **Current school policies, including the discipline policy, complaint policy, enrollment and admissions policy, and by-laws;**
- **NYSED Attachment 1: 2022 NYSED Charter School Information Dashboard;**
- **NYSED Attachment 2: Charter School Fiscal Accountability Summary Dashboard;**
- **Narrative describing the school's progress and efforts made toward reaching its enrollment and retention targets;**
- **Admissions and Waitlist information;**
- **Fingerprint Clearance Certificates for all instructional and non-instructional staff;**
- **School-submitted Annual Reports during current charter term;**
- **Prior CSO monitoring reports (check-in, mid-term, renewal);**
- **School's SY 2022-2023 renewal application; and**
- **Any supplementary evidence or data submitted to NYSED by the school.**

## BENCHMARK ANALYSIS

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

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

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

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

For the site visit conducted on November 15, 2022 at CSEE, see the following Performance Framework benchmark ratings and narrative.



**New York State Education Department  
2015 Charter School Performance Framework Rating<sup>3</sup>**

<b>2015 Performance Benchmark</b>		<b>Level</b>
<b>Educational Success</b>	<b>Benchmark 1: Student Performance:</b> The school has met or exceeded achievement indicators for academic trends toward proficiency, proficiency and high school graduation. At all grade levels and all assessments, scoring proficiently means achieving a performance level of 3 or higher (high school Regents and Common Core Regents exam score of 65 or higher).	<b>Meets</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 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.	<b>Meets</b>
	<b>Benchmark 3: Culture, Climate, and Family Engagement:</b> The school has systems in place to support students' social and emotional health and to provide for a safe and respectful learning environment. Families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. Families and students are satisfied with the school's academics and the overall leadership and management of the school.	<b>Meets</b>
<b>Organizational Soundness</b>	<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>
<b>Faithfulness to Charter &amp; Law</b>	<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.	<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

- CSEE is in its 18<sup>th</sup> year of operation and serves students in K - Grade 12. During its current charter term, the school is rated in the following manner: meeting eight benchmarks and approaching two benchmarks. A summary of those ratings is provided below.
- **Summary of Areas of Growth and Strengths:**  
As explained in its renewal application, “the current charter term has been a period of tremendous growth and learning for the school.” CSEE has fully scaled as of this year and opened a new facility adjacent to its elementary and middle grades building. The school will have its first graduating high school class in June 2023.

During the pandemic, CSEE learned that “one size doesn’t always fit all,” and subsequently re-prioritized the use of quantitative and qualitative student data to revise systems and curricula. Its lean administrative structure, consisting of longstanding instructional leaders with 13-17 years at the school, ensures the staff maintains a collective and palpable sense of urgency to improve and expand programming to meet students’ needs. Over the course of its last as well as its current charter term, NYSED has regularly designated the CSEE as a Reward School and Recognition School for high academic achievement and strong progress, including progress for all student subgroups.

Student engagement and instructional quality are consistently high across classrooms at the school. Observed teachers regularly provided opportunities to develop students’ higher order thinking and problem-solving abilities, in part through productive peer to peer interactions and real-life application of skills and maintained exceptionally well managed classrooms. Teachers and support staff differentiate instruction and lesson materials to meet students’ needs for acceleration and remediation in data-informed small group rotations.

CSEE provides comprehensive and effective language acquisition support for its English language learner (ELL) students. For example, language support components, such as an emphasis on pre-teaching and reinforcing vocabulary in lesson plans and brightly colored anchor charts and word walls in classrooms and hallways, are visible throughout the school’s facilities.

- **Summary of Areas in Need of Improvement:**  
While CSEE continues to meet its overall enrollment goals, and staff have demonstrated good faith efforts in increasing its recruitment, enrollment, and retention of students with disabilities (SWD) to reach parity with the school’s district of location, the school currently enrolls thirteen percentage points fewer SWDs than Yonkers Public Schools.

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

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

#### **Finding: Meets**

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

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

At the start of its current charter term, CSEE posted strong academic outcomes, meeting targets at the school and subgroup level in ELA, math, and science. In 2018-2019 (the first year of the charter term) the school outperformed Yonkers Public Schools, their district of location (DoL) by wide margins for all students and each subgroup and outperformed New York State as well. However, performance for ELLs and SWDs have declined in ELA and math compared to the general population of students; science performance for both groups was consistent with school-wide trends. The school continued to outperform both their DoL and NYS on the 2021-2022 NYSTP 3-8 Assessments for all students and each subgroup.

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

## Benchmark 2: Teaching and Learning

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

### Finding: Meets

<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 the NYSL.</li><li>b. Teachers use unit and lesson plans that introduce complex materials, stimulate higher order thinking, and build deep conceptual understanding and knowledge around specific content.</li><li>c. The curriculum is aligned horizontally across classrooms at the same grade level and vertically between grades.</li><li>d. The curriculum is differentiated to provide opportunities for all students to master grade-level skills and concepts.</li><li>e. The curriculum is systematically reviewed and revised.</li></ul>
2. Instruction	<ul style="list-style-type: none"><li>a. The school staff has a common understanding of high-quality instruction, and observed instructional practices align to this understanding.</li><li>b. Instructional delivery fosters engagement with all students.</li></ul>
3. Assessment and Program Evaluation	<ul style="list-style-type: none"><li>a. The school uses a balanced 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.</li></ul>
4. Supports for Diverse Learners	<ul style="list-style-type: none"><li>a. The school provides supports to meet the academic needs for all students, including but not limited to: students with disabilities, English language learners, and economically disadvantaged students.</li><li>b. The school has systems to monitor the progress of individual students and facilitate communication between interventionists and classroom teachers regarding the needs of individual students.</li></ul>

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

- ES:
  - The instructional program at the CSEE is specifically designed to meet all New York State Common Core Learning Standards and enable students to meet and exceed grade-level performance expectations.
  - Age and grade-level appropriate programming emphasizes the development of students' social and academic skills through character building activities, creative thematic enrichment, balanced literacy and math programming, and hands-on science and technology.
  - CSEE provides standards-based, whole group and explicit teaching, with frequent opportunities for practice with the teacher. CSEE provides supports for students through small group instruction, group work (inside and outside of the classroom), and independent practice.
- MS:
  - The instructional program at the CSEE is specifically designed to meet all New York State Common Core Learning Standards and enable students to meet and exceed grade-level performance expectations.
  - Age and grade-level appropriate programming emphasizes the development of students' social and academic skills through character building activities, creative thematic enrichment, balanced literacy and math programming, and hands-on science and technology.
  - CSEE provides standards-based, whole group and explicit teaching, with frequent opportunities for practice with the teacher. CSEE provides supports for students through small group instruction, group work (inside and outside of the classroom), and independent practice.
- HS:
  - The instructional program at the CSEE is specifically designed to meet all New York State Common Core Learning Standards and enable students to meet and exceed grade-level performance and graduation expectations.
  - CSEE provides standards-based, whole group and explicit teaching, with frequent opportunities for practice with the teacher. CSEE provides supports for students through small group instruction, group work (inside and outside of the classroom), and independent practice.
  - High school students have access to college courses that provide the opportunity to earn up to 24 credits by graduation, as well as Career and Technical Education programs for high school students includes performing arts, culinary arts and automotive pathways for students in partnership with Mercy College, local community-based organizations and local industries.
  - CSEE's high school programming includes a comprehensive array of supports for post-high school planning, including workshops to help students to complete college applications and FAFSA documentation, hosting college fair at the school, securing fee waivers, and dedicated college and career counselors. CSEE offers parallel preparation tracks for students who are pursuing vocational options and/or considering enlisting in the military.

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

- SWDs:
  - CSEE utilizes an inclusive model with modifications to meet its students' Individualized Education Plan (IEP) goals, along with resource room, to support the SWDs enrolled in the school. The school has resource room teachers for K- 4, 5-8, and 9-12 grade spans, respectively, and provides related services including speech and language therapy,

occupational therapy, and counseling sessions. CSEE also provides additional individualized student resources via online platforms and programs geared towards supporting students at their individual learning levels.

- ELLs:
  - CSEE's language learners receive small group instruction with an ELL teacher, classroom teacher and/or academic intervention teacher, with groupings and frequencies determined by proficiency level as determined by the most recent New York State Identification Test for English Language Learners (NYSITELL) or New York State English as a Second Language Achievement Test (NYSESLAT) results.

### **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:** CSEE continues to utilize a well-established, documented curriculum that is aligned to the NYSLS. The school's renewal application described the ELA materials used across the school; these include Houghton Mifflin Harcourt's "Into Reading" texts and practice books for K-Grade 5, and "Into Literature" for Grades 6-12. For mathematics, the school uses "GO Math!" for K-Grade 5, "Big Ideas Math" for Grades 6-8, and Envision Algebra I, Algebra II, and Geometry, and Savvas Precalculus and AP Calculus for Grades 9-12. During on-site focus group interviews with school leadership and teachers, participants unanimously articulated that subject area directors, classroom teachers, and support staff are responsible for creating grade-specific scope and sequence to tailor each curriculum to CSEE student needs, based on the previous year's assessment data.
- **Indicator b:** Teachers use unit and lesson plans that introduce complex materials, stimulate higher order thinking, and build deep conceptual understanding and knowledge around specific content. Interviewed instructional leaders stated that all teachers utilize the same lesson planning template with specific focus sections, which highlights the differentiation that educators will employ during the specific instructional period.; this was confirmed through on-site lesson plan reviews. During the on-site focus group interview with teachers, participants reported that they submit the week's lesson plans by Friday afternoon to receive feedback from their principal, AIS teachers, ELA, and/or math directors prior to their delivery the following week. Instructional leaders coordinate this feedback in the school's online portal.
- **Indicator c:** The curriculum is intentionally aligned horizontally across classrooms at the same grade level and vertically between grades. CSEE's renewal application explains that instructional leaders meet with grade teams and the teams "above and below" their grade to review upcoming and prior curriculum, monitor student performance towards standards, and promptly address any gaps.
- **Indicator d:** The curriculum is differentiated to provide opportunities for all students to master grade-level skills and concepts. Interviewed CSEE teachers shared that they regularly provide guided notes, modified assignments, and graphic organizers to help students master lesson concepts and skills and use a combination of quantitative and qualitative data to differentiate reading levels of text and the level of questioning for individual and small groups of students. During the renewal site visit, the team noted evidence of differentiation in most observed classrooms.

- **Indicator e:** The school's renewal application describes its systematic process for reviewing and revising curriculum during weekly grade team planning meetings, ELA and math director meetings with teachers, and teachers' review and analysis of data from assessments. In addition, CSEE's academic committee, comprised of board members and the leadership team, "...meet monthly to review, make recommendations, and propose purchases of instructional materials, resources and technology as needed."

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

- **Indicator a:** The CSO's anonymous online survey as well as on-site focus group interviews with leaders and teachers confirmed that school staff share a common understanding of high-quality instruction, and observed instructional practices align to this understanding. The school utilizes various teaching methods to make student learning rigorous, engaging and truly individualized. This includes, but is not limited to, project-based learning, small group instruction, online instruction, and blended learning. During the renewal site visit, the team observed multiple examples of these practices in place during classroom observations.
- **Indicator b:** Instructional delivery fosters engagement with all students. The school's renewal application states that "Student engagement is monitored closely at CSEE" and informs the annual scope and sequence of professional development topics. The site visit team observed highly effective engagement techniques utilized across classrooms, with students demonstrating enthusiasm to answer questions, practice accountable talk with their peers, and complete lesson activities in pairs and small groups.

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

- **Indicator a:** The school uses a balanced system of formative, diagnostic and summative assessments. CSEE's renewal application describes an assessment calendar that "...ensures assessments are provided in a timely, efficient way that does not overburden staff or students." During the on-site focus group interview with teachers, participants shared that they regularly utilize exit tickets in Grade 4 and up.
- **Indicator b:** The school uses qualitative and quantitative data to inform instruction and improve student outcomes. CSEE's renewal application states that staff analyze assessment data to "...determine students' mastery of standards and which standards they need to review and/or reteach." During on-site focus group interview with teachers, participants shared that such data include do nows, exit tickets, student conferences, and observations to inform groupings and adjustments to pacing calendars.
- **Indicator c:** The school uses qualitative and quantitative data to evaluate the quality and effectiveness of the academic program and modifies the program accordingly. CSEE's renewal application states that content-area directors, in collaboration with teacher teams, utilize data indicating students' level of mastery of standards to make curricular changes. This includes iReady assessment data as well as classroom tests and quizzes; the school also analyzes disciplinary data to ensure its social emotional and leadership development programs are effectively building students' co-academic habits and skills.

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

- **Indicator a:** The school provides an inclusive learning environment with differentiated supports to meet the academic needs for all students, including but not limited to SWDs, ELLs, and economically disadvantaged (ED) students. As described in CSEE's renewal application and observed during the renewal site visit, AIS and ELL teachers regularly push into classrooms for

mini lessons and pull out to help students with independent practice or work with small groups in the classroom to reteach specific content or skills. To supplement these services provided during the school day, staff regularly communicate with students' families to identify student needs, monitor progress of individual students, seek feedback, and identify home supports. The school provides all families in need with additional resources, such as a computer and/or hotspot as needed in order to support individual student progress at home.

- **Indicator b:** The school has systems to monitor the progress of individual students and facilitate communication between interventionists and classroom teachers regarding the needs of individual students. As stated in the school's renewal application, "The progress of individual students is carefully monitored and communication between interventionists and classroom teachers is systematic and ongoing." During the focus group interview with members of the school faculty, participants described adequate, scheduled opportunities to meet with their colleagues. These include weekly meetings with instructional leaders and grade level teams to collaborate on planning, ensure adequate differentiation, and discuss student progress.



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

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

#### Finding: Meets

<u>Element</u>	<u>Indicators</u>
1. <i>Behavior Management and Safety</i>	<ul style="list-style-type: none"><li>a. The school has a clear approach to behavioral management, including a written discipline policy.</li><li>b. The school appears safe and all school constituents are able to articulate how the school community maintains a safe environment.</li><li>c. The school has systems in place to ensure that the environment is free from harassment and discrimination.</li><li>d. Classroom environments are conducive to learning and generally free from disruption.</li></ul>
2. <i>Family Engagement and Communication</i>	<ul style="list-style-type: none"><li>a. The school communicates with and engages families with the school community.</li><li>b. Teachers communicate with parents to discuss students' strengths and needs.</li><li>c. The school assesses family and student satisfaction using strategies such as surveys, feedback sessions, community forums, or participation logs, and considers results when making schoolwide decisions.</li><li>d. The school has a systematic process for responding to family or community concerns.</li><li>e. The school shares school-level academic data with the broader school community to promote transparency and accountability among parents, students and school constituents.</li></ul>
3. <i>Social-Emotional Supports</i>	<ul style="list-style-type: none"><li>a. The school has systems or programs in place to support the social-emotional needs of students.</li><li>b. School leaders collect and use data to track the socio-emotional needs of students.</li><li>c. School leaders collect and use data regarding the impact of programs designed to support students' social and emotional health.</li></ul>

#### Summative Evidence for Benchmark 3:

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

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

- **Indicator a:** As noted in the renewal application, CSEE's Code of Conduct and behavioral ladder are clear and link behaviors to specific and consistent consequences across all grade levels. The school tracks disciplinary actions in platforms such as Skedula and PowerSchool, which enables staff to monitor both individual students and trends over time. The site visit team observed no significant behavioral issues during the renewal site visit. During the on-site focus group interview with students, participants unanimously agreed that CSEE students understand what is expected of them, and these expectations are consistent across classrooms. The school's Code of Conduct, which includes infractions and the respective consequences, is posted on the school's website. Interviewed teachers shared that they review the Code of Conduct with students at the start of each school year.
- **Indicator b:** The school appears safe and employs sufficient staff to maintain a safe environment. CSEE's renewal application states that the school requires all visitors to check-in and present photo identification before being admitted to either school building. Staff members who must travel between buildings during the day are able to access a locked walkway that serves as a shortcut between the two facilities. These security precautions were consistently in place throughout the on-site renewal visit.
- **Indicator c:** CSEE has systems in place to ensure the environment is free from harassment and discrimination. The school's instructional calendar shows that all students participate in a workshop focused on CSEE's Code of Conduct and DASA at the beginning of each school year to ensure universal understanding of expectations for behavior. Interviewed school leaders also described CSEE's partnership with the Yonkers Police Department, which presents workshops on cyberbullying and internet safety. In the case of a suspected incident of bullying or harassment, CSEE's guidance counselor and dean collaborate to resolve the matter in accordance with the school's Code of Conduct. Additionally, the school conducts workshops with specific cohorts of students as necessary to maintain its harassment-free environment.
- **Indicator d:** Classroom environments are conducive to learning and generally free from distraction. During the renewal site visit, students demonstrated awareness of classroom rules, procedures, and expectations. Teachers maintained order and a focus on academic objectives. The school's renewal application pointed to the 2021 CSO Parent Survey (341 of 909 possible responses for a 38% response rate) results, which found 91 percent of the parent respondents somewhat or strongly agreed that classroom environments support learning and are generally free from disruption.

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

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

CS of Educational Excellence	Expected Responses	Total Responses	Response Rate	Target Response	Differential
Parent Survey	909	341	38%	50%	-12
Student Survey (Grades 9-12)	186	21	11%	80%	-69
Teacher Survey	47	23	49%	80%	-31

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, Students, and Teachers**

Charter School of Educational Excellence		Response Rate	Survey Population	Total Responses
Parent	Does not meet 90% or 95% Confidence	20%	1008	204
Student	90% Confidence	49%	285	140
Teacher	Does not meet 90% or 95% Confidence	40%	48	19

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 2021 response rates for all three surveys were below the target rates and the sample sizes for the 2022 parent and teacher surveys each failed to meet a 90 percent confidence level. The aggregate results for both years are not statistically dependable. The sample size for the 2022 CSO Student Survey meets a 90 percent confidence level.

- **Indicator a:** The school continually communicates with and engages families with the school community. During on-site focus group interviews with school leaders and teachers, participants shared that CSEE utilizes multiple forms of communication including in-person meetings, backpack mailers, newsletters, and monthly PTO meetings. The school also posts key information on its website and in its mobile app. CSEE takes a proactive approach to communications utilizing the One Call Now platform for automated calls and the Remind messaging system to send automated texts to families. Additionally, teachers and administrators report frequently using drop-off and pick-up times to touch base with families informally.
- **Indicator b:** CSEE teachers communicate with families to discuss students' strengths and needs throughout the year. The school distributes progress reports every five weeks and report cards four times a year. Additionally, CSEE sends families a printed report of academic alerts generated by *PowerSchool* each month. To ensure an accurate record of communications, all contacts are logged in *Skedula* and *PowerSchool*; this includes phone, email, and text contacts. to ensure clear, consistent communication. During the on-site focus group interview with teachers, participants noted that CSEE leaders expect them to keep families well-informed of students' progress and reported being required to respond to any parent outreach (phone, email, or text) within 24 hours.
- **Indicator c:** The school assesses family and student satisfaction using strategies such as surveys, feedback sessions, community forums, or participation logs, and considers results when making

schoolwide decisions. The school's renewal application describes how CSEE encourages parents to share their concerns on an ongoing basis rather than rely on year-end surveys. The PTO president reports on issues raised by families at monthly board of trustees' meetings. In addition to the annual CSO Parent and Student Surveys, CSEE assesses family and student satisfaction through both formal and informal school-created surveys. During the renewal visit, interviewed school leaders pointed to plans to provide after-school activities from 3:00 PM to 6:00 PM as an example of how feedback received from families informs decision-making.

- **Indicator d:** The school has a systematic process for responding to family or community concerns. Though most family concerns are handled informally with a teacher or other staff member, CSEE includes its written complaint process in its parent handbook, which is posted online for easy access. The complaint process articulates the steps to escalate both academic and non-academic concerns. Families are instructed to file a formal complaint with the principal if initial attempts to resolve an issue are unsuccessful. Issues that cannot be resolved with the principal or superintendent are then escalated to the school's board and, ultimately, the NYSED CSO.
- **Indicator e:** The renewal application detailed efforts to share school-level academic data with the broader school community to promote transparency and accountability among parents, students, and school constituents. Information pertaining to the school's progress and academic success is shared via the school website, mobile app, and newsletters. Interviewed leaders stated that this information is also provided to stakeholders during PTO meetings, board of trustees' meetings, recruitment events, community activities, and fundraisers.

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

- **Indicator a:** The school has systems and programs in place to support the social-emotional needs of students. Daily social-emotional learning check-ins are built into the school schedule, and CSEE has a student counseling, health, and emotional well-being department. During focus group interviews with school leaders and teachers, participants shared that CSEE's full-time school psychologist works with teachers on identifying students' needs and also works directly with families to secure social-emotional supports. During the pandemic, the school partnered with a local, nonprofit mental health services provider to hold virtual social-emotional support workshops for students and families.
- **Indicator b:** CSEE leaders collect and use data to track the socio-emotional needs of students. During the renewal site visit, the superintendent confirmed the process described briefly in the renewal application. CSEE utilizes data from teacher observations, daily social-emotional check-ins, and other information housed in *Skedula* to track students' social-emotional needs and determine appropriate and timely interventions. School leaders first review the data in their weekly leadership team meetings and then discuss trends with teachers in weekly Student Success Meetings (SSMs). In addition to collaborating with school leaders to track school-wide trends, the guidance counselor ensures students receive individualized or group-based social-emotional supports as needed.
- **Indicator c:** School leaders collect and use data regarding the impact of programs designed to support students' social and emotional health. The school's renewal application articulates how leaders collect and analyze both quantitative and qualitative data to determine the impact of programs intended to meet students' social and emotional needs. CSEE leaders analyze data such as daily social-emotional check-ins, attendance, infractions of the Code of Conduct, and teacher observations housed in *Skedula* to assess the effectiveness of the school's social-emotional support programs.

#### **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**

CSEE 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 School of Educational Excellence's 2021-2022 composite score is 1.42.

**Composite Scores  
2016-2017 to 2021-2022**

<b><i>Year</i></b>	<b><i>Composite Score</i></b>
2017-2018	2.27
2018-2019	2.63
2019-2020	2.12
2020-2021	2.17
2021-2022	1.42

### **Benchmark 5: Financial Management**

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

#### **Finding: Meets**

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

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

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

#### **Summative Evidence for Benchmark 5:**

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

#### 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:** The board recruits and selects board members with a range of skills and expertise relevant to governance and that meet the needs of the school. The school's renewal application and annual reports demonstrate that current board members have diverse professional backgrounds including experience in education, law, housing development, government relations, and social services. Notably, the parent representative is a voting member of the board. CSEE has benefitted from stability in its board membership; three of eight current trustees have been active since the school's founding. The board takes a thoughtful approach to recruiting new members and seeks prospective trustees with specific skill sets; it currently seeks candidates with accounting expertise. The renewal application provides additional insight into the board's approach to recruitment: "...CSEE prioritizes the recruitment of board members of high moral character that demonstrate an interest in the welfare of children and are committed to improving education in the New York area. All board members must be willing to dedicate the necessary time and energy to ensure the effective and smooth operation of the school, adhering to all guidelines in the bylaws." During the remote board focus group conducted as part of the renewal

review, board members reported taking pride that they “have never had to cancel a meeting or table an agenda item for lack of quorum.”

- **Indicator b:** The board engages in strategic and continuous improvement planning by setting priorities and goals that are aligned with the school’s mission and educational philosophy. As noted in the renewal application, the priorities included in the school’s five-year strategic plan “emphasize a focus on learning standards, professional development, increasing technological competencies for both students and staff, positive community relationships, and enrollment of ELLs and SWDs.” Key goals met in recent school years include expanding to high school grades, adding new board members, and increasing fundraising. The board tracks its progress toward meeting its goals throughout the school year. CSEE’s superintendent and principals provide monthly reports to the board regarding progress toward meeting academic targets. Committee chairs and school personnel provide comprehensive quarterly reports that include academic, operational, and financial data. At the board’s annual retreat, the CSEE superintendent, principals, and external consultants work with the board to assess the prior year’s progress and set strategic priorities for the following school year.
- **Indicator c:** The CSEE board leverages a committee structure to ensure active oversight of charter school management, fiscal operations, and progress toward meeting academic and other school goals. The board maintains four standing committees: executive, academic, finance, and facilities. As an illustration of recent action taken to support the school in meeting staff retention goals, board members noted during the focus group that shortening the school day and providing teachers with more prep time was a deliberate action to enable CSEE to compete with surrounding districts for high-quality prospective teachers.
- **Indicator d:** The board regularly updates school policies. As noted in the renewal application, the board retains outside counsel who reviews all school policies prior to the board’s June meeting each year. The board discusses proposed changes to the policies then votes to formalize any alterations. The board does not limit policy updates to its June meeting, however. According to the renewal application, updates to applicable state and federal laws or regulations trigger policy reviews as does a concern raised by school leadership.
- **Indicator e:** The board utilizes a performance-based evaluation process for evaluating school leadership, itself, and providers. Per the renewal application, goals and performance targets are defined and discussed with school leaders prior to the start of each school year. The school leader evaluation tool assesses progress toward meeting student performance, operational, financial, and school culture goals. During the focus group, board members noted they are in the process of revising the superintendent evaluation rubric to be more results-oriented and to include feedback from the full board rather than the academic committee only. The board’s self-evaluation assesses outcomes as well as inputs such as meeting structure and process. The board reviews the results of its self-evaluation prior to planning its annual retreat and uses the results to inform goal setting for the following year.
- **Indicator f:** The board demonstrates full awareness of its legal obligations to the school and stakeholders. As noted in the renewal application, a retainer agreement ensures the board has ongoing support from an experienced attorney. With this support, the board reviews all school policies and the provisions of its charter agreement annually. Further, the board stays abreast of policy updates from the NYSED CSO; it also dutifully submits annual financial disclosures and proactively identifies potential conflicts of interest.



### Benchmark 7: Organizational Capacity

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

#### Finding: Meets

<u>Element</u>	<u>Indicators</u>
1. <i>School Leadership</i>	<ul style="list-style-type: none"><li>a. The school has an effective school leadership team that obtains staff commitment to a clearly defined mission and set of goals, allowing for continual improvement in student learning.</li><li>b. Roles and responsibilities for leaders, staff, management, and board members are clearly defined. Members of the school community adhere to defined roles and responsibilities.</li><li>c. The school has clear and well-established communication systems and decision-making processes in place which ensure effective communication across the school.</li><li>d. The school successfully recruits, hires, and retains key personnel, and makes decisions – when warranted – to remove ineffective staff members.</li></ul>
2. <i>Professional Climate</i>	<ul style="list-style-type: none"><li>a. The school is fully staffed with high quality personnel to meet all educational and operational needs, including finance, human resources, and communication.</li><li>b. The school has established structures for frequent collaboration among teachers.</li><li>c. The school ensures that staff has requisite skills, expertise, and professional development necessary to meet students' needs.</li><li>d. The school has systems to monitor and maintain organizational and instructional quality—which includes a formal process for teacher evaluation geared toward improving instructional practice.</li><li>e. The school has mechanisms to solicit teacher feedback and gauge teacher satisfaction.</li></ul>
3. <i>Contractual Relationships</i> ✓N/A	<ul style="list-style-type: none"><li>a. The board of trustees and school leadership establish effective working relationships with the management company or comprehensive service provider.</li><li>b. Changes in the school's charter management or comprehensive service provider contract comply with required charter amendment procedures.</li><li>c. The school monitors the efficacy of contracted service providers or partners.</li></ul>

#### 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:** CSEE has an effective school leadership team that obtains staff commitment to a clearly defined mission and set of goals, allowing for continual improvement in student learning. The superintendent and three principals (K-4, Grades 5-8, and high school) serve as primary instructional leaders. As described in CSEE's renewal application and previous CSO reports, with the superintendent having been at the school for more than 15 years and each of the principals deeply steeped in CSEE's mission and core values, the leaders ensure all members of the teaching corps are mission-aligned. Participants in the teacher focus group articulated the shared belief that all students can perform at high levels and reported that school leaders foster an environment of continuous focus on student learning.
- **Indicator b:** Roles and responsibilities for leaders, staff, management, and board members are clearly defined, and members of the school community adhere to defined roles and responsibilities. The school's organizational structure allows instructional leaders to focus on teaching and learning while non-academic responsibilities are overseen by a director of operations, human resources director, facilities and maintenance director, athletics director, and director of government, parents, and external relations. During the renewal site visit, staff members identified the hiring process, professional development, and performance evaluations as means by which school leaders communicate individual roles and responsibilities.
- **Indicator c:** The school has clear and well-established communication systems and decision-making processes in place which ensure effective communication across the school. As detailed in the renewal application, CSEE leverages bi-weekly team meetings, weekly emails from each principal, a shared Google calendar, and professional development activities in addition to its formal reporting structure to communicate with all staff members. During both the board member focus group and the teacher focus group, members of the school community noted two-way communication as an important component of the school's ongoing operations. Staff feedback is solicited in team meetings, and the board seeks it during regular monthly meetings as well as in formal annual surveys. Decision-making authority is clearly defined in job descriptions, school policies, and board by-laws.
- **Indicator d:** CSEE successfully recruits, hires, and retains key personnel, and makes decisions – when warranted – to remove ineffective staff members. The school continues to face recruitment challenges, particularly with regard to staying competitive with the local school district in terms of pay, scope of responsibilities, and work hours. Both the superintendent and board members identified competition for high-quality staff as a driver of recent changes to the school schedule and adjustments to the medical benefits plan. At the time of the renewal site visit, the school was fully staffed at the middle grades and had only a kindergarten vacancy at the elementary level. As is the case in many areas, recruiting and retaining specialized high school teachers remains difficult for the school. The extended tenures of the school's instructional leaders reflect CSEE's commitment to staff development and retention. The superintendent noted during the site visit that the school attempts to promote from within its ranks whenever feasible, consistent with information provided in the renewal application. The superintendent and principals work together to hire all program staff. The senior leadership team also makes termination decisions jointly in cases where staff members have not met the requirements of improvement plans.

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

- **Indicator a:** The school is fully staffed with high quality personnel to meet all educational and operational needs, including finance, human resources, and communication. The organization

chart submitted with the school's renewal application illustrates that CSEE employs directors of operations, human resources, and facilities and maintenance to oversee responsibilities outside the academic program. These directors supervise security, information technology, nutrition, and transportation staff to meet the school's operational needs while the superintendent and principals manage the educational program. During a focus group of specialist teachers, participants voiced agreement that the school's current staffing is sufficient to meet the educational needs of students and carry out all necessary operations functions.

- **Indicator b:** CSEE has established structures for frequent collaboration among teachers. The renewal application identified weekly grade team meetings, pupil personnel committee meetings, and grade-level common planning periods as the primary means of teacher collaboration. During a focus group of interventionists, participants confirmed that AIS, ELL, and special education teachers participate in common planning with grade teams and have content meetings with subject area department heads.
- **Indicator c:** The school ensures that staff has requisite skills, expertise, and professional development necessary to meet students' needs. In addition to the superintendent and three principals, CSEE's academic directors for ELA, math, special education, and Title I support teachers in meeting students' needs. This support begins with pre-service training during which leaders articulate expectations for how the school's mission, vision, and core values will be evident during instruction. The support continues with frequent classroom observations and feedback as well as model lessons taught by administrators as necessary and in the formal meeting structures described above. The renewal application notes the school "...has fostered a culture of feedback, where teachers seek feedback and ask to be observed to work on areas for growth." Monthly half-day professional development activities further equip teachers with the skills and content knowledge necessary to support students in achieving high levels of academic success.
- **Indicator d:** The school has systems to monitor and maintain organizational and instructional quality—which includes a formal process for teacher evaluation geared toward improving instructional practice. In addition to ongoing professional development, classroom observations, and individual supervision, CSEE uses formal teacher evaluations to identify teachers' strengths and areas for growth and to maintain school-wide standards for instructional quality. The teacher evaluation process includes mid- and end-of-year self-evaluations using the Marshall rubric as well as end-of-year principal ratings tied to setting goals for the next school year. The renewal application notes that CSEE modified the Marshall rubric during the 2020-2021 school year to account for conditions faced during the COVID-19 pandemic.
- **Indicator e:** The school has mechanisms to solicit teacher feedback and gauge teacher satisfaction. As noted above, both the school's administrative leaders and board actively seek teacher feedback and work collaboratively to foster satisfaction. In addition to requests for feedback during team meetings, leaders survey teachers following professional development activities to determine the effectiveness of the activities and to gather information about additional topics of interest to be addressed in later sessions. The school also uses data gathered from internal and authorizer-administered surveys to assess teacher satisfaction. The renewal application cited results from the 2021 CSO Teacher Survey (23 of 41 possible responses for a 49 percent response rate) during which 91 percent of teachers who responded replied that they somewhat or strongly agreed that CSEE has mechanisms to solicit teacher and staff feedback to gauge their satisfaction and noted team meetings, surveys, and an open-door policy as some examples of how the school leadership team solicits feedback from staff.

## Benchmark 8: Mission and Key Design Elements

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

### Finding: Meets

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

### 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:** Throughout the school's renewal application and focus groups interviews with leaders and staff, CSEE stakeholders consistently expressed a shared understanding of the school's mission and Key Design Elements. The school's website also includes its mission, vision, and philosophy in its "About Us" section. Looking forward to the school's next charter term, the school has requested a material change to its mission and vision to more concisely represent its core values and "...fundamental belief is that EVERYONE belongs, EVERYONE learns, EVERYONE has purpose, and EVERYONE succeeds." During on-site focus group interviews with the school's leadership team, participants described its two-year revision process with significant community participation and input; school stakeholders ultimately agreed that a shorter mission statement that emphasizes diversity would be more memorable.
- **Indicator b:**
  - Extended day of eight hours: The instructional day at CSEE has been eight hours since its founding, with grant-funded afterschool programming available until 6pm. Alongside its application for charter renewal, the school also submitted a revision request to this key design element, as they have recognized the need to stay competitive with compensation and benefits to retain their staff. During on-site focus groups with the school's leadership team, participants explained that surrounding districts are higher paying with shorter instructional days, and CSEE faculty have given feedback that their work day is too long; this schedule has caused numerous teachers to leave for positions elsewhere. The school proposes changes to its daily schedule that won't result in decreased instructional time, because they have trimmed breaks between lessons to make sure all time is more purposeful.
  - Extended blocks of time for basic subjects: The school's instructional schedules and calendar confirm that all CSEE students receive extended instruction (double blocks) in ELA and math; science periods are also extended to allow for more hands-on activities.

- Using teaching assistants throughout the building: As demonstrated in its renewal application, CSEE deploys one teaching assistant in each classroom in kindergarten and Grade 1 and one teaching assistant per grade in Grades 2 – 8.
- Standards-driven curriculum and instruction: As described in detail in Benchmark 2, this is present across the school.
- Fostering learning experiences through meaningful interactions with the arts: The school's renewal application outlines how each CSEE student has art, music, and physical education as part of their academic program. These courses are led by an experienced teacher and supported with a teacher assistant. The art and music curriculum correlates with the school's social studies curriculum. Through parent and student feedback, school leaders arranged for a professional theater troupe to perform at CSEE so that the students could have additional meaningful interactions with the arts. CSEE also contracts with various theater companies to showcase eight theater performances throughout the academic year. CSEE collaborates with the Youth Theater Interactions to provide summer and after school performing arts programs to CSEE students.

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

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

#### Finding: Approaches

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

#### Summative Evidence for Benchmark 9:

Over this charter term, the trajectory for this benchmark has declined from Meets to Approaches, due to the school's ongoing difficulty enrolling SWDs at a percentage comparable to its district of location.

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

- **Indicator a.** CSEE is currently at 98 percent of its 2021-2022 contracted enrollment of 1029, and above the CSO's threshold of 85 percent. This demonstrates the school's consistent ability to meet its overall contracted student enrollment, even when a portion of its graduating middle schoolers choose to attend high school elsewhere. CSEE currently, 2021-2022, enrolls ELLs and ED students at a rate equal to or exceeding the DoL. Retention rates are equal, exceed, and very closely approach those of the DoL with all students -1 percentage point below the DoL, SWDs -3 percentage points below, ELLs equal, and ED students +1 percentage point.

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

- **Indicator a:** CSEE has consistently under-enrolled SWDs as compared to their DoL and currently (2021-2022) it is -10 percentage points below.
- **Indicator b:** CSEE's renewal application outlines its extensive recruitment strategies and program services to attract and retain SWDs, ELLs, and students who are eligible for free and reduced priced lunch. These include:
  - The school allocates funding to be included in the *Special Education Directory Listing* of the Westchester Family Magazine, which serves a very large number of families in Westchester and the Bronx.
  - The director of government, parents, and external relations leads CSEE's enrollment initiatives between November and April of each year. Recruitment continues after April as students are added to the waitlist. The director is bi-lingual and delivers presentations in both English and Spanish to community organizations, groups, and businesses.
  - Specific outreach for each of the special populations includes:
    - ✓ **Economically Disadvantaged:**
      - Presentations and applications are distributed at all local churches and community organizations serving our community and students, which is designated as economically disadvantaged, as per the most recent census.
      - Applications are also delivered to the YWCA, YMCA, affordable housing locations, public libraries, supermarkets and bodegas.
      - Advertisements are posted to Black Westchester Magazine
      - Presentations are made at the Dominican Cultural Association.
      - Attendance at community functions, including Community Cleanup fairs, parades, school fairs, street fairs, and National Night Out, in order to meet and speak with potential ED parents.
    - ✓ **English Language Learners:**
      - Half-page advertisement in Westchester Hispano newspaper.
      - Recruitment flyers printed and distributed in Spanish.
      - Flyers and applications (both in Spanish) delivered to the Hispanic and Mexican Chamber of Commerce, restaurants (e.g. Tacos Poblanos), churches (e.g. Iglesia Pentecostal), and YWCA and YMCA (65% of YMCA's membership is Hispanic) that potential ELL students frequent.
      - Presentations at Latino community events, including the Mexican Chamber of Commerce.
    - ✓ **Students with Disabilities:**
      - To target SWD recruitment and promote retention, CSEE works closely with Andrus in Yonkers. Andrus, a child advocacy non-profit, provides on-site support to CSEE students, as well as consultations directly at the school.
      - Collaborate with Greyston Learning Center to determine ways that students with disabilities can be identified as early as possible.
      - Monthly meetings with the Yonkers Public Libraries resource teacher connects the school with potential SWD families.
      - Special Education Directory listing on the Westchester Magazine that serves a very large number of families in Westchester and the Bronx.

During its focus group, school leaders provided additional context for the latter group, citing difficulties tracking this subgroup without the requirement for families to complete documentation to receive free or reduced priced school meals. CSEE continues to struggle to enroll SWDs, due at least in part to the limited settings (resource room and counseling) currently available at the school. During on-site focus group interviews with leaders and teachers, participants shared that each year, a significant number of students receive intervention services through the school's established process and are evaluated for special education services but end up going back to the district for services if classified for more restrictive settings. CSEE leaders and board members expressed interest in the possibility of offering co-taught or self-contained classrooms to accommodate and retain more SWD, but these are financially impractical at the current time.

**Indicator 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. During on-site focus group interviews, both school leaders and staff described closely monitoring community outreach efforts and enrollment patterns to determine which methods prove most effective and continuously seek to build relationships across the geographic region to further these goals.

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



## Benchmark 10: Legal Compliance

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

### Finding: Approaches

<u>Element</u>	<u>Indicators</u>
1. <i>Legal Compliance</i>	<p>a. The school has compiled a record of substantial compliance with applicable state and federal laws and the provisions of its charter including, but not limited to: those related to student admissions and enrollment; FOIL and Open Meetings Law; protecting the rights of students and employees; financial management and oversight; governance and reporting; and health and safety requirements.</p> <p>b. The school has undertaken appropriate corrective action when needed and has implemented necessary safeguards to maintain compliance with all legal requirements.</p> <p>c. The school has sought Board of Regents and/or Charter School Office approval for significant revisions.</p>

### Summative Evidence for Benchmark 10:

Over this charter term, the trajectory for this benchmark has remained as an Approaches, due to CSEE not consistently seeking permission for all revisions prior to acting upon them, not adhering to its enrollment policy, having uncategorized, uncertified teachers, not posting all required documents on the school's website, and having employees working without fingerprint clearances.

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

- **Indicator a:** CSEE's renewal application describes how the school utilizes ongoing support from an attorney who has a retainer agreement with the school, carefully following any policy updates from the NYSED Charter School Office and any changes to educational law, to remain in compliance. The board states that it reviews all policies and the provisions of its charter on an annual basis.
  - The lottery conducted in April 2018 for the 2019-2020 school year did not adhere to the regional approach approved as part of the school's charter. In October 2019, the CSO issued a Notice of Deficiency to the school and a request for a Corrective Action Plan (CAP) to address the improper enrollment of students, update its enrollment policy, and provide documentation to the CSO regarding student enrollment. In the 2020-2021 school year, the CSO determined that the school's initial lottery selections based on the April 2019 lottery for the 2020-2021 school year once again failed to follow the approved enrollment methodology because the school failed to prioritize siblings when utilizing the 50-50 methodology. The school was directed to revise its lottery selections, to accept all siblings, and it did so.
  - In the 2019-2020 academic year the school reported uncategorized, uncertified teachers, which is not permitted by law. This appears to have been rectified in subsequent years.

- The school’s website does not contain all required documents as listed in the annual report.
  - The 2021 Annual report showed eight employees working without fingerprint clearances.
- **Indicator b:** During on-site focus group interviews with leaders and a remote interview with the board of trustees, participants stated that should corrective action be necessary, the school will notify its board upon receipt and work with the Compliance Committee to resolve corrective action steps required and closely monitor on a continued basis the complete resolution of the corrective action plan. The school contracts with specialized counsel (e.g., in the areas of employment law, special education, and governance) in addition to contracted general counsel for all matters as discussed above. CSEE has not received any formal complaints throughout the course of the charter term; should formal complaints be received the school has stated it will follow its formal complaint policy and maintain compliance with all pertinent legal requirements.
- **Indicator c:** CSO records reflect that the school has generally sought Board of Regents and/or Charter School Office approval for significant revisions, such as the three material revisions submitted with its renewal application. However, not all significant revisions have been made with the required approvals. For example, the school revised its mission statement prior to receiving CSO approval.

# 2022 NYSED Charter School Information Dashboard

## Overview

### Charter School Selection

CHARTER SCHOOL OF EDUCATIONAL EXCELLENCE

### BEDS Code

662300860862

### 2021-2022 Enrollment

1,008

### 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:	YONKERS PUBLIC SCHOOLS
Total Public School Enrollment of Resident Students attending Charter Schools:	3%
Additional School District: (if applicable)*	N/A
Total Public School Enrollment of Resident Students attending Charter Schools:	-
Grades Served:	K-11
Address:	260 WARBURTON AVE YONKERS NY 10701
Website:	www.charterschoolofeducationalexcellence.org
RIC:	LOWER HUDSON/SO. WESTCH/LHRIC
Regents Region:	HUDSON VALLEY REGION
Regent:	FRANCES G. WILLS
Active Date:	7/1/2005
Authorizer:	NYS BOR
CEO:	CINDY LOPEZ
CEO Phone:	(914) 476-5070
CEO Email:	clopez@cseeschool.org
BOT President:	EDUARDO LAGUERRE
BOT President Phone:	(914) 409-7399
BOT President Email:	eddielaguerre@cseeschool.org
Institution ID:	800000057455

\*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:	Kimberly Santiago
Performance Framework:	2015
Current Term:	7/1/18-6/30/23
2018-2019	Check-in
2019-2020	Check-in
2020-2021	Midterm
2021-2022	Check-in
2022-2023	Renewal

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

2022 CSO Survey Results	Confidence Interval	Response Rate	Survey Population	Total Responses
Parent Survey	Does not meet 90% or 95% Confidence	20%	1,008	204
Student Survey (Grades 9-12)	90% Confidence	49%	285	140
Teacher Survey	Does not meet 90% or 95% Confidence	40%	48	19

# 2022 NYSED Charter School Information Dashboard

## Benchmark 1 - Indicator 1: Similar Schools Comparison

### Charter School

CHARTER SCHOOL OF EDUCATIONAL EXCELLENCE

2022 3-8 Assessments; 2021 4 Year Graduations

CS of Educational Excellence			ELA Differential	Math Differential	Science Differential	Graduation Rate Differential
K12	+/- 7.5	Academy CS-Uniondale	+6	-5	+1	.
		Mean	+6	-5	+1	.
	+/- 10	Academy CS	+9	-8	+9	-93
		Achievement First Aspire CS	+23	+13	+29	.
		Bronx Preparatory CS	-9	+8	-4	-82
		Buffalo Academy of Science CS II	+67	+46	+83	.
		CS for Applied Technologies	+42	+32	+26	-100
		Eugenio Maria De Hostos CS	+47	+36	+26	-80
		Global Concepts CS	+31	+20	+23	-97
		Leadership Preparatory Bedford Stuyvesant CS	+10	+3	+36	-95
		Ocean Hill Collegiate CS	+4	-8	+83	.
		Renaissance CS	+3	+12	-7	-87
		Success Academy CS-Harlem 1	-10	-36	+83	-81
		Success Academy CS-Harlem 3	-16	-43	+83	-83
		Syracuse Academy of Science CS	+38	+22	+28	-100
		Utica Academy of Science CS	+29	+16	+29	-100
		Mean	+19	+8	+38	-91
		Mean	+18	+7	+35	-91

# 2022 NYSED Charter School Information Dashboard

## Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

### Charter School

CHARTER SCHOOL OF EDUCATIONAL EXCELLENCE

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

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

CS of Educational Excellence	ELA				Math			
	All Students	SWD	ELL	ED	All Students	SWD	ELL	ED
2015-2016	59%	33%	52%	60%	74%	46%	65%	76%
2016-2017	55%	32%	13%	56%	67%	42%	21%	66%
2017-2018	70%	42%	65%	70%	74%	67%	55%	73%
2018-2019	76%	59%	55%	75%	74%	48%	44%	74%
2021-2022	82%	47%	61%	80%	58%	18%	47%	57%

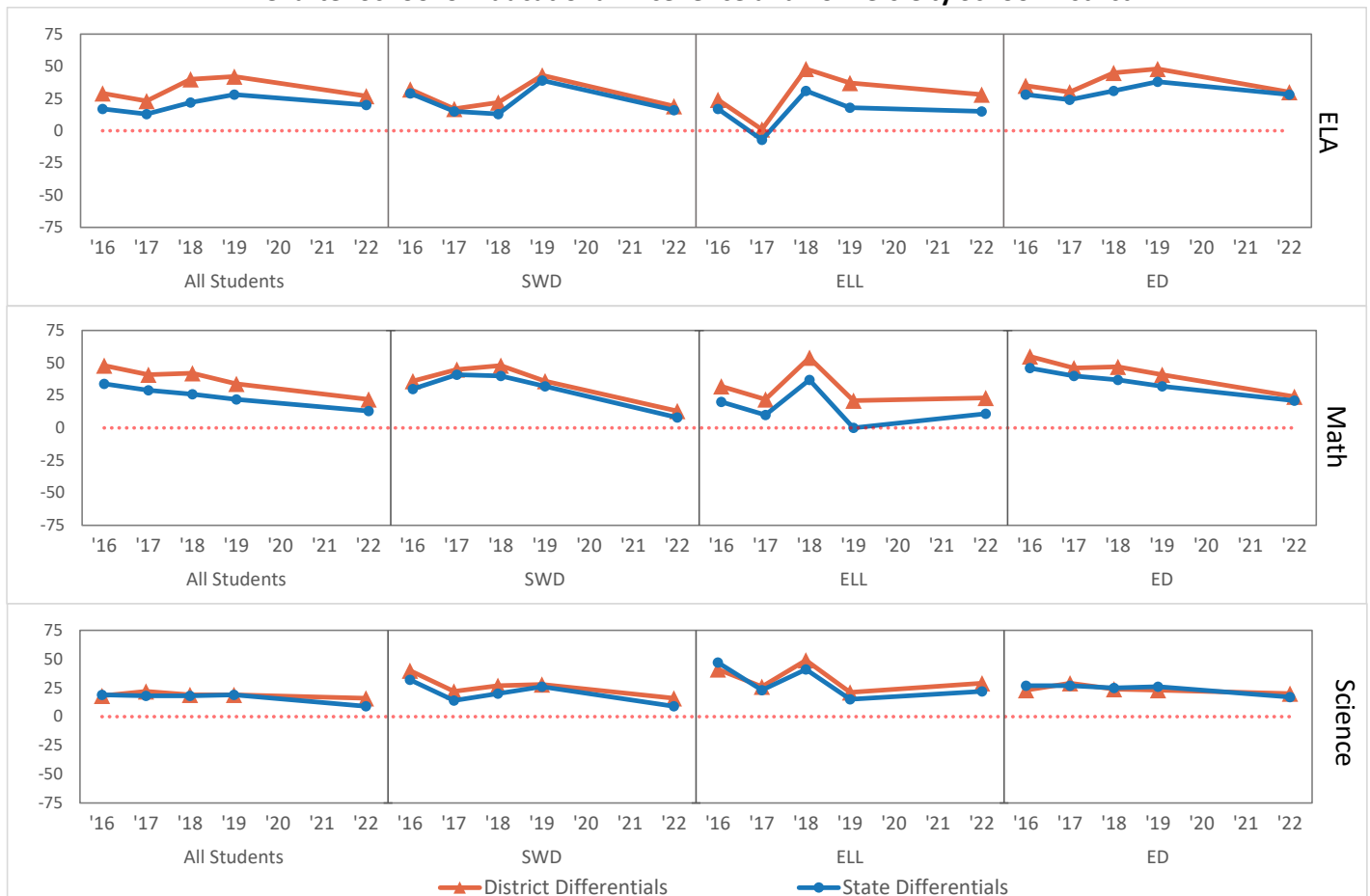
\*See NOTES (2), (3), (7), and (8).

# 2022 NYSED Charter School Information Dashboard

## Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

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

Elementary/Middle School Assessment Proficiency State and District Differentials Over Time  
Comparison of  
Charter School of Educational Excellence and Yonkers City School District



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

# 2022 NYSED Charter School Information Dashboard

## Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

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

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

		ELA					Math					Science				
		CS of Educational Excellence	Yonkers Public Schools	Differential to District	NYS	Differential to NYS	CS of Educational Excellence	Yonkers Public Schools	Differential to District	NYS	Differential to NYS	CS of Educational Excellence	Yonkers Public Schools	Differential to District	NYS	Differential to NYS
All Students	2015-2016	55%	26%	+29	38%	+17	73%	25%	+48	39%	+34	96%	78%	+18	77%	+19
	2016-2017	53%	30%	+23	40%	+13	69%	28%	+41	40%	+29	93%	71%	+22	75%	+18
	2017-2018	67%	27%	+40	45%	+22	71%	29%	+42	45%	+26	95%	76%	+19	77%	+18
	2018-2019	74%	32%	+42	46%	+28	69%	35%	+34	47%	+22	94%	75%	+19	75%	+19
	2021-2022	67%	40%	+27	47%	+20	52%	30%	+22	39%	+13	78%	62%	+16	69%	+9
SWD	2015-2016	38%	6%	+32	9%	+29	43%	7%	+36	13%	+30	88%	48%	+40	56%	+32
	2016-2017	26%	9%	+17	11%	+15	55%	10%	+45	14%	+41	67%	45%	+22	53%	+14
	2017-2018	30%	8%	+22	17%	+13	58%	10%	+48	18%	+40	77%	50%	+27	57%	+20
	2018-2019	54%	11%	+43	15%	+39	50%	14%	+36	18%	+32	78%	50%	+28	52%	+26
	2021-2022	32%	13%	+19	16%	+16	22%	9%	+13	14%	+8	55%	39%	+16	46%	+9
ELL	2015-2016	30%	6%	+24	13%	+17	40%	8%	+32	20%	+20	100%	59%	+41	53%	+47
	2016-2017	5%	4%	+1	12%	-7	29%	7%	+22	19%	+10	71%	45%	+26	48%	+23
	2017-2018	56%	8%	+48	25%	+31	66%	12%	+54	29%	+37	100%	51%	+49	59%	+41
	2018-2019	43%	6%	+37	25%	+18	31%	10%	+21	31%	0	73%	52%	+21	58%	+15
	2021-2022	44%	16%	+28	29%	+15	36%	13%	+23	25%	+11	72%	43%	+29	50%	+22
ED	2015-2016	56%	21%	+35	28%	+28	74%	19%	+55	28%	+46	97%	74%	+23	70%	+27
	2016-2017	54%	24%	+30	30%	+24	69%	23%	+46	29%	+40	95%	66%	+29	68%	+27
	2017-2018	67%	22%	+45	36%	+31	71%	24%	+47	34%	+37	95%	71%	+24	70%	+25
	2018-2019	74%	26%	+48	36%	+38	69%	28%	+41	37%	+32	93%	70%	+23	67%	+26
	2021-2022	65%	35%	+30	37%	+28	49%	25%	+24	28%	+21	76%	56%	+20	59%	+17

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

# 2022 NYSED Charter School Information Dashboard

## Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

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

#### All Students Grade-Level Proficiency

		ELA					Math					Science				
		CS of Educational Excellence	Yonkers Public Schools	Differential to District	NYS	Differential to NYS	CS of Educational Excellence	Yonkers Public Schools	Differential to District	NYS	Differential to NYS	CS of Educational Excellence	Yonkers Public Schools	Differential to District	NYS	Differential to NYS
Grade 3	2021-2022	44%	39%	+5	46%	-2	29%	38%	-9	48%	-19	-	-	-	-	-
Grade 4	2021-2022	49%	34%	+15	42%	+7	31%	34%	-3	43%	-12	83%	73%	+10	80%	+3
Grade 6	2015-2016	53%	21%	+32	35%	+18	67%	24%	+43	40%	+27	-	-	-	-	-
	2016-2017	48%	26%	+22	33%	+15	74%	30%	+44	40%	+34	-	-	-	-	-
	2017-2018	67%	34%	+33	49%	+18	67%	33%	+34	44%	+23	-	-	-	-	-
	2018-2019	77%	34%	+43	47%	+30	74%	38%	+36	47%	+27	-	-	-	-	-
	2021-2022	91%	54%	+37	57%	+34	69%	36%	+33	39%	+30	-	-	-	-	-
Grade 7	2015-2016	50%	22%	+28	36%	+14	74%	19%	+55	36%	+38	-	-	-	-	-
	2016-2017	51%	27%	+24	42%	+9	65%	20%	+45	38%	+27	-	-	-	-	-
	2017-2018	67%	23%	+44	40%	+27	84%	24%	+60	42%	+42	-	-	-	-	-
	2018-2019	80%	24%	+56	40%	+40	76%	31%	+45	44%	+32	-	-	-	-	-
	2021-2022	68%	38%	+30	48%	+20	40%	25%	+15	36%	+4	-	-	-	-	-
Grade 8	2015-2016	40%	27%	+13	41%	-1	92%	17%	+75	24%	+68	90%	8%	+82	61%	+29
	2016-2017	67%	36%	+31	46%	+21	91%	16%	+75	22%	+69	83%	4%	+79	59%	+24
	2017-2018	66%	25%	+41	48%	+18	-	-	-	-	-	92%	12%	+80	59%	+33
	2018-2019	72%	32%	+40	48%	+24	-	-	-	-	-	87%	13%	+74	56%	+31
	2021-2022	66%	42%	+24	50%	+16	80%	23%	+57	27%	+53	74%	27%	+47	50%	+24

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



# 2022 NYSED Charter School Information Dashboard

## Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

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

#### Students with Disabilities Grade-Level Proficiency

		ELA					Math					Science				
		CS of Educational Excellence	Yonkers Public Schools	Differential to District	NYS	Differential to NYS	CS of Educational Excellence	Yonkers Public Schools	Differential to District	NYS	Differential to NYS	CS of Educational Excellence	Yonkers Public Schools	Differential to District	NYS	Differential to NYS
Grade 6	2016-2017	33%	6%	+27	7%	+26	50%	10%	+40	11%	+39	-	-	-	-	-
	2017-2018	38%	8%	+30	16%	+22	38%	11%	+27	15%	+23	-	-	-	-	-
Grade 7	2016-2017	0%	6%	-6	11%	-11	17%	6%	+11	10%	+7	-	-	-	-	-
	2017-2018	40%	6%	+34	12%	+28	80%	5%	+75	13%	+67	-	-	-	-	-
	2018-2019	43%	4%	+39	10%	+33	43%	10%	+33	13%	+30	-	-	-	-	-
	2021-2022	18%	10%	+8	16%	+2	0%	6%	-6	10%	-10	-	-	-	-	-
Grade 8	2016-2017	20%	11%	+9	13%	+7	100%	2%	+98	5%	+95	33%	5%	+28	31%	+2
	2017-2018	14%	4%	+10	16%	-2	-	-	-	-	-	63%	13%	+50	32%	+31
	2018-2019	50%	11%	+39	15%	+35	-	-	-	-	-	60%	12%	+48	29%	+31

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

# 2022 NYSED Charter School Information Dashboard

## Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

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

#### English Language Learners Grade-Level Proficiency

		ELA					Math					Science				
		CS of Educational Excellence	Yonkers Public Schools	Differential to District	NYS	Differential to NYS	CS of Educational Excellence	Yonkers Public Schools	Differential to District	NYS	Differential to NYS	CS of Educational Excellence	Yonkers Public Schools	Differential to District	NYS	Differential to NYS
Grade 3	2021-2022	39%	23%	+16	33%	+6	18%	25%	-7	36%	-18	-	-	-	-	-
Grade 4	2021-2022	33%	16%	+17	29%	+4	33%	17%	+16	31%	+2	82%	56%	+26	65%	+17
Grade 6	2015-2016	17%	3%	+14	9%	+8	67%	6%	+61	16%	+51	-	-	-	-	-
	2017-2018	29%	12%	+17	24%	+5	29%	14%	+15	23%	+6	-	-	-	-	-
	2021-2022	89%	29%	+60	37%	+52	56%	13%	+43	21%	+35	-	-	-	-	-
Grade 7	2018-2019	71%	1%	+70	14%	+57	14%	5%	+9	21%	-7	-	-	-	-	-
	2021-2022	33%	12%	+21	26%	+7	0%	6%	-6	18%	-18	-	-	-	-	-
Grade 8	2018-2019	13%	2%	+11	19%	-6	-	-	-	-	-	33%	10%	+23	27%	+6
	2021-2022	0%	10%	-10	21%	-21	86%	6%	+80	14%	+72	57%	14%	+43	25%	+32

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

# 2022 NYSED Charter School Information Dashboard

## Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

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

#### Economically Disadvantaged Grade-Level Proficiency

		ELA					Math					Science				
		CS of Educational Excellence	Yonkers Public Schools	Differential to District	NYS	Differential to NYS	CS of Educational Excellence	Yonkers Public Schools	Differential to District	NYS	Differential to NYS	CS of Educational Excellence	Yonkers Public Schools	Differential to District	NYS	Differential to NYS
Grade 3	2021-2022	36%	32%	+4	35%	+1	23%	30%	-7	36%	-13	-	-	-	-	-
Grade 4	2021-2022	45%	27%	+18	30%	+15	31%	27%	+4	31%	0	78%	67%	+11	72%	+6
Grade 6	2015-2016	54%	17%	+37	25%	+29	65%	20%	+45	28%	+37	-	-	-	-	-
	2016-2017	48%	22%	+26	23%	+25	75%	24%	+51	28%	+47	-	-	-	-	-
	2017-2018	67%	31%	+36	39%	+28	66%	28%	+38	32%	+34	-	-	-	-	-
	2018-2019	77%	27%	+50	37%	+40	74%	31%	+43	36%	+38	-	-	-	-	-
	2021-2022	92%	51%	+41	47%	+45	69%	32%	+37	27%	+42	-	-	-	-	-
Grade 7	2015-2016	52%	18%	+34	25%	+27	76%	14%	+62	25%	+51	-	-	-	-	-
	2016-2017	52%	22%	+30	31%	+21	69%	16%	+53	26%	+43	-	-	-	-	-
	2017-2018	68%	19%	+49	31%	+37	88%	19%	+69	30%	+58	-	-	-	-	-
	2018-2019	82%	20%	+62	31%	+51	79%	26%	+53	33%	+46	-	-	-	-	-
	2021-2022	65%	34%	+31	39%	+26	35%	21%	+14	25%	+10	-	-	-	-	-
Grade 8	2015-2016	41%	23%	+18	31%	+10	94%	13%	+81	19%	+75	94%	6%	+88	51%	+43
	2016-2017	72%	31%	+41	37%	+35	92%	12%	+80	18%	+74	88%	3%	+85	49%	+39
	2017-2018	64%	21%	+43	39%	+25	-	-	-	-	-	90%	12%	+78	50%	+40
	2018-2019	70%	28%	+42	39%	+31	-	-	-	-	-	87%	12%	+75	47%	+40
	2021-2022	67%	38%	+29	42%	+25	77%	20%	+57	22%	+55	74%	26%	+48	41%	+33

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

# 2022 NYSED Charter School Information Dashboard

## Regents Outcomes

### Charter School

CHARTER SCHOOL OF EDUCATIONAL EXCELLENCE

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

#### Annual Regents Outcomes

		All Students				SWD				ELL				ED			
		Charter Total Tested	CS of Educational Excellence	NYS	Differential to NYS	Charter Total Tested	CS of Educational Excellence	NYS	Differential to NYS	Charter Total Tested	CS of Educational Excellence	NYS	Differential to NYS	Charter Total Tested	CS of Educational Excellence	NYS	Differential to NYS
Algebra I (Common Core)	2017-2018	71	97%	90%	+7	8	88%	61%	+27	-	-	-	-	62	97%	81%	+16
	2018-2019	79	92%	89%	+3	5	80%	55%	+25	6	67%	62%	+5	75	92%	80%	+12
	2019-2020	64	100%	95%	+5	-	-	-	-	-	-	-	-	57	100%	94%	+6
	2020-2021	119	87%	97%	-10	5	100%	96%	+4	5	80%	90%	-10	69	81%	96%	-15
	2021-2022	132	58%	69%	-11	8	13%	42%	-29	7	86%	49%	+37	90	61%	59%	+2
Algebra II (Common Core)	2020-2021	49	100%	100%	0	-	-	-	-	-	-	-	-	37	100%	100%	0
	2021-2022	68	22%	68%	-46	7	0%	40%	-40	6	17%	40%	-23	57	23%	54%	-31
English Language Arts (Common Core)	2021-2022	81	70%	84%	-14	5	40%	63%	-23	6	50%	58%	-8	68	69%	78%	-9
Geometry (Common Core)	2019-2020	53	100%	98%	+2	-	-	-	-	-	-	-	-	46	100%	97%	+3
	2020-2021	60	100%	100%	0	5	100%	100%	0	6	100%	100%	0	39	100%	100%	0
	2021-2022	110	19%	57%	-38	10	10%	31%	-21	8	13%	33%	-20	86	21%	44%	-23
Global History	2020-2021	85	100%	100%	0	-	-	-	-	6	100%	100%	0	55	100%	100%	0
	2021-2022	95	77%	81%	-4	13	31%	57%	-26	-	-	-	-	76	82%	74%	+8
Living Environment	2017-2018	71	92%	86%	+6	8	63%	53%	+10	-	-	-	-	62	90%	77%	+13
	2018-2019	79	87%	85%	+2	5	60%	52%	+8	6	33%	51%	-18	75	87%	76%	+11
	2019-2020	77	100%	97%	+3	-	-	-	-	-	-	-	-	68	100%	96%	+4
	2020-2021	116	95%	99%	-4	5	100%	97%	+3	10	100%	98%	+2	63	95%	98%	-3
	2021-2022	81	74%	77%	-3	-	-	-	-	7	57%	41%	+16	58	74%	65%	+9
Physical Setting/ Chemistry	2020-2021	61	100%	100%	0	-	-	-	-	-	-	-	-	43	100%	100%	0
	2021-2022	80	10%	62%	-52	7	0%	36%	-36	6	17%	35%	-18	68	12%	49%	-37
Physical Setting/ Earth Science	2019-2020	58	100%	97%	+3	-	-	-	-	-	-	-	-	51	100%	96%	+4
	2020-2021	71	100%	98%	+2	6	100%	98%	+2	7	100%	99%	+1	50	100%	98%	+2
	2021-2022	120	8%	61%	-53	11	0%	38%	-38	10	0%	37%	-37	90	10%	50%	-40
US History	2021-2022	74	100%	100%	0	5	100%	100%	0	5	100%	100%	0	61	100%	100%	0

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

# 2022 NYSED Charter School Information Dashboard

## Benchmark 1 - Indicator 3: High School Outcomes

### Charter School

CHARTER SCHOOL OF EDUCATIONAL EXCELLENCE

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

*Not applicable to this charter school*

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

*Not applicable to this charter school*

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

*Not applicable to this charter school*

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

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

CS of Educational Excellence	All Students			SWD			ELL			ED		
	Charter Total Cohort	Total On-Track	On-Track	Charter Total Cohort	Total On-Track	On-Track	Charter Total Cohort	Total On-Track	On-Track	Charter Total Cohort	Total On-Track	On-Track
2019	91	87	96%	-	-	-	-	-	-	-	-	-

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

# 2022 NYSED Charter School Information Dashboard

## Benchmark 9 - Indicator 1: Enrollment and Retention

### Charter School

CHARTER SCHOOL OF EDUCATIONAL EXCELLENCE

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

Aggregate Enrollment: Reported vs Contracted - Target = 100%

CS of Educational Excellence	Contracted Enrollment	Reported Enrollment	Percent of Contracted Enrollment
2017-2018	729	698	96%
2018-2019	729	757	104%
2019-2020	829	869	105%
2020-2021	929	907	98%
2021-2022	1029	1008	98%

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

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

	SWD			ELL			ED		
	CS of Educational Excellence	Yonkers Public Schools	Differential to District	CS of Educational Excellence	Yonkers Public Schools	Differential to District	CS of Educational Excellence	Yonkers Public Schools	Differential to District
2017-2018	7%	18%	-11	14%	16%	-2	85%	76%	+9
2018-2019	6%	18%	-12	17%	15%	+2	87%	72%	+15
2019-2020	7%	19%	-12	18%	15%	+3	87%	78%	+9
2020-2021	7%	19%	-12	17%	14%	+3	64%	78%	-14
2021-2022	8%	18%	-10	15%	15%	0	77%	77%	0

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

# 2022 NYSED Charter School Information Dashboard

## Benchmark 9 - Indicator 1: Enrollment and Retention

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

#### Retention - Aggregate and Subgroups

	All Students			SWD			ELL			ED		
	CS of Educational Excellence	Yonkers Public Schools	Differential to District	CS of Educational Excellence	Yonkers Public Schools	Differential to District	CS of Educational Excellence	Yonkers Public Schools	Differential to District	CS of Educational Excellence	Yonkers Public Schools	Differential to District
2017-2018	88%	92%	-4	78%	91%	-13	84%	93%	-9	89%	92%	-3
2018-2019	89%	92%	-3	75%	92%	-17	89%	93%	-4	91%	92%	-1
2019-2020	90%	91%	-1	84%	92%	-8	92%	91%	+1	91%	92%	-1
2020-2021	89%	91%	-2	93%	90%	+3	90%	92%	-2	90%	93%	-3
2021-2022	88%	89%	-1	87%	90%	-3	91%	91%	0	91%	90%	+1

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

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

*Not applicable to this charter school*

# 2022 NYSED Charter School Information Dashboard

## Notes

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

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

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

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

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

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

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

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

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

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

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

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



# Charter School Fiscal Accountability Summary

## CHARTER SCHOOL OF EDUCATIONAL EXCELLENCE

2017-18	2018-19	2019-20	2020-21	2021-22
K-8	K-8	K-9	K-10	K-11
K-12	K-12	K-12	K-12	K-12
729	729	829	929	1,029
1,129	1,129	1,129	1,129	1,129
698	757	869	907	1,008

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

### ASSETS

#### Current Assets

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

1,807,358	2,803,317	5,667,717	8,966,958	7,736,882
259,678	303,565	2,264,712	1,306,168	2,257,779
41,720	43,215	86,015	84,280	81,887
-	13,916	-	-	-
2,108,756	3,164,013	8,018,444	10,357,406	10,076,548

#### Non-Current Assets

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

13,014,991	13,226,905	20,410,410	37,105,286	41,248,714
2,382,762	2,723,387	33,612,139	17,750,813	11,474,434
24,567	24,567	24,567	74,567	73,267
-	-	-	-	-
15,422,320	15,974,859	54,047,116	54,930,666	52,796,415
17,531,076	19,138,872	62,065,560	65,288,072	62,872,963

### 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

228,601	478,818	1,738,924	2,013,335	678,466
1,327,117	1,343,004	1,749,530	2,475,714	2,717,492
-	-	-	-	-
-	-	-	-	-
475,910	526,716	621,428	438,180	437,118
2,031,628	2,348,538	4,109,882	4,927,229	3,833,076

#### Long-Term Liabilities

Deferred Rent  
Other Long-Term Liabilities

-	-	-	-	-
10,433,183	10,206,633	49,740,491	50,269,467	50,207,384
10,433,183	10,206,633	49,740,491	50,269,467	50,207,384
12,464,811	12,555,171	53,850,373	55,196,696	54,040,460

### NET ASSETS

Unrestricted  
Restricted

5,066,265	6,583,701	8,139,232	10,091,376	8,832,503
-	-	75,955	-	-
5,066,265	6,583,701	8,215,187	10,091,376	8,832,503
17,531,076	19,138,872	62,065,560	65,288,072	62,872,963

### 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

10,536,591	11,801,299	13,653,282	14,769,387	17,352,768
-	-	-	-	-
-	-	-	-	-
372,127	730,674	878,452	574,157	1,618,087
174,493	257,021	58,612	58,364	47,321
581,092	608,287	387,696	78,442	953,179
11,664,303	13,397,281	14,978,042	15,480,350	19,971,355

### EXPENSES

#### Program Services

Regular Education  
Special Education  
Other Expenses

9,521,432	10,642,852	10,978,508	12,054,750	17,556,481
350,928	329,934	849,261	1,204,637	1,072,034
-	-	-	-	-
9,872,360	10,972,786	11,827,769	13,259,387	18,628,515

#### Supporting Services

Management and General  
Fundraising

1,273,146	1,247,549	1,828,335	1,890,913	2,656,247
-	10,014	6,750	-	-
1,273,146	1,257,563	1,835,085	1,890,913	2,656,247
11,145,506	12,230,349	13,662,854	15,150,300	21,284,762
518,797	1,166,932	1,315,188	330,050	(1,313,407)

### SUPPORT AND OTHER REVENUE

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

16,733	42,912	134,061	16,750	19,905
132,037	81,052	35,007	125,779	34,629
90,007	88,686	147,230	-	-
-	137,854	-	1,403,610	-
238,777	350,504	316,298	1,546,139	54,534
757,574	1,517,436	1,631,486	1,876,189	(1,258,873)
4,308,691	5,066,265	6,583,701	8,215,187	10,091,376
5,066,265	6,583,701	8,215,187	10,091,376	8,832,503

### Change in Net Assets

#### Net Assets - Beginning of Year

#### Net Assets - End of Year

### REVENUE & EXPENSE BREAKDOWN

#### Revenue - Per Pupil

Operating  
Support and Other Revenue

16,711	17,698	17,236	17,068	19,813
342	463	364	1,705	54
17,053	18,161	17,600	18,772	19,867

#### Expenses - Per Pupil

Program Services  
Management and General, Fundraising

14,144	14,495	13,611	14,619	18,481
1,824	1,661	2,112	2,085	2,635
15,968	16,156	15,723	16,704	21,116

### Total Expenses

% of Program Services  
% of Management and Other

88.6%	89.7%	86.6%	87.5%	87.5%
11.4%	10.3%	13.4%	12.5%	12.5%
6.8%	12.4%	11.9%	12.4%	-5.9%

### % of Revenue Exceeding Expenses

### FINANCIAL COMPOSITE SCORE

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

2.27	2.63	2.12	2.17	1.42
Strong	Strong	Strong	Strong	Adequate

### WORKING CAPITAL

Net Working Capital  
Working Capital (Current) Ratio

77,128	815,475	3,908,562	5,430,177	6,243,472
1.0	1.3	2.0	2.1	2.6

### BENCHMARK and FINDING:

Ratio should be equal to or greater than 1.2

### DEBT TO ASSET

Debt to Asset Ratio

0.7	0.7	0.9	0.8	0.9
-----	-----	-----	-----	-----

BENCHMARK and FINDING:

Ratio should be equal to or less than 1.0

### CASH POSITION

Days of Cash

59.2	83.7	151.4	216.0	132.7
------	------	-------	-------	-------

BENCHMARK and FINDING:

Ratio should be equal to or greater than 60 days

### TOTAL MARGIN

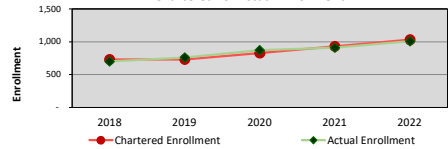
Total Margin Ratio

0.1	0.1	0.1	0.1	(0.1)
-----	-----	-----	-----	-------

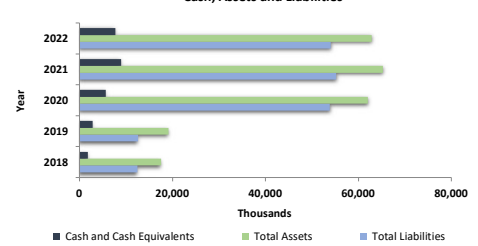
BENCHMARK and FINDING:

Ratio should be equal to or greater than 0.0

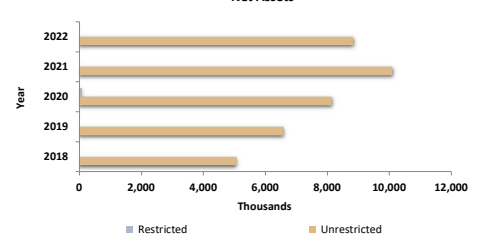
### Chartered vs. Actual Enrollment



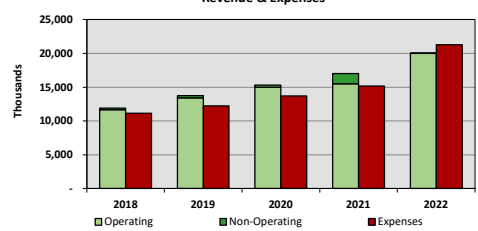
### Cash, Assets and Liabilities



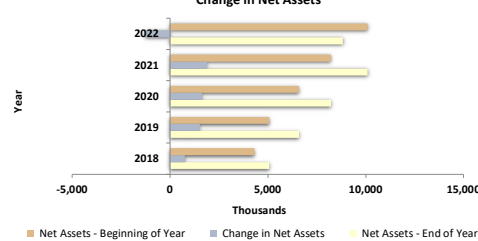
### Net Assets



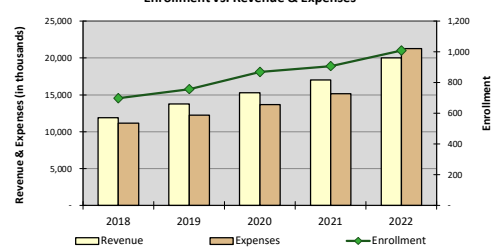
### Revenue & Expenses



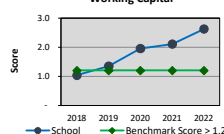
### Change in Net Assets



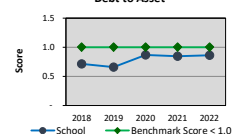
### Enrollment vs. Revenue & Expenses



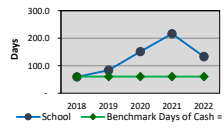
### Working Capital



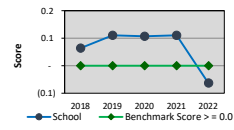
### Debt to Asset



### Days of Cash



### Total Margin





# NYS BOARD OF REGENTS AUTHORIZED CHARTER SCHOOLS

April 2021

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

Prepared for Charter School of Educational Excellence

---

NYS Education Department Charter School Office



# *Introduction*

---

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

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

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

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

Sincerely,

A handwritten signature in black ink, which appears to read "David M. Frank".

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**

**CS of Educational Excellence    Response n = 341    Response Rate = 38%**

		All Charter Schools		CS of Educational Excellence		Difference
<b>Q1a The charter school has high academic expectations for my child.</b>	<b>Strongly Agree</b>	77%	7,064	85%	291	8
	<b>Somewhat Agree</b>	18%	1,633	11%	38	-7
	<b>Neither Agree nor Disagree</b>	4%	331	2%	7	-2
	<b>Somewhat Disagree</b>	1%	96	1%	2	0
	<b>Strongly Disagree</b>	1%	81	1%	3	0
<b>Q1b I am aware of the academic supports available to my child.</b>	<b>Strongly Agree</b>	71%	6,563	69%	234	-2
	<b>Somewhat Agree</b>	21%	1,916	25%	85	4
	<b>Neither Agree nor Disagree</b>	4%	401	3%	10	-1
	<b>Somewhat Disagree</b>	2%	198	2%	8	0
	<b>Strongly Disagree</b>	1%	127	1%	4	0
<b>Q1c The teaching quality at this school is very high.</b>	<b>Strongly Agree</b>	72%	6,617	79%	268	7
	<b>Somewhat Agree</b>	20%	1,887	16%	56	-4
	<b>Neither Agree nor Disagree</b>	5%	443	3%	11	-2
	<b>Somewhat Disagree</b>	2%	154	0%	1	-2
	<b>Strongly Disagree</b>	1%	104	1%	5	0
<b>Q2a The school's discipline policy is clear.</b>	<b>Strongly Agree</b>	72%	6,640	79%	269	7
	<b>Somewhat Agree</b>	17%	1,557	15%	52	-2
	<b>Neither Agree nor Disagree</b>	9%	792	4%	13	-5
	<b>Somewhat Disagree</b>	1%	122	1%	3	0
	<b>Strongly Disagree</b>	1%	94	1%	4	0

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

**CS of Educational Excellence    Response n = 341    Response Rate = 38%**

		All Charter Schools		CS of Educational Excellence		Difference
<b>Q2b The school's discipline policy is fair to all students.</b>	<b>Strongly Agree</b>	67%	6,210	70%	240	3
	<b>Somewhat Agree</b>	18%	1,628	19%	65	1
	<b>Neither Agree nor Disagree</b>	11%	1,058	7%	25	-4
	<b>Somewhat Disagree</b>	2%	159	1%	5	-1
	<b>Strongly Disagree</b>	2%	150	2%	6	0
<b>Q2c The school's discipline policy is enforced by all teachers and staff.</b>	<b>Strongly Agree</b>	67%	6,147	70%	237	3
	<b>Somewhat Agree</b>	17%	1,574	18%	63	1
	<b>Neither Agree nor Disagree</b>	13%	1,240	10%	33	-3
	<b>Somewhat Disagree</b>	1%	133	1%	5	0
	<b>Strongly Disagree</b>	1%	111	1%	3	0
<b>Q2d I am aware of how the school supports student social-emotional development.</b>	<b>Strongly Agree</b>	67%	6,125	62%	210	-5
	<b>Somewhat Agree</b>	20%	1,835	23%	79	3
	<b>Neither Agree nor Disagree</b>	9%	840	10%	33	1
	<b>Somewhat Disagree</b>	2%	218	3%	11	1
	<b>Strongly Disagree</b>	2%	187	2%	8	0
<b>Q2e The school has social, emotional, and mental health programs and supports for all students.</b>	<b>Strongly Agree</b>	61%	5,570	50%	171	-11
	<b>Somewhat Agree</b>	20%	1,873	25%	85	5
	<b>Neither Agree nor Disagree</b>	15%	1,367	20%	68	5
	<b>Somewhat Disagree</b>	2%	207	2%	7	0
	<b>Strongly Disagree</b>	2%	188	3%	10	1

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

**CS of Educational Excellence    Response n = 341    Response Rate = 38%**

		<b>All Charter Schools</b>		<b>CS of Educational Excellence</b>		<b>Difference</b>
<b>Q3a The school provides a safe environment.</b>	<b>Strongly Agree</b>	76%	7,006	84%	285	8
	<b>Somewhat Agree</b>	15%	1,366	13%	44	-2
	<b>Neither Agree nor Disagree</b>	7%	677	2%	8	-5
	<b>Somewhat Disagree</b>	1%	95	0%	1	-1
	<b>Strongly Disagree</b>	1%	61	1%	3	0
<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	70%	239	4
	<b>Somewhat Agree</b>	20%	1,801	22%	75	2
	<b>Neither Agree nor Disagree</b>	11%	1,018	5%	16	-6
	<b>Somewhat Disagree</b>	2%	193	2%	6	0
	<b>Strongly Disagree</b>	1%	118	1%	5	0
<b>Q3c Classroom environments support learning and are generally free from disruption.</b>	<b>Strongly Agree</b>	65%	5,997	73%	249	8
	<b>Somewhat Agree</b>	21%	1,916	18%	63	-3
	<b>Neither Agree nor Disagree</b>	11%	1,026	7%	24	-4
	<b>Somewhat Disagree</b>	2%	160	1%	3	-1
	<b>Strongly Disagree</b>	1%	106	1%	2	0
<b>Q3d The school has high behavioral expectations for my child.</b>	<b>Strongly Agree</b>	75%	6,923	83%	283	8
	<b>Somewhat Agree</b>	17%	1,570	13%	46	-4
	<b>Neither Agree nor Disagree</b>	6%	581	3%	9	-3
	<b>Somewhat Disagree</b>	1%	57	0%	0	-1
	<b>Strongly Disagree</b>	1%	74	1%	3	0

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

**CS of Educational Excellence    Response n = 341    Response Rate = 38%**

		<b>All Charter Schools</b>		<b>CS of Educational Excellence</b>		<b>Difference</b>
<b>Q4a The school provides opportunities for parent participation within the school community.</b>	<b>Strongly Agree</b>	69%	6,353	64%	219	-5
	<b>Somewhat Agree</b>	19%	1,753	25%	84	6
	<b>Neither Agree nor Disagree</b>	9%	827	9%	31	0
	<b>Somewhat Disagree</b>	2%	152	1%	5	-1
	<b>Strongly Disagree</b>	1%	120	1%	2	0
<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	82%	279	5
	<b>Somewhat Agree</b>	15%	1,398	14%	47	-1
	<b>Neither Agree nor Disagree</b>	4%	354	2%	7	-2
	<b>Somewhat Disagree</b>	2%	204	2%	6	0
	<b>Strongly Disagree</b>	2%	145	1%	2	-1
<b>Q4c The school uses many methods of communication with families.</b>	<b>Strongly Agree</b>	80%	7,393	84%	288	4
	<b>Somewhat Agree</b>	14%	1,274	13%	43	-1
	<b>Neither Agree nor Disagree</b>	4%	325	1%	4	-3
	<b>Somewhat Disagree</b>	1%	119	1%	5	0
	<b>Strongly Disagree</b>	1%	94	0%	1	-1
<b>Q4d The school seeks feedback from parents through surveys, meetings, or some other way.</b>	<b>Strongly Agree</b>	76%	7,029	77%	264	1
	<b>Somewhat Agree</b>	16%	1,508	18%	61	2
	<b>Neither Agree nor Disagree</b>	5%	418	4%	13	-1
	<b>Somewhat Disagree</b>	2%	159	1%	2	-1
	<b>Strongly Disagree</b>	1%	91	0%	1	-1

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

**CS of Educational Excellence    Response n = 341    Response Rate = 38%**

		<b>All Charter Schools</b>		<b>CS of Educational Excellence</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	50%	170	-3
	<b>Somewhat Agree</b>	20%	1,820	25%	85	5
	<b>Neither Agree nor Disagree</b>	21%	1,970	21%	71	0
	<b>Somewhat Disagree</b>	3%	288	2%	8	-1
	<b>Strongly Disagree</b>	2%	227	2%	7	0
<b>Q4f The school has a complaint policy that is easy to understand.</b>	<b>Strongly Agree</b>	55%	5,098	52%	176	-3
	<b>Somewhat Agree</b>	19%	1,744	23%	79	4
	<b>Neither Agree nor Disagree</b>	21%	1,970	23%	78	2
	<b>Somewhat Disagree</b>	2%	211	1%	3	-1
	<b>Strongly Disagree</b>	2%	182	1%	5	-1
<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	50%	170	-4
	<b>Somewhat Agree</b>	20%	1,803	24%	83	4
	<b>Neither Agree nor Disagree</b>	19%	1,754	20%	67	1
	<b>Somewhat Disagree</b>	4%	364	4%	14	0
	<b>Strongly Disagree</b>	3%	295	2%	7	-1
<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	12%	41	-3
	<b>I occasionally attend board meetings</b>	27%	2,477	26%	90	-1
	<b>I know when board meetings take place, but do not attend</b>	31%	2,808	38%	131	7
	<b>I do not know when board meetings take place and I do not attend</b>	28%	2,545	23%	79	-5



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

**CS of Educational Excellence    Response n = 341    Response Rate = 38%**

		<b>All Charter Schools</b>		<b>CS of Educational Excellence</b>		<b>Difference</b>
<b>Q6 Do you feel the school is fulfilling its mission?</b>	<b>Yes</b>	87%	7,969	92%	314	5
	<b>No</b>	4%	353	2%	6	-2
	<b>I don't know the school's mission</b>	10%	883	6%	21	-4
<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	55%	186	3
	<b>Somewhat Agree</b>	12%	1,073	14%	49	2
	<b>Neither Agree nor Disagree</b>	7%	685	7%	25	0
	<b>Somewhat Disagree</b>	1%	57	0%	1	-1
	<b>Strongly Disagree</b>	0%	46	0%	1	0
	<b>Did not experience in-person learning</b>	28%	2,586	23%	79	-5
<b>Q7b I am confident the school is following the proper safety standards.</b>	<b>Strongly Agree</b>	58%	5,347	62%	212	4
	<b>Somewhat Agree</b>	10%	953	11%	39	1
	<b>Neither Agree nor Disagree</b>	6%	507	4%	14	-2
	<b>Somewhat Disagree</b>	0%	43	0%	1	0
	<b>Strongly Disagree</b>	0%	39	0%	0	0
	<b>Did not experience in-person learning</b>	25%	2,316	22%	75	-3
<b>Q7c My child has difficulty learning in the current school setting.</b>	<b>Strongly Agree</b>	13%	1,186	10%	34	-3
	<b>Somewhat Agree</b>	13%	1,191	18%	60	5
	<b>Neither Agree nor Disagree</b>	11%	1,021	13%	43	2
	<b>Somewhat Disagree</b>	7%	604	7%	25	0
	<b>Strongly Disagree</b>	27%	2,455	25%	84	-2
	<b>Did not experience in-person learning</b>	30%	2,748	28%	95	-2

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

**CS of Educational Excellence    Response n = 341    Response Rate = 38%**

		<b>All Charter Schools</b>		<b>CS of Educational Excellence</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	21%	73	-2
	<b>Somewhat Agree</b>	15%	1,419	18%	61	3
	<b>Neither Agree nor Disagree</b>	13%	1,207	13%	45	0
	<b>Somewhat Disagree</b>	7%	631	6%	22	-1
	<b>Strongly Disagree</b>	14%	1,301	14%	48	0
	<b>Did not experience in-person learning</b>	28%	2,565	27%	92	-1
<b>Q8a The school has provided me with help to support my child's remote learning.</b>	<b>Strongly Agree</b>	69%	6,334	70%	240	1
	<b>Somewhat Agree</b>	19%	1,739	20%	68	1
	<b>Neither Agree nor Disagree</b>	6%	552	5%	17	-1
	<b>Somewhat Disagree</b>	3%	256	2%	6	-1
	<b>Strongly Disagree</b>	2%	202	2%	6	0
	<b>Did not experience remote learning</b>	1%	122	1%	4	0
<b>Q8b Handling remote learning platforms (Zoom, Google Meet, teacher apps, etc.) has been difficult.</b>	<b>Strongly Agree</b>	28%	2,552	28%	97	0
	<b>Somewhat Agree</b>	21%	1,913	21%	72	0
	<b>Neither Agree nor Disagree</b>	11%	1,004	10%	33	-1
	<b>Somewhat Disagree</b>	12%	1,094	12%	42	0
	<b>Strongly Disagree</b>	27%	2,529	28%	96	1
	<b>Did not experience remote learning</b>	1%	113	0%	1	-1

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

**CS of Educational Excellence    Response n = 341    Response Rate = 38%**

		<b>All Charter Schools</b>		<b>CS of Educational Excellence</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	45%	154	3
	<b>Somewhat Agree</b>	25%	2,258	25%	85	0
	<b>Neither Agree nor Disagree</b>	11%	974	8%	28	-3
	<b>Somewhat Disagree</b>	7%	656	7%	23	0
	<b>Strongly Disagree</b>	15%	1,381	14%	48	-1
	<b>Did not experience remote learning</b>	1%	107	1%	3	0
<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	64%	219	-1
	<b>Somewhat Agree</b>	22%	2,003	26%	88	4
	<b>Neither Agree nor Disagree</b>	5%	479	5%	16	0
	<b>Somewhat Disagree</b>	4%	388	3%	11	-1
	<b>Strongly Disagree</b>	2%	227	2%	6	0
	<b>Did not experience remote learning</b>	1%	85	0%	1	-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	86%	294	2
	<b>Somewhat Agree</b>	10%	928	9%	30	-1
	<b>Neither Agree nor Disagree</b>	3%	263	3%	10	0
	<b>Somewhat Disagree</b>	1%	97	0%	1	-1
	<b>Strongly Disagree</b>	1%	88	1%	5	0
	<b>Did not experience remote learning</b>	1%	82	0%	1	-1
<b>Q9a I have a clear idea how the school is educating my child.</b>	<b>Strongly Agree</b>	67%	6,173	66%	226	-1
	<b>Somewhat Agree</b>	24%	2,170	28%	97	4
	<b>Neither Agree nor Disagree</b>	6%	508	3%	11	-3
	<b>Somewhat Disagree</b>	3%	234	2%	6	-1
	<b>Strongly Disagree</b>	1%	120	0%	1	-1

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

**CS of Educational Excellence    Response n = 341    Response Rate = 38%**

		<b>All Charter Schools</b>		<b>CS of Educational Excellence</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	39%	134	0
	<b>Somewhat Agree</b>	27%	2,507	27%	93	0
	<b>Neither Agree nor Disagree</b>	15%	1,420	15%	52	0
	<b>Somewhat Disagree</b>	9%	867	11%	38	2
	<b>Strongly Disagree</b>	9%	783	7%	24	-2
<b>Q9c I am concerned about my child's social or emotional well-being.</b>	<b>Strongly Agree</b>	35%	3,258	34%	115	-1
	<b>Somewhat Agree</b>	23%	2,123	29%	98	6
	<b>Neither Agree nor Disagree</b>	14%	1,313	15%	50	1
	<b>Somewhat Disagree</b>	10%	877	9%	31	-1
	<b>Strongly Disagree</b>	18%	1,634	14%	47	-4
<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	47%	159	-5
	<b>Somewhat Agree</b>	24%	2,249	30%	102	6
	<b>Neither Agree nor Disagree</b>	15%	1,360	14%	47	-1
	<b>Somewhat Disagree</b>	5%	447	6%	22	1
	<b>Strongly Disagree</b>	4%	376	3%	11	-1

NYSED CSO Parent Survey 2021

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

**CS of Educational Excellence**

**OPEN1 Why did you choose this school for your child to attend?**

Because it is an excellent school.
Academic Excellence No bullying policy I feel safe for my child
Academic success
Annually academic performance
Because the charter school is the best school and the best educational institution in New York City
Because CSSE has the best teachers in our area
Because I believe the children are pushed to their best potential.
Because I feel that csee is a great school for my child
Because I heard the education in charter school are great .
Because I heard through word of mouth that CSEE was a good school.
Because I liked the way the school structure was and there method of teaching the children
Because I love the mission
Because I want the best for my child
Because The great reviews and the teaching that's provided for the kids they have a great learning process
Because is one of the best one at my school district.
Because is very good and worrying the student.
Because it develops my child's learning abilities.
Because it is a good school for all my other kids went to this school and one has graduated from college, two are already in college and one will go God willing next year
Because it is exceptional and the put the kids first
Because it use to be a good school
Because it was the best school near my home
Because it's a challenging school, and they are on top of safety when it comes to the kids. The teacher care about their students
Because it's a good school
Because it's a good school and also have good tutors. They also care deeply about their students and their wellbeing.
Because it's a good school, with strong ethics
Because it's the best in my area
Because of all children are treated equally.

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

**CS of Educational Excellence**

Because of its academic excellence teaching our children
Because of its academics and they things they have available to the children the sports also I believe every child should play in a sport playing sports helps children become better decision makers
Because of its yearly acedemic performance
Because of the discipline
Because of the goals and motivations in regards to children education.
Because of the school record on High Academic Scores.
Because of their Acedemic standards
Because there were better teaching programs for my child.
Because they meet all my kids needs
Because this is a very good school, I reviewed before and it's a really good experience from parents about their child as the improvements they do year by year
Because this school is rated 9/10 in our district. Top school is what I love!
Because this school provides a great education for my daughters and all personal members are so kind and professional.
Because this school provides good educational skills and a great program for my kids .
Because we live in Yonkers and it's close to me. And I think is a good school
Best choice in the city of Yonkers.
Best option school in my city
Best school choice in the city of Yonkers. Their curriculum is far the best. Their commitment with the level of education being taught is in the best interest for the students.
Better academically and more disciplined than surrounding public schools. Longer hours (but not during COVID).
Better choice in Yonkers!
Better education then public school
Better school than the NYC public one they were attending before. Sports team
Better school than the NYC public school they were attending before. Sports
Better than public school
Buenas referencias
CSEE es la mejor escuela de Yonkers. Estoy muy orgullosa de esta escuela.

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

**CS of Educational Excellence**

CSEE is a great school that has a well rounded and grounded curriculum that support my child learning academically, socially and as a whole individual. The curriculum is rigorous enough to challenge my child to aim for excellent. I love all teachers and staff. They are professional and friendly too. They have the students success in mind. CSEE is among the better schools in our area. I like how they work with the children their high standards and the uniform policy
Cause is great
Considero que la escuela cuenta con todos los recursos para que los ninos desarrollen un buen aprendizaje.
Discipline, clean, small , uniform, great staff
Education
Education is better than public school. But i didn't know their passing grade is really high which is unfair.
Education,academics
Educational excellence
Educational purposes
Educational standards in this school are the highest and best in the city of Yonkers.
Elegi esta escuela porque cumple con altos estandares de aprendizaje.
Environment and safety was important to be coming from a private elementary institution. I was looking for a school that encouraged high moral standards, discipline, and a focus on ensuring my child would succeed. And the principal and staff has exemplified that thus far.
Es excelente y los niños aprende muy bien
Es la escuela mas cerca,y yo creo que es una escuela muy buena.
Es la mejor opción para el aprendizaje y el futuro de mis hijas gracias.
Esta muy avansada en otras escuelas lo que enseñan en 2 segundo grado en charter lo enseñan en primero
Está cerca de mi casa y se dice que es una de las mejores escuelas
Excellence school very professional staff
Excellent education
Exceptional education
Felt it gave him the best balanced education and would challenge him to bring out his best
For a better education
For its academic performance

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

**CS of Educational Excellence**

For the educational excellence they provide.
For the high academic standards and supports needed to get my child on a higher level.
Good academical structure.
Good discipline and better academic performance
Good education
Good school
Good school ratings
Grader curriculum
Great academics
Great reputation and learning standards
Great reviews, uniforms required
Great reviews, uniforms required,
Great school
Great school for academic work and high educational expectations all the time.
Great school overall compare to the public one they were before.
Looking forward fue my kids to join sports team in this school.
Great staff great academic program
Greater Curriculum
Has a excelente educacion
Having a choice besides public
He began in the 1st grade and at the time it was a better choice in terms of educational environment than the public school he was attending.
He started in kindergarten and stayed because there use to be a good curriculum but now it's not
He's attended the school since Kindergarten and overall the school has done a great job
Heard good reviews and compliments.
High academic standards
High educational standards, staff and teachers are very professional and helpful. My child loves the school and their learning techniques and that they are always available to answer questions and help.
High level of academic performance and good behavior



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

**CS of Educational Excellence**

Honestly this school is one of the best one my child have attended the staff is always there when needed and is like a big family. Thank you
How they care about the kids future
I Choose This School Because I Wanted A Great Education For My Daughter.
I Chose This School Because My Daughter Is Coming From A Charter School, Heard And Read Great Reviews Regarding The School..
I am very happy with the education he's getting
I choose it because it is a good school
I choose this school because of its high educational standards.
I choose this school because of its reviews and learning curriculum
I choose this school because of the level of education .
I choose this school for a better education for my child
I choose to school for my child because I felt the school would challenge him academically and also help him when it comes to different materials.
I chose CSEE because of its immaculate reputation, also chose the school because of the uniform policy after reading reviews about the schools I knew it would be the right school for my son
I chose CSEE for my children because I wanted them to go to a school where they can learn and grown. I also chose CSEE for them for their academic curriculum so that they can be more advanced.
I chose CSEE for my children so that they can be challenged
I chose that school because it has a great potential for my kids to learn and become a better person tomorrow. As well it's a clean and a safe environment for my kids. No regret chosen that school. Keep it up guys. Great job
I chose the charter school based on their belief in academic excellence. My daughter absolutely loves her school and I do too!!! I believe her teachers and other staff are doing a great job.
I chose this school because I believe that my scholar will be challenged to rise above the normal expectations and the school would do a good job of making him comfortable in the process.
I chose this school because of it's discipline and academic curriculum
I chose this school for my child because I wanted her to excel in her academics and they offer the best resources for her.
I chose this school for my child because I wanted her to excel in her school work and the charter school has helped her to evolved and their structures and staffs has really benefited her. And I have great confidence that she has grown and I see her strengths and weaknesses and the teachers are always there to help assist with her needs and would work with the parents to make the kids excel.

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

**CS of Educational Excellence**

I chose this school for my children because it was the best way for them to get a better chance of education and I'll never regret my decision for choosing this school.
I did my research prior to sending my child there and read & heard AWESOME reviews and had an interview which confirmed what I read and was told. I wanted a "challenge" for my child and CSEE provides a rigorous education and makes sure every child gets a great education and the support they need. Every child is treated equal and my child has been there since kindergarten and now is in 7th grade and I can't wait for her to roll right into the high school they are building. I was contemplating on leaving NY but have since changed my mind in fear my child will not get the same education she correct gets @ CSEE
I have 3 kids and they all attend this school is Great
I heard This school meets my expectations , excellent !
I knew it will be the best place for my child to go to school and learn very well
I like the discipline and curriculum.
I like the level of education and discipline
I like the private environment over public school
I love the education that's being provided by professionals and love the entire curriculum.
I love the professionalism of the staff and great education provided
I love the school and their dedication to teaching my kids. My child was doing great before pandemic but this time has been hard for everyone. She would do better totally in person with human contact and bring around friends.
I picked this school because I heard so many great things and my children coming from a catholic school setting I wanted to have something that implemented the same things the school did about day to day reminders children are in school more than they are at home I just need that similar setting for them to remind them of the important things having empathy and love and respect for all
I want her to excel she is very intelligent but needs the opportunity to show her worth this is the best school for her to prove herself
I wanted my child to attend a good school.
I wanted my child to have the best education for her future.
I was informed about the great educational support before I enrolled my child. However, the pandemic has affected my son schooling and myself significantly.
I was recommended by a friend, and overall extremely satisfied.
I was recommended by someone who's children graduated from there. Also I was very pleased when looking up the schools stats.

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

**CS of Educational Excellence**

Is an excellence school staff are very professional .
Is because they meet all my kids needs at school and I like the school
Is one of the best with the education system.
Is the best around my neighborhood that my child has so far atte.
Is the best in Yonkers
Is the best school!!
It had a good reputation; the administration works collaboratively with the parents.
It is Better than the public school
It is a Great School so I enrolled!
It is a good school
It is near my home. My children attended a charter prior to moving to Yonkers. I felt the charter school provides a better Education and provided more activities.
It is the best school in Yonkers and she has learned so much more since being here. The education is exceptional and the school is just amazing. We love CSEE and we will continue to send each one of our kids here.
It is the best school in Yonkers. The results say it all.
It was by chance,we entered the lottery and won a spot.since kindergarten it has been a great experience.
It was highly recommend by his former middle school.
It was highly recommended
It was highly recommended by a coworker who had a child attending the school. Smaller class sizes, education is of the highest standard and teachers are involved in making sure that all students excel to the best of their abilities.
It was one of the top charter schools and the educational background was impressive.
It was suggested by many people. A few people near me suggested to. So I gave it a try.
It's a good school, safe and organized I fear my child's safety in our neighborhood school in mount Vernon.
It's a good school with good values and staff
It's a great school and the faculty are helpful and attentive.
It's proximity to home and it's excellent educational program
It's the best charter school in the whole Westchester county

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

**CS of Educational Excellence**

It's the best school.
Its a good and with high standard level of education that my son needed
Its a good school
Its a great school, and I believe in the teachers
Its the best and they really care about their students.
La elegi porque es una excelente escuela tengo 6 años con mi niña asistiendo a esta escuela y el nivel academico es 1A . El personal esta altamente especializado .
Like your name said it "education excellent" the best school in Yonkers, non-discrimination and opportunity for all.!!!
Location and academic criteria
Love the mission
Love the school setting and the educational part
Many people were talking about this school.They said it was really good.A few people near me suggested this school to me so I gave it a go.
Me gusta mucho como la escuela se comunica con los padres y el apoyo que dan excelente
Me lo recomendaron unos amigos que están muy contentos con la educación de sus hijos,
Mi hija ha tenido problema de aprendizaje desde el grado 2 en la Escuela que ella asistía, sabiendo las dificultades que ella tenía siempre la pasaban al siguiente grado y eso empeoraba el rendimiento en ella . La puse en esta Escuela porque es llamada a la excelencia por lo cual si La Niña no rendía no pasaría al siguiente nivel y sería un reto para ellos y para mi y podrían ayudarme con la educación de mi hija
My child is from a pervious Carter School, so a I decided to try CSEE.
My oldest son went his from k-8
Nos gusto el sistema de educación que tiene la escuela cumple las expectativas de aprendizaje.
One of the better schools in the Yonkers District where I felt my child would receive a great education.
One of the reason for choosing the school is because of its excellent reviews from friends. Then we did some research on the school and was very happy with the results we found. We are very thankful and happy our son got in.
Other than the clean disciplined environment, The academic emphasis was really why I choose CSEE.
Por el esfuerzo que tienen los maestros para con los estudiantes
Por la calidad de enseñanzas que la escuela ofrece

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

**CS of Educational Excellence**

Por la educación y normas
Por q me gusta su enseñanza y el trato con los niños sobre todo lo dedicados que son los maestros.
Por que es excelente
Por que me encanta su diciplina y lo que los ninos son capaces de hacer y su independencia
Por que me gusta la manera que interactuar con los padres y la manera de ayuda que nos brindan.
Por que mi hija la mayor estudio en esta escuela y aprendio mucho. es buena escuela
Por qué es la mejor
Por recomendación de uno de los fundadores
Por recomendación de uno de sus fundadores
Por ser una buena escuela , por su alto nivel académico
Por su calidad
Por su excelencia academica
Por su excelencia para la enseñanza de los niños y por los programas de deportes.
Por su rendimiento escolar y la ayuda que le permite a los estudiantes a desenvolverse ,a entender y aprender....
Por sus altas expectativas hacia sus estudiantes
Porque brinda una educación de calidad y exige una respuesta también de calidad de sus estudiantes, aunque en algunas áreas (ejemplo: especialidades) falta más respuesta y comunicación inmediata.
Porque considero que la escuela forma a los estudiantes academica y emocionalmente para enfrentarse a todos los retos que le esperan en la vida.
Porque el nivel de organizacion, dedication y profesionalismo es 100% excelente ,los maestros y staffs estan bien preparados mi hija mayor esta desde Kindergarten ahora esta en 5to grado y a sido excelente estudiante gracias a los maestros, ahora mi segunda niña ingreso el año escolar 2020-2021 a CSEE en kindergarden y aun a sido remote desde el dia #1,I'm surprise of how much she had learned,I really love this school I'll be with this school forever!!!
Porque era la mejor opción que tenía
Porque es buena
Porque es la mejor y su personal muy profesional
Porque es una escuela muy completa y me gusta su nivel académico.

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

**CS of Educational Excellence**

Porque es una escuela que apoya a niños con bajos recursos de aprendizaje y los maestros trabajan con cada uno de los estudiantes
Porque es una escuela que senpreocupa que sus alumnos aprendan,pero seria bueno que puedan incorporar talleres de para artes,proyecto científicos según su edad de ada niño.
Porque la escuela es buena , me la recomendaron y los comentarios y la puntuación de la escuela es buena , y porque mi hijo no estaba aprendiendo no recibiendo ayuda de reforzamiento en la escuela pública donde estaba
Porque se que es una escuela adecuada para mi niño en el Nivel de aprendizaje
Porque tiene niveles altos de aprendizaje
Porque tiene una alta expectativa para sus estudiantes
Provides an good educational foundation.
Provides safe environment for My kids and also does a great job in educating well with high academic standards
Recommendation from parent that work at school
Recommended by another CSEE Mom. I liked that my daughter would get an excellent education and supports.
Respectfully, small, clean all are great
School was highly rated and recommended
Se me informo que es una de las mejores de mi condado
Segun es muy buena escuela
She's been there 7 years. It was the BEST "lottery winning" ever.
Siento que el nivel de educación es mucho mejor que las escuelas regulares.
Small school
So my child can get the support and education that she needs.
So my child will have a fair chance in education.
Son Excelente en el aprendizaje y la educación que le dan a mi hijos
The best in westchester
The best school in my neighborhood
The education is better than public but as i see, they make it too hard for children and expect to every child to learn the same way and its in correct. Too strick and confusing. They complained and complained but fail to understand children amd their emotions.
The many resources it offers my child and also I find that the teachers are very supportive and attentive.

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

**CS of Educational Excellence**

The school in Yonkers.
The school and educators provide a nurturing yet rigorous learning environment. This will benefit my child long term and keeps on track academically.
The school challenges my son to learn. I appreciate the level of education it teaches
The school had an extremely high educational curriculum.
The school is an excellent
The school is strong academically and the teachers are devoted and well prepared to teach. The school provides great training to the teachers.
The teachers and administrations commitment to my child and their educational success.
The teachers communicate with parents and try to assist how ever they think is best.
The warm, friendly, clean environment the teachers, staff and parent relationship is exceptional the school provides a safe atmosphere for students.
They Strongly believe in my child's future
They have a mission and it's for their students to be their best at what goals they set and achieve greatness.
This school has been great through it all but this time is hard for everyone .
This school has high standard of learning compared to other schools in town and it is closer to our place now
This school performs way better than the schools in my middle class neighborhood. The students are held to a higher standard and during the pandemic the support has been great. Counselors and teachers were always calling to check on the kids twice per week. The teachers really care and as an educator, I know the quality of the education my kids are receiving is what I wanted for them.
This school was our first choice because of its high standards and the ability to give my child the attention he needs.
Tiene un nivel muy alto de estándar.
Unfortunately, the area I live in falls under a bracket where public schools are not funded appropriately. Yonkers has the top worst schools. In order for my child to have a chance in succeeding academically , I had to look for a school where there was more interest in the children's education. I see that CSEE does a good job pushing the children to do their best. While there is some work to be done, I do think it is a great school. Hopefully one day in the near future, education will be top priority.
Very good school

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

**CS of Educational Excellence**

We like the challenges this school provides but I do feel it can get a little overwhelming at times. The school is very close to our home and I heard great things about this schools academic program and wanted to make sure my daughter received the best of the best.

X que es buena

Yo elijo esta escuela por el aprendizaje y la dicplina de la escuela

because of academic excellence

cerca a mi domicilio y tiene buenas características

close to home and education is similar to Sylvan Learning Tutorial books in terms of Math its high expectations are good

close to home and have heard about charter school commitment to education

excellent education opportunity

i feel its academic environment program will help my child succeed.

it offered a better environment and smaller class setting then my district could offer.

it's a great school

my child has been in this school since he was in Pri-K.

por que me la recomendaron unos amigos y escuchar buenos comentarios acerca del la escuela ??

por recomendaciones de personas conocidas y x el interés que ponen al aprendizaje de los niños

porque es una buena opción para mi hijo

porqué es una buena opción para el aprendizaje de mi hijo

remote learning



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

**CS of Educational Excellence**

**OPEN2** Please use the box below if you have any additional comments or concerns regarding this school or click **SUBMIT** to submit your survey.

Always safety
Best School and teachers all very professional
CSEE es una excelente escuela.
CSEE is a great school that meets students need.
CSEE is a great school that meets students needs. All my 3 children attends CSEE.
CSEE is an excellent choice. Hands down the best decision for my child given she resides in the City of Yonkers
CSEE is truly a hidden gem in the City of Yonkers. I would have never remain in the City if my daughter had not been selected in the lottery.
Can't wait to have my daughter get another few great years with CSEE
Es un nino bueno
Excelente
Excelente personal gracias
Excellence school very professional staff
Great school so far!
Hybrid is hard for the younger children. My daughter is trying her best but this is still very hard for her.
I am very satisfied with the school, esp my sons teachers!!!
I believe this school needs more effective and competent administrators. During COVID they did not plan or coordinate well in comparison to the local school district.
I have no more comments
I love this school!!!! Keep up the great work
I love this school. I like the energy the teachers put in their jobs. They are very dedicated.
I must commend Miss Petrone and Miss Gorman they're doing a great job with my kindergartner
I need help and more support with his learning, he is falling badly.
I think surveys like this engaging parents should be taking in high consideration when providing funding to schools. These surveys should be provided to parent more often as well.
I was wondering if the school can provide a free transportation for the students in the Bronx
I would rather the school to open 5 days a week. My son is not benefiting from being home-school, it is really affecting him and his grade.
It an excellent school teachers and principal are awesome would recommend it to anyone

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

**CS of Educational Excellence**

Just afraid of filling up the classes once again as things slowly begin to go back to the "norm" has me <b>WORRIED &amp; CONCERNED</b> On how many kids will be filled in per class. My daughter is more successful <b>IN</b> class rather than home.
Los salones o aulas de clases están muy pequeñas para la cantidad de niños que hay en cada salón y ase falta un lugar para los niños cuando están en reseso en conclusión la escuela le falta espacio. Gracias
Me gusta la escuela solo que las aulas o salones de clases están muy pequeños o chicos. Gracias
Mi hijo tiene ODD y ADHD toma medicamentos , y pedí una cita para EIP el distrito escolar nunca me dio la cita y ni siquiera me dieron transportación cuando estaba asistiendo a la escuela . Me gustaría que esto se tomara en cuenta cuando empiecen las clases regulares que el distrito escolar de yonkers está muy negligente
My 6 th grader does ok with remote learning but my 3rd grader suffers from the new world we are in.
My biggest concern is that my second grader is struggling to learn remotely.
My concerns for my children attending CSEE is that they are not getting the full benefits of extra support that is needed for them. I know that we are in a pandemic and I as a parent still has to work full time and try and make sure that my children are online and doing what they are supposed to be doing . I also do not like the fact that when an assessment is giving and my children did not do well , we have a hard time accessing the assessment to go over it with them and before you know it they moving on to a new assignment. So not only did my children fail but they move on without going over it. So I'm here to say that i think some changes need to be made because at the end of the day my children is the ones who is suffering and be the ones that they want to retain.
My only complaint is that they dont give recognition for children who excell academically
My son expresses concern that the school atmosphere is not as positive in terms of true student learning as they put on the facade that it is. Teachers are caring but administration is not
No tengo mas comentarios,o encuestas
None
None. Keep up the excellent work!
Ok
Parents and Students should have the option to decide if they want in school or remote learning until the Covid-19 pandemic has been stabilized. Students should not be forced to return to school once the remote learning is no longer an option. We need to keep our children and family safe. If a child comes home with COVID we are putting other family members at risk. especialmente elderly parents.
Profesional staff

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

**CS of Educational Excellence**

	So far, I am completely satisfied with the level of education my daughter is receiving.
	Stop providing funding to schools that lies about the grades and speak to the parent who knows the real deal.
	The coronavirus pandemic has brought on a lot more stress in people's households and I do believe the school should be just a bit more lenient in grading because of this. Children who are remotely learning should not be graded as if they are in school if they aren't in the actual school. I don't feel like the remote kids have the privilege to do things a child would do normally already and live the life of the usual child going to school so the pressure of an 80% passing grade isn't helpful on top of that.
	The school administration goes above and beyond to make sure that each student is kept informed with all that is happening during the pandemic and encourage them to follow the safety protocols.
	The school is the best!
	There doesn't seem to be any chance to re-do or improve a grade on an assignment. If they were in school, they could ask for help or the teacher could guide them. Instead, once an assignment is submitted they are given a grade and that's it.
	They are the best
	This is a great school for my son. Thanks.
	This remote year has been a great challenge because students didn't receive the last few months of 2019-2020 in person and no summer school was given during 2020 then it was expected that my child would be on grade starting in September 2020. It took months and still has challenges with the workload. While I do understand that there is an expectation for the students prefers ALOT of consideration should have been made that it's a pandemic, loved ones were/is affected, parents loss income, and parents are not teachers and that students may not all thrive high if not in the classroom before making standardized testing a must this year .
	This school are doing their best
	Todo en esta encuesta los maestros estan muy alta capacitados para enñar al 100% alon estudiantes.
	Would be helpful if the school built an auditorium for the children. Also would be helpful to incorporate performing arts for the kids.
	csee makes a personalized effort to adhere to Math and Science
	more tutoring for the kids or more assistance from the teacher

NYSED CSO Parent Survey 2021

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

**CS of Educational Excellence    Response n = 23**

		<b>All Charter Schools</b>		<b>CS of Educational Excellence</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	74%	17	-1
	<b>Somewhat Agree</b>	19%	456	22%	5	3
	<b>Neither Agree nor Disagree</b>	4%	87	4%	1	0
	<b>Somewhat Disagree</b>	2%	41	0%	0	-2
	<b>Strongly Disagree</b>	1%	24	0%	0	-1
<b>Q1b The school's curriculum is aligned horizontally across same grade level classrooms.</b>	<b>Strongly Agree</b>	66%	1,602	70%	16	4
	<b>Somewhat Agree</b>	22%	528	22%	5	0
	<b>Neither Agree nor Disagree</b>	8%	182	9%	2	1
	<b>Somewhat Disagree</b>	3%	66	0%	0	-3
	<b>Strongly Disagree</b>	1%	34	0%	0	-1
<b>Q1c The school's curriculum is aligned vertically between grade levels.</b>	<b>Strongly Agree</b>	59%	1,413	70%	16	11
	<b>Somewhat Agree</b>	28%	664	13%	3	-15
	<b>Neither Agree nor Disagree</b>	9%	219	9%	2	0
	<b>Somewhat Disagree</b>	3%	83	9%	2	6
	<b>Strongly Disagree</b>	1%	33	0%	0	-1
<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	78%	18	18
	<b>Somewhat Agree</b>	29%	692	17%	4	-12
	<b>Neither Agree nor Disagree</b>	5%	130	0%	0	-5
	<b>Somewhat Disagree</b>	4%	108	0%	0	-4
	<b>Strongly Disagree</b>	2%	46	4%	1	2

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

**CS of Educational Excellence    Response n = 23**

		<b>All Charter Schools</b>		<b>CS of Educational Excellence</b>		<b>Difference</b>
<b>Q1e The curriculum is systematically reviewed and revised.</b>	<b>Strongly Agree</b>	61%	1,480	74%	17	13
	<b>Somewhat Agree</b>	24%	576	9%	2	-15
	<b>Neither Agree nor Disagree</b>	8%	196	4%	1	-4
	<b>Somewhat Disagree</b>	4%	101	9%	2	5
	<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	57%	13	15
	<b>Somewhat Agree</b>	27%	660	26%	6	-1
	<b>Neither Agree nor Disagree</b>	21%	509	17%	4	-4
	<b>Somewhat Disagree</b>	6%	135	0%	0	-6
	<b>Strongly Disagree</b>	4%	99	0%	0	-4
<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	65%	15	0
	<b>Somewhat Agree</b>	27%	650	22%	5	-5
	<b>Neither Agree nor Disagree</b>	4%	87	9%	2	5
	<b>Somewhat Disagree</b>	3%	69	4%	1	1
	<b>Strongly Disagree</b>	1%	34	0%	0	-1
<b>Q2b Instructional delivery fosters engagement with all students.</b>	<b>Strongly Agree</b>	61%	1,468	70%	16	9
	<b>Somewhat Agree</b>	31%	751	26%	6	-5
	<b>Neither Agree nor Disagree</b>	4%	104	4%	1	0
	<b>Somewhat Disagree</b>	3%	69	0%	0	-3
	<b>Strongly Disagree</b>	1%	20	0%	0	-1

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

**CS of Educational Excellence    Response n = 23**

		<b>All Charter Schools</b>		<b>CS of Educational Excellence</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%	17	11
	<b>Somewhat Agree</b>	28%	673	22%	5	-6
	<b>Neither Agree nor Disagree</b>	5%	110	4%	1	-1
	<b>Somewhat Disagree</b>	4%	90	0%	0	-4
	<b>Strongly Disagree</b>	1%	30	0%	0	-1
<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	61%	14	3
	<b>Somewhat Agree</b>	26%	634	13%	3	-13
	<b>Neither Agree nor Disagree</b>	6%	146	17%	4	11
	<b>Somewhat Disagree</b>	7%	166	9%	2	2
	<b>Strongly Disagree</b>	3%	61	0%	0	-3
<b>Q2e There is a uniform expectation for teachers' implementation of academic rigor in the school.</b>	<b>Strongly Agree</b>	64%	1,535	70%	16	6
	<b>Somewhat Agree</b>	23%	560	17%	4	-6
	<b>Neither Agree nor Disagree</b>	6%	154	4%	1	-2
	<b>Somewhat Disagree</b>	5%	111	9%	2	4
	<b>Strongly Disagree</b>	2%	52	0%	0	-2
<b>Q3a The school uses a system of formative, diagnostic, and summative assessments.</b>	<b>Strongly Agree</b>	69%	1,676	87%	20	18
	<b>Somewhat Agree</b>	25%	606	13%	3	-12
	<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	0%	0	-1

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

**CS of Educational Excellence    Response n = 23**

		<b>All Charter Schools</b>		<b>CS of Educational Excellence</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	87%	20	20
	<b>Somewhat Agree</b>	26%	633	9%	2	-17
	<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	0%	0	-1
<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	83%	19	20
	<b>Somewhat Agree</b>	26%	632	4%	1	-22
	<b>Neither Agree nor Disagree</b>	6%	152	0%	0	-6
	<b>Somewhat Disagree</b>	4%	87	13%	3	9
	<b>Strongly Disagree</b>	1%	33	0%	0	-1
<b>Q3d The school modifies its academic program after using data measurements.</b>	<b>Strongly Agree</b>	59%	1,419	65%	15	6
	<b>Somewhat Agree</b>	26%	631	17%	4	-9
	<b>Neither Agree nor Disagree</b>	8%	190	4%	1	-4
	<b>Somewhat Disagree</b>	5%	124	9%	2	4
	<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	74%	17	10
	<b>Somewhat Agree</b>	25%	614	22%	5	-3
	<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	0%	0	-1

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

**CS of Educational Excellence    Response n = 23**

		<b>All Charter Schools</b>		<b>CS of Educational Excellence</b>		<b>Difference</b>
<b>Q4a The school follows the NYSED approved identification process for students with disabilities.</b>	<b>Strongly Agree</b>	72%	1,743	70%	16	-2
	<b>Somewhat Agree</b>	16%	375	22%	5	6
	<b>Neither Agree nor Disagree</b>	10%	238	9%	2	-1
	<b>Somewhat Disagree</b>	1%	30	0%	0	-1
	<b>Strongly Disagree</b>	1%	26	0%	0	-1
<b>Q4b The school follows the NYSED approved identification process for English language learners.</b>	<b>Strongly Agree</b>	68%	1,648	61%	14	-7
	<b>Somewhat Agree</b>	17%	404	13%	3	-4
	<b>Neither Agree nor Disagree</b>	12%	296	22%	5	10
	<b>Somewhat Disagree</b>	2%	38	4%	1	2
	<b>Strongly Disagree</b>	1%	26	0%	0	-1
<b>Q4c The school provides supports to meet the academic needs for students with disabilities.</b>	<b>Strongly Agree</b>	67%	1,606	70%	16	3
	<b>Somewhat Agree</b>	23%	553	17%	4	-6
	<b>Neither Agree nor Disagree</b>	5%	128	4%	1	-1
	<b>Somewhat Disagree</b>	3%	83	9%	2	6
	<b>Strongly Disagree</b>	2%	42	0%	0	-2
<b>Q4d The school provides supports to meet the academic needs for English language learners.</b>	<b>Strongly Agree</b>	63%	1,520	61%	14	-2
	<b>Somewhat Agree</b>	23%	560	13%	3	-10
	<b>Neither Agree nor Disagree</b>	8%	181	13%	3	5
	<b>Somewhat Disagree</b>	4%	102	9%	2	5
	<b>Strongly Disagree</b>	2%	49	4%	1	2



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

**CS of Educational Excellence    Response n = 23**

		<b>All Charter Schools</b>		<b>CS of Educational Excellence</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	65%	15	-7
	<b>Somewhat Agree</b>	19%	466	22%	5	3
	<b>Neither Agree nor Disagree</b>	6%	148	13%	3	7
	<b>Somewhat Disagree</b>	2%	49	0%	0	-2
	<b>Strongly Disagree</b>	1%	24	0%	0	-1
<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	70%	16	3
	<b>Somewhat Agree</b>	22%	533	17%	4	-5
	<b>Neither Agree nor Disagree</b>	7%	159	4%	1	-3
	<b>Somewhat Disagree</b>	3%	67	9%	2	6
	<b>Strongly Disagree</b>	1%	26	0%	0	-1
<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	70%	16	15
	<b>Somewhat Agree</b>	27%	644	17%	4	-10
	<b>Neither Agree nor Disagree</b>	8%	199	4%	1	-4
	<b>Somewhat Disagree</b>	7%	157	4%	1	-3
	<b>Strongly Disagree</b>	3%	75	4%	1	1
<b>Q5b In general, attendance is not an issue at the school.</b>	<b>Strongly Agree</b>	32%	776	74%	17	42
	<b>Somewhat Agree</b>	30%	719	13%	3	-17
	<b>Neither Agree nor Disagree</b>	15%	353	9%	2	-6
	<b>Somewhat Disagree</b>	15%	353	4%	1	-11
	<b>Strongly Disagree</b>	9%	211	0%	0	-9

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

**CS of Educational Excellence    Response n = 23**

		<b>All Charter Schools</b>		<b>CS of Educational Excellence</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	65%	15	15
	<b>Somewhat Agree</b>	22%	541	13%	3	-9
	<b>Neither Agree nor Disagree</b>	23%	547	13%	3	-10
	<b>Somewhat Disagree</b>	3%	75	9%	2	6
	<b>Strongly Disagree</b>	2%	47	0%	0	-2
<b>Q5d The school has a process in place to measure and evaluate school climate culture.</b>	<b>Strongly Agree</b>	51%	1,240	61%	14	10
	<b>Somewhat Agree</b>	27%	642	13%	3	-14
	<b>Neither Agree nor Disagree</b>	12%	301	17%	4	5
	<b>Somewhat Disagree</b>	6%	136	9%	2	3
	<b>Strongly Disagree</b>	4%	93	0%	0	-4
<b>Q6a The school's discipline policy is clear.</b>	<b>Strongly Agree</b>	54%	1,306	78%	18	24
	<b>Somewhat Agree</b>	29%	696	9%	2	-20
	<b>Neither Agree nor Disagree</b>	7%	178	0%	0	-7
	<b>Somewhat Disagree</b>	7%	169	13%	3	6
	<b>Strongly Disagree</b>	3%	63	0%	0	-3
<b>Q6b The school's discipline policy is fair to all students.</b>	<b>Strongly Agree</b>	57%	1,371	83%	19	26
	<b>Somewhat Agree</b>	25%	601	9%	2	-16
	<b>Neither Agree nor Disagree</b>	10%	248	4%	1	-6
	<b>Somewhat Disagree</b>	6%	134	4%	1	-2
	<b>Strongly Disagree</b>	2%	58	0%	0	-2

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

**CS of Educational Excellence    Response n = 23**

		<b>All Charter Schools</b>		<b>CS of Educational Excellence</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	70%	16	26
	<b>Somewhat Agree</b>	32%	766	13%	3	-19
	<b>Neither Agree nor Disagree</b>	12%	281	4%	1	-8
	<b>Somewhat Disagree</b>	9%	216	13%	3	4
	<b>Strongly Disagree</b>	3%	82	0%	0	-3
<b>Q6d The school's discipline policy is updated as necessary with feedback from faculty.</b>	<b>Strongly Agree</b>	49%	1,188	70%	16	21
	<b>Somewhat Agree</b>	25%	595	4%	1	-21
	<b>Neither Agree nor Disagree</b>	14%	337	13%	3	-1
	<b>Somewhat Disagree</b>	7%	179	9%	2	2
	<b>Strongly Disagree</b>	5%	113	4%	1	-1
<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	70%	16	8
	<b>Somewhat Agree</b>	25%	613	13%	3	-12
	<b>Neither Agree nor Disagree</b>	8%	185	13%	3	5
	<b>Somewhat Disagree</b>	4%	89	0%	0	-4
	<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	74%	17	16
	<b>Somewhat Agree</b>	26%	626	13%	3	-13
	<b>Neither Agree nor Disagree</b>	9%	229	9%	2	0
	<b>Somewhat Disagree</b>	5%	110	0%	0	-5
	<b>Strongly Disagree</b>	2%	38	4%	1	2

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

**CS of Educational Excellence    Response n = 23**

		<b>All Charter Schools</b>		<b>CS of Educational Excellence</b>		<b>Difference</b>
<b>Q7a The school provides a safe environment.</b>	<b>Strongly Agree</b>	78%	1,879	91%	21	13
	<b>Somewhat Agree</b>	17%	409	9%	2	-8
	<b>Neither Agree nor Disagree</b>	3%	77	0%	0	-3
	<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%	18	12
	<b>Somewhat Agree</b>	24%	590	9%	2	-15
	<b>Neither Agree nor Disagree</b>	6%	141	13%	3	7
	<b>Somewhat Disagree</b>	2%	57	0%	0	-2
	<b>Strongly Disagree</b>	1%	28	0%	0	-1
<b>Q7c Classroom environments support learning and are generally free from disruption.</b>	<b>Strongly Agree</b>	61%	1,470	83%	19	22
	<b>Somewhat Agree</b>	27%	662	13%	3	-14
	<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	0%	0	-2
<b>Q7d The school has high behavioral expectations for all students</b>	<b>Strongly Agree</b>	67%	1,627	83%	19	16
	<b>Somewhat Agree</b>	22%	528	9%	2	-13
	<b>Neither Agree nor Disagree</b>	6%	134	9%	2	3
	<b>Somewhat Disagree</b>	3%	84	0%	0	-3
	<b>Strongly Disagree</b>	2%	39	0%	0	-2

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

**CS of Educational Excellence    Response n = 23**

		<b>All Charter Schools</b>		<b>CS of Educational Excellence</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	83%	19	7
	<b>Somewhat Agree</b>	20%	480	13%	3	-7
	<b>Neither Agree nor Disagree</b>	2%	59	4%	1	2
	<b>Somewhat Disagree</b>	1%	24	0%	0	-1
	<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	78%	18	12
	<b>Somewhat Agree</b>	23%	554	17%	4	-6
	<b>Neither Agree nor Disagree</b>	6%	138	0%	0	-6
	<b>Somewhat Disagree</b>	4%	85	4%	1	0
	<b>Strongly Disagree</b>	1%	35	0%	0	-1
<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	65%	15	-1
	<b>Don't Know</b>	34%	815	35%	8	1
<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	65%	15	4
	<b>The previous school year</b>	16%	381	9%	2	-7
	<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	22%	5	4
<b>Q10 When is the last time you received DASA training?</b>	<b>&lt;1 year ago</b>	48%	1,147	30%	7	-18
	<b>1-2 years ago</b>	23%	549	30%	7	7
	<b>3-4 years ago</b>	11%	270	17%	4	6
	<b>&gt;4 years ago</b>	9%	214	9%	2	0
	<b>I've never received DASA training</b>	10%	232	13%	3	3
<b>Q11_Open What is the name of your school's McKinney-Vento Coordinator?</b>	<b>Name Given</b>	49%	1,191	39%	9	-10
	<b>Don't Know</b>	51%	1,221	61%	14	10

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

**CS of Educational Excellence    Response n = 23**

		<b>All Charter Schools</b>		<b>CS of Educational Excellence</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	65%	15	-1
	<b>Somewhat Agree</b>	24%	579	26%	6	2
	<b>Neither Agree nor Disagree</b>	6%	139	4%	1	-2
	<b>Somewhat Disagree</b>	3%	68	4%	1	1
	<b>Strongly Disagree</b>	1%	25	0%	0	-1
<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	78%	18	7
	<b>Somewhat Agree</b>	22%	528	22%	5	0
	<b>Neither Agree nor Disagree</b>	4%	90	0%	0	-4
	<b>Somewhat Disagree</b>	2%	54	0%	0	-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	83%	19	2
	<b>Somewhat Agree</b>	15%	365	17%	4	2
	<b>Neither Agree nor Disagree</b>	2%	48	0%	0	-2
	<b>Somewhat Disagree</b>	1%	27	0%	0	-1
	<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	74%	17	1
	<b>Somewhat Agree</b>	18%	443	22%	5	4
	<b>Neither Agree nor Disagree</b>	6%	134	0%	0	-6
	<b>Somewhat Disagree</b>	2%	39	4%	1	2
	<b>Strongly Disagree</b>	1%	24	0%	0	-1

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

**CS of Educational Excellence    Response n = 23**

		<b>All Charter Schools</b>		<b>CS of Educational Excellence</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%	17	8
	<b>Somewhat Agree</b>	22%	536	17%	4	-5
	<b>Neither Agree nor Disagree</b>	7%	175	4%	1	-3
	<b>Somewhat Disagree</b>	3%	65	4%	1	1
	<b>Strongly Disagree</b>	2%	37	0%	0	-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	70%	16	11
	<b>Somewhat Agree</b>	18%	437	17%	4	-1
	<b>Neither Agree nor Disagree</b>	20%	475	13%	3	-7
	<b>Somewhat Disagree</b>	2%	43	0%	0	-2
	<b>Strongly Disagree</b>	1%	32	0%	0	-1
<b>Q12a The school has social, emotional, and mental health programs and supports for all students.</b>	<b>Strongly Agree</b>	68%	1,632	65%	15	-3
	<b>Somewhat Agree</b>	23%	553	17%	4	-6
	<b>Neither Agree nor Disagree</b>	4%	106	13%	3	9
	<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	74%	17	20
	<b>Somewhat Agree</b>	24%	578	9%	2	-15
	<b>Neither Agree nor Disagree</b>	14%	335	4%	1	-10
	<b>Somewhat Disagree</b>	6%	144	9%	2	3
	<b>Strongly Disagree</b>	2%	56	4%	1	2

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

**CS of Educational Excellence    Response n = 23**

		<b>All Charter Schools</b>		<b>CS of Educational Excellence</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	74%	17	21
	<b>Somewhat Agree</b>	23%	552	9%	2	-14
	<b>Neither Agree nor Disagree</b>	17%	400	4%	1	-13
	<b>Somewhat Disagree</b>	5%	129	9%	2	4
	<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	70%	16	12
	<b>Somewhat Agree</b>	26%	624	17%	4	-9
	<b>Neither Agree nor Disagree</b>	8%	189	9%	2	1
	<b>Somewhat Disagree</b>	6%	133	0%	0	-6
	<b>Strongly Disagree</b>	2%	57	4%	1	2
<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	70%	16	24
	<b>Somewhat Agree</b>	16%	393	4%	1	-12
	<b>Neither Agree nor Disagree</b>	32%	766	17%	4	-15
	<b>Somewhat Disagree</b>	3%	76	4%	1	1
	<b>Strongly Disagree</b>	3%	71	4%	1	1
<b>Q13 How many total years of K-12 teaching experience do you have?</b>	<b>Less than 1 year</b>	6%	146	9%	2	3
	<b>1-3 years</b>	21%	513	13%	3	-8
	<b>4-6 years</b>	29%	711	22%	5	-7
	<b>7-10 years</b>	19%	466	26%	6	7
	<b>More than 10 years</b>	24%	576	30%	7	6



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

**CS of Educational Excellence    Response n = 23**

		<b>All Charter Schools</b>		<b>CS of Educational Excellence</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	22%	5	-3
	<b>1-3 years</b>	44%	1,065	52%	12	8
	<b>4-6 years</b>	22%	523	9%	2	-13
	<b>7-10 years</b>	6%	134	13%	3	7
	<b>More than 10 years</b>	4%	88	4%	1	0
<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	22%	5	3
	<b>1-3 years</b>	42%	1,016	35%	8	-7
	<b>4-6 years</b>	24%	584	13%	3	-11
	<b>7-10 years</b>	7%	180	17%	4	10
	<b>More than 10 years</b>	7%	162	13%	3	6
<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	78%	18	18
	<b>Somewhat Agree</b>	26%	625	17%	4	-9
	<b>Neither Agree nor Disagree</b>	6%	137	4%	1	-2
	<b>Somewhat Disagree</b>	5%	121	0%	0	-5
	<b>Strongly Disagree</b>	4%	90	0%	0	-4
<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	83%	19	30
	<b>Somewhat Agree</b>	27%	658	4%	1	-23
	<b>Neither Agree nor Disagree</b>	7%	172	0%	0	-7
	<b>Somewhat Disagree</b>	8%	185	13%	3	5
	<b>Strongly Disagree</b>	5%	124	0%	0	-5

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

**CS of Educational Excellence    Response n = 23**

		<b>All Charter Schools</b>		<b>CS of Educational Excellence</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	74%	17	26
	<b>Somewhat Agree</b>	26%	639	9%	2	-17
	<b>Neither Agree nor Disagree</b>	12%	294	4%	1	-8
	<b>Somewhat Disagree</b>	8%	201	4%	1	-4
	<b>Strongly Disagree</b>	5%	124	9%	2	4
<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	83%	19	27
	<b>Somewhat Agree</b>	24%	578	9%	2	-15
	<b>Neither Agree nor Disagree</b>	8%	189	0%	0	-8
	<b>Somewhat Disagree</b>	7%	166	9%	2	2
	<b>Strongly Disagree</b>	5%	126	0%	0	-5
<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	74%	17	20
	<b>Somewhat Agree</b>	26%	635	4%	1	-22
	<b>Neither Agree nor Disagree</b>	10%	251	17%	4	7
	<b>Somewhat Disagree</b>	6%	141	4%	1	-2
	<b>Strongly Disagree</b>	3%	81	0%	0	-3
<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	70%	16	13
	<b>Somewhat Agree</b>	27%	657	13%	3	-14
	<b>Neither Agree nor Disagree</b>	8%	194	13%	3	5
	<b>Somewhat Disagree</b>	5%	129	4%	1	-1
	<b>Strongly Disagree</b>	3%	62	0%	0	-3

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

**CS of Educational Excellence    Response n = 23**

		<b>All Charter Schools</b>		<b>CS of Educational Excellence</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	74%	17	14
	<b>Somewhat Agree</b>	24%	575	17%	4	-7
	<b>Neither Agree nor Disagree</b>	8%	199	4%	1	-4
	<b>Somewhat Disagree</b>	5%	121	4%	1	-1
	<b>Strongly Disagree</b>	3%	71	0%	0	-3
<b>Q18a The school has established procedures for effective collaboration among teachers.</b>	<b>Strongly Agree</b>	62%	1,501	78%	18	16
	<b>Somewhat Agree</b>	27%	645	13%	3	-14
	<b>Neither Agree nor Disagree</b>	5%	125	4%	1	-1
	<b>Somewhat Disagree</b>	4%	92	4%	1	0
	<b>Strongly Disagree</b>	2%	49	0%	0	-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	78%	18	13
	<b>Somewhat Agree</b>	26%	621	9%	2	-17
	<b>Neither Agree nor Disagree</b>	5%	129	13%	3	8
	<b>Somewhat Disagree</b>	2%	57	0%	0	-2
	<b>Strongly Disagree</b>	2%	38	0%	0	-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	78%	18	20
	<b>Somewhat Agree</b>	25%	607	9%	2	-16
	<b>Neither Agree nor Disagree</b>	7%	171	4%	1	-3
	<b>Somewhat Disagree</b>	6%	136	4%	1	-2
	<b>Strongly Disagree</b>	4%	107	4%	1	0

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

**CS of Educational Excellence    Response n = 23**

		<b>All Charter Schools</b>		<b>CS of Educational Excellence</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	74%	17	11
	<b>Somewhat Agree</b>	24%	573	17%	4	-7
	<b>Neither Agree nor Disagree</b>	6%	145	4%	1	-2
	<b>Somewhat Disagree</b>	5%	123	4%	1	-1
	<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%	18	14
	<b>Somewhat Agree</b>	22%	537	17%	4	-5
	<b>Neither Agree nor Disagree</b>	9%	219	4%	1	-5
	<b>Somewhat Disagree</b>	3%	65	0%	0	-3
	<b>Strongly Disagree</b>	2%	37	0%	0	-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	78%	18	21
	<b>Somewhat Agree</b>	22%	529	13%	3	-9
	<b>Neither Agree nor Disagree</b>	16%	390	4%	1	-12
	<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	65%	15	20
	<b>Somewhat Agree</b>	33%	804	17%	4	-16
	<b>Neither Agree nor Disagree</b>	10%	244	4%	1	-6
	<b>Somewhat Disagree</b>	7%	180	13%	3	6
	<b>Strongly Disagree</b>	4%	107	0%	0	-4

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

**CS of Educational Excellence    Response n = 23**

		<b>All Charter Schools</b>		<b>CS of Educational Excellence</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	78%	18	0
	<b>Well attended</b>	83%	2,012	74%	17	-9
	<b>Focused on relevant content</b>	70%	1,696	65%	15	-5
	<b>Recognized by all faculty as valuable</b>	45%	1,092	52%	12	7
	<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	96%	22	2
	<b>Department meetings</b>	76%	1,834	78%	18	2
	<b>Staff meetings</b>	86%	2,081	87%	20	1
	<b>Informal planning time</b>	78%	1,892	87%	20	9
	<b>Teacher/professional leadership meetings</b>	73%	1,764	70%	16	-3
	<b>Other</b>	9%	226	0%	0	-9

NYSED CSO Teacher Survey 2021

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

**CS of Educational Excellence**

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

1. Stating objectives and essential question 2. Motivation/Prior Knowledge 3. Misconceptions 4. Read aloud 5. I do 6. We do 7. You do/exit ticket

A lesson that is academically rigorous starts with a clear objective that is to be met at the end of the lesson. The teacher gives a clear modeled example of what is to be executed. Next the students and teacher work as a team to complete the steps for success. Then the teacher uses a visual method ; Ex: thumbs up or thumbs down to check on mastery. Last the students are given independent work which follows the format of the modeled work. The teacher looks at the assignment to judge if the lesson was mastered or needs to be retaught.

A lesson that makes my class think outside the box and challenge themselves.

A rigorous lesson includes student engagement, higher-level thinking questions, differentiation to meet the needs of all students, small group work/student collaboration.

Academic rigorous lesson have critical thinking questions and applications.

An academically rigorous lesson begins with a clear objective and goal stated to the students. Next the teacher will motivate with a "brain pop" or other video that will enhance the new skill . Then the teacher will engage the student with a complete sample prompting discussion with modeled steps. The students are then asked if the material is understood with responding with a thumbs up for yes, sideways for half understanding and up for complete understanding. The teacher will then have the students do a sample of the skill with the teacher but student led. Last the teacher will check for understanding using "independent work". The students mastery or lack of will determine changes to be made in the next lesson.

An academically rigorous lesson consists of problems of all difficulty levels. Students will be given the opportunity to apply their knowledge to questions both at and above grade level, as well as apply their knowledge to different applications.

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

**CS of Educational Excellence**

An academically rigorous lesson in my classroom allows students to construct meaning and apply learning to new scenarios. Students are supported and challenged through the tasks. They have the opportunity to self evaluate and find ways to solve the problem or task assigned.

Beginning a lesson by having students explore a new concept and construct arguments about the new concept. Introducing the concept, providing examples, having students work independently, having student solve real-world problems using new concepts (within context), and then having students draw connections to past concepts.

For a lessons to be considered academically rigorous there has to be a level of constructivism to allow students to identify patterns and develop their own thoughts. Rigorous lessons must include collaboration in order for students to learn from one another and build off of each others ideas.

In a novel study, students work in small groups to develop a specific character from the story. Character charts to be shared with the class. Pre-made scripts for a dramatic reading of select passages to be acted out based on student-led character development charts. Student-directors use constructive feedback to coach acting students.

Lessons following the I teach, you teach, we teach method.

Lessons incorporate higher order questions, critical thinking, and technology

Rigorous lessons are experienced by doing multiple styles of learning in the classroom. Even with remote learning, I incorporate various learning styles to make sure that students are engaged, but also to make sure that all student needs are met.

Routines are set early on so that the kids know what is expected to get through a smooth lesson.

Student must complete tasks fully and on time.

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

**CS of Educational Excellence**

	Students are actively engaged and participating in the lesson. Critical thinking is an important component of a rigorous lesson so that students are able to challenge themselves and think at deeper levels. Challenge students to question and make connections beyond the lesson.
	Students are challenged tackling all levels of Bloom's Taxonomy. There is a clear learning and language objective set in place.
	Students are consistently engaged in the class, participating in discussion, assessed and evaluated.
	Students are engaged in learning. Students are focused on reading, writing, mathematics, science, and history
	Students engaged, differentiated instruction, hands on
	The administration emphasizes rigor in the classroom and encourages teachers to set strong standards during the first week of school.
	When I ask a question, all students are expected to answer whether that's through peer sharing or another form of response. There is evidence that students are given multiple ways to demonstrate learning and understanding. Higher level questioning by me and the students which includes open-ended questions. Students and I ask extending questions, so that we are all encouraged to think deeply.



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

**CS of Educational Excellence**

<b>Q2_Open2</b> Explain how you differentiate instruction for students in your classes:	<p>-Break down a word into it's root and affixes          -Create a t-chart with steps on the left side and work on the right          -Pull a few groups for small group instruction after the mini lesson          -Give an enrichment assignment related to STEM for advanced students</p>
	<p>Differentiate based on Learning abilities and content.</p>
	<p>Differentiation is incorporated through the use of related media/videos to provide a visual of a text, grouping students with mixed leveled abilities, graphic organizers, small groups with support teachers, using games like Kahoot or Jeopardy as a tool to increase engagement.</p>
	<p>Differentiation of lessons is based on the content, process and product. It is imperative to make modifications to the lessons so that students are able to understand the content and process the information at their own skill level. Students are also grouped heterogeneously for some assignments and homogenously for other assignments. Peer-to-peer learning is also incorporated amongst various levels of learning. Small group instruction is offered for lower-level students who require lessons to be broken down or require more scaffolding, as well as for students who may not understand a particular lesson.</p>
	<p>I create differentiate work according to students' needs. I also pull small groups to work on these skills.</p>
	<p>I gear my lessons to hit on all levels of learners and provide rigor for all of my students.</p>
	<p>I give fewer questions to students that are struggling academically. I will accept shorter responses from students that are struggling.</p>
	<p>In my classroom students receive scaffolded Cornell notes, and direct instruction. They are place in small groups that target the most pressing skill that needs to be reviewed for that day or week. Kids are given the opportunity to respond to tasks in a variety of ways. I also take into account their preferred learning modality.</p>

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

**CS of Educational Excellence**

	Increasing the amount of discussion and collaboration. One way to make this happen is by adapting a digital reading platform that allows for in-line collaboration. Students can have discussions right inside the text using shared annotations, thereby increasing their enjoyment of the text while giving their teacher valuable insight into what they find interesting or confusing.
	Instruction is typically differentiated by having students paired or grouped heterogeneously. Students who struggle and are considered low are worked in a smaller group setting either with the classroom teacher or an AIS teacher. The lesson and instruction is scaffolded and the concepts are built on one another with a combination of higher order thinking questions.
	Providing guided notes, modifying assignments, small group instruction.
	Select grouping based on varied ability levels. Determine which characters offer more opportunity for development, helping students whose understanding of context clues is less refined.
	Students are given assignments that meet their needs.
	Students are given different work depending on their levels. For example on a 20 questions assignments differentiation may be our struggling students answers 10 while other answer 20.
	Students are placed into groups for their independent work. Some students need more guidance with the reading and comprehending the task . Student groups are at times given a different reading matching their level which focus's on the skill taught.
	Students may have extra time or ask any questions related to the class. Students also are presented with multiple ways of samples related to activities.
	Students of all abilities have equal opportunities in every classroom setting
	Students who struggle with constructed/extended responses are provided with scaffolding.

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

CS of Educational Excellence

The teacher uses benchmark testing for her students to estimate their level of understanding. Different reading leveled material are selected matching the given objective for the students to complete during their independent assignment.

To meet the needs of all students we modify lessons based on the students' skill levels. This is based on different assessments. Equal opportunities for all.

Various scaffolds are provided, from graphic organizers to sentence starters. Rubrics detailing exactly what is expected and will help them successfully complete an assignment.

With my subject, in particular, it is impossible to teach with one certain model. At the beginning of the year, I experiment with what works and what does not work. I also see what assignments and activities peak the interests of students. I strongly believe that students learn best when their interests are met, so I find out what will work for each student, rather than assume a class as a whole.

small group instruction to target all learners

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

**CS of Educational Excellence**

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

After analyzing the data, I create small groups and mini lessons to target the weak areas.

After each lesson, I collect the overall success on the exit ticket. If the success rate is below a certain percentage, it will either be a reteach lesson at a later date, or it will be retaught the next class.

Classwork, Assessments guide instruction

Data is collected each time the class meets. After analyzing the data, we can determine whether a standard needs to be taught again or if there are any misconceptions that need to be clarified.

Data is used to group students, adjust lessons, make instruction more rigorous.

Data is used to guide my instruction and how I plan/adjust my lessons based on my student's needs. I find which skills my students need more exposure to and incorporate those skills in future lessons.

Data is used to reteach or challenge students learning.

I can see if there is progression or regression in a given student.

I collect data through formative assessment, but also collect data with a lot of informative assessments, such as performances and participation.

I differentiate lessons according to data collected in all subject areas.

I look for trends in data, look at individual scores to form small groups, and I share results with students to provide feedback and plan next steps with them.

I take data from prior lessons and in real time to move instruction in certain directions as I teach

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

**CS of Educational Excellence**

	I utilize pre-tests in order to gauge what topics/themes and skills that students struggle with, and tailor my lessons to build up those areas.
	Students who are struggling are placed into small groups to increase engagement and work understanding.
	Students with low academic progress, are encourage to ask for help when need it.
	Teachers begin the school year working on finding the students benchmark reading level in many ways to help guide instruction and reach positive instruction . The data is collected through "i - ready diagnostic" given in both reading and math. The teacher also uses "DIBLES" which tests for fluency. In addition the teacher uses "Guided Reading " to access the students current reading levels. The teacher is given the reading level of students who attended CSEE from the grade teacher.
	The data is collected through many variables. The collected data is then used to help form reading groups and or place students into groups needing an additional support .
	The data shows what misconceptions students may have, it also serves as an indicator on whether a re-teach needs to occur.
	The iReady diagnostic that students are required to take three times a year is used to form my partners and groups. The mock exams that students take as a practice for the state exam are used for me to select topics that need to be revisited and students need more practice on.
	Through mock exams and benchmark exams, passages/lessons/stories used in ELA block have been modified over years to address skills which are most helpful to my students' academic development.
	We survey students to better understand their wants and needs
	We survey the students to see what methods of instruction help them thrive.

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

**CS of Educational Excellence**

data helps to create small groups and differentiate instruction as needed. Lessons and units are tweaked based on data as needed

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

**CS of Educational Excellence**

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

Communication between the classroom teacher, principal, and school psychologist.

During the Covid-19 pandemic, disciplinary issues have been minimal. Prior to this time, the 'ladder of referral' system in my school has been unclear, as some positions had not been filled.

HS dean

I talk to the dean and school counselor when I have concerns about a disciplinary issue.

N/A - This is my first year teaching with the program and it's hard to judge during remote learning.

None

Not sure.

One method is to address it with our academic dean who can take next steps and help create a plan moving forward

Our school has a dean of students. Teachers are in contact with parents, administration, dean, guidance counselor.

Teachers are encouraged to speak to counselor, dean, and/or principal about any student concerns.

Teachers are provided with an anecdotal log to annotate individual student discipline concerns, and speak with administration of these concerns at team meetings.

Teachers at CSEE use positive reinforcement to help students maintain appropriate behaviors. Teachers use different versions of behavior charts and rewards visible in the classroom. At the beginning of each school year the class and teacher create a Mission Statement which describes what a positive classroom needs. The students are taught "Leadership" which teachers 7 steps to follow to help become a positive student and reach academic goals.

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

**CS of Educational Excellence**

	Teachers communicate with parents/guardians.
	Teachers have access to school-based mental health professionals and can get input and feedback on behavior management systems. We integrate positive climate and safety efforts with crisis prevention and response training.
	Teachers who have behavioral concerns have many supports at our school. The first is to communicate with the Principal immediately through email. Next , a meeting will be set with school administration who work with family communication and discipline tactics to help the teacher reach a constructive plan of action to reach the student .
	Teachers work closely together with school dean in order to have a dialogue with students as well as consequences.
	The Dean, Guidance Counselor is here for support to raise discipline concerns.
	We can meet with students, hold class meeting during the Advisory period, meet with parents, and create referrals. We also make contracts with students and parents.
	We use online platforms such as Skedula to log and communicate behaviors to build a timeline of our students' needs.
	We use online platforms such as Skedula to log and communicate acts to build a timeline of our student's needs and behaviors.
	none
	skedula



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

**CS of Educational Excellence**

<p><b>Q7_Open</b> Describe how the school addresses issues of bullying, discrimination, and harassment. If you don't know, write "don't know."</p>	<p>Allegations of bullying, discrimination, and harassment are investigated by the school counselor and dean.</p>
	<p>Anti-bullying workshops, guest speakers</p>
	<p>At our school we teach the 7 Habits to reach positive citizenship. Also, every Wednesday afternoon as a whole we have a block that teaches an lesson on Social Emotional Learning and address one of the seven habits.</p>
	<p>CSEE has no tolerance for any form of bullying. The students involved are given paper to write their thoughts of what happened. The students are given a opportunity to voice their event to the principal and the dean of discipline. Parents are called to discuss the event as soon as possible before the school day ends. The information is documented on a school based database titled "SKEDULA". In addition a behavior for is written by the teacher who heard or witnessed the bullying behavior.</p>
	<p>Don't know</p>
	<p>Don't know.</p>
	<p>It is addressed swiftly and effectively. The students involved are asked to tell their side of the story, then a fair punishment is given for each and every party involved.</p>
	<p>It's not tolerated. Posters etc are posted to remind students about the policy about Bully.</p>
	<p>N/A - This is my first year teaching with the program and it's hard to judge during remote learning.</p>
	<p>No tolerance, the school encourages a family and team environment.</p>
	<p>Our school has a collaborative effort to address bullying, discrimination, and harassment.</p>

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

CS of Educational Excellence

	Teachers have access to school-based mental health professionals and can get input and feedback on behavior management systems. We integrate positive climate and safety efforts with crisis prevention and response training.
	The school ensures to inform staff of the issues to then host a meeting and address the concerns. Any issue as such is taken seriously and addressed immediately.
	The school promotes anti-bullying campaigns throughout the school year, though a frequent loophole is the notion that a student caught bullying was "just playing." This has been addressed many times, but without a definitive solution.
	There is a zero-tolerance policy for bullying at the school.
	There is zero tolerance for bullying, discrimination, and harassment.
	There is zero tolerance for bullying, discrimination and harassment.
	We address the concerning issues head on in the classroom when appropriate. We also have interventions with the school counselor and pertinent students.
	We have a DASA coordinator who holds professional development on the topic and how to address these issues. If issues persist it is addressed with the DASA coordinator and dean of students - and continues up the order of referral.
	Zero tolerance. When these issues arise there is support by the principal and school psychologist.
	don't know
	workshops for students, meetings for parents and administration

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

**CS of Educational Excellence**

<b>Q12_Open Provide examples of how the school supports students' social-emotional and mental health needs:</b>	After students express their concerns they may need additional support. If more support is needed the principal will be informed as the teacher reaches out to the school social worker. The social worker will then help the student through council time and special support.
	-Private meetings with staff to discuss emotional concerns -Daily well-being form -Give the students opportunities to try different activities and passions (poetry contests, black history month performances, etc.)
	9th graders are provided with an advisor who is also a member of the faculty, and are able to address their concerns with their appointed advisor. The school also employs an on site psychologist.
	Don't know
	During this challenging time, our staff has been trying to reach out to our students. I let them express themselves in their do now.
	Feeling check ins during morning meetings.
	On our campus we have a Social Worker who will assist when the students need support in these matters.
	Our guidance counselor and school dean help so much with our students. Doing a daily check-in remotely helps reach students in and out of the video.
	Our school has a school-based support team
	School counseling is available for any students that need it. Students have been given weekly wellness calls by staff since quarantine began in March of 2020.
	Students get a Morning survey check in .
	Teachers and staff members provide support by advisory sessions.

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

**CS of Educational Excellence**

	Teachers have access to school-based mental health professionals and can get input and feedback on behavior management systems. We integrate positive climate and safety efforts with crisis prevention and response training.
	The school counselor does an excellent job of making sure students feel heard. Check-in surveys are sent out everyday where the students are asked various questions so that the counselor can get an idea about their state of mind.
	The school has a school counselor and psychologist.
	There is a class called advisory for each grade that provides student with the opportunity to share and express their social-emotional needs.
	These needs are addressed in the K-11 Health Education curriculum. We also have counselors and school psychologist on staff to address specific needs of students.
	Through leadership lessons
	We have a school counselor and social worker. The school also gives weekly wellness calls to families.
	We have daily surveys to see how our students are doing.
	We have one school psychologist for a school of over 800 students.
	andrus
	athletic program, HS advisory class, wellness check surveyys

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

**CS of Educational Excellence**

<b>Q18_Open1</b> Please describe the teacher evaluation process. If none exists, write "none" in the space below.	<b>A minimum of three formal evaluations are conducted for each staff member, both tenured and non-tenured. Formal observations are both announced and unannounced.</b>
	<b>According to New York State Teacher Evaluation Protocol</b>
	<b>An administrator monitors multiple units and classes to check on quality of teaching</b>
	<b>An administrator monitors multiple units and classes to check on the quality of teaching.</b>
	<b>Class observations and lesson reviews.</b>
	<b>Danielson's framework</b>
	<b>Frequent drop-ins (mini observations) and formal observations.</b>
	<b>I'm observed by a member of the administration and given feedback about my performance.</b>
	<b>Marshall Teacher Evaluation Rubric</b>
	<b>Marshall rubric.</b>
	<b>N/A I have not been evaluated yet.</b>
	<b>See Marshall Evaluation Rubric. Principal comes in and evaluates multiple lessons throughout the year, and gives teachers feedback.</b>
	<b>Teachers are evaluated in many ways at CSEE . Teachers must submit their lesson plans each Friday, so the principal ensures the curriculum is balanced. The principal is able to join grade level meetings by joining via zoom. The principal will also observe live lessons via zoom .</b>

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

**CS of Educational Excellence**

	Teachers are observed and then a meeting is held with feedback to grow in our field.
	Teachers are observed in their lessons monthly . Currently Teachers are observed during a Zoom session.
	The teacher evaluation process follows the Marshall rubric where three different administrators comes to observe. However, the administrators that come to observe oftentimes are inconsistent. Some administrators are harsher than others when completing the rubric.
	We are evaluated by different administrators throughout the school year. We fill out a pre evaluation to see where we feel we are at as teachers. We then continue to fill out this evaluation throughout the year as we continue through the process being evaluated by different administrators and given specific feedback.
	We get observed then get feedback.
	none
	none??
	observations and data

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

**CS of Educational Excellence**

<p><b>Q18_Open2</b> Provide examples of how school leadership solicits feedback from staff. If none exists, write "none" in the space below.</p>	<p>Continuing with the answer from question 26, the principal asks what we feel we did well and what we would do differently. Also, administration asks us about situations with certain students regarding both academic and behavioral attitude.</p>
	<p>During team meetings</p>
	<p>Feedback from the staff is oftentimes not taken into consideration and excuses are made.</p>
	<p>Feedback is timely and useful. They provide areas of strength and areas of weakness and recommendations for improvement.</p>
	<p>If a teacher is observed the principal will send a response via email to a teacher.</p>
	<p>In the past, there had been a survey featuring questions asking for a similar, "strongly agree/agree/neither/disagree/strongly disagree" format, but without the opportunity for substantive feedback, both positive and critical.</p>
	<p>School leadership constantly elicits feedback from staff.</p>
	<p>School leadership provides an open-door policy for staff to express their concerns.</p>
	<p>Staff has bi-weekly meetings with administrators</p>
	<p>Surveys are sent out.</p>
	<p>Surveys, faculty meetings, google forms.</p>
	<p>Teachers are repeatedly encouraged to share their ideas or concerns with administration.</p>
	<p>There are many surveys to help figure out what teachers' needs are and many check-ins.</p>

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

**CS of Educational Excellence**

	They will email and meet face to face with me.
	Through staff meetings, surveys, open door policy with administration
	We get surveys and have an open door policy.
	We have team meetings.
	We receive immediate feedback via email to any concerns.
	anonymous surveys or Google form survey to give inputs or suggestions.
	none
	surveys
	surveys, open door policy



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

**CS of Educational Excellence**

<b>Q22_Open Describe your understanding of the mission and key design elements of the school:</b>	<b>Critical thinkers, lifelong learners, and motivated leaders are the goals we have for our students. As our students get into middle school grades, there is little to nothing in place regarding the coming challenges of high school-level courses, Regents exams, and opportunities beyond athletics in terms of extra-curricular activities. This, then, becomes the lone path to leadership.</b>
	<b>I have been here for 8 years and understand our mission and key design elements very well.</b>
	<b>My understanding of the mission and key design is very clear.</b>
	<b>Our mission is to create life long learners who understand the importance of having a quality education.</b>
	<b>Our school is to help serve an underserved community and is to provide quality education to students to help them succeed and be college-ready.</b>
	<b>Our school partners with all stake holders to empower students to become critical thinkers and life long learners.</b>
	<b>Our school wants to create leaders that will change the world for the better.</b>
	<b>The Charter School of Educational Excellence's mission is to develop students who are critical thinkers, motivated leaders, and lifelong learners. Students are challenge in every class to be critical thinkers in rigorous lessons, they are exposed and encouraged to take part in leadership opportunities. Also they are always exposed and encourage to take part in program outside of School for example Saturday STEM Academy.</b>
	<b>The Charter School of Educational Excellence's mission is to develop students who are critical thinkers, motivated leaders, and lifelong learners. We are committed to a strong partnership with our teachers, parents, community and alumni.</b>

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

CS of Educational Excellence

The Charter School of Educational Excellence's mission is to develop students who are critical thinkers, motivated leaders, and lifelong learners. We are committed to a strong partnership with our teachers, parents, community and alumni. To me, this means working as a team to support each individual student on their way to adulthood. We must give them the opportunity to develop 21st century skills required in order to be successful.

The Mission Statement of the school goes as follows: "The Charter School of Educational Excellence's mission is to develop students who are critical thinkers, motivated leaders, and lifelong learners. We are committed to a strong partnership with our teachers, parents, community and alumni." As an example, the Athletics Department offers seasonal parent meetings where the Athletic Director provides general information to the parents concerning the sports season, and respond to parent and student questions or concerns.

The mission of CSEE is to have students work on or above State Standards . In addition to have student grow to become functional citizens who are well informed in the importance of social behaviors.

The mission of our school is focused on excellence in student learning, career pathways, and student achievement.

The mission of our school is to develop a student who is to be a good citizen to the community and one who is able to succeed academically.

The schools mission is to develop students who are critical thinkers, motivated leaders, and lifelong learners. We are committed to a strong partnership with our teachers, parents, community and alumni.

The schools mission is to prepare students for lifelong learning and provide positive learning habits and work habits to guide the students in their success.

They are clear as found in the school's mission statement.

This school has

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

**CS of Educational Excellence**

	To encourage and educate student to become lifelong learners and productive members of our society.
	to foster higher-level thinking and hold students to high expectations

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

**CS of Educational Excellence**

<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>As a teacher, I am very proud of the work that we accomplish here at our little district.</b>
	<b>Include staff on important decision making tasks. Communicate with the entire staff regularly.</b>
	<b>N/A</b>
	<b>Our school has high expectations for all students to achieve and become successful!!</b>
	<b>The school's concern to retain student enrollment as it expands to serve students in grades 9-12, it does not sound like much attention has been paid to what will be necessary in terms of infrastructure once these grades are being served. In the middle school, I can't tell my brightest and most motivated that we will have anything specific to challenge them or develop them outside of the classroom other than athletics. Some seek other high schools whose well-rounded curriculum will help them in their search for a strong collegiate program.</b>

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

**CS of Educational Excellence    Response n = 21    Response Rate = 11%**

		<b>All Charter Schools</b>		<b>CS of Educational Excellence</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	0%	0	-11
	<b>Somewhat Agree</b>	15%	476	10%	2	-5
	<b>Neither Agree nor Disagree</b>	8%	257	10%	2	2
	<b>Somewhat Disagree</b>	4%	132	5%	1	1
	<b>Strongly Disagree</b>	5%	147	5%	1	0
	<b>I have not attended in-person</b>	57%	1,825	71%	15	14
<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	10%	2	-8
	<b>Somewhat Agree</b>	22%	712	29%	6	7
	<b>Neither Agree nor Disagree</b>	19%	595	19%	4	0
	<b>Somewhat Disagree</b>	9%	291	5%	1	-4
	<b>Strongly Disagree</b>	15%	478	29%	6	14
	<b>I have not attended remotely</b>	17%	553	10%	2	-7
<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	14%	3	1
	<b>Somewhat Agree</b>	13%	405	14%	3	1
	<b>Neither Agree nor Disagree</b>	8%	247	0%	0	-8
	<b>Somewhat Disagree</b>	4%	131	5%	1	1
	<b>Strongly Disagree</b>	6%	184	5%	1	-1
	<b>I have not attended in-person</b>	56%	1,805	62%	13	6
<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%	3	-4
	<b>Somewhat Agree</b>	22%	702	24%	5	2
	<b>Neither Agree nor Disagree</b>	17%	537	10%	2	-7
	<b>Somewhat Disagree</b>	10%	323	10%	2	0
	<b>Strongly Disagree</b>	15%	485	24%	5	9
	<b>I have not attended remotely</b>	18%	564	19%	4	1
<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	0%	0	-17
	<b>Somewhat Agree</b>	18%	561	19%	4	1
	<b>Neither Agree nor Disagree</b>	10%	304	10%	2	0
	<b>Somewhat Disagree</b>	4%	134	5%	1	1
	<b>Strongly Disagree</b>	3%	89	10%	2	7
	<b>I have not attended in-person</b>	49%	1,575	57%	12	8

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

**CS of Educational Excellence    Response n = 21    Response Rate = 11%**

		<b>All Charter Schools</b>		<b>CS of Educational Excellence</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	14%	3	-13
	<b>Somewhat Agree</b>	33%	1,045	38%	8	5
	<b>Neither Agree nor Disagree</b>	20%	629	10%	2	-10
	<b>Somewhat Disagree</b>	8%	264	14%	3	6
	<b>Strongly Disagree</b>	7%	226	24%	5	17
	<b>I have not attended remotely</b>	5%	155	0%	0	-5
<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	38%	8	7
	<b>Somewhat Agree</b>	11%	361	0%	0	-11
	<b>Neither Agree nor Disagree</b>	6%	194	0%	0	-6
	<b>Somewhat Disagree</b>	2%	60	5%	1	3
	<b>Strongly Disagree</b>	1%	37	0%	0	-1
	<b>I have not attended in-person</b>	49%	1,564	57%	12	8
<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	62%	13	22
	<b>Somewhat Agree</b>	25%	789	10%	2	-15
	<b>Neither Agree nor Disagree</b>	16%	524	5%	1	-11
	<b>Somewhat Disagree</b>	5%	169	14%	3	9
	<b>Strongly Disagree</b>	6%	199	10%	2	4
	<b>I have not attended remotely</b>	7%	229	0%	0	-7
<b>Q1e_In-Person</b> I have the opportunity to be part of class discussions or activities.	<b>Strongly Agree</b>	33%	1,055	19%	4	-14
	<b>Somewhat Agree</b>	12%	388	19%	4	7
	<b>Neither Agree nor Disagree</b>	5%	148	5%	1	0
	<b>Somewhat Disagree</b>	1%	28	0%	0	-1
	<b>Strongly Disagree</b>	1%	27	0%	0	-1
	<b>I have not attended in-person</b>	48%	1,549	57%	12	9
<b>Q1e_Remote</b> I have the opportunity to be part of class discussions or activities.	<b>Strongly Agree</b>	60%	1,929	67%	14	7
	<b>Somewhat Agree</b>	23%	722	29%	6	6
	<b>Neither Agree nor Disagree</b>	9%	286	5%	1	-4
	<b>Somewhat Disagree</b>	2%	61	0%	0	-2
	<b>Strongly Disagree</b>	2%	63	0%	0	-2
	<b>I have not attended remotely</b>	4%	134	0%	0	-4

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

**CS of Educational Excellence    Response n = 21    Response Rate = 11%**

		<b>All Charter Schools</b>		<b>CS of Educational Excellence</b>		<b>Difference</b>
<b>Q2a The bathrooms in this school are clean.</b>	<b>Strongly Agree</b>	21%	665	29%	6	8
	<b>Somewhat Agree</b>	18%	588	24%	5	6
	<b>Neither Agree nor Disagree</b>	9%	300	10%	2	1
	<b>Somewhat Disagree</b>	5%	151	0%	0	-5
	<b>Strongly Disagree</b>	4%	119	10%	2	6
	<b>I have not attended in-person</b>	43%	1,372	29%	6	-14
<b>Q2b The temperature in this school is comfortable (there is heat and air conditioning as necessary).</b>	<b>Strongly Agree</b>	21%	684	33%	7	12
	<b>Somewhat Agree</b>	21%	656	14%	3	-7
	<b>Neither Agree nor Disagree</b>	9%	284	10%	2	1
	<b>Somewhat Disagree</b>	5%	158	14%	3	9
	<b>Strongly Disagree</b>	2%	71	0%	0	-2
	<b>I have not attended in-person</b>	42%	1,342	29%	6	-13
<b>Q2c Repairs are made in a timely manner.</b>	<b>Strongly Agree</b>	18%	560	29%	6	11
	<b>Somewhat Agree</b>	16%	510	19%	4	3
	<b>Neither Agree nor Disagree</b>	18%	591	24%	5	6
	<b>Somewhat Disagree</b>	4%	118	0%	0	-4
	<b>Strongly Disagree</b>	2%	70	0%	0	-2
	<b>I have not attended in-person</b>	42%	1,346	29%	6	-13
<b>Q2d I am proud of the way my school looks.</b>	<b>Strongly Agree</b>	25%	811	29%	6	4
	<b>Somewhat Agree</b>	18%	579	24%	5	6
	<b>Neither Agree nor Disagree</b>	12%	393	5%	1	-7
	<b>Somewhat Disagree</b>	4%	112	5%	1	1
	<b>Strongly Disagree</b>	3%	91	10%	2	7
	<b>I have not attended in-person</b>	38%	1,209	29%	6	-9
<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	38%	8	-3
	<b>Somewhat Agree</b>	29%	922	24%	5	-5
	<b>Neither Agree nor Disagree</b>	23%	745	33%	7	10
	<b>Somewhat Disagree</b>	4%	122	5%	1	1
	<b>Strongly Disagree</b>	3%	85	0%	0	-3

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

**CS of Educational Excellence    Response n = 21    Response Rate = 11%**

		<b>All Charter Schools</b>		<b>CS of Educational Excellence</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	19%	4	-15
	<b>Somewhat Agree</b>	36%	1,155	48%	10	12
	<b>Neither Agree nor Disagree</b>	17%	552	19%	4	2
	<b>Somewhat Disagree</b>	8%	258	10%	2	2
	<b>Strongly Disagree</b>	5%	147	5%	1	0
<b>Q3c Classroom environments support learning and are generally free from disruption.</b>	<b>Strongly Agree</b>	37%	1,187	33%	7	-4
	<b>Somewhat Agree</b>	36%	1,145	29%	6	-7
	<b>Neither Agree nor Disagree</b>	18%	590	24%	5	6
	<b>Somewhat Disagree</b>	6%	176	5%	1	-1
	<b>Strongly Disagree</b>	3%	97	10%	2	7
<b>Q4a My classes are challenging.</b>	<b>Strongly Agree</b>	23%	736	29%	6	6
	<b>Somewhat Agree</b>	44%	1,391	38%	8	-6
	<b>Neither Agree nor Disagree</b>	21%	680	29%	6	8
	<b>Somewhat Disagree</b>	9%	293	5%	1	-4
	<b>Strongly Disagree</b>	3%	95	0%	0	-3
<b>Q4b I feel that I am on-track for high school graduation.</b>	<b>Strongly Agree</b>	47%	1,492	62%	13	15
	<b>Somewhat Agree</b>	30%	951	14%	3	-16
	<b>Neither Agree nor Disagree</b>	15%	470	19%	4	4
	<b>Somewhat Disagree</b>	6%	204	5%	1	-1
	<b>Strongly Disagree</b>	2%	78	0%	0	-2
<b>Q4c The school provides me with college prep assistance and information.</b>	<b>Strongly Agree</b>	42%	1,356	33%	7	-9
	<b>Somewhat Agree</b>	32%	1,035	33%	7	1
	<b>Neither Agree nor Disagree</b>	19%	600	14%	3	-5
	<b>Somewhat Disagree</b>	4%	137	5%	1	1
	<b>Strongly Disagree</b>	2%	67	14%	3	12
<b>Q4d I know who to talk to for information about different careers.</b>	<b>Strongly Agree</b>	44%	1,393	33%	7	-11
	<b>Somewhat Agree</b>	28%	895	38%	8	10
	<b>Neither Agree nor Disagree</b>	17%	558	24%	5	7
	<b>Somewhat Disagree</b>	7%	213	5%	1	-2
	<b>Strongly Disagree</b>	4%	136	0%	0	-4



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

**CS of Educational Excellence    Response n = 21    Response Rate = 11%**

		<b>All Charter Schools</b>		<b>CS of Educational Excellence</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	5%	1	2
	<b>Weekly</b>	2%	48	0%	0	-2
	<b>Monthly</b>	1%	27	0%	0	-1
	<b>A few times</b>	5%	144	0%	0	-5
	<b>Rarely</b>	10%	315	5%	1	-5
	<b>Never</b>	23%	743	29%	6	6
	<b>I have not attended in-person</b>	57%	1,831	62%	13	5
<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	0%	0	-3
	<b>Weekly</b>	2%	61	0%	0	-2
	<b>Monthly</b>	1%	41	0%	0	-1
	<b>A few times</b>	5%	156	0%	0	-5
	<b>Rarely</b>	11%	351	19%	4	8
	<b>Never</b>	71%	2,267	81%	17	10
	<b>I have not attended remotely</b>	7%	209	0%	0	-7
<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	0%	0	-2
	<b>Weekly</b>	1%	29	0%	0	-1
	<b>Monthly</b>	1%	25	0%	0	-1
	<b>A few times</b>	3%	108	0%	0	-3
	<b>Rarely</b>	7%	220	0%	0	-7
	<b>Never</b>	29%	912	33%	7	4
	<b>I have not attended in-person</b>	57%	1,827	67%	14	10
<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	0%	0	-3
	<b>Weekly</b>	2%	60	0%	0	-2
	<b>Monthly</b>	1%	33	0%	0	-1
	<b>A few times</b>	4%	125	0%	0	-4
	<b>Rarely</b>	9%	286	14%	3	5
	<b>Never</b>	75%	2,402	86%	18	11
	<b>I have not attended remotely</b>	6%	199	0%	0	-6

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

**CS of Educational Excellence    Response n = 21    Response Rate = 11%**

		<b>All Charter Schools</b>		<b>CS of Educational Excellence</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	0%	0	-2
	<b>Weekly</b>	1%	35	0%	0	-1
	<b>Monthly</b>	1%	25	0%	0	-1
	<b>A few times</b>	4%	125	5%	1	1
	<b>Rarely</b>	8%	263	0%	0	-8
	<b>Never</b>	26%	846	29%	6	3
	<b>I have not attended in-person</b>	57%	1,823	67%	14	10
<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	0%	0	-3
	<b>Weekly</b>	2%	57	0%	0	-2
	<b>Monthly</b>	1%	24	0%	0	-1
	<b>A few times</b>	4%	134	0%	0	-4
	<b>Rarely</b>	10%	322	10%	2	0
	<b>Never</b>	74%	2,369	90%	19	16
	<b>I have not attended remotely</b>	6%	193	0%	0	-6
<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	0%	0	-2
	<b>Weekly</b>	2%	51	0%	0	-2
	<b>Monthly</b>	1%	30	0%	0	-1
	<b>A few times</b>	5%	148	0%	0	-5
	<b>Rarely</b>	7%	233	0%	0	-7
	<b>Never</b>	26%	835	33%	7	7
	<b>I have not attended in-person</b>	57%	1,824	67%	14	10
<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	0%	0	-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%	1	0
	<b>Rarely</b>	10%	304	10%	2	0
	<b>Never</b>	73%	2,333	86%	18	13
	<b>I have not attended remotely</b>	6%	195	0%	0	-6

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

**CS of Educational Excellence    Response n = 21    Response Rate = 11%**

		<b>All Charter Schools</b>		<b>CS of Educational Excellence</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	0%	0	-3
	<b>Weekly</b>	1%	37	0%	0	-1
	<b>Monthly</b>	1%	26	0%	0	-1
	<b>A few times</b>	4%	143	0%	0	-4
	<b>Rarely</b>	8%	264	0%	0	-8
	<b>Never</b>	26%	816	33%	7	7
	<b>I have not attended in-person</b>	57%	1,822	67%	14	10
<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	0%	0	-3
	<b>Weekly</b>	2%	59	0%	0	-2
	<b>Monthly</b>	1%	47	0%	0	-1
	<b>A few times</b>	5%	165	0%	0	-5
	<b>Rarely</b>	10%	311	10%	2	0
	<b>Never</b>	73%	2,323	90%	19	17
	<b>I have not attended remotely</b>	6%	195	0%	0	-6
<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	5%	1	3
	<b>Weekly</b>	2%	49	0%	0	-2
	<b>Monthly</b>	1%	28	0%	0	-1
	<b>A few times</b>	5%	169	0%	0	-5
	<b>Rarely</b>	8%	243	10%	2	2
	<b>Never</b>	25%	800	19%	4	-6
	<b>I have not attended in-person</b>	57%	1,833	67%	14	10
<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	0%	0	-3
	<b>Weekly</b>	2%	52	0%	0	-2
	<b>Monthly</b>	1%	42	0%	0	-1
	<b>A few times</b>	5%	168	0%	0	-5
	<b>Rarely</b>	10%	327	10%	2	0
	<b>Never</b>	72%	2,304	90%	19	18
	<b>I have not attended remotely</b>	6%	203	0%	0	-6

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

**CS of Educational Excellence    Response n = 21    Response Rate = 11%**

		<b>All Charter Schools</b>		<b>CS of Educational Excellence</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	5%	1	2
	<b>Weekly</b>	2%	63	0%	0	-2
	<b>Monthly</b>	2%	53	5%	1	3
	<b>A few times</b>	7%	237	0%	0	-7
	<b>Rarely</b>	9%	272	5%	1	-4
	<b>Never</b>	20%	641	19%	4	-1
	<b>I have not attended in-person</b>	57%	1,826	67%	14	10
<b>Q5g_Remote [How often type of bullying experienced or observed] Student to student based on another reason.</b>	<b>Daily</b>	4%	116	0%	0	-4
	<b>Weekly</b>	2%	61	0%	0	-2
	<b>Monthly</b>	1%	43	0%	0	-1
	<b>A few times</b>	8%	269	5%	1	-3
	<b>Rarely</b>	13%	401	10%	2	-3
	<b>Never</b>	66%	2,098	86%	18	20
	<b>I have not attended remotely</b>	6%	207	0%	0	-6
<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	0%	0	-3
	<b>Weekly</b>	1%	34	0%	0	-1
	<b>Monthly</b>	1%	17	0%	0	-1
	<b>A few times</b>	3%	108	0%	0	-3
	<b>Rarely</b>	5%	162	5%	1	0
	<b>Never</b>	30%	958	29%	6	-1
	<b>I have not attended in-person</b>	57%	1,830	67%	14	10
<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	0%	0	-4
	<b>Weekly</b>	2%	48	0%	0	-2
	<b>Monthly</b>	1%	39	0%	0	-1
	<b>A few times</b>	5%	146	0%	0	-5
	<b>Rarely</b>	8%	246	10%	2	2
	<b>Never</b>	75%	2,383	90%	19	15
	<b>I have not attended remotely</b>	7%	218	0%	0	-7

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

**CS of Educational Excellence    Response n = 21    Response Rate = 11%**

		<b>All Charter Schools</b>		<b>CS of Educational Excellence</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	0%	0	-4
	<b>Weekly</b>	2%	56	0%	0	-2
	<b>Monthly</b>	1%	41	0%	0	-1
	<b>A few times</b>	6%	201	5%	1	-1
	<b>Rarely</b>	14%	449	10%	2	-4
	<b>Never</b>	73%	2,318	86%	18	13
<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	0%	0	-4
	<b>Weekly</b>	2%	55	0%	0	-2
	<b>Monthly</b>	1%	47	0%	0	-1
	<b>A few times</b>	5%	145	5%	1	0
	<b>Rarely</b>	12%	390	0%	0	-12
	<b>Never</b>	77%	2,446	95%	20	18
<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	0%	0	-3
	<b>Weekly</b>	2%	56	0%	0	-2
	<b>Monthly</b>	2%	49	0%	0	-2
	<b>A few times</b>	6%	180	5%	1	-1
	<b>Rarely</b>	12%	393	10%	2	-2
	<b>Never</b>	76%	2,419	86%	18	10
<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	0%	0	-3
	<b>Weekly</b>	2%	50	0%	0	-2
	<b>Monthly</b>	2%	53	0%	0	-2
	<b>A few times</b>	6%	195	5%	1	-1
	<b>Rarely</b>	13%	419	10%	2	-3
	<b>Never</b>	74%	2,368	86%	18	12
<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	0%	0	-3
	<b>Weekly</b>	2%	54	0%	0	-2
	<b>Monthly</b>	2%	59	0%	0	-2
	<b>A few times</b>	7%	214	10%	2	3
	<b>Rarely</b>	13%	400	5%	1	-8
	<b>Never</b>	74%	2,360	86%	18	12

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

**CS of Educational Excellence    Response n = 21    Response Rate = 11%**

		<b>All Charter Schools</b>		<b>CS of Educational Excellence</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	0%	0	-3
	<b>Weekly</b>	2%	56	0%	0	-2
	<b>Monthly</b>	2%	48	0%	0	-2
	<b>A few times</b>	6%	202	10%	2	4
	<b>Rarely</b>	13%	422	0%	0	-13
	<b>Never</b>	74%	2,357	90%	19	16
<b>Q6g [How often type of cyberbullying experienced or observed] Student to student based on another reason.</b>	<b>Daily</b>	4%	127	0%	0	-4
	<b>Weekly</b>	2%	79	0%	0	-2
	<b>Monthly</b>	2%	73	0%	0	-2
	<b>A few times</b>	9%	297	10%	2	1
	<b>Rarely</b>	15%	464	5%	1	-10
	<b>Never</b>	67%	2,155	86%	18	19
<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	0%	0	-3
	<b>Weekly</b>	2%	52	0%	0	-2
	<b>Monthly</b>	1%	40	0%	0	-1
	<b>A few times</b>	5%	145	10%	2	5
	<b>Rarely</b>	9%	300	5%	1	-4
	<b>Never</b>	80%	2,551	86%	18	6
<b>Q7a I feel physically safe in my school.</b>	<b>Strongly Agree</b>	43%	1,377	62%	13	19
	<b>Somewhat Agree</b>	27%	877	19%	4	-8
	<b>Neither Agree nor Disagree</b>	25%	798	10%	2	-15
	<b>Somewhat Disagree</b>	3%	95	0%	0	-3
	<b>Strongly Disagree</b>	2%	48	10%	2	8
<b>Q7b I feel safe traveling to and from my school.</b>	<b>Strongly Agree</b>	41%	1,299	52%	11	11
	<b>Somewhat Agree</b>	29%	929	14%	3	-15
	<b>Neither Agree nor Disagree</b>	23%	748	19%	4	-4
	<b>Somewhat Disagree</b>	5%	158	5%	1	0
	<b>Strongly Disagree</b>	2%	61	10%	2	8

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

**CS of Educational Excellence    Response n = 21    Response Rate = 11%**

		<b>All Charter Schools</b>		<b>CS of Educational Excellence</b>		<b>Difference</b>
<b>Q7c I feel that the school culture supports me.</b>	<b>Strongly Agree</b>	47%	1,488	52%	11	5
	<b>Somewhat Agree</b>	28%	907	19%	4	-9
	<b>Neither Agree nor Disagree</b>	20%	651	10%	2	-10
	<b>Somewhat Disagree</b>	3%	101	10%	2	7
	<b>Strongly Disagree</b>	2%	48	10%	2	8
<b>Q7d I feel that the school's discipline policy is applied fairly to all students.</b>	<b>Strongly Agree</b>	40%	1,276	57%	12	17
	<b>Somewhat Agree</b>	27%	864	0%	0	-27
	<b>Neither Agree nor Disagree</b>	22%	690	29%	6	7
	<b>Somewhat Disagree</b>	7%	231	0%	0	-7
	<b>Strongly Disagree</b>	4%	134	14%	3	10
<b>Q7e I have not had anything stolen from me at this school.</b>	<b>Strongly Agree</b>	54%	1,710	62%	13	8
	<b>Somewhat Agree</b>	14%	436	14%	3	0
	<b>Neither Agree nor Disagree</b>	18%	561	10%	2	-8
	<b>Somewhat Disagree</b>	6%	182	10%	2	4
	<b>Strongly Disagree</b>	10%	306	5%	1	-5
<b>Q7f I have not seen any property damaged by students at this school.</b>	<b>Strongly Agree</b>	36%	1,139	33%	7	-3
	<b>Somewhat Agree</b>	17%	529	24%	5	7
	<b>Neither Agree nor Disagree</b>	28%	883	24%	5	-4
	<b>Somewhat Disagree</b>	11%	344	10%	2	-1
	<b>Strongly Disagree</b>	9%	300	10%	2	1
<b>Q8a Most or all of my teachers are available to help me with schoolwork.</b>	<b>Strongly Agree</b>	57%	1,826	62%	13	5
	<b>Somewhat Agree</b>	31%	994	33%	7	2
	<b>Neither Agree nor Disagree</b>	8%	255	5%	1	-3
	<b>Somewhat Disagree</b>	3%	89	0%	0	-3
	<b>Strongly Disagree</b>	1%	31	0%	0	-1
<b>Q8b My teachers care about me.</b>	<b>Strongly Agree</b>	53%	1,690	67%	14	14
	<b>Somewhat Agree</b>	27%	878	10%	2	-17
	<b>Neither Agree nor Disagree</b>	16%	517	14%	3	-2
	<b>Somewhat Disagree</b>	2%	67	0%	0	-2
	<b>Strongly Disagree</b>	1%	43	10%	2	9

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

**CS of Educational Excellence    Response n = 21    Response Rate = 11%**

		<b>All Charter Schools</b>		<b>CS of Educational Excellence</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	52%	11	3
	<b>Somewhat Agree</b>	32%	1,025	24%	5	-8
	<b>Neither Agree nor Disagree</b>	14%	445	24%	5	10
	<b>Somewhat Disagree</b>	3%	100	0%	0	-3
	<b>Strongly Disagree</b>	2%	50	0%	0	-2
<b>Q8d My teachers expect me to do my best all the time.</b>	<b>Strongly Agree</b>	66%	2,107	76%	16	10
	<b>Somewhat Agree</b>	24%	760	14%	3	-10
	<b>Neither Agree nor Disagree</b>	8%	271	10%	2	2
	<b>Somewhat Disagree</b>	1%	38	0%	0	-1
	<b>Strongly Disagree</b>	1%	19	0%	0	-1
<b>Q8e My teachers often connect what I am learning to life outside the classroom.</b>	<b>Strongly Agree</b>	41%	1,301	33%	7	-8
	<b>Somewhat Agree</b>	31%	998	33%	7	2
	<b>Neither Agree nor Disagree</b>	19%	615	24%	5	5
	<b>Somewhat Disagree</b>	6%	184	5%	1	-1
	<b>Strongly Disagree</b>	3%	97	5%	1	2
<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	62%	13	11
	<b>Somewhat Agree</b>	19%	612	14%	3	-5
	<b>Neither Agree nor Disagree</b>	17%	551	10%	2	-7
	<b>Somewhat Disagree</b>	5%	148	5%	1	0
	<b>Strongly Disagree</b>	8%	253	10%	2	2
<b>Q9a I am treated respectfully by my fellow students.</b>	<b>Strongly Agree</b>	47%	1,507	57%	12	10
	<b>Somewhat Agree</b>	32%	1,007	19%	4	-13
	<b>Neither Agree nor Disagree</b>	16%	501	14%	3	-2
	<b>Somewhat Disagree</b>	4%	125	0%	0	-4
	<b>Strongly Disagree</b>	2%	55	10%	2	8
<b>Q9b I am treated respectfully by my teachers and other adults in my school.</b>	<b>Strongly Agree</b>	65%	2,078	71%	15	6
	<b>Somewhat Agree</b>	24%	781	10%	2	-14
	<b>Neither Agree nor Disagree</b>	9%	275	10%	2	1
	<b>Somewhat Disagree</b>	1%	39	5%	1	4
	<b>Strongly Disagree</b>	1%	22	5%	1	4



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

**CS of Educational Excellence    Response n = 21    Response Rate = 11%**

		<b>All Charter Schools</b>		<b>CS of Educational Excellence</b>		<b>Difference</b>
<b>Q9c Adults working at this school reward students for positive behavior.</b>	<b>Strongly Agree</b>	47%	1,517	43%	9	-4
	<b>Somewhat Agree</b>	28%	899	14%	3	-14
	<b>Neither Agree nor Disagree</b>	18%	584	29%	6	11
	<b>Somewhat Disagree</b>	4%	129	5%	1	1
	<b>Strongly Disagree</b>	2%	66	10%	2	8
<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	52%	11	5
	<b>Somewhat Agree</b>	29%	914	14%	3	-15
	<b>Neither Agree nor Disagree</b>	18%	591	24%	5	6
	<b>Somewhat Disagree</b>	3%	107	0%	0	-3
	<b>Strongly Disagree</b>	2%	68	10%	2	8
<b>Q9e This school has a positive impact on my life.</b>	<b>Strongly Agree</b>	40%	1,273	52%	11	12
	<b>Somewhat Agree</b>	27%	871	10%	2	-17
	<b>Neither Agree nor Disagree</b>	24%	755	24%	5	0
	<b>Somewhat Disagree</b>	5%	149	5%	1	0
	<b>Strongly Disagree</b>	5%	147	10%	2	5
<b>Q10 Would you choose to be attending a different school if you could?</b>	<b>Yes</b>	15%	483	29%	6	14
	<b>No</b>	55%	1,748	52%	11	-3
	<b>Maybe</b>	30%	964	19%	4	-11

NYSED CSO Student Survey 2021

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

CS of Educational Excellence

OPEN1 If you did experience or observe cyberbullying in any of the situations above, please list examples of the types of cyberbullying you saw:	Haven't seen any accounts myself.
	I have not seen cyberbullying
	I've never really seen any types of cyberbullying before
	N/A
	No
	None.
	There were no types of cyberbullying I seen.
	no

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

**CS of Educational Excellence**

<p><b>OPEN2</b> 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?'</p>	<p>Although this high school is great, I would like to see AP classes offered, and also some Honors classes that are challenging to help me prepare for college, or to earn college credit.</p>
	<p>Attending CSEE was a major turning point in my life. This school has a really sweet community and a fun and safe learning environment and I highly appreciate the fact that my fellow classmates and staff respect the person I am. I also love the lunch options and the quality of the lunch. I would just hope that clubs will resume as soon as possible and maybe we can have more options for clubs.</p>
	<p>Based on my responses to previous questions, I enjoy my school.</p>
	<p>Because i've been going to this school since kindergarten and if i wanted to leave this school i would have done it already</p>
	<p>I chose no because I feel this my best option right now to go to school. I feel at home at this school and has been my favorite school so far.</p>
	<p>I like my school. I have been at the school for so many years and this school has taught me so much in life, and how to succeed in school.</p>
	<p>I never know if this school is a fit for me if I don't attend another one.</p>
	<p>I never wanted to leave my old school i was very happy there, i graduated with strangers that i only knew for a year. I really hated my 8th grade year. Things really bothered me that year.</p>
	<p>I said no because CSEE actually is a very fun school especially the Living Environment and the Algebra 1 classes.</p>
	<p>I strongly dislike this school. Sometimes it's awful but other times it's unbearable. I reach a certain limit in the number of things this school throws at me sometimes and go off to blow off steam doing whatever. The teachers will assign the hardest assignments after understanding every single student in the class is suffering from the virus in some way or another. Some of my teachers will speed through the lesson just for the sake of catching not stopping to understand the current status of the class.</p>
	<p>I would not because I am close with many people in the school and if I wasn't in school with them it would be completely different.</p>
	<p>I'm at a school that has top resources and is one of the top schools for Regions averages.</p>
	<p>I'm comfortable at my current school.</p>
	<p>If it's for my benefit to really have the opportunity to get known better in baseball then yes.</p>
	<p>It's a good school and I'm not sure where else i'd go. The environment seems very nice even though I have not attended in person.</p>
	<p>Just want new experiences with new people.</p>

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

CS of Educational Excellence

	The school environment is not very safe or adequate for me. I can almost never share my feelings at this school in fear of constant ridicule, I didn't even want to go to this school I was forced.
	it does not have all of the high school classes and sports many other high schools have. i also think the class periods are a little too long.

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

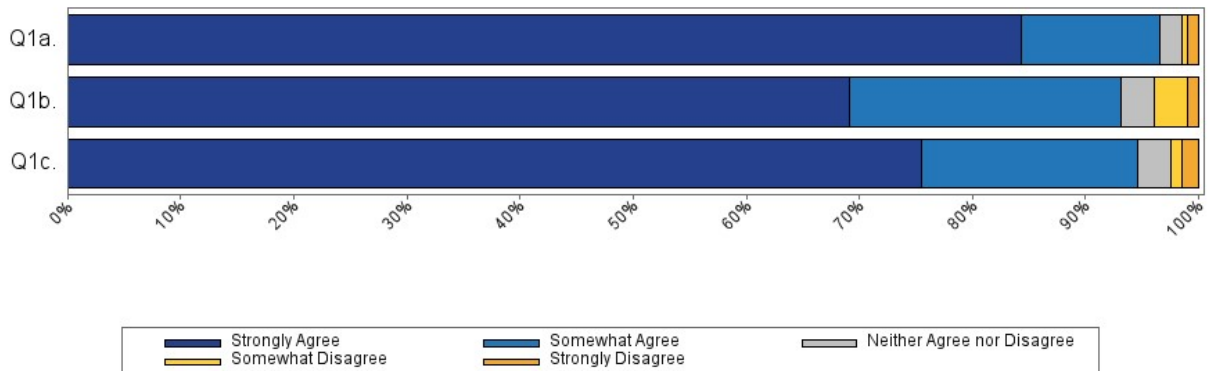
CS of Educational Excellence

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 like this school a lot and the teacher are really nice and care for the student here.
	I would like to learn more about adult life such as applying for a job, finding a career, purchasing or renting a house and paying the bills.
	Its a safe enviornment all of us (students) get along well. If you are a male and play sports we will usually all sit together.
	N/A
	No
	No, nothing in particular.

NYSED CSO Student Survey 2021

**NYSED CSO Parent Survey 2022**  
**CHARTER SCHOOL OF EDUCATIONAL EXCELLENCE**  
**204 RESPONSES**  
**20% RESPONSE RATE**

**Academics**

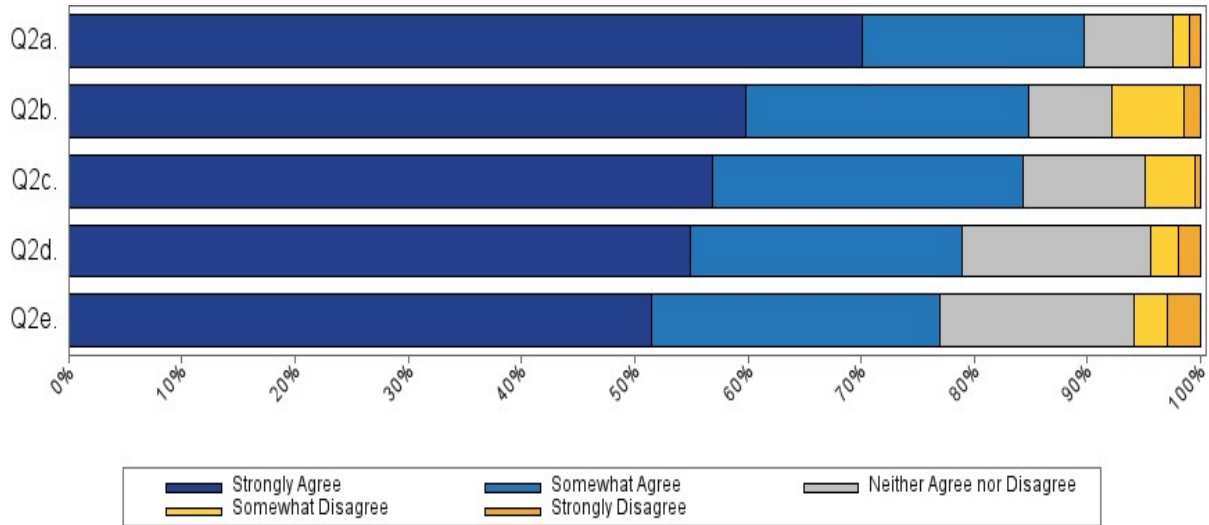


Academics		% by School	Total by School	% All Schools	Total All Schools
Q1a. The charter school has high academic expectations for my child.	Strongly Agree	84%	172	74%	4,204
	Somewhat Agree	12%	25	19%	1,080
	Neither Agree nor Disagree	2%	4	4%	225
	Somewhat Disagree	0%	1	2%	97
	Strongly Disagree	1%	2	2%	89
Q1b. I am aware of the academic supports available to my child.	Strongly Agree	69%	141	70%	3,988
	Somewhat Agree	24%	49	20%	1,166
	Neither Agree nor Disagree	3%	6	4%	254
	Somewhat Disagree	3%	6	3%	143
	Strongly Disagree	1%	2	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	75%	154	67%	3,790
	Somewhat Agree	19%	39	23%	1,335
	Neither Agree nor Disagree	3%	6	5%	309
	Somewhat Disagree	1%	2	3%	148
	Strongly Disagree	1%	3	2%	113

**NYSED CSO Parent Survey 2022**  
**CHARTER SCHOOL OF EDUCATIONAL EXCELLENCE**  
**204 RESPONSES**  
**20% RESPONSE RATE**

**Behavior Management and Safety**



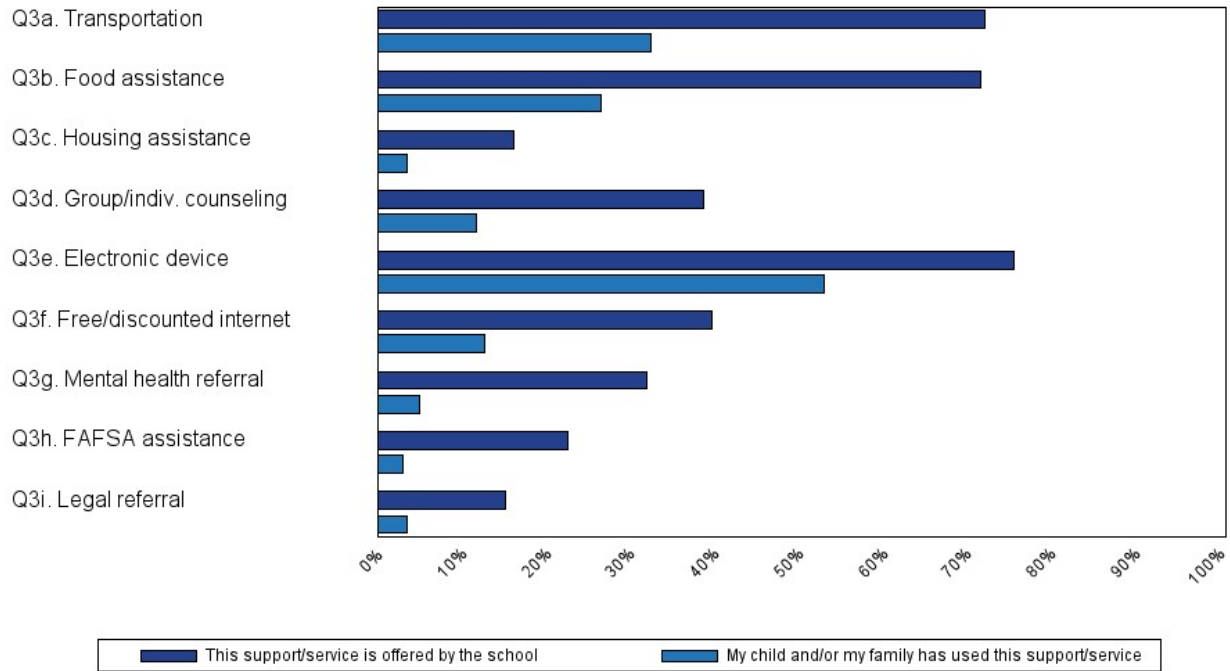
Behavior Management and Safety		% by School	Total by School	% All Schools	Total All Schools
Q2a. The school's discipline policy is clear.	Strongly Agree	70%	143	68%	3,849
	Somewhat Agree	20%	40	18%	1,051
	Neither Agree nor Disagree	8%	16	8%	456
	Somewhat Disagree	1%	3	3%	173
	Strongly Disagree	1%	2	3%	166
Q2b. The school's discipline policy is fair to all students.	Strongly Agree	60%	122	63%	3,610
	Somewhat Agree	25%	51	19%	1,068
	Neither Agree nor Disagree	7%	15	10%	593
	Somewhat Disagree	6%	13	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	57%	116	61%	3,481
	Somewhat Agree	27%	56	20%	1,132
	Neither Agree nor Disagree	11%	22	12%	703
	Somewhat Disagree	4%	9	3%	189
	Strongly Disagree	0%	1	3%	190
Q2d. I am aware of how the school supports student social-emotional development.	Strongly Agree	55%	112	63%	3,610
	Somewhat Agree	24%	49	22%	1,233
	Neither Agree nor Disagree	17%	34	9%	498
	Somewhat Disagree	2%	5	3%	172
	Strongly Disagree	2%	4	3%	182
Q2e. The school has social, emotional, and mental health programs and supports for all students.	Strongly Agree	51%	105	59%	3,372
	Somewhat Agree	25%	52	21%	1,183
	Neither Agree nor Disagree	17%	35	14%	809
	Somewhat Disagree	3%	6	3%	159
	Strongly Disagree	3%	6	3%	172

**NYSED CSO Parent Survey 2022**  
**CHARTER SCHOOL OF EDUCATIONAL EXCELLENCE**  
**204 RESPONSES**  
**20% RESPONSE RATE**

**Support Services**



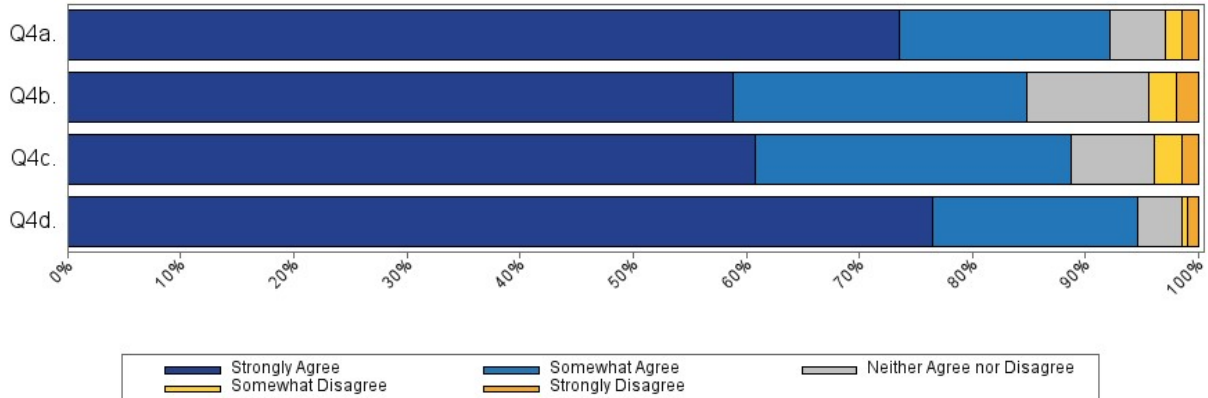
Support Services		% by School	Total by School	% All Schools	Total All Schools
Q3a. Transportation	This support/service is offered by the school	72%	147	68%	3,897
	My child and/or my family has used this support/service	32%	66	28%	1,601

Support Services		% by School	Total by School	% All Schools	Total All Schools
Q3b. Food assistance	This support/service is offered by the school	72%	146	63%	3,572
	My child and/or my family has used this support/service	26%	54	25%	1,442
Q3c. Housing assistance	This support/service is offered by the school	16%	33	26%	1,475
	My child and/or my family has used this support/service	3%	7	8%	449
Q3d. Group/individ. counseling	This support/service is offered by the school	39%	79	56%	3,182
	My child and/or my family has used this support/service	12%	24	16%	905
Q3e. Electronic device	This support/service is offered by the school	75%	154	70%	3,986
	My child and/or my family has used this support/service	53%	108	46%	2,624
Q3f. Free/discounted internet	This support/service is offered by the school	40%	81	43%	2,429
	My child and/or my family has used this support/service	13%	26	14%	799
Q3g. Mental health referral	This support/service is offered by the school	32%	65	42%	2,366

Support Services		% by School	Total by School	% All Schools	Total All Schools
Q3g. Mental health referral	My child and/or my family has used this support/service	5%	10	8%	437
Q3h. FAFSA assistance	This support/service is offered by the school	23%	46	34%	1,957
	My child and/or my family has used this support/service	3%	6	8%	470
Q3i. Legal referral	This support/service is offered by the school	15%	31	27%	1,523
	My child and/or my family has used this support/service	3%	7	5%	281

**NYSED CSO Parent Survey 2022**  
**CHARTER SCHOOL OF EDUCATIONAL EXCELLENCE**  
**204 RESPONSES**  
**20% RESPONSE RATE**

**Behavior Management**

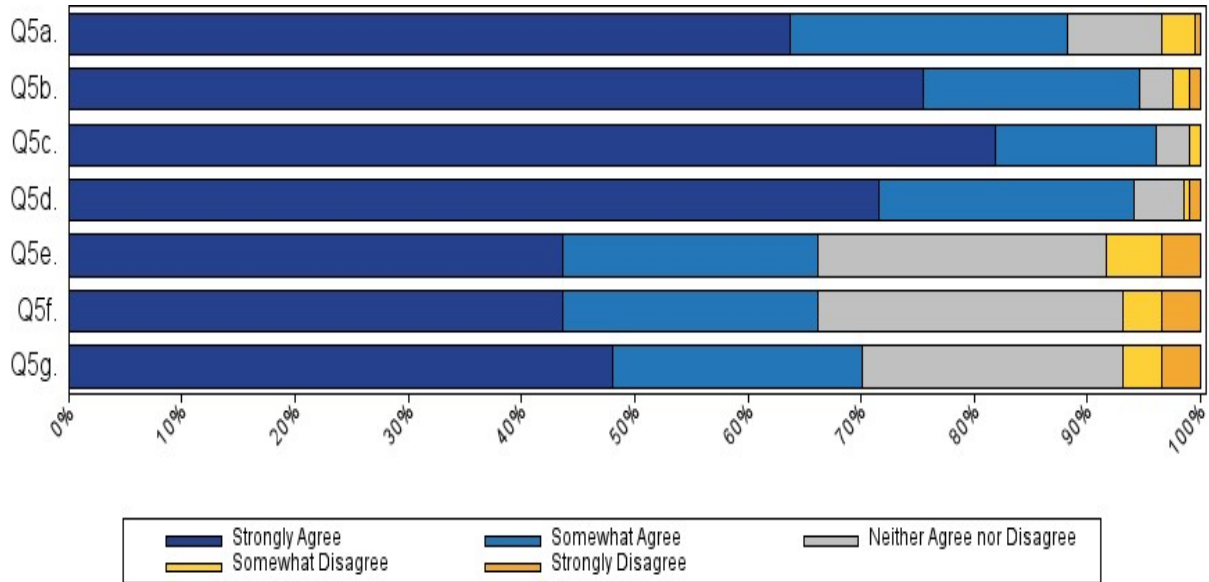


Behavior Management		% by School	Total by School	% All Schools	Total All Schools
Q4a. The school provides a safe environment.	Strongly Agree	74%	150	70%	3,988
	Somewhat Agree	19%	38	20%	1,160
	Neither Agree nor Disagree	5%	10	5%	296
	Somewhat Disagree	1%	3	3%	143
	Strongly Disagree	1%	3	2%	108
Q4b. The school has systems in place to ensure that the environment is free from bullying, harassment, and discrimination.	Strongly Agree	59%	120	60%	3,406
	Somewhat Agree	26%	53	23%	1,293
	Neither Agree nor Disagree	11%	22	10%	546
	Somewhat Disagree	2%	5	4%	255
	Strongly Disagree	2%	4	3%	195

<b>Behavior Management</b>		<b>% by School</b>	<b>Total by School</b>	<b>% All Schools</b>	<b>Total All Schools</b>
Q4c. Classroom environments support learning and are generally free from disruption.	Strongly Agree	61%	124	59%	3,369
	Somewhat Agree	28%	57	24%	1,383
	Neither Agree nor Disagree	7%	15	10%	568
	Somewhat Disagree	2%	5	4%	221
	Strongly Disagree	1%	3	3%	154
Q4d. The school has high behavioral expectations for my child.	Strongly Agree	76%	156	71%	4,023
	Somewhat Agree	18%	37	20%	1,129
	Neither Agree nor Disagree	4%	8	7%	379
	Somewhat Disagree	0%	1	1%	84
	Strongly Disagree	1%	2	1%	80

**NYSED CSO Parent Survey 2022**  
**CHARTER SCHOOL OF EDUCATIONAL EXCELLENCE**  
**204 RESPONSES**  
**20% RESPONSE RATE**

**Family Engagement and Communication**



Family Engagement and Communication		% by School	Total by School	% All Schools	Total All Schools
Q5a. The school provides opportunities for parent participation within the school community.	Strongly Agree	64%	130	63%	3,613
	Somewhat Agree	25%	50	21%	1,172
	Neither Agree nor Disagree	8%	17	10%	582
	Somewhat Disagree	3%	6	3%	175
	Strongly Disagree	0%	1	3%	153
Q5b. I receive regular and timely information on my child's academic progress in my home language.	Strongly Agree	75%	154	74%	4,219
	Somewhat Agree	19%	39	16%	937
	Neither Agree nor Disagree	3%	6	4%	235
	Somewhat Disagree	1%	3	3%	157
	Strongly Disagree	1%	2	3%	147

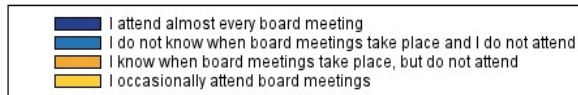
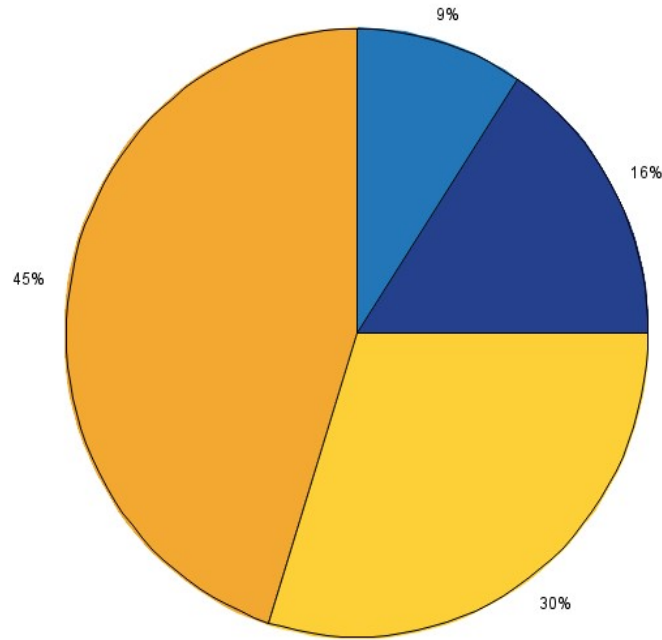
<b>Family Engagement and Communication</b>		<b>% by School</b>	<b>Total by School</b>	<b>% All Schools</b>	<b>Total All Schools</b>
Q5c. The school uses many methods of communication with families.	Strongly Agree	82%	167	77%	4,411
	Somewhat Agree	14%	29	15%	875
	Neither Agree nor Disagree	3%	6	4%	213
	Somewhat Disagree	1%	2	2%	96
	Strongly Disagree	0%	0	2%	100
Q5d. The school seeks feedback from parents through surveys, meetings, or some other way.	Strongly Agree	72%	146	72%	4,123
	Somewhat Agree	23%	46	18%	1,003
	Neither Agree nor Disagree	4%	9	6%	324
	Somewhat Disagree	0%	1	2%	126
	Strongly Disagree	1%	2	2%	119
Q5e. The school has a complaint policy that is easy to find.	Strongly Agree	44%	89	51%	2,911
	Somewhat Agree	23%	46	19%	1,055
	Neither Agree nor Disagree	25%	52	22%	1,271
	Somewhat Disagree	5%	10	4%	209
	Strongly Disagree	3%	7	4%	249
Q5f. The school has a complaint policy that is easy to understand.	Strongly Agree	44%	89	53%	3,016
	Somewhat Agree	23%	46	18%	1,018
	Neither Agree nor Disagree	27%	55	23%	1,295
	Somewhat Disagree	3%	7	3%	150
	Strongly Disagree	3%	7	4%	216



Family Engagement and Communication		% by School	Total by School	% All Schools	Total All Schools
Q5g. The school informs parents about how it performs compared to other schools in the district and New York State.	Strongly Agree	48%	98	51%	2,877
	Somewhat Agree	22%	45	19%	1,107
	Neither Agree nor Disagree	23%	47	20%	1,162
	Somewhat Disagree	3%	7	5%	261
	Strongly Disagree	3%	7	5%	288

**NYSED CSO Parent Survey 2022**  
**CHARTER SCHOOL OF EDUCATIONAL EXCELLENCE**  
**204 RESPONSES**  
**20% RESPONSE RATE**

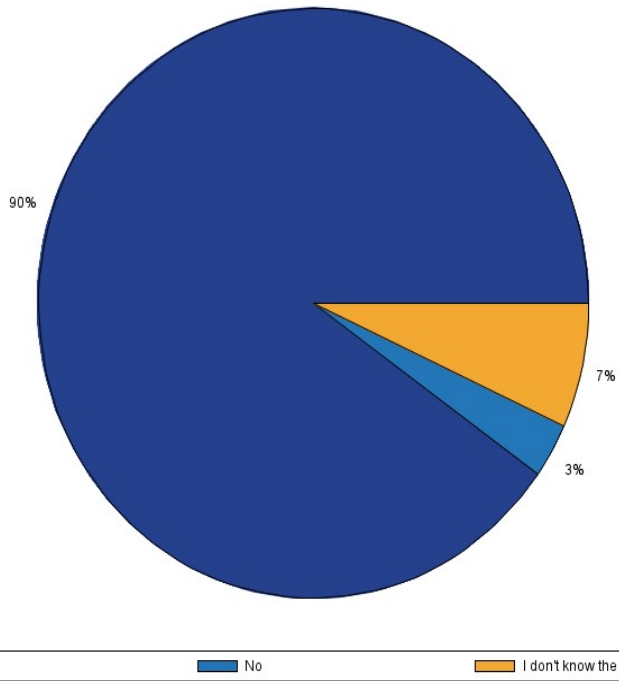
**Q6. Thinking about this school's board meetings, which of the following statements best applies to you?**



Board Meetings		% by School	Total by School	% All Schools	Total All Schools
Q6. Thinking about this school's board meetings, which of the following statements best applies to you?	I attend almost every board meeting	16%	32	14%	808
	I occasionally attend board meetings	30%	61	23%	1,314
	I know when board meetings take place, but do not attend	45%	92	35%	1,975
	I do not know when board meetings take place and I do not attend	9%	19	28%	1,598

**NYSED CSO Parent Survey 2022**  
**CHARTER SCHOOL OF EDUCATIONAL EXCELLENCE**  
**204 RESPONSES**  
**20% RESPONSE RATE**

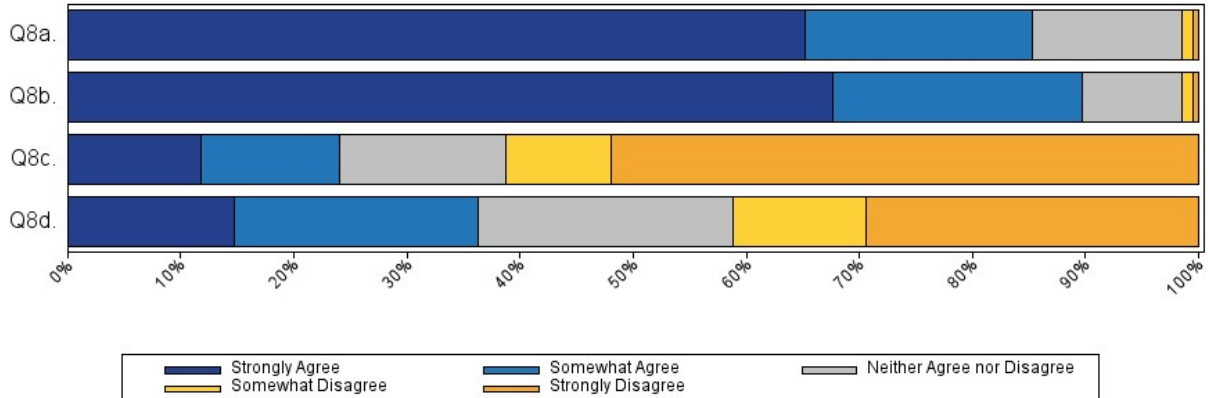
**Q7. Do you feel the school is fulfilling its mission?**



School Mission		% by School	Total by School	% All Schools	Total All Schools
Q7. Do you feel the school is fulfilling its mission?	Yes	90%	184	83%	4,724
	No	3%	6	6%	328
	I don't know the school's mission	7%	14	11%	643

**NYSED CSO Parent Survey 2022**  
**CHARTER SCHOOL OF EDUCATIONAL EXCELLENCE**  
**204 RESPONSES**  
**20% RESPONSE RATE**

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

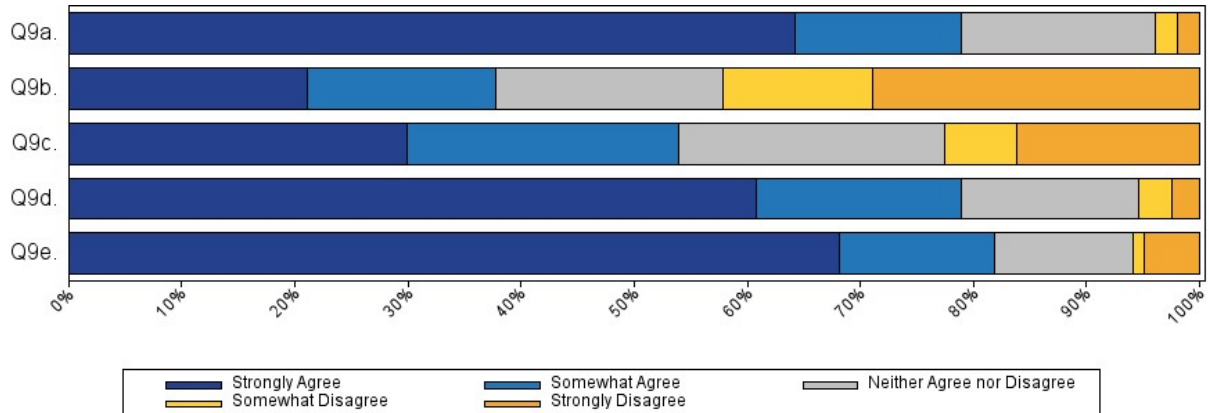


COVID-19 Learning Environment		% by School	Total by School	% All Schools	Total All Schools
Q8a. The school has clear instructions on cleaning procedures and practices used in the school's buildings.	Strongly Agree	65%	133	64%	3,665
	Somewhat Agree	20%	41	18%	1,042
	Neither Agree nor Disagree	13%	27	14%	798
	Somewhat Disagree	1%	2	2%	97
	Strongly Disagree	0%	1	2%	93
Q8b. I am confident the school is following the proper safety standards.	Strongly Agree	68%	138	70%	3,979
	Somewhat Agree	22%	45	19%	1,060
	Neither Agree nor Disagree	9%	18	8%	457
	Somewhat Disagree	1%	2	2%	101
	Strongly Disagree	0%	1	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	12%	24	14%	779
	Somewhat Agree	12%	25	12%	663
	Neither Agree nor Disagree	15%	30	14%	790
	Somewhat Disagree	9%	19	9%	523
	Strongly Disagree	52%	106	52%	2,940
Q8d. I worry my child will come in contact with COVID19 while in school.	Strongly Agree	15%	30	19%	1,085
	Somewhat Agree	22%	44	21%	1,194
	Neither Agree nor Disagree	23%	46	24%	1,384
	Somewhat Disagree	12%	24	11%	623
	Strongly Disagree	29%	60	25%	1,409

**NYSED CSO Parent Survey 2022**  
**CHARTER SCHOOL OF EDUCATIONAL EXCELLENCE**  
**204 RESPONSES**  
**20% RESPONSE RATE**

**COVID-19 Remote Learning Environment**

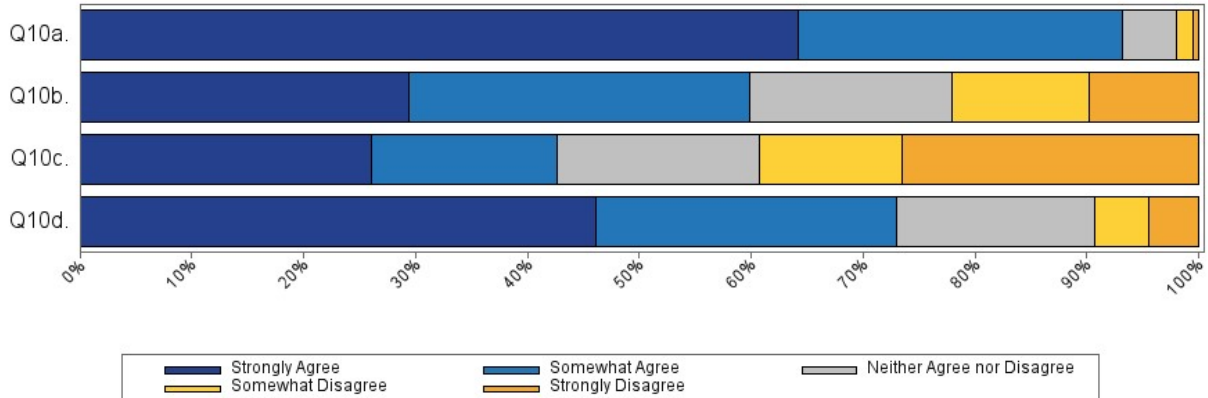


COVID-19 Remote Learning Environment		% by School	Total by School	% All Schools	Total All Schools
Q9a. The school has provided me with help to support my child's remote learning.	Strongly Agree	64%	131	58%	3,325
	Somewhat Agree	15%	30	17%	943
	Neither Agree nor Disagree	17%	35	21%	1,204
	Somewhat Disagree	2%	4	2%	97
	Strongly Disagree	2%	4	2%	126
Q9b. Handling remote learning platforms (Zoom, Google Meet, teacher apps, etc.) has been difficult.	Strongly Agree	21%	43	26%	1,463
	Somewhat Agree	17%	34	16%	888
	Neither Agree nor Disagree	20%	41	24%	1,359
	Somewhat Disagree	13%	27	11%	603
	Strongly Disagree	29%	59	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	30%	61	29%	1,657
	Somewhat Agree	24%	49	20%	1,153
	Neither Agree nor Disagree	24%	48	26%	1,500
	Somewhat Disagree	6%	13	8%	434
	Strongly Disagree	16%	33	17%	951
Q9d. The internet in my home works when my child needs to access school materials for remote learning	Strongly Agree	61%	124	64%	3,669
	Somewhat Agree	18%	37	14%	824
	Neither Agree nor Disagree	16%	32	16%	939
	Somewhat Disagree	3%	6	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	68%	139	73%	4,151
	Somewhat Agree	14%	28	10%	585
	Neither Agree nor Disagree	12%	25	14%	814
	Somewhat Disagree	1%	2	1%	57
	Strongly Disagree	5%	10	2%	88

**NYSED CSO Parent Survey 2022**  
**CHARTER SCHOOL OF EDUCATIONAL EXCELLENCE**  
**204 RESPONSES**  
**20% RESPONSE RATE**

**COVID-19 Learning Environment**



COVID-19 Learning Environment		% by School	Total by School	% All Schools	Total All Schools
Q10a. I have a clear idea how the school is educating my child.	Strongly Agree	64%	131	66%	3,744
	Somewhat Agree	29%	59	24%	1,354
	Neither Agree nor Disagree	5%	10	6%	335
	Somewhat Disagree	1%	3	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	29%	60	32%	1,812
	Somewhat Agree	30%	62	25%	1,437
	Neither Agree nor Disagree	18%	37	23%	1,332
	Somewhat Disagree	12%	25	11%	621
	Strongly Disagree	10%	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	26%	53	27%	1,564
	Somewhat Agree	17%	34	18%	1,028
	Neither Agree nor Disagree	18%	37	17%	947
	Somewhat Disagree	13%	26	14%	771
	Strongly Disagree	26%	54	24%	1,385
Q10d. I am more connected with my child's day-to-day education now than ever before.	Strongly Agree	46%	94	48%	2,721
	Somewhat Agree	27%	55	24%	1,389
	Neither Agree nor Disagree	18%	36	19%	1,075
	Somewhat Disagree	5%	10	5%	284
	Strongly Disagree	4%	9	4%	226

**NYSED CSO Parent Survey 2022**  
**CHARTER SCHOOL OF EDUCATIONAL EXCELLENCE**  
**204 RESPONSES**  
**20% RESPONSE RATE**

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

Question Answer
Educational standards, passing rate, level of discipline.
*Because for me it is safer and one of the best
Because if the quality of education my child is getting from the school.
It's a great school where they really care about your chil academics and emotional well being
It helps my childs peraonal and emotional well being. Helps my child to have a better outlook of his future. Was able to become kore focus on his studies
Heard about high standards
It's an excellent school. I'm glad this school exist in Yonkers because I was given a very bad school through Yonkers department of education despite the fact that it was not any of my choice.
Is a very good school one of the best in Yonkers
*Because it is Very good school.
My son completed K-7
First few interactions with public school didn't meet my expectations. Charter provided close and affordable option.
*Because it's a very good school
Education is the most important thing a child needs and after doing my research on CSEE, I knew it was the right decision. She's been there for 9 years and not off to the brand new HS. It's been a great journey at CSEE. Wouldn't change it for the world. Best top notch FREE education available.
Because of states tests records, and friends recommendations
Great reputation and unjform
*Because it is one of the best of Yonkers
My child has been attending a charter school since second grade . I like how charter schools advocates for kids and the importance of every child achieving their goals .
*It has better teachings and it publishes them.
CSEE's academic curriculum surpasses public schools curriculum
Had a good ranking for Yonkers public school
*Because it has a good reputation, teachers care about students and have more control than public schools.
I chose CSEE because of their devotion to prepare our children for the future not only in class but also out in the world, they dont only teach lesson materials, teach lessons that the children will carry throughout their life.
Very high educational standards
*Because my son learns well and consistently
*Because it is the only charter in yonkers.
They offer private school education and experience and college course for free.
I picked it because of the mission statement and its free public privatized education.
Great reputation
Academic opportunities
CSEE is a great school and easy to understand. We work together between parents and teachers. Staff.

**NYSED CSO Parent Survey 2022**  
**CHARTER SCHOOL OF EDUCATIONAL EXCELLENCE**  
**204 RESPONSES**  
**20% RESPONSE RATE**

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

Question Answer
I choose this school because is simply the best school ever
This charter school has a great educational reputation and provides excellent support to both its students and their families.
Because of its educational standard.
The best school in Yonkers
Because I initially had confidence in its performance and because there was a sibling. Changes to the administration has led to the deterioration in upholding high standards.
Best school in Yonkers
*Because it is a school with a lot of potential and help to each of our children there is a lot of protection and cleanliness thank you for every day for our children
The good rating
*CSEE is a school, in which I fully trust in the quality of education for my children. The uniformity and cleanliness that it demands with the students and with themselves.
close to home and level of education is good
It's graded better than the regulars
High quality education and performance
It's a great school. The teachers and staff are very attentive to the kids and parents needs. The education the students receive is great.
I strongly agree to all the questions, CSEE IS A GREAT SCHOOL! I HAVE ALL MY KIDS IN THIS SCHOOL IN CLASSES; THEY ALL HAVE GREAT ACADEMIC PROGRESS.
*The academic level.
*Because it is a school that encourages them to give more of them, prepares them to try harder.
Wants high academic standards
I wanted a school that really focused on educating my son. The school not only works hard with my son to learn at a higher level but has also informed me of other services they provide to help him if he does struggle in any way. I also have friends that have their kids put into the school as well and had heard about how the charter school teaches as well as communicate well with parents and that is truly huge for my husband and I.
My daughters been going to that since pre-k now they never had any problem so far either concerned about their education.
*because it was recommended to me by a family friend
I chose this school because of what a charter school has to offer my child academically and the convenience of the school being close to home.
*It is a school with high expectations,
Because it's provides transportation and it's good school as well.
*Because it feels and lives as a family. Their educational training is excellent. Both intellectually and morally. Organized, it is very competent and unique. It's the best.
One of the best schools in Yonkers, NY.
Academically they are sound and offers what I need for my child
*The school is close to my house. I like the schedule and how the teachers help my daughter.
I have always liked the school for my son. They have always been helpful

**NYSED CSO Parent Survey 2022**  
**CHARTER SCHOOL OF EDUCATIONAL EXCELLENCE**  
**204 RESPONSES**  
**20% RESPONSE RATE**

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

Question Answer
*Be the best choice for education for my daughters.
I thought it would provide a stronger curriculum than a public school. However, since the opening of the high school, their priorities have changed.
Better education than public school since I can't afford private school
*Because I like the work system that teachers do.
Because of the education offer. I have 2 enrolled. I notice that with my younger he needs more help and they don't offer help you have to ask and find out resources. I strongly believe that if a child is not doing well or meeting education standards it's the educators responsibility to tell the parents and tell the parents what can be done. Not provide negative feedback with no help
Love the schools curriculum and staff. We come from a bad experience in a public school. This is 100x better.
Seeing how my friends children exceeded in the school so I decided to apply for my children and I am very thankful that they are in the school
*For their academic level
*Because it's one of the best schools Yonkers has.
I chose this school because it's better than the public schools in my city. They have high academic and behavior expectations and I believe this pushes students to do well in school.
learning standards are higher. children's potentials are pushed
It is one of the best school in my neighborhood
Because classes are slightly smaller than the public hs
Because it is the best school
Great school
They are very good and professional in educational i love the school.
Because she is getting a better education then she will get from yonkers public schools
I chose CSEE because, among the schools in my community, CSEE ranks very high in overall performance. I also like to feel that all the parents who choose to send their children to CSEE share a high interest for their children education as me.
All my other 4 kids attended this school and they are all doing very well
Good feedback from other parents.
Its a great school with a very clean environment.
Strict rules and good education
The proximity to home and the schools academic expectations and performance.
Because of all the options i chose in the above questions
It is responsible safe and have a good support team for my child
Is a very good school with good ratings.
I chose this school for my child because they offer a broad academic experience for her and she has grown tremendously from being at the school.
*For its high standard of education and learning
*Because the school has the necessary resources for the educational development of my child.
I believe CSEE provides better quality of education.

**NYSED CSO Parent Survey 2022**  
**CHARTER SCHOOL OF EDUCATIONAL EXCELLENCE**  
**204 RESPONSES**  
**20% RESPONSE RATE**

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

Question Answer
Great School
Better quality of education.
The school focus is 100% about the children and they have high academic standards.
Because it is safer than any other schools in the area
*I like the school for my son's development.
I believe CSEE supports my child's learning at its best.
They have high expectations
*I chose this school for my son always thinking about the best for him and make no mistake about choosing this school as it exceeds all expectations! Yonkers needs more schools how you are! I have a niece of the same grade as my son and she is not on a charter and I can assure you that my son surpasses her in all subjects. I can only say thank you charter for all the support my son receives especially for that wonderful education he receives!
Started in kindergarten,I've always been happy with the support & education she is receiving.
This school has high expectations for all it's students, teachers are very knowledgeable in the content subjects and go the extra mile to help their student succeed. Additionally, CSEE school has well organized procedures for their daily activities and parents are always kept abreast of important school information through numerous media. Overall an excellent school.
*I chose it because since I was a child he has attended charter school, and I really liked the system of that school, and I thought that all charter schools were like that.
Because the Yonkers school system is horrible.
It is close to where I live.
I heard before I assigned her to the school how great a school it is and how great the curriculum is great. I want nothing but the best for my child and, I believe from what I see and hear from the teachers my child is doing amazing. I am honored and in awe to say we are very happy with CSEE.
The reason why I chose my child to attend this school is because the system of the public schools of yonkers doesn't really work. They don't really give challenging work to the smart kids in the class.
It was suggested by previous Charter School
*Because it is very disciplined
Charter schools have a more rigorous education goal than traditionale\ public schools.
Always been in the Charter School environment and it's better than regional public schools in my opinion.
The school is close to where I live.
High ratings
It has a better environment than Mt Vernon Public schools. My sun has been attending since the 1st grade. He has friends and he does not get bullied about him being different. I feel that if he was to start going to Mt Vernon HS he would get lost in the crowd. His teachers know him because he's had some of them for more than a year and they understand him and want the best for him. He would just be another random kid if he went to MVHS.
Better opportunity then regular public schools
It is an excellent school. My child had a successful year every academic year since elementary school.

**NYSED CSO Parent Survey 2022**  
**CHARTER SCHOOL OF EDUCATIONAL EXCELLENCE**  
**204 RESPONSES**  
**20% RESPONSE RATE**

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

Question Answer
I chose the school with great expectations. But totally unhappy with the biased ,racialist principal - who marginalize kids because the parent pointed out her mistake
Good school ratings
My expectations are high for my son overall.
Hada great yea hint method and the staff are very dedicated
I researched schools in out area and CSEE was at the top of the list on great schools website I liked the uniform policy and its high educational standards
I had been referred by previous and current parents who given a great report of the academics and overall school environment.
*I chose this school because it meets all the standards for education and training for my children, I have 2, in first grade and 6 grade. I have 7 years in this school and everything has been at its point, without any complaints.
Great education
I choose this school because it has smaller classes compared to others
Because of the curriculum & the expectations & standards that are required for the students.
This school is perfect for my kids , I'm happy with my kids development and improve since they started in CSEE
It was referred by his middle school administrators
Discipline, communication, excellent Teachers and the Anti bullying policies.
Because i think is much better than the regular Yonkers public schools
This is the perfect one. My kids focused more. Brought home a better report card. Also I think their learning process goes faster. Safer school. Thank you CSEE.
For the academic excellence and strong sense of community. For the additional support. Qualified teachers and academic resources.
*For its focus on children's learning
It was highly recommended
*By recommendations. Truth be told, it's the best decision I've ever made. The school is extremely good in all aspects.
High educational standard Emphasis on anti bullying Students wear uniforms
*For the discipline and high academic level
School was recommended
Thought it would be a great learning experience for my child.
*It's very good.
I think is a good school
I was lucky to have my child gain access to this school. Yonkers public schools have a poor reputation for education.
My child been attending this school since kindergarten. It's a great school with high expectations and I want my child to have a successful future. This school offers great academic's and programs.
CSEE offers a great learning program, better than any other school in my area, all they do is for the better development of all the children in CSEE.

**NYSED CSO Parent Survey 2022**  
**CHARTER SCHOOL OF EDUCATIONAL EXCELLENCE**  
**204 RESPONSES**  
**20% RESPONSE RATE**

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

Question Answer
It was the closest school that was performing well at the time my child moved to Yonkers,NY.
Because of the great education they offer and my kids have been learning alot during this past years, I love how involved everyone is how the teachers and staff communicate with me.
It's really a great school for my son
I chose CSEE for my children because I wanted their minds to be challenged. The hours were convenient
It is a good school
It was a better curriculum than the public schools in my city when my child was transitioning from private school.
Stricter and safer environment for my child to learn
Is a very good school
Passing rate, great academic work and good level of discipline. School safety and educational achievements.
*By the its teaching system and I make a good school I know that the staff does everything possible so that the children are safe and the teachers do a good job so that the children learn.
To be well educated.
Has high standard for each child. Do not tolerate bullying and provides a good environment for learning. You can always reach teachers and they will get back to you in a timely manner.
*Because it's a good school
CEE have a wonderful teachers and great environment for my kids , I love this school.
It's an amazing school with a great reputation. The public schools in Yonkers seem subpar and not up to my standards. I wanted my child to be challenged academically.
I chose this school because it is one of the best charter school and it's academics is off the chart. This school really cares bout it's students.
I choose this based on feedback I received from other parents that had children in charter schools. However, this year I have had a bad experience with this school.
My sons first year in school or day care setting I just wanted it to be a hands on experience and it was it's close to home
*Excellent education
Get better education
I chose CSEE because of their strong academic supports through all the grades. For the supports to the teachers and communication to the parents/guardians.
We were unhappy with our local district after sitting in on distance learning all through 2020. We have several friends who send their children to CSEE and only had wonderful things to say. We are impressed with the individualized learning that challenges our child at his own levels of progress.
*Because I have seen the progress and effort of my children and teachers.
Because of the good results
*I chose this school for my daughter because my daughter's education is a priority for me and this school exceeds all my expectations! Charter schools are the best options for me, I wish in Yonkers we had more charter schools.

**NYSED CSO Parent Survey 2022**  
**CHARTER SCHOOL OF EDUCATIONAL EXCELLENCE**  
**204 RESPONSES**  
**20% RESPONSE RATE**

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

Question Answer
Because I thought it was a good school for my child. It was a private school. I was convinced that the school was strict with there policy and the teachers being respectful to the students.



**NYSED CSO Parent Survey 2022**  
**CHARTER SCHOOL OF EDUCATIONAL EXCELLENCE**  
**204 RESPONSES**  
**20% RESPONSE RATE**

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

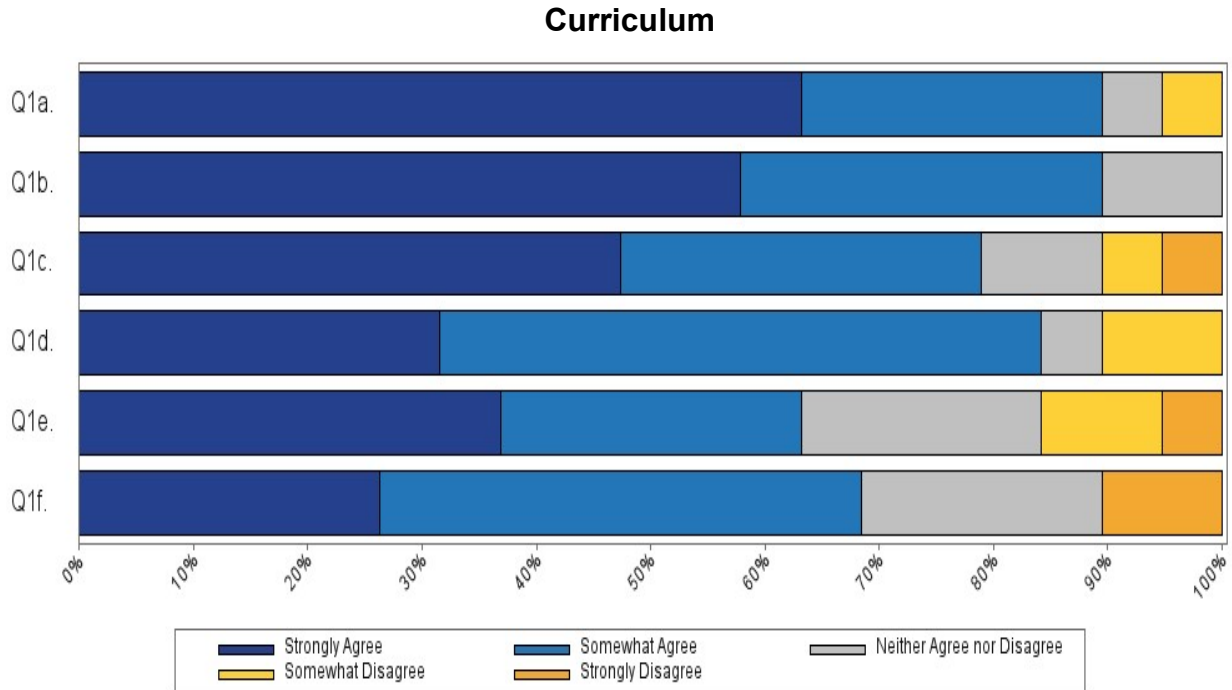
Question Answer
I hope they expand because a lot of my friends wanted to get into this school. There's not a lot of excellent school in Yonkers and parents should have a choice on where to put their kids
CSEE IS A GREAT SCHOOL!.
*My daughter is happy in this school, but sometimes she feels insecure because of the students fighting and because of the racism that exists in the school.
*It only needs learning activities such as: That they have an area to learn to play an instrument, or something similar like other public schools.
Too many average+ children are not taking school seriously and my child is in that category. He needs serious counseling
The school needs to effort the students conduct. Some of the have a bad manners
Great school and a great choice for any parent living in Yonkers.
Great School!
I am thankful for CSEE for providing the best place for learning for my child.
*Topic of drugs and gangs at school.
Great job CSEE school management. Keep up the good work
In this area I grew up going to the public schools and I remember not being taught, The material I was learning was behind some friends I had from other districts. Wasn't until 10th grade where I was put in a private school and truly realized how behind in my education I was. I was concerned when it was time to send my son to school, but I felt like the charter school was my only option and luckily he got in! I am beyond satisfied with the education my son has been receiving. He is reading at a level most kindergarteners at not at, there are so many fun activities he gets to do at school and he loves it!
Despise a few regularities, the charter school is one of the best.
My child has a 504 plan but he is rarely given the extra time he needs for exams unless he requests it although it should be automatic. Sometimes he turns in his tests incomplete because time is up and won't ask for the extra time.
*How are they handling the behaviors of children when they disrespect a teacher or even a companion in the classroom?
The school lacks a consistent, year round after school program to assist with homework and additional help for students that is struggling. CSEE has high academic standards, yet they lack resources to support students that needs additional help.
I think the education and standards are very high but tutoring and smaller classrooms or teacher assistants need to be more present in the classroom for small group discussions and learning. This is a huge problem. I have to spend money on tutoring after school because of this.
I'm happy with CSEE and all the hard work the staff and Especially the high school principal Mr. Palmer great job!
They changed the school schedule at the mid of the year, dismissing the children an hour before without giving the parents enough time to plan for pick up.

**NYSED CSO Parent Survey 2022**  
**CHARTER SCHOOL OF EDUCATIONAL EXCELLENCE**  
**204 RESPONSES**  
**20% RESPONSE RATE**

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

Question Answer
I believe there needs to be more diversity in the teaching staff. The only diversity in the building involves behavior management like security, dean and principal or counseling. I believe there are many qualified teachers of color that can do more than control a child's behavior but educate them and extract their true potential. There also tends to be favoritism with students that have transitioned between the other buildings and grade levels. They are given more leniency when being disciplined and the rules aren't enforced for those students. While I do believe they are trying to uphold their mission, the focus has shifted and academics has suffered. Quality teachers need to be sourced and not chosen due to time constraints.
*I would like teachers to pay more attention because there are many children who bully others
The classes seem more occupied with addressing behavioral concerns more than academic concerns. There are little to no resources for a child who may be failing a class but does not have an IEP.
*The best school in Yonkers.
CSEE has been great with educating our children and keep the parents in the loop of their progress whether it's good or bad.
The high standards of the school are loosing. Students behavior is not the appropriate and do not see any movement. I think they are more concentrated in the high school.
Some of the teachers are not very professional.
I will continue to together with CSEE UNTIL THE END
I think the school should do a better job telling us parents the incidents that are going on.
I love CSEE. They have a friendly environment
I have the third child in the school who is in kindergarten and she also doing good
school should continue to do the good job for the kids much love
My child needs help with mathematics and English. To whom it may concern
I have another child in 2nd grade attending this school.
My child teacher does not like my child and treats her badly my child has come home crying about this I have spoken with the principal and my parent support and nothing has been done . My child has been sent out the room while bleeding because anther student banged her head on the desk . The teacher didn't notify me and was not able to tell me what happened.
I just hope this may help with the traffic and funding this school deserves
This school needs to work on staffing. Get stable and reliable teaching staff. Children spend to much instructional time outside due to children pulling off fire alarms.

**NYSED CSO Teacher Survey 2022**  
**CHARTER SCHOOL OF EDUCATIONAL EXCELLENCE**  
**19 RESPONSES**  
**40% RESPONSE RATE**

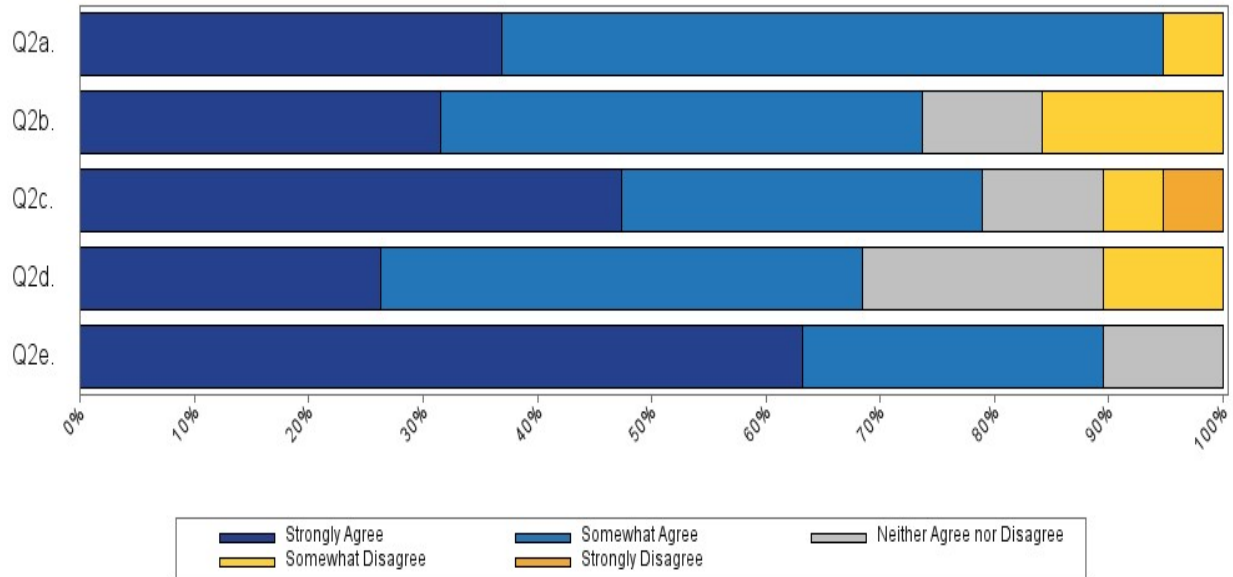


Curriculum		% by School	Total by School	% All Schools	Total All Schools
Q1a. The school has a documented curriculum that is aligned to the New York State learning standards.	Strongly Agree	63%	12	68%	1,310
	Somewhat Agree	26%	5	24%	460
	Neither Agree nor Disagree	5%	1	4%	74
	Somewhat Disagree	5%	1	3%	49
	Strongly Disagree	0%	0	2%	38
Q1b. The school's curriculum is aligned horizontally across same grade level classrooms.	Strongly Agree	58%	11	58%	1,113
	Somewhat Agree	32%	6	26%	506
	Neither Agree nor Disagree	11%	2	10%	190
	Somewhat Disagree	0%	0	4%	82
	Strongly Disagree	0%	0	2%	40

Curriculum		% by School	Total by School	% All Schools	Total All Schools
Q1c. The school's curriculum is aligned vertically between grade levels.	Strongly Agree	47%	9	51%	978
	Somewhat Agree	32%	6	32%	612
	Neither Agree nor Disagree	11%	2	11%	212
	Somewhat Disagree	5%	1	4%	85
	Strongly Disagree	5%	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	32%	6	50%	975
	Somewhat Agree	53%	10	34%	651
	Neither Agree nor Disagree	5%	1	8%	146
	Somewhat Disagree	11%	2	5%	106
	Strongly Disagree	0%	0	3%	53
Q1e. The curriculum is systematically reviewed and revised.	Strongly Agree	37%	7	50%	966
	Somewhat Agree	26%	5	28%	545
	Neither Agree nor Disagree	21%	4	11%	222
	Somewhat Disagree	11%	2	7%	127
	Strongly Disagree	5%	1	4%	71
Q1f. The school has a strong science curriculum.	Strongly Agree	26%	5	35%	683
	Somewhat Agree	42%	8	30%	574
	Neither Agree nor Disagree	21%	4	23%	436
	Somewhat Disagree	0%	0	7%	136
	Strongly Disagree	11%	2	5%	102

**NYSED CSO Teacher Survey 2022**  
**CHARTER SCHOOL OF EDUCATIONAL EXCELLENCE**  
**19 RESPONSES**  
**40% RESPONSE RATE**

**Instruction**

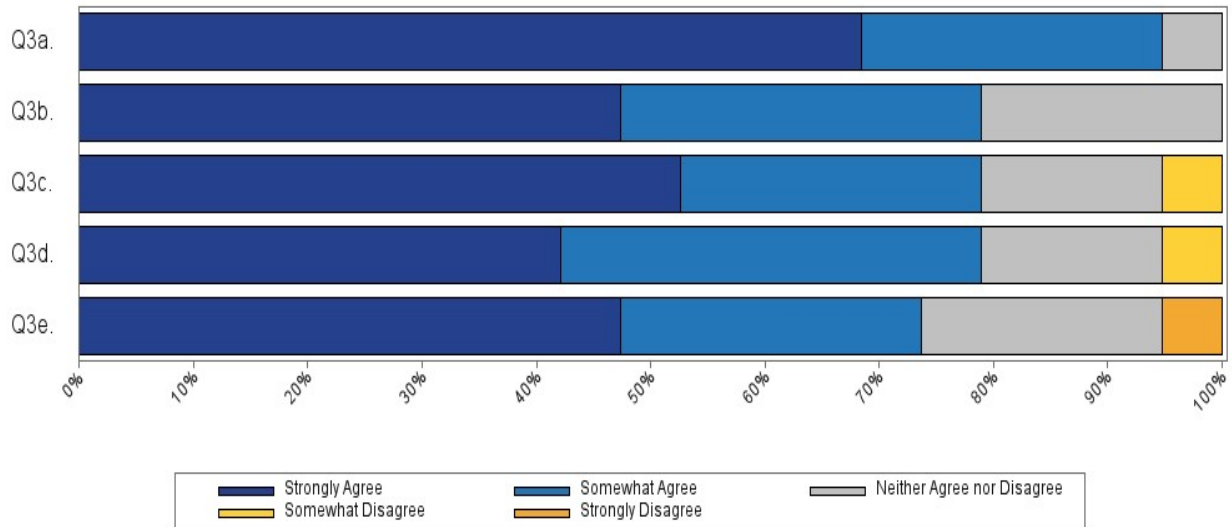


Instruction		% by School	Total by School	% All Schools	Total All Schools
Q2a. The school staff has a shared understanding of high-quality instruction that supports all learners.	Strongly Agree	37%	7	54%	1,038
	Somewhat Agree	58%	11	34%	653
	Neither Agree nor Disagree	0%	0	4%	86
	Somewhat Disagree	5%	1	6%	113
	Strongly Disagree	0%	0	2%	41
Q2b. Instructional delivery fosters engagement with all students.	Strongly Agree	32%	6	52%	1,008
	Somewhat Agree	42%	8	36%	691
	Neither Agree nor Disagree	11%	2	6%	114
	Somewhat Disagree	16%	3	5%	94
	Strongly Disagree	0%	0	1%	24

Instruction		% by School	Total by School	% All Schools	Total All Schools
Q2c. The school differentiates instruction to ensure equity and access for all students.	Strongly Agree	47%	9	52%	999
	Somewhat Agree	32%	6	34%	654
	Neither Agree nor Disagree	11%	2	6%	124
	Somewhat Disagree	5%	1	6%	115
	Strongly Disagree	5%	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	26%	5	48%	922
	Somewhat Agree	42%	8	30%	570
	Neither Agree nor Disagree	21%	4	9%	170
	Somewhat Disagree	11%	2	8%	162
	Strongly Disagree	0%	0	6%	107
Q2e. There is a uniform expectation for teachers' implementation of academic rigor in the school.	Strongly Agree	63%	12	53%	1,022
	Somewhat Agree	26%	5	29%	566
	Neither Agree nor Disagree	11%	2	8%	159
	Somewhat Disagree	0%	0	6%	114
	Strongly Disagree	0%	0	4%	70

**NYSED CSO Teacher Survey 2022**  
**CHARTER SCHOOL OF EDUCATIONAL EXCELLENCE**  
**19 RESPONSES**  
**40% RESPONSE RATE**

**Assessment and Program Evaluation**



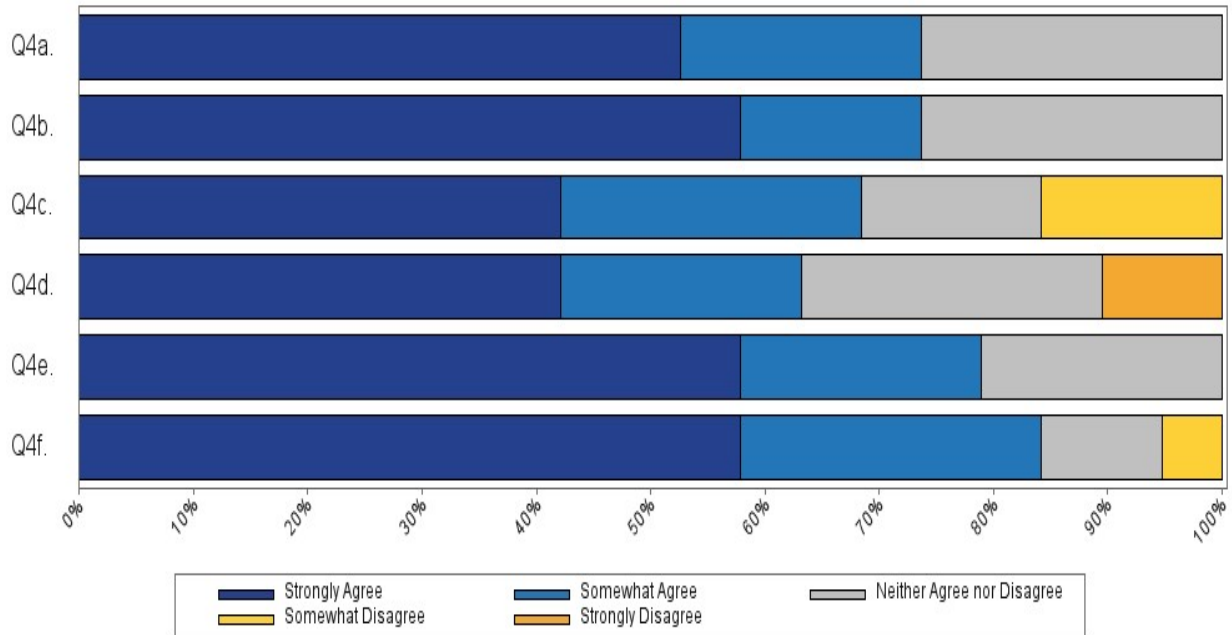
Assessment and Program Evaluation		% by School	Total by School Answer Count	% All Schools	Total All Schools
Q3a. The school uses a system of formative, diagnostic, and summative assessments.	Strongly Agree	68%	13	66%	1,267
	Somewhat Agree	26%	5	27%	522
	Neither Agree nor Disagree	5%	1	5%	88
	Somewhat Disagree	0%	0	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	47%	9	62%	1,200
	Somewhat Agree	32%	6	28%	532
	Neither Agree nor Disagree	21%	4	6%	125
	Somewhat Disagree	0%	0	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	53%	10	58%	1,129
	Somewhat Agree	26%	5	29%	555
	Neither Agree nor Disagree	16%	3	7%	134
	Somewhat Disagree	5%	1	5%	87
	Strongly Disagree	0%	0	1%	26
Q3d. The school modifies its academic program after using data measurements.	Strongly Agree	42%	8	50%	964
	Somewhat Agree	37%	7	30%	583
	Neither Agree nor Disagree	16%	3	11%	218
	Somewhat Disagree	5%	1	7%	126
	Strongly Disagree	0%	0	2%	40
Q3e. The school uses multiple measures to assess student progress toward State learning standards.	Strongly Agree	47%	9	59%	1,144
	Somewhat Agree	26%	5	28%	532
	Neither Agree nor Disagree	21%	4	8%	156
	Somewhat Disagree	0%	0	4%	69
	Strongly Disagree	5%	1	2%	30



**NYSED CSO Teacher Survey 2022**  
**CHARTER SCHOOL OF EDUCATIONAL EXCELLENCE**  
**19 RESPONSES**  
**40% RESPONSE RATE**

**Supports for Diverse Learners**

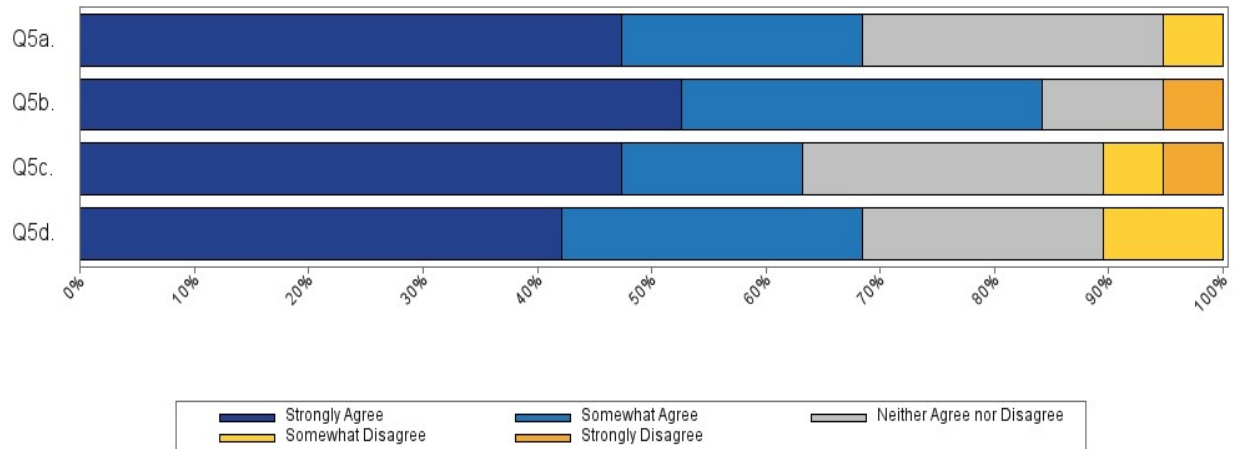


Supports for Diverse Learners		% by School	Total by School	% All Schools	Total All Schools
Q4a. The school follows the NYSED approved identification process for students with disabilities.	Strongly Agree	53%	10	62%	1,194
	Somewhat Agree	21%	4	20%	391
	Neither Agree nor Disagree	26%	5	14%	262
	Somewhat Disagree	0%	0	3%	55
	Strongly Disagree	0%	0	2%	29
Q4b. The school follows the NYSED approved identification process for English language learners.	Strongly Agree	58%	11	61%	1,181
	Somewhat Agree	16%	3	20%	393
	Neither Agree nor Disagree	26%	5	15%	286
	Somewhat Disagree	0%	0	3%	50
	Strongly Disagree	0%	0	1%	21

Supports for Diverse Learners		% by School	Total by School	% All Schools	Total All Schools
Q4c. The school provides supports to meet the academic needs for students with disabilities.	Strongly Agree	42%	8	56%	1,079
	Somewhat Agree	26%	5	27%	516
	Neither Agree nor Disagree	16%	3	9%	172
	Somewhat Disagree	16%	3	6%	115
	Strongly Disagree	0%	0	3%	49
Q4d. The school provides supports to meet the academic needs for English language learners.	Strongly Agree	42%	8	55%	1,053
	Somewhat Agree	21%	4	26%	511
	Neither Agree nor Disagree	26%	5	10%	200
	Somewhat Disagree	0%	0	6%	117
	Strongly Disagree	11%	2	3%	50
Q4e. The school provides supports to meet the academic needs for economically disadvantaged students.	Strongly Agree	58%	11	61%	1,169
	Somewhat Agree	21%	4	25%	477
	Neither Agree nor Disagree	21%	4	10%	201
	Somewhat Disagree	0%	0	3%	59
	Strongly Disagree	0%	0	1%	25
Q4f. The school has systems to monitor the progress of individual students and to facilitate communication between interventionists and classroom teachers regarding the needs of individual students.	Strongly Agree	58%	11	54%	1,050
	Somewhat Agree	26%	5	28%	533
	Neither Agree nor Disagree	11%	2	9%	183
	Somewhat Disagree	5%	1	6%	110
	Strongly Disagree	0%	0	3%	55

**NYSED CSO Teacher Survey 2022**  
**CHARTER SCHOOL OF EDUCATIONAL EXCELLENCE**  
**19 RESPONSES**  
**40% RESPONSE RATE**

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

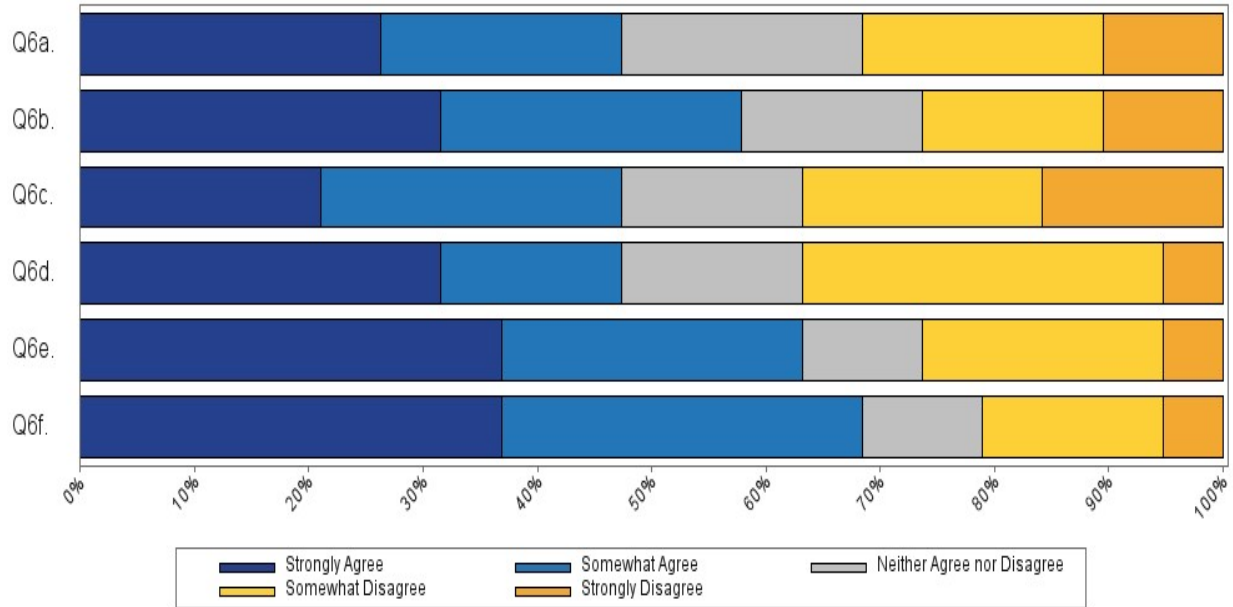


Measures of Culture, Climate, and Student Engagement		% by School	Total by School	% All Schools	Total All Schools
Q5a. The school has processes and procedures in place to address chronic absenteeism for all students.	Strongly Agree	47%	9	38%	725
	Somewhat Agree	21%	4	30%	577
	Neither Agree nor Disagree	26%	5	12%	238
	Somewhat Disagree	5%	1	12%	225
	Strongly Disagree	0%	0	9%	166
Q5b. In general, attendance is not an issue at the school.	Strongly Agree	53%	10	24%	456
	Somewhat Agree	32%	6	27%	512
	Neither Agree nor Disagree	11%	2	15%	293
	Somewhat Disagree	0%	0	21%	405
	Strongly Disagree	5%	1	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	47%	9	37%	717
	Somewhat Agree	16%	3	29%	569
	Neither Agree nor Disagree	26%	5	21%	407
	Somewhat Disagree	5%	1	7%	141
	Strongly Disagree	5%	1	5%	97
Q5d. The school has a process in place to measure and evaluate school climate culture.	Strongly Agree	42%	8	38%	738
	Somewhat Agree	26%	5	31%	589
	Neither Agree nor Disagree	21%	4	16%	306
	Somewhat Disagree	11%	2	8%	161
	Strongly Disagree	0%	0	7%	137

**NYSED CSO Teacher Survey 2022**  
**CHARTER SCHOOL OF EDUCATIONAL EXCELLENCE**  
**19 RESPONSES**  
**40% RESPONSE RATE**

**Behavior Management and Safety**

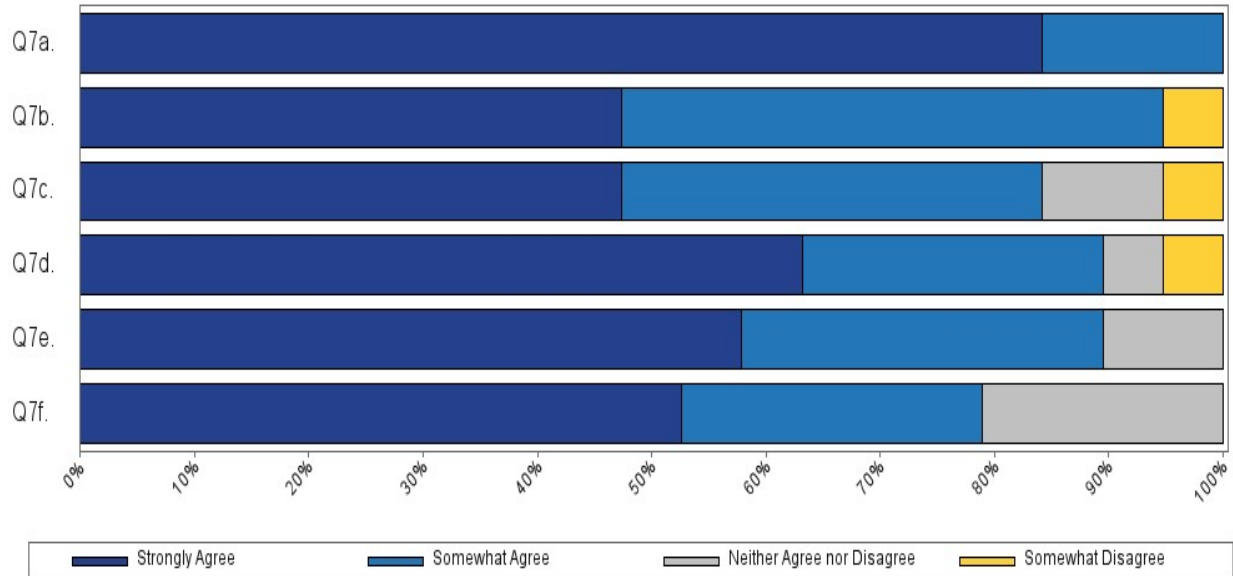


Behavior Management and Safety		% by School	Total by School	% All Schools	Total All Schools
Q6a. The school's discipline policy is clear.	Strongly Agree	26%	5	35%	674
	Somewhat Agree	21%	4	30%	580
	Neither Agree nor Disagree	21%	4	10%	190
	Somewhat Disagree	21%	4	14%	270
	Strongly Disagree	11%	2	11%	217
Q6b. The school's discipline policy is fair to all students.	Strongly Agree	32%	6	39%	751
	Somewhat Agree	26%	5	26%	509
	Neither Agree nor Disagree	16%	3	13%	257
	Somewhat Disagree	16%	3	13%	256
	Strongly Disagree	11%	2	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	21%	4	28%	545
	Somewhat Agree	26%	5	30%	581
	Neither Agree nor Disagree	16%	3	13%	244
	Somewhat Disagree	21%	4	18%	352
	Strongly Disagree	16%	3	11%	209
Q6d. The school's discipline policy is updated as necessary with feedback from faculty.	Strongly Agree	32%	6	33%	641
	Somewhat Agree	16%	3	26%	509
	Neither Agree nor Disagree	16%	3	16%	310
	Somewhat Disagree	32%	6	14%	273
	Strongly Disagree	5%	1	10%	198
Q6e. The school utilizes behavior intervention plans for students who require specific social and behavioral skills in an academic setting.	Strongly Agree	37%	7	42%	818
	Somewhat Agree	26%	5	32%	617
	Neither Agree nor Disagree	11%	2	11%	209
	Somewhat Disagree	21%	4	9%	181
	Strongly Disagree	5%	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	37%	7	42%	811
	Somewhat Agree	32%	6	33%	628
	Neither Agree nor Disagree	11%	2	14%	265
	Somewhat Disagree	16%	3	8%	145
	Strongly Disagree	5%	1	4%	82

**NYSED CSO Teacher Survey 2022**  
**CHARTER SCHOOL OF EDUCATIONAL EXCELLENCE**  
**19 RESPONSES**  
**40% RESPONSE RATE**

**Behavior Management and Safety**



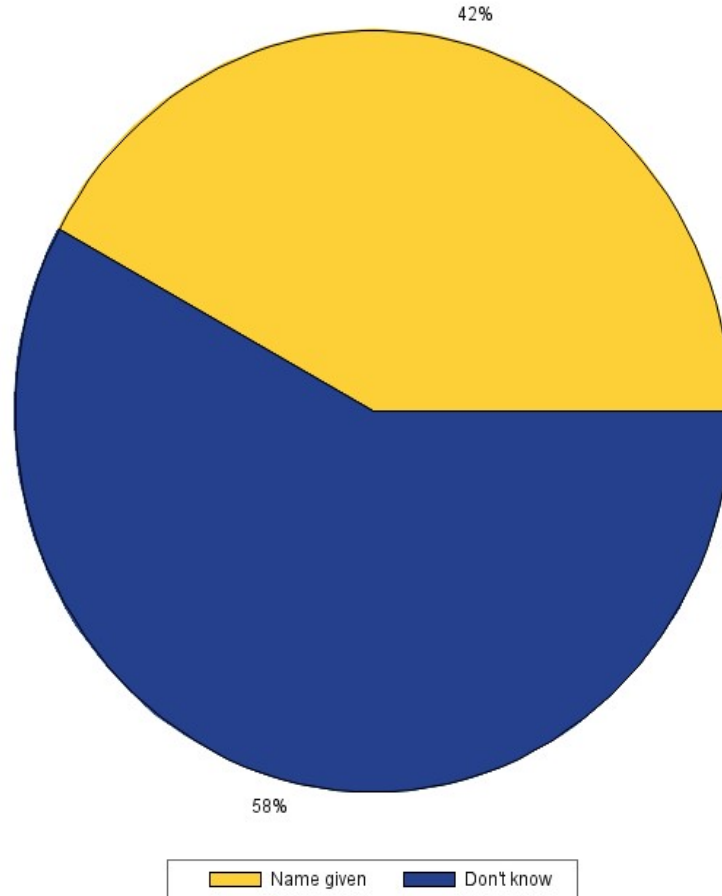
Behavior Management and Safety		% by School	Total by School	% All Schools	Total All Schools
Q7a. The school provides a safe environment.	Strongly Agree	84%	16	60%	1,162
	Somewhat Agree	16%	3	27%	523
	Neither Agree nor Disagree	0%	0	5%	103
	Somewhat Disagree	0%	0	5%	104
	Strongly Disagree	0%	0	2%	39
Q7b. The school has systems in place to ensure that the environment is free from bullying, harassment, and discrimination.	Strongly Agree	47%	9	49%	945
	Somewhat Agree	47%	9	30%	586
	Neither Agree nor Disagree	0%	0	8%	155
	Somewhat Disagree	5%	1	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	47%	9	38%	741
	Somewhat Agree	37%	7	34%	654
	Neither Agree nor Disagree	11%	2	9%	180
	Somewhat Disagree	5%	1	12%	233
	Strongly Disagree	0%	0	6%	123
Q7d. The school has high behavioral expectations for all students.	Strongly Agree	63%	12	47%	899
	Somewhat Agree	26%	5	30%	570
	Neither Agree nor Disagree	5%	1	9%	171
	Somewhat Disagree	5%	1	10%	194
	Strongly Disagree	0%	0	5%	97
Q7e. Teacher-student interactions could typically be described as supportive and respectful.	Strongly Agree	58%	11	55%	1,062
	Somewhat Agree	32%	6	33%	637
	Neither Agree nor Disagree	11%	2	7%	126
	Somewhat Disagree	0%	0	4%	79
	Strongly Disagree	0%	0	1%	27
Q7f. There is a uniform expectation for all teachers' classroom management in your school.	Strongly Agree	53%	10	48%	933
	Somewhat Agree	26%	5	31%	598
	Neither Agree nor Disagree	21%	4	9%	174
	Somewhat Disagree	0%	0	8%	149
	Strongly Disagree	0%	0	4%	77



**NYSED CSO Teacher Survey 2022**  
**CHARTER SCHOOL OF EDUCATIONAL EXCELLENCE**  
**19 RESPONSES**  
**40% RESPONSE RATE**

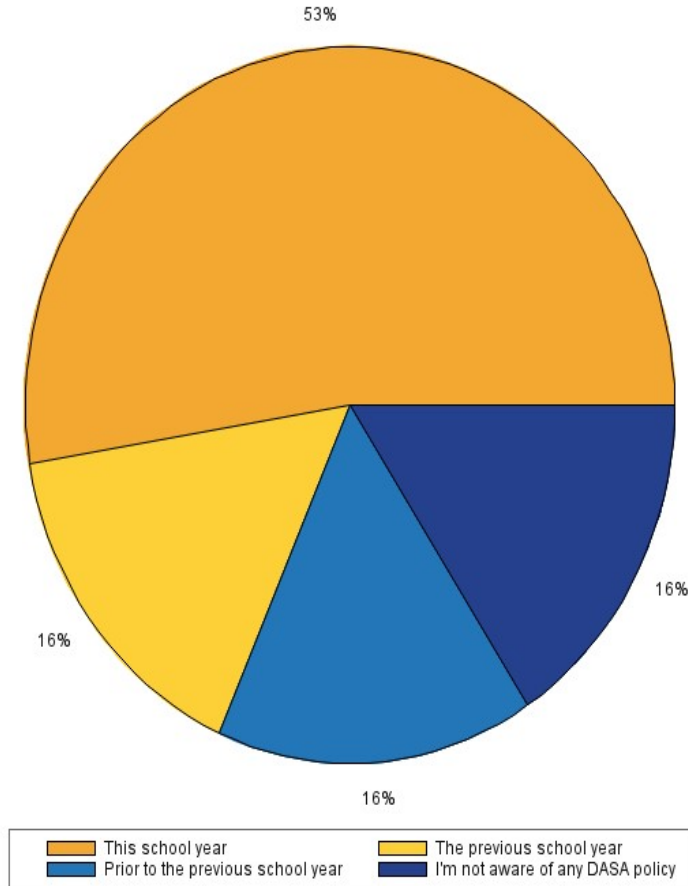
**Q8. What is the name of your school's Dignity for All Students Act (DASA) coordinator?**



Dignity for All Students Act (DASA)		% by School	Total by School	% All Schools	Total All Schools
Q8. What is the name of your school's Dignity for All Students Act (DASA) coordinator?	Name given	42%	8	59%	1,144
	Don't know	58%	11	41%	787

**NYSED CSO Teacher Survey 2022**  
**CHARTER SCHOOL OF EDUCATIONAL EXCELLENCE**  
**19 RESPONSES**  
**40% RESPONSE RATE**

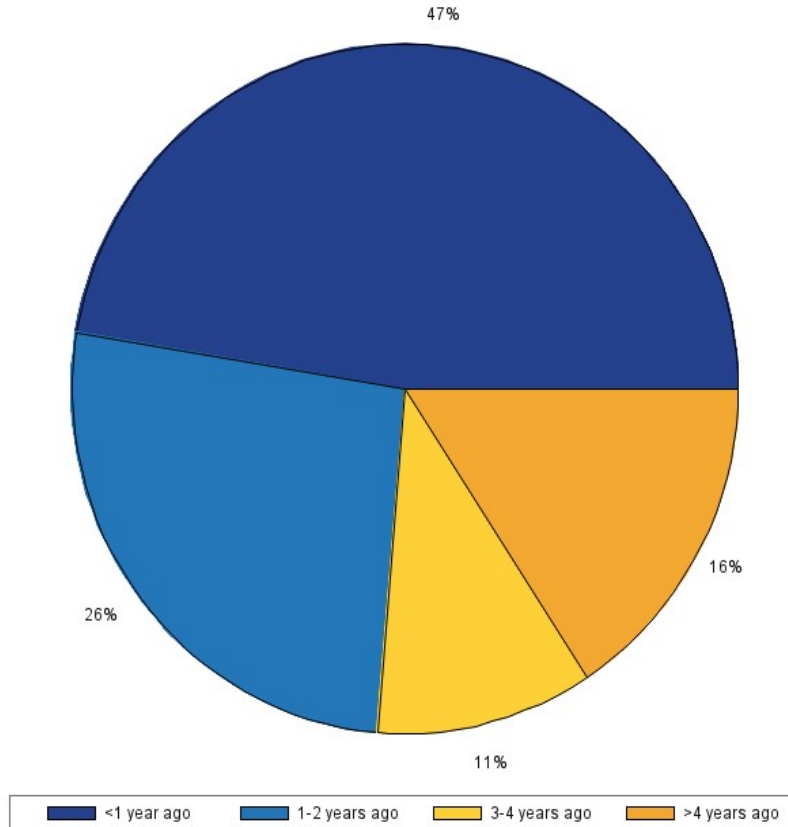
**Q9. When is the last time you received a copy of the school's DASA policy?**



Dignity for All Students Act (DASA)		% by School	Total by School	% All Schools	Total All Schools
Q9. When is the last time you received a copy of the school's DASA policy?	This school year	53%	10	62%	1,204
	The previous school year	16%	3	9%	176
	Prior to the previous school year	16%	3	6%	117
	I'm not aware of any DASA policy	16%	3	22%	434

**NYSED CSO Teacher Survey 2022**  
**CHARTER SCHOOL OF EDUCATIONAL EXCELLENCE**  
**19 RESPONSES**  
**40% RESPONSE RATE**

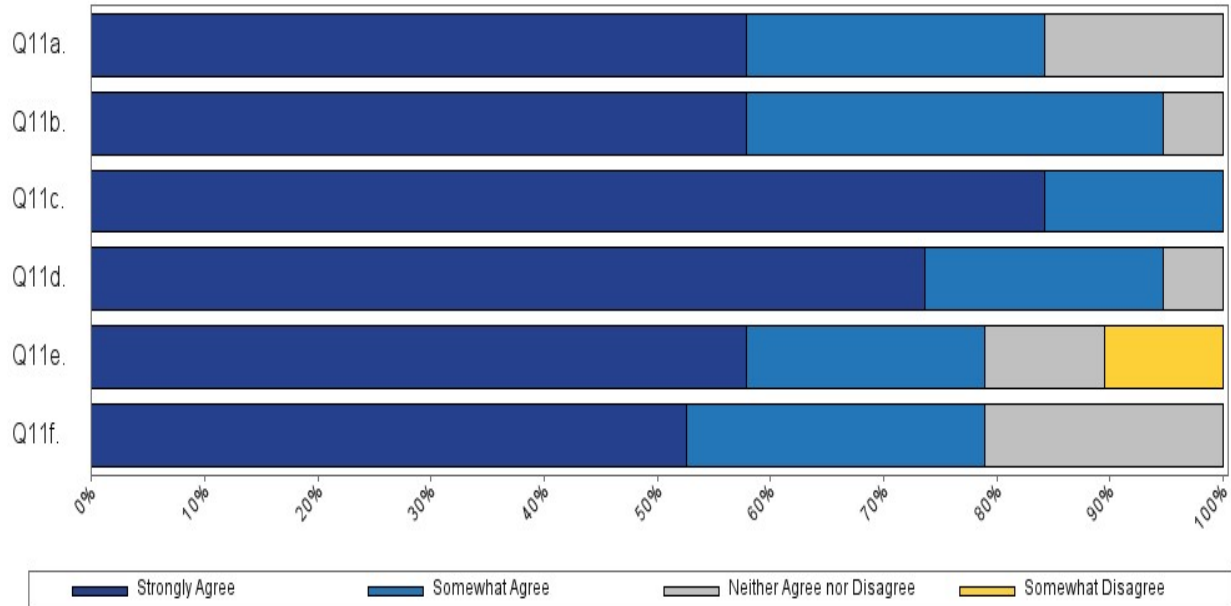
**Q10. When is the last time you received DASA training?**



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	47%	9	48%	927
	1-2 years ago	26%	5	21%	399
	3-4 years ago	11%	2	10%	193
	>4 years ago	0%	0	10%	195
	I've never received DASA training	16%	3	11%	217

**NYSED CSO Teacher Survey 2022**  
**CHARTER SCHOOL OF EDUCATIONAL EXCELLENCE**  
**19 RESPONSES**  
**40% RESPONSE RATE**

**Family Engagement and Communication**

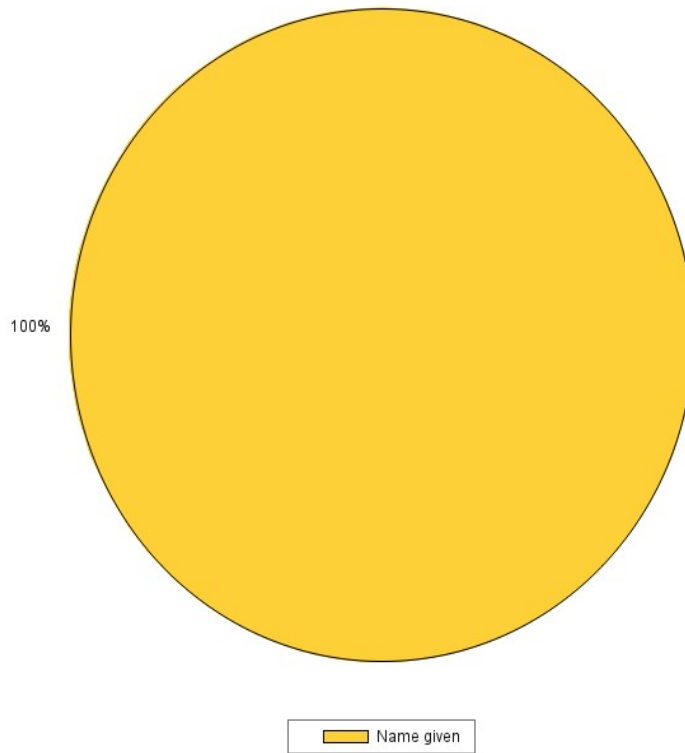


Family Engagement and Communication		% by School	Total by School	% All Schools	Total All Schools
Q11a. The school provides opportunities for parent participation within the school community.	Strongly Agree	58%	11	50%	961
	Somewhat Agree	26%	5	30%	585
	Neither Agree nor Disagree	16%	3	11%	214
	Somewhat Disagree	0%	0	6%	117
	Strongly Disagree	0%	0	3%	54
Q11b. Parents receive regular and timely information on their child's academic progress in their home language.	Strongly Agree	58%	11	57%	1,100
	Somewhat Agree	37%	7	31%	601
	Neither Agree nor Disagree	5%	1	7%	135
	Somewhat Disagree	0%	0	3%	60
	Strongly Disagree	0%	0	2%	35

Family Engagement and Communication		% by School	Total by School	% All Schools	Total All Schools
Q11c. The school uses many methods of communication with families.	Strongly Agree	84%	16	67%	1,295
	Somewhat Agree	16%	3	26%	511
	Neither Agree nor Disagree	0%	0	4%	79
	Somewhat Disagree	0%	0	1%	26
	Strongly Disagree	0%	0	1%	20
Q11d. The school seeks feedback from parents through surveys, meetings, or some other way.	Strongly Agree	74%	14	56%	1,088
	Somewhat Agree	21%	4	29%	567
	Neither Agree nor Disagree	5%	1	10%	196
	Somewhat Disagree	0%	0	3%	54
	Strongly Disagree	0%	0	1%	26
Q11e. The school has a systematic and transparent process for responding to family or community concerns.	Strongly Agree	58%	11	52%	996
	Somewhat Agree	21%	4	30%	572
	Neither Agree nor Disagree	11%	2	12%	240
	Somewhat Disagree	11%	2	4%	82
	Strongly Disagree	0%	0	2%	41
Q11f. The school informs parents about how it performs compared to other schools in the district and New York State.	Strongly Agree	53%	10	45%	873
	Somewhat Agree	26%	5	23%	448
	Neither Agree nor Disagree	21%	4	25%	484
	Somewhat Disagree	0%	0	4%	80
	Strongly Disagree	0%	0	2%	46

**NYSED CSO Teacher Survey 2022**  
**CHARTER SCHOOL OF EDUCATIONAL EXCELLENCE**  
**19 RESPONSES**  
**40% RESPONSE RATE**

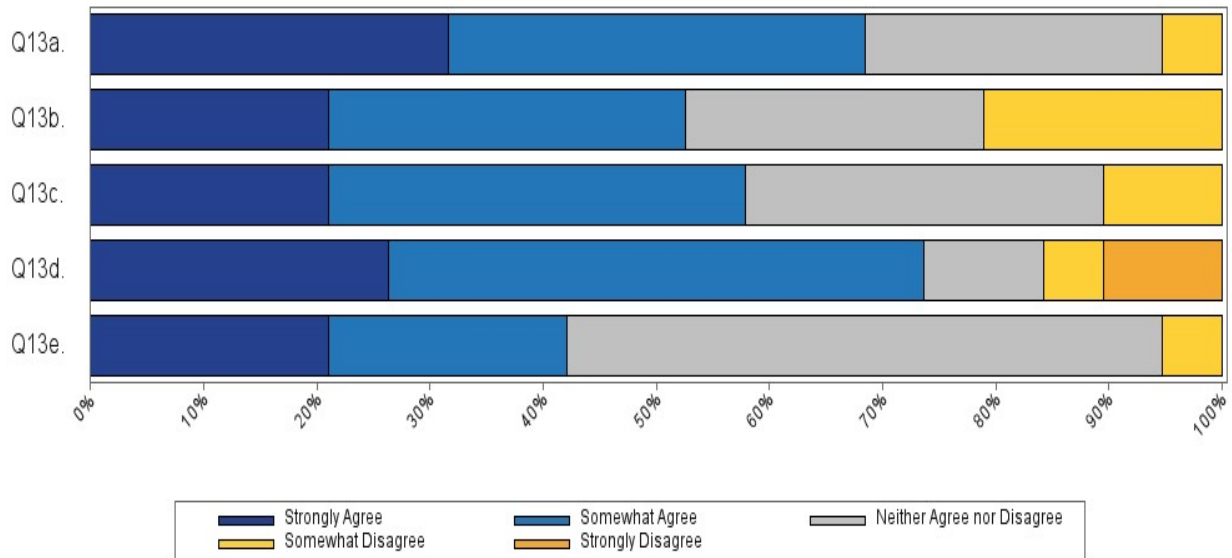
**Q12. What is the name of your school's McKinney-Vento Coordinator?**



McKinney-Vento		% by School	Total by School	% All Schools	Total All Schools
Q12. What is the name of your school's McKinney-Vento Coordinator?	Name given	0%	0	40%	780
	Don't know	100%	19	60%	1,151

**NYSED CSO Teacher Survey 2022**  
**CHARTER SCHOOL OF EDUCATIONAL EXCELLENCE**  
**19 RESPONSES**  
**40% RESPONSE RATE**

**Social-Emotional and Mental Health Support**



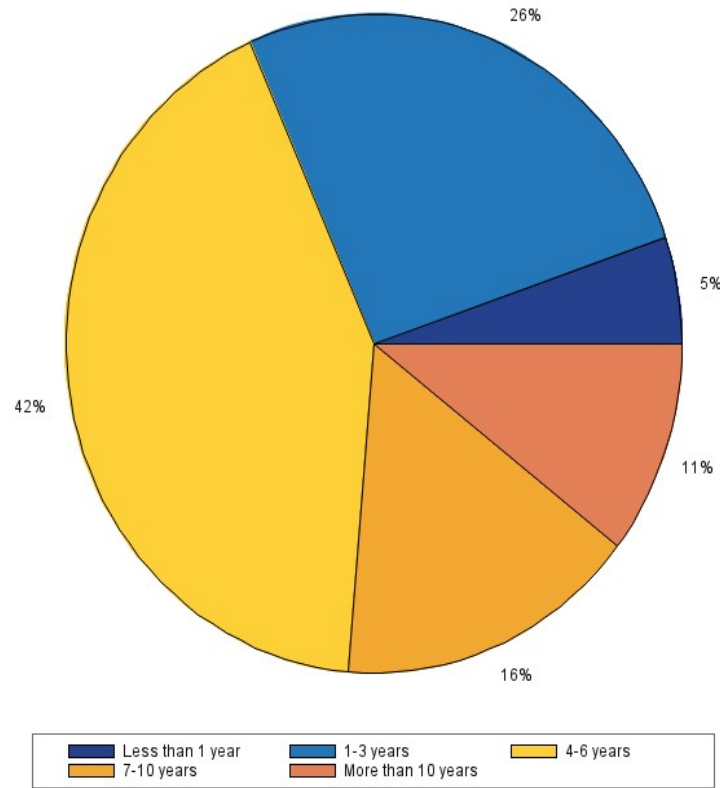
Social-Emotional and Mental Health Support		% by School	Total by School	% All Schools	Total All Schools
Q13a. The school has social, emotional, and mental health programs and supports for all students.	Strongly Agree	32%	6	53%	1,023
	Somewhat Agree	37%	7	32%	618
	Neither Agree nor Disagree	26%	5	6%	111
	Somewhat Disagree	5%	1	6%	122
	Strongly Disagree	0%	0	3%	57
Q13b. School leaders collect and use data to track the social-emotional needs of all students, including students in subgroups.	Strongly Agree	21%	4	43%	831
	Somewhat Agree	32%	6	29%	552
	Neither Agree nor Disagree	26%	5	16%	314
	Somewhat Disagree	21%	4	8%	155
	Strongly Disagree	0%	0	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	21%	4	43%	829
	Somewhat Agree	37%	7	27%	526
	Neither Agree nor Disagree	32%	6	18%	352
	Somewhat Disagree	11%	2	8%	145
	Strongly Disagree	0%	0	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	26%	5	46%	892
	Somewhat Agree	47%	9	30%	583
	Neither Agree nor Disagree	11%	2	10%	202
	Somewhat Disagree	5%	1	8%	145
	Strongly Disagree	11%	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	21%	4	36%	688
	Somewhat Agree	21%	4	20%	392
	Neither Agree nor Disagree	53%	10	35%	676
	Somewhat Disagree	5%	1	4%	78
	Strongly Disagree	0%	0	5%	97



**NYSED CSO Teacher Survey 2022**  
**CHARTER SCHOOL OF EDUCATIONAL EXCELLENCE**  
**19 RESPONSES**  
**40% RESPONSE RATE**

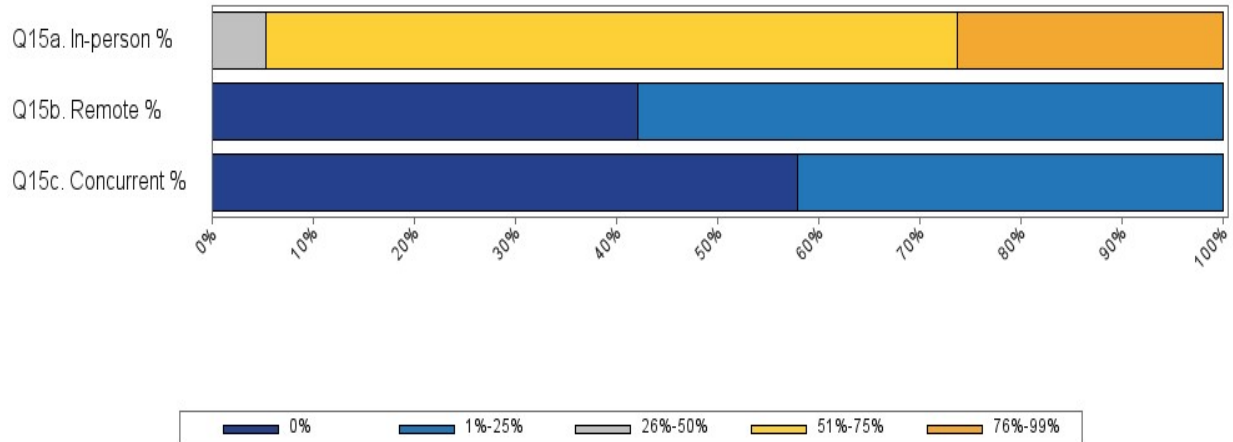
**Q14. How many total years of K-12 teaching experience do you have?**



Teaching Experience		% by School	Total by School	% All Schools	Total All Schools
Q14. How many total years of K-12 teaching experience do you have?	Less than 1 year	5%	1	7%	137
	1-3 years	26%	5	21%	401
	4-6 years	42%	8	26%	499
	7-10 years	16%	3	21%	408
	More than 10 years	11%	2	25%	486

**NYSED CSO Teacher Survey 2022**  
**CHARTER SCHOOL OF EDUCATIONAL EXCELLENCE**  
**19 RESPONSES**  
**40% RESPONSE RATE**

**Teaching Modality**

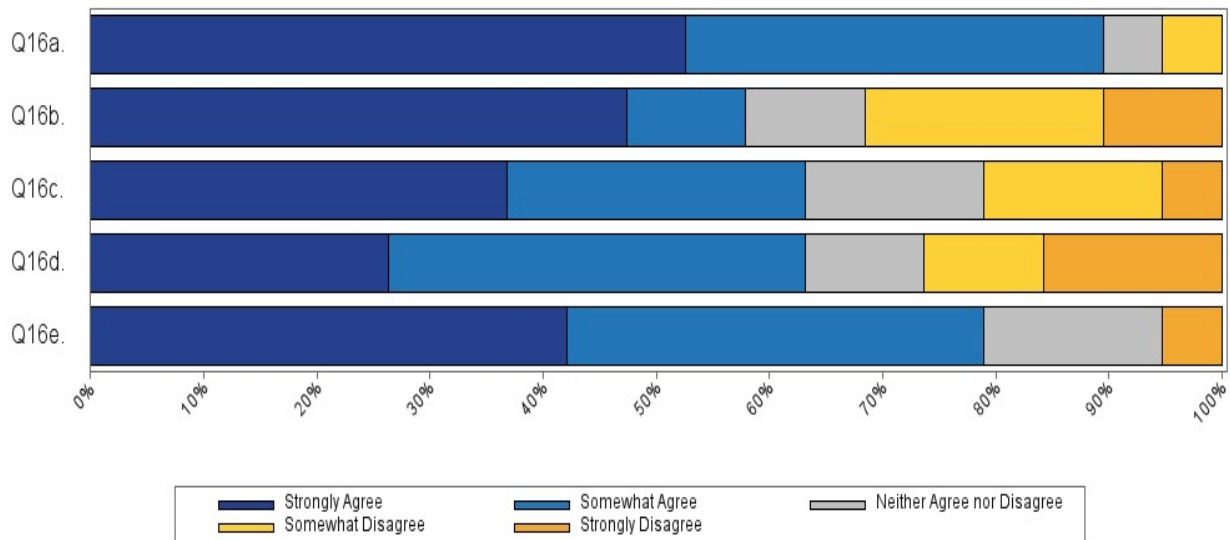


Teaching Modality		% by School	Total by School	% All Schools	Total All Schools
Q15a. In-person %	0%	0%	0	4%	69
	1% to 25%	0%	0	1%	15
	26% to 50%	0%	0	3%	63
	51% to 75%	5%	1	5%	92
	76% to 99%	68%	13	52%	1,002
	100%	26%	5	36%	690
Q15b. Remote %	0%	42%	8	42%	804
	1% to 25%	58%	11	55%	1,054
	26% to 50%	0%	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%	58%	11	79%	1,522
	1% to 25%	42%	8	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

**NYSED CSO Teacher Survey 2022**  
**CHARTER SCHOOL OF EDUCATIONAL EXCELLENCE**  
**19 RESPONSES**  
**40% RESPONSE RATE**

**School Leadership**

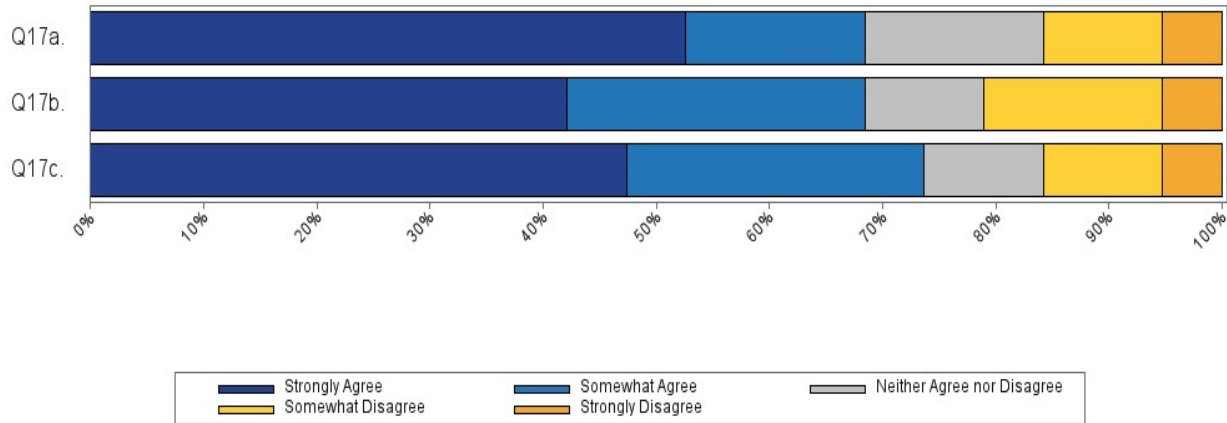


School Leadership		% by School	Total by School	% All Schools	Total All Schools
Q16a. The school has an effective school leadership team that communicates a clearly defined mission and set of goals to staff and the school community.	Strongly Agree	53%	10	47%	914
	Somewhat Agree	37%	7	29%	565
	Neither Agree nor Disagree	5%	1	9%	173
	Somewhat Disagree	5%	1	8%	159
	Strongly Disagree	0%	0	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	47%	9	42%	811
	Somewhat Agree	11%	2	30%	570
	Neither Agree nor Disagree	11%	2	10%	192
	Somewhat Disagree	21%	4	11%	217
	Strongly Disagree	11%	2	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	37%	7	34%	655
	Somewhat Agree	26%	5	28%	539
	Neither Agree nor Disagree	16%	3	15%	280
	Somewhat Disagree	16%	3	15%	295
	Strongly Disagree	5%	1	8%	162
Q16d. The school makes decisions – when warranted – to remove ineffective staff members.	Strongly Agree	26%	5	37%	709
	Somewhat Agree	37%	7	26%	508
	Neither Agree nor Disagree	11%	2	21%	411
	Somewhat Disagree	11%	2	10%	184
	Strongly Disagree	16%	3	6%	119
Q16e. The school's leadership demonstrates a high level of accountability such that leadership takes responsibility for outcomes.	Strongly Agree	42%	8	42%	810
	Somewhat Agree	37%	7	28%	539
	Neither Agree nor Disagree	16%	3	14%	271
	Somewhat Disagree	0%	0	9%	166
	Strongly Disagree	5%	1	8%	145

**NYSED CSO Teacher Survey 2022**  
**CHARTER SCHOOL OF EDUCATIONAL EXCELLENCE**  
**19 RESPONSES**  
**40% RESPONSE RATE**

**Professional Climate**

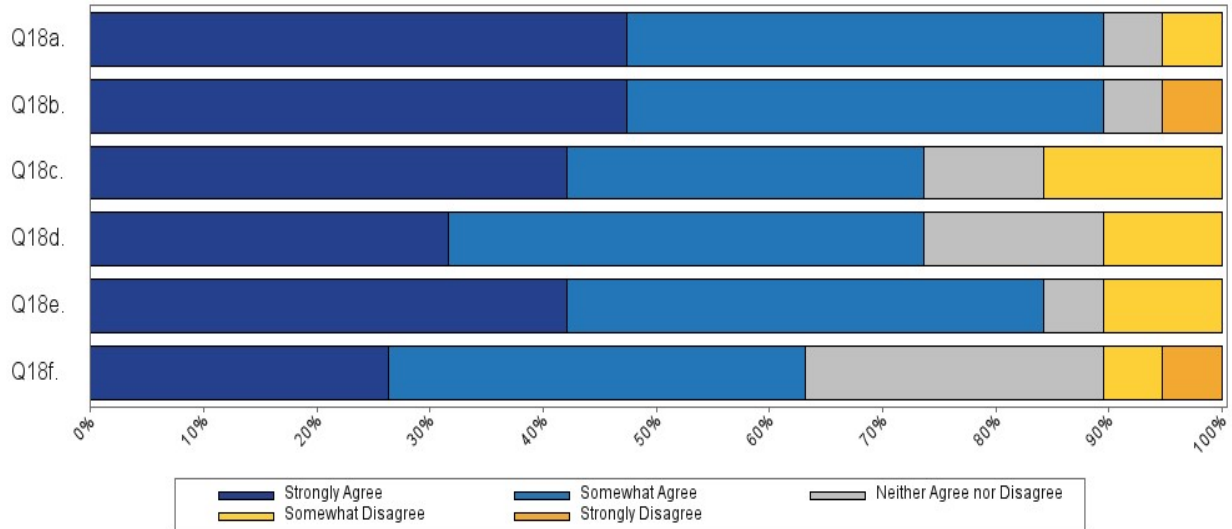


Professional Climate		% by School	Total by School	% All Schools	Total All Schools
Q17a. Roles and responsibilities for leaders, staff, management, and the board of trustees are clearly defined and adhered to.	Strongly Agree	53%	10	43%	838
	Somewhat Agree	16%	3	30%	585
	Neither Agree nor Disagree	16%	3	13%	249
	Somewhat Disagree	11%	2	8%	158
	Strongly Disagree	5%	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	42%	8	44%	843
	Somewhat Agree	26%	5	32%	623
	Neither Agree nor Disagree	11%	2	12%	228
	Somewhat Disagree	16%	3	8%	153
	Strongly Disagree	5%	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	47%	9	42%	813
	Somewhat Agree	26%	5	27%	527
	Neither Agree nor Disagree	11%	2	14%	267
	Somewhat Disagree	11%	2	10%	192
	Strongly Disagree	5%	1	7%	132

**NYSED CSO Teacher Survey 2022**  
**CHARTER SCHOOL OF EDUCATIONAL EXCELLENCE**  
**19 RESPONSES**  
**40% RESPONSE RATE**

**Professional Climate**



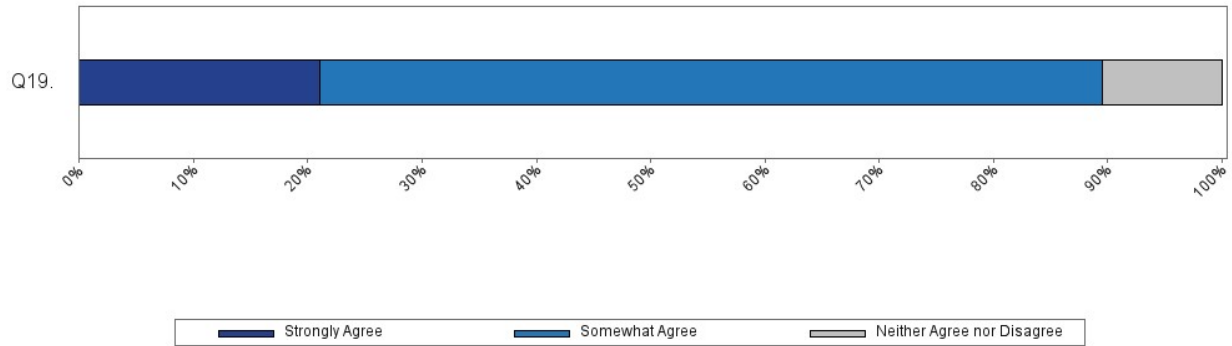
Professional Climate		% by School	Total by School	% All Schools	Total All Schools
Q18a. The school has established procedures for effective collaboration among teachers.	Strongly Agree	47%	9	48%	922
	Somewhat Agree	42%	8	34%	656
	Neither Agree nor Disagree	5%	1	8%	151
	Somewhat Disagree	5%	1	7%	141
	Strongly Disagree	0%	0	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	47%	9	52%	1,001
	Somewhat Agree	42%	8	32%	615
	Neither Agree nor Disagree	5%	1	9%	165
	Somewhat Disagree	0%	0	5%	90
	Strongly Disagree	5%	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	42%	8	45%	870
	Somewhat Agree	32%	6	31%	599
	Neither Agree nor Disagree	11%	2	11%	207
	Somewhat Disagree	16%	3	8%	155
	Strongly Disagree	0%	0	5%	100
Q18d. The school provides you with the resources and support to do your job well when teaching remotely.	Strongly Agree	32%	6	47%	913
	Somewhat Agree	42%	8	27%	522
	Neither Agree nor Disagree	16%	3	18%	356
	Somewhat Disagree	11%	2	5%	90
	Strongly Disagree	0%	0	3%	50
Q18e. The school provides you with the resources and support to do your job well when teaching in -person.	Strongly Agree	42%	8	53%	1,030
	Somewhat Agree	42%	8	33%	633
	Neither Agree nor Disagree	5%	1	7%	128
	Somewhat Disagree	11%	2	5%	91
	Strongly Disagree	0%	0	3%	49
Q18f. The school provides you with the resources and support to do your job well when teaching concurrently.	Strongly Agree	26%	5	39%	759
	Somewhat Agree	37%	7	22%	434
	Neither Agree nor Disagree	26%	5	32%	610
	Somewhat Disagree	5%	1	4%	78
	Strongly Disagree	5%	1	3%	50

**NYSED CSO Teacher Survey 2022**  
**CHARTER SCHOOL OF EDUCATIONAL EXCELLENCE**  
**19 RESPONSES**  
**40% RESPONSE RATE**

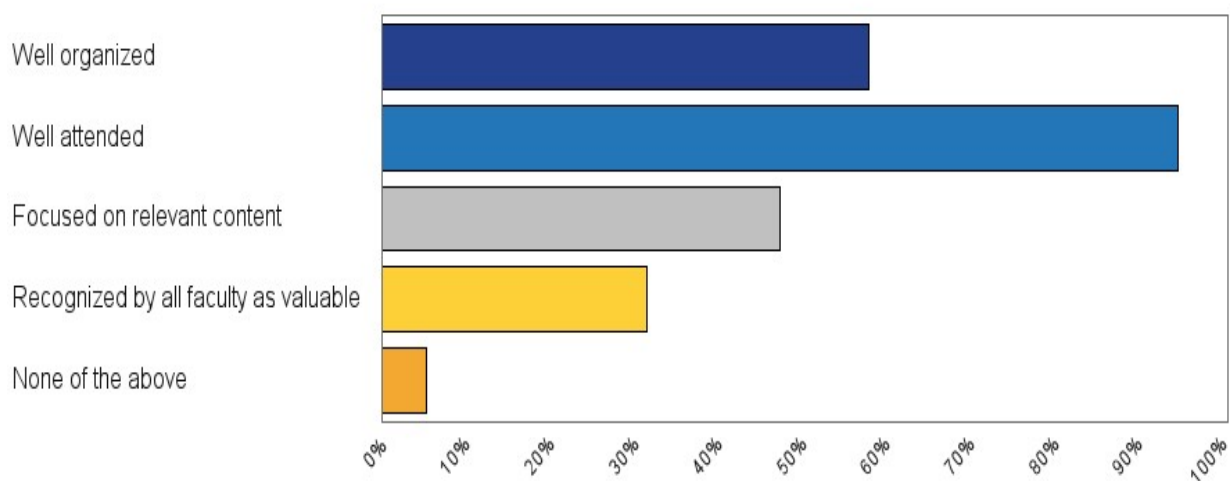
**Professional Climate**



Professional Climate		% by School	Total by School	% All Schools	Total All Schools
Q19. How strongly do you agree or disagree that there is a long-term career pathway and opportunities for professional growth for you at this school?	Strongly Agree	21%	4	40%	764
	Somewhat Agree	68%	13	35%	683
	Neither Agree nor Disagree	0%	0	12%	225
	Somewhat Disagree	0%	0	8%	148
	Strongly Disagree	11%	2	6%	111

**NYSED CSO Teacher Survey 2022**  
**CHARTER SCHOOL OF EDUCATIONAL EXCELLENCE**  
**19 RESPONSES**  
**40% RESPONSE RATE**

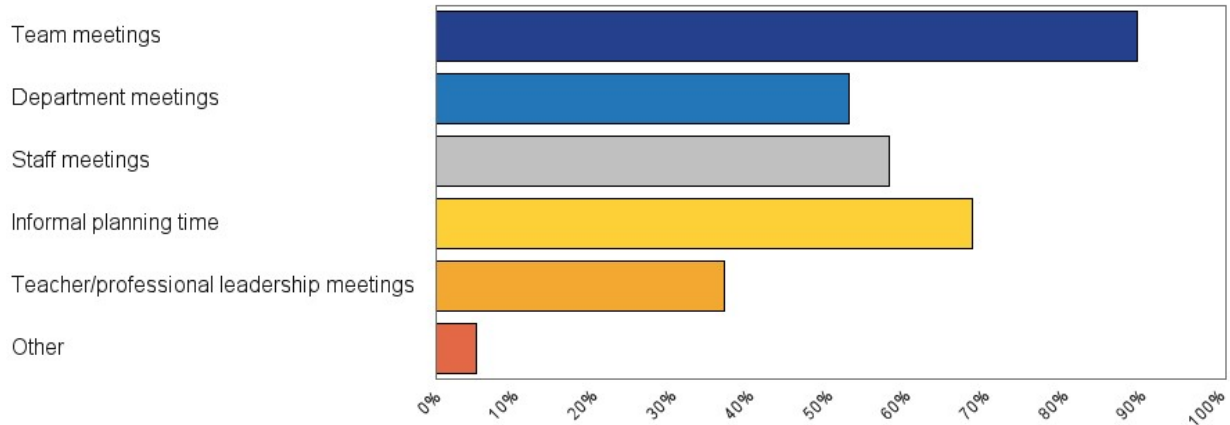
**Q20. Meetings, such as faculty, staff, grade-level, curricular, child study, and the like are:**



<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	58%	11	68%	1,314
Well attended	95%	18	78%	1,500
Focused on relevant content	47%	9	63%	1,217
Recognized by all faculty as valuable	32%	6	36%	700
None of the above	5%	1	5%	105

**NYSED CSO Teacher Survey 2022**  
**CHARTER SCHOOL OF EDUCATIONAL EXCELLENCE**  
**19 RESPONSES**  
**40% RESPONSE RATE**

**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%	17	90%	1,739
Department meetings	53%	10	67%	1,297
Staff meetings	58%	11	80%	1,553
Informal planning time	68%	13	73%	1,419
Teacher/professional leadership meetings	37%	7	65%	1,257
Other	5%	1	5%	95

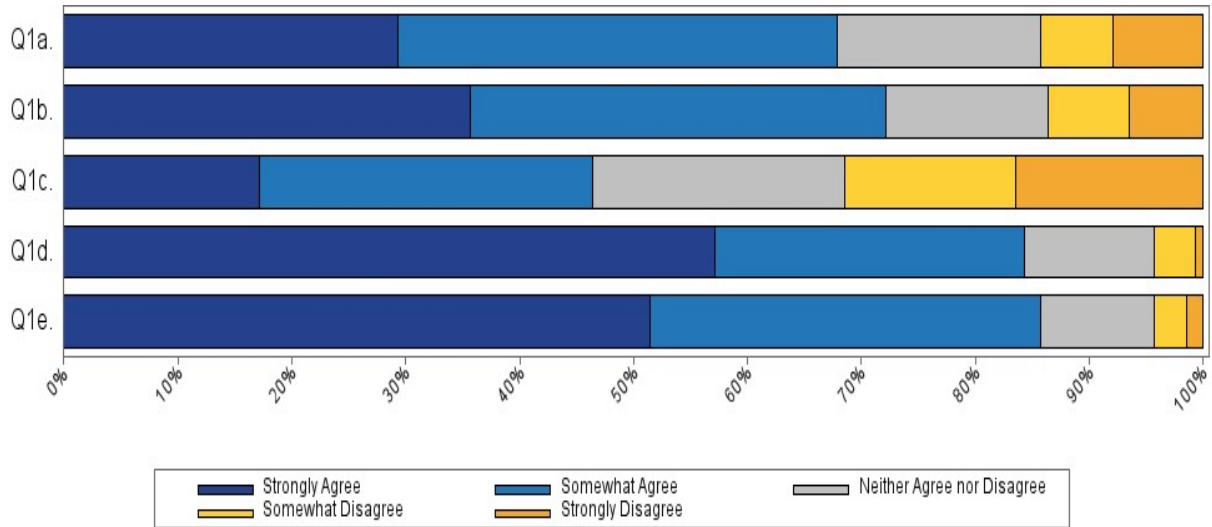
**NYSED CSO Teacher Survey 2022**  
**CHARTER SCHOOL OF EDUCATIONAL EXCELLENCE**  
**19 RESPONSES**  
**40% RESPONSE RATE**

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

Question Answer
<p>There is a revolving door of teachers due to low pay, no tenure track, no sub system, and frustration regarding student behaviors. A LOT of warnings are given for student behavior issues, it is not conducive to a cohesive school environment. There are not enough subs in the school and teachers are not paid when asked to cover other teachers' classes. The school implemented a holiday policy that refuses pay if ANY time is taken before or after a holiday as a response to the shortage and teachers extending breaks. The policy states that ANY time off before or after a holiday will result in ZERO pay for the duration of the break. The legality of this system is heavily questioned by all staff and causes resentment for those who cannot help situations such as family emergencies, sickness, or personal requests. Additionally the school refuses to roll over sick time, but if you don't use your days you will not be paid out for the time. Worst of all in order to get a 4 on your attendance rubric you need PERFECT attendance. Staff members have stated aloud that they will eventually leave because of this policy alone. Additionally, the staff is DREADING the May/ June months as teachers call out to use their days and no subs exist to fill these gaps. WE NEED SUBS! Staff would also benefit from PD incentive programs that offer pay for taking relevant courses or programs. PD days should be offered to encourage teachers to seek out PD training that is relevant to their given positions. Please never have us participate in the circle PD ever again. We retain nothing from it and we hate it. Invest in conflict resolution training instead. It's valuable and can be tied into special education and behavior management training.</p>
<p>Teachers should be allowed to carry over sick and personal days into the next year or be paid out at the end of the year. The "use it or lose it" policy does not work when staff are all using the days at the end of June and there is not enough coverage. 2 Weeks of PD is extremely pointless, when the majority of the time it is the same PD. PD should be a week and give a week for teachers to come set up their classrooms if they need to, it should be optional. Teachers should be paid overtime for Parent teacher conferences. At this charter. Parent teacher conferences are from 1PM to 7PM. On top of it being a half day for students. It is not fair that we spend an additional 3 hours after school and not be compensated for it. 7 and 8th grade students should see all their core classes everyday, not just 2-3 times a week. A set schedule for students to see all their core teachers at once. The school should also do a better job of keeping record of parent email and phone information. A lot of the information does not match up to the information provided and teachers are forced to spend extra time looking for this information. All parents should be forced into logging into the parent portal to fix said information every year. This will also allow parents to be updated on their child's progress and grades. The schools uniform policy should be more strict and not allow for students to use alternative clothing (wearing gym outfit on a non gym day). There should also be a uniform shop for middle and highschool students to buy from on school grounds. Gym class should be every other day. Specials (art, tech, music) should be once special per marking period and allow students to do bulk projects for a grade and not just S or U grade. Tech should not just be coding, but learning how to work google suits platform and well as formulas, making slides, how to present projects. Coding only works if students actually know how to use the resources provided. Thank you.</p>

**NYSED CSO Student Survey 2022**  
**CHARTER SCHOOL OF EDUCATIONAL EXCELLENCE**  
**140 RESPONSES**  
**49% RESPONSE RATE**

**Student Participation**

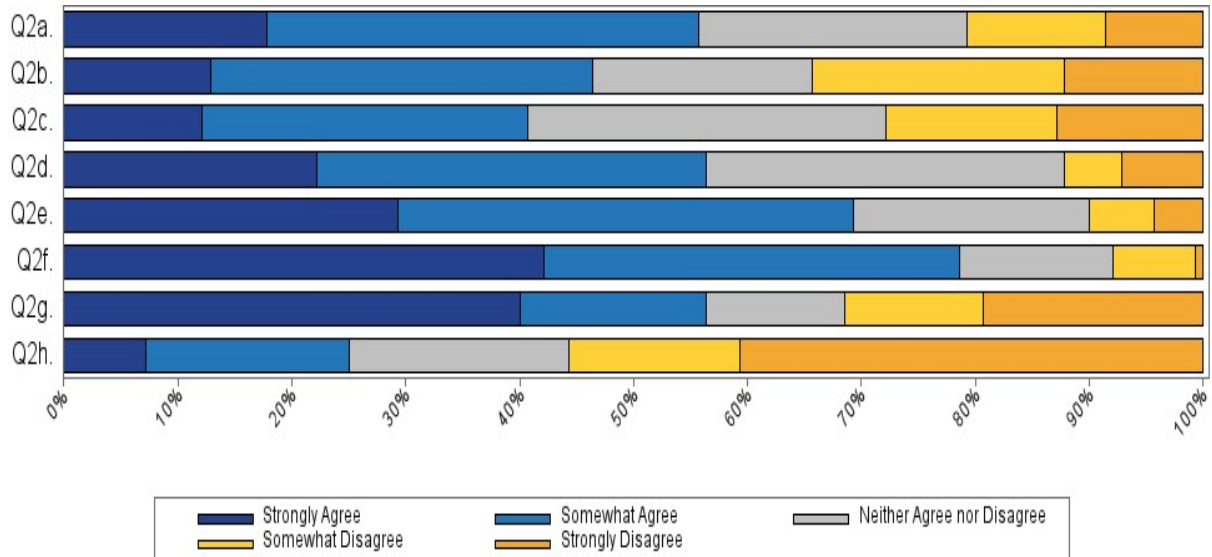


Student Participation		% by School	Total by School	% All Schools	Total All Schools
Q1a. I regularly attend school-sponsored events, such as school dances, sporting events, student performances, or other school activities.	Strongly Agree	29%	41	29%	845
	Somewhat Agree	39%	54	35%	1,025
	Neither Agree nor Disagree	18%	25	20%	589
	Somewhat Disagree	6%	9	8%	251
	Strongly Disagree	8%	11	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	36%	50	29%	851
	Somewhat Agree	36%	51	30%	889
	Neither Agree nor Disagree	14%	20	20%	592
	Somewhat Disagree	7%	10	9%	267
	Strongly Disagree	6%	9	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	17%	24	29%	863
	Somewhat Agree	29%	41	36%	1,061
	Neither Agree nor Disagree	22%	31	18%	542
	Somewhat Disagree	15%	21	9%	259
	Strongly Disagree	16%	23	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	57%	80	55%	1,633
	Somewhat Agree	27%	38	28%	820
	Neither Agree nor Disagree	11%	16	11%	317
	Somewhat Disagree	4%	5	3%	101
	Strongly Disagree	1%	1	3%	90
Q1e. I have the opportunity to be part of class discussions or activities.	Strongly Agree	51%	72	56%	1,670
	Somewhat Agree	34%	48	29%	859
	Neither Agree nor Disagree	10%	14	11%	318
	Somewhat Disagree	3%	4	2%	63
	Strongly Disagree	1%	2	2%	51

**NYSED CSO Student Survey 2022**  
**CHARTER SCHOOL OF EDUCATIONAL EXCELLENCE**  
**140 RESPONSES**  
**49% RESPONSE RATE**

**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	18%	25	21%	613
	Somewhat Agree	38%	53	34%	1008
	Neither Agree nor Disagree	24%	33	22%	638
	Somewhat Disagree	12%	17	13%	390
	Strongly Disagree	9%	12	11%	312
Q2b. The temperature in this school is comfortable (there is heat and air conditioning as necessary).	Strongly Agree	13%	18	24%	713
	Somewhat Agree	34%	47	34%	1012
	Neither Agree nor Disagree	19%	27	22%	642
	Somewhat Disagree	22%	31	12%	366
	Strongly Disagree	12%	17	8%	228

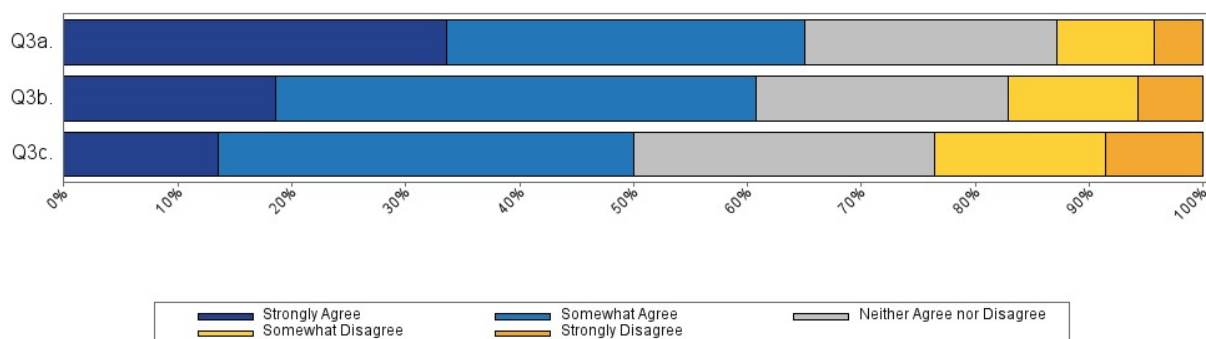


School Physical Environment		% by School	Total by School	% All Schools	Total All Schools
Q2c. Repairs are made in a timely manner.	Strongly Agree	12%	17	20%	597
	Somewhat Agree	29%	40	30%	888
	Neither Agree nor Disagree	31%	44	32%	959
	Somewhat Disagree	15%	21	11%	314
	Strongly Disagree	13%	18	7%	203
Q2d. I am proud of the way my school looks.	Strongly Agree	22%	31	21%	624
	Somewhat Agree	34%	48	30%	896
	Neither Agree nor Disagree	31%	44	30%	891
	Somewhat Disagree	5%	7	10%	295
	Strongly Disagree	7%	10	9%	255
Q2e. I feel physically safe in my school.	Strongly Agree	29%	41	35%	1032
	Somewhat Agree	40%	56	33%	978
	Neither Agree nor Disagree	21%	29	21%	629
	Somewhat Disagree	6%	8	7%	196
	Strongly Disagree	4%	6	4%	126
Q2f. I feel safe traveling to and from my school.	Strongly Agree	42%	59	37%	1109
	Somewhat Agree	36%	51	31%	923
	Neither Agree nor Disagree	14%	19	20%	591
	Somewhat Disagree	7%	10	8%	230
	Strongly Disagree	1%	1	4%	108
Q2g. I have not had anything stolen from me at this school.	Strongly Agree	40%	56	51%	1513
	Somewhat Agree	16%	23	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%	17	15%	432
	Somewhat Disagree	12%	17	7%	197
	Strongly Disagree	19%	27	10%	299
Q2h. I have not seen any property damaged by students at this school.	Strongly Agree	7%	10	24%	701
	Somewhat Agree	18%	25	21%	608
	Neither Agree nor Disagree	19%	27	27%	788
	Somewhat Disagree	15%	21	14%	429
	Strongly Disagree	41%	57	15%	435

**NYSED CSO Student Survey 2022**  
**CHARTER SCHOOL OF EDUCATIONAL EXCELLENCE**  
**140 RESPONSES**  
**49% RESPONSE RATE**

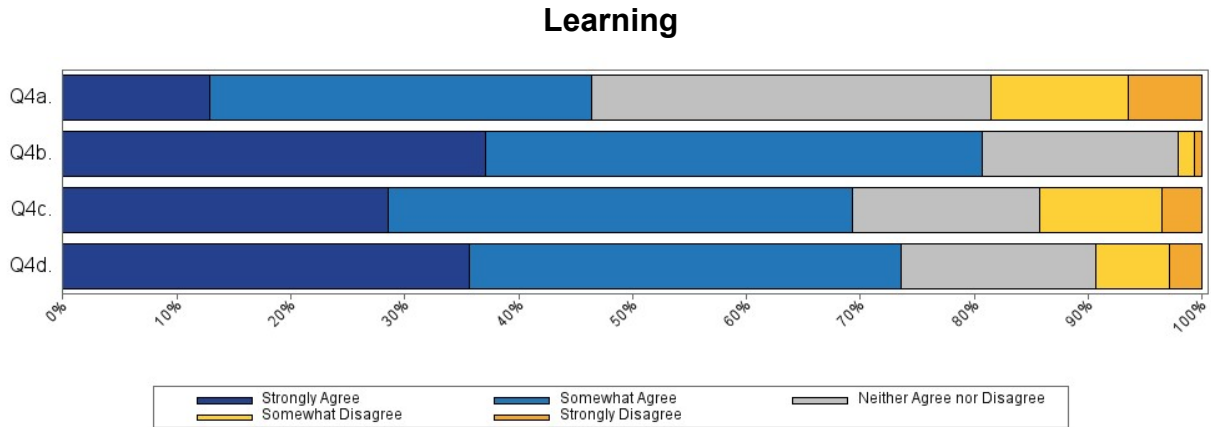
**Learning**



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	34%	47	40%	1,181
	Somewhat Agree	31%	44	33%	963
	Neither Agree nor Disagree	22%	31	20%	587
	Somewhat Disagree	9%	12	6%	170
	Strongly Disagree	4%	6	2%	60
Q3b. The things I'm learning in school are important to me.	Strongly Agree	19%	26	30%	879
	Somewhat Agree	42%	59	36%	1,072
	Neither Agree nor Disagree	22%	31	22%	664
	Somewhat Disagree	11%	16	8%	224
	Strongly Disagree	6%	8	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	14%	19	27%	804
	Somewhat Agree	36%	51	36%	1,054
	Neither Agree nor Disagree	26%	37	24%	709
	Somewhat Disagree	15%	21	9%	280
	Strongly Disagree	9%	12	4%	114

**NYSED CSO Student Survey 2022**  
**CHARTER SCHOOL OF EDUCATIONAL EXCELLENCE**  
**140 RESPONSES**  
**49% RESPONSE RATE**

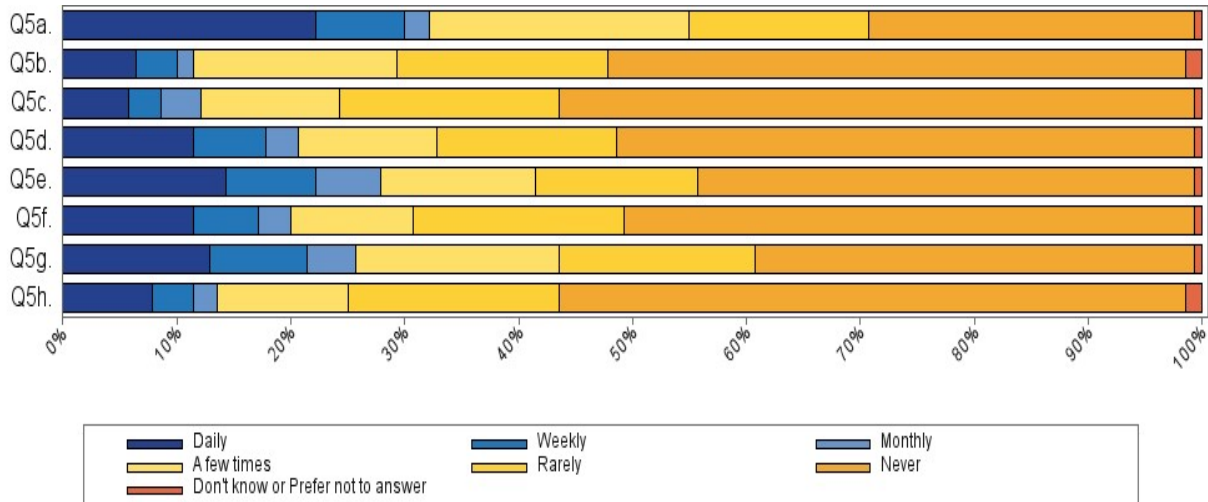


Learning		% by School	Total by School	% All Schools	Total All Schools
Q4a. Most or all of my classes are challenging.	Strongly Agree	13%	18	19%	566
	Somewhat Agree	34%	47	39%	1,141
	Neither Agree nor Disagree	35%	49	28%	834
	Somewhat Disagree	12%	17	11%	317
	Strongly Disagree	6%	9	3%	103
Q4b. I feel that I am on-track for high school graduation.	Strongly Agree	37%	52	43%	1,259
	Somewhat Agree	44%	61	34%	1,018
	Neither Agree nor Disagree	17%	24	17%	506
	Somewhat Disagree	1%	2	4%	127
	Strongly Disagree	1%	1	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	29%	40	42%	1,246
	Somewhat Agree	41%	57	32%	943
	Neither Agree nor Disagree	16%	23	20%	582
	Somewhat Disagree	11%	15	5%	141
	Strongly Disagree	4%	5	2%	49
Q4d. I know who to talk to for information about different careers.	Strongly Agree	36%	50	45%	1,319
	Somewhat Agree	38%	53	30%	877
	Neither Agree nor Disagree	17%	24	18%	525
	Somewhat Disagree	6%	9	5%	154
	Strongly Disagree	3%	4	3%	86

**NYSED CSO Student Survey 2022**  
**CHARTER SCHOOL OF EDUCATIONAL EXCELLENCE**  
**140 RESPONSES**  
**49% RESPONSE RATE**

**Bullying**



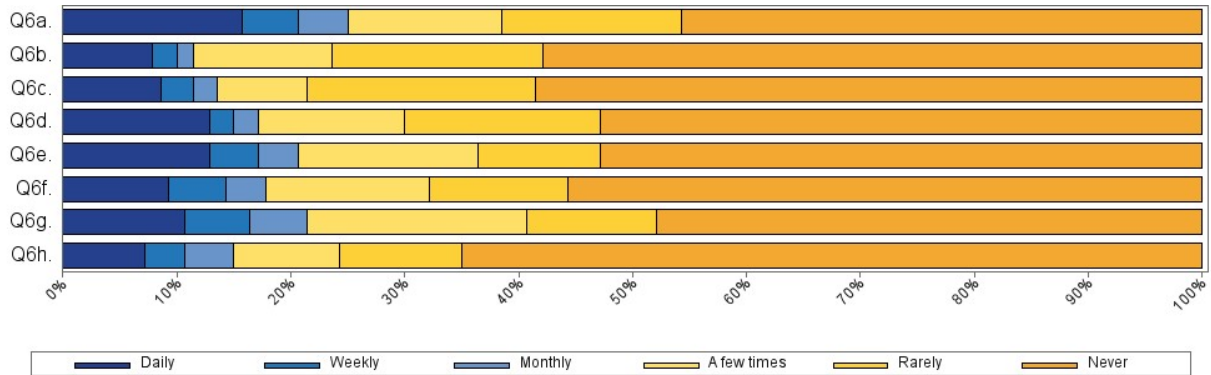
Bullying		% by School	Total by School	% All Schools	Total All Schools
Q5a. Student to student based on a student's real or perceived race or ethnicity.	Daily	22%	31	14%	429
	Weekly	8%	11	7%	194
	Monthly	2%	3	3%	94
	A few times	23%	32	16%	483
	Rarely	16%	22	22%	646
	Never	29%	40	36%	1,071
	Don't know	1%	1	1%	44
Q5b. Student to student based on a student's real or perceived religion.	Daily	6%	9	11%	328
	Weekly	4%	5	5%	149
	Monthly	1%	2	3%	80
	A few times	18%	25	12%	347
	Rarely	19%	26	19%	559
	Never	51%	71	49%	1,449
	Don't know	1%	2	2%	49
Q5c. Student to student based on a student's real or perceived disability.	Daily	6%	8	11%	323
	Weekly	3%	4	4%	126
	Monthly	4%	5	3%	77
	A few times	12%	17	13%	374
	Rarely	19%	27	20%	596
	Never	56%	78	48%	1,424
	Don't know	1%	1	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	11%	16	12%	359
	Weekly	6%	9	6%	170
	Monthly	3%	4	3%	77
	A few times	12%	17	16%	488
	Rarely	16%	22	20%	593
	Never	51%	71	41%	1,228
	Don't know	1%	1	2%	46
Q5e. Student to student based on a student's real or perceived sexual identity.	Daily	14%	20	13%	396
	Weekly	8%	11	6%	174
	Monthly	6%	8	4%	105
	A few times	14%	19	15%	447
	Rarely	14%	20	20%	584
	Never	44%	61	41%	1,204
	Don't know	1%	1	2%	51
Q5f. Student to student based on a student's real or perceived economic status.	Daily	11%	16	11%	322
	Weekly	6%	8	5%	143
	Monthly	3%	4	3%	100
	A few times	11%	15	12%	365
	Rarely	19%	26	20%	597
	Never	50%	70	47%	1,387
	Don't know	1%	1	2%	47
Q5g. Student to student based on another reason.	Daily	13%	18	15%	431
	Weekly	9%	12	6%	176
	Monthly	4%	6	4%	109
	A few times	18%	25	18%	535
	Rarely	17%	24	21%	636
	Never	39%	54	35%	1,028
	Don't know	1%	1	2%	46
Q5h. Teacher or administrator to student based on any of the categories listed above.	Daily	8%	11	11%	329
	Weekly	4%	5	4%	125
	Monthly	2%	3	2%	73
	A few times	11%	16	11%	315
	Rarely	19%	26	18%	529
	Never	55%	77	52%	1,541
	Don't know	1%	2	2%	49



**NYSED CSO Student Survey 2022**  
**CHARTER SCHOOL OF EDUCATIONAL EXCELLENCE**  
**140 RESPONSES**  
**49% RESPONSE RATE**

**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	16%	22	12%	367
	Weekly	5%	7	6%	172
	Monthly	4%	6	3%	85
	A few times	14%	19	15%	436
	Rarely	16%	22	18%	546
	Never	46%	64	46%	1,355
Q6b. Student to student based on a student's real or perceived religion.	Daily	8%	11	10%	288
	Weekly	2%	3	6%	164
	Monthly	1%	2	3%	97
	A few times	12%	17	12%	342
	Rarely	19%	26	18%	542
	Never	58%	81	52%	1,528
Q6c. Student to student based on a student's real or perceived disability.	Daily	9%	12	10%	293
	Weekly	3%	4	4%	132
	Monthly	2%	3	3%	102
	A few times	8%	11	13%	396
	Rarely	20%	28	18%	547
	Never	59%	82	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	13%	18	11%	316
	Weekly	2%	3	5%	142
	Monthly	2%	3	4%	116
	A few times	13%	18	15%	444
	Rarely	17%	24	18%	544
	Never	53%	74	47%	1,399
Q6e. Student to student based on a student's real or perceived sexual identity.	Daily	13%	18	11%	321
	Weekly	4%	6	5%	157
	Monthly	4%	5	5%	134
	A few times	16%	22	14%	429
	Rarely	11%	15	18%	535
	Never	53%	74	47%	1,385
Q6f. Student to student based on a student's real or perceived economic status.	Daily	9%	13	10%	291
	Weekly	5%	7	5%	153
	Monthly	4%	5	4%	114
	A few times	14%	20	12%	369
	Rarely	12%	17	19%	556
	Never	56%	78	50%	1,478
Q6g. Student to student based on another reason.	Daily	11%	15	12%	363
	Weekly	6%	8	6%	177
	Monthly	5%	7	5%	138
	A few times	19%	27	16%	478
	Rarely	11%	16	19%	560
	Never	48%	67	42%	1,245
Q6h. Teacher or administrator to student based on any of the categories listed above.	Daily	7%	10	10%	285
	Weekly	4%	5	5%	146
	Monthly	4%	6	3%	98
	A few times	9%	13	10%	297
	Rarely	11%	15	15%	454
	Never	65%	91	57%	1,681

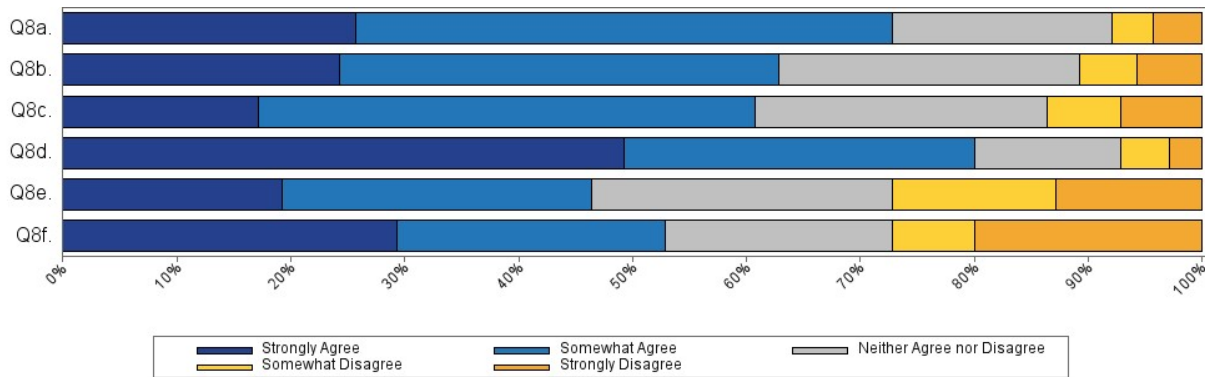
**NYSED CSO Student Survey 2022**  
**CHARTER SCHOOL OF EDUCATIONAL EXCELLENCE**  
**140 RESPONSES**  
**49% RESPONSE RATE**

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

Question Answer
Fake school Instagram accounts.
racism, sexism, homophobia, transphobia
flaming, trolling, harassment
i saw homophobia, racism, and basically so many other things.
Instagram pages talking bad on students
Students hack my account sometimes and take advantage .
None because I don't socialize with anyone on social media
Ive seen some people talking about race.
the instagram accounts
Fights
When the students made secret accounts at the beginning of the year.
The csee accou
Im not on social media enough to witness this
The types of cyber bullying I observed were on Instagram. It was anonymous; however, names were involved. This was at the beginning of the year, but it stopped.
like the "school" accounts on Instagram that made kids feel bad about themselves
Cyberbullying to me is saying things hurtful to another over the internet.
emotional abuse
making fun of people the way they look. -saying There stupid and not capable of passing classes - the way they dress -calling each other disrespectful names -There weight
instagram pages
bullying regarding sexuality.
Race
yes school accounts on insta.

**NYSED CSO Student Survey 2022**  
**CHARTER SCHOOL OF EDUCATIONAL EXCELLENCE**  
**140 RESPONSES**  
**49% RESPONSE RATE**

**Teacher Involvement**

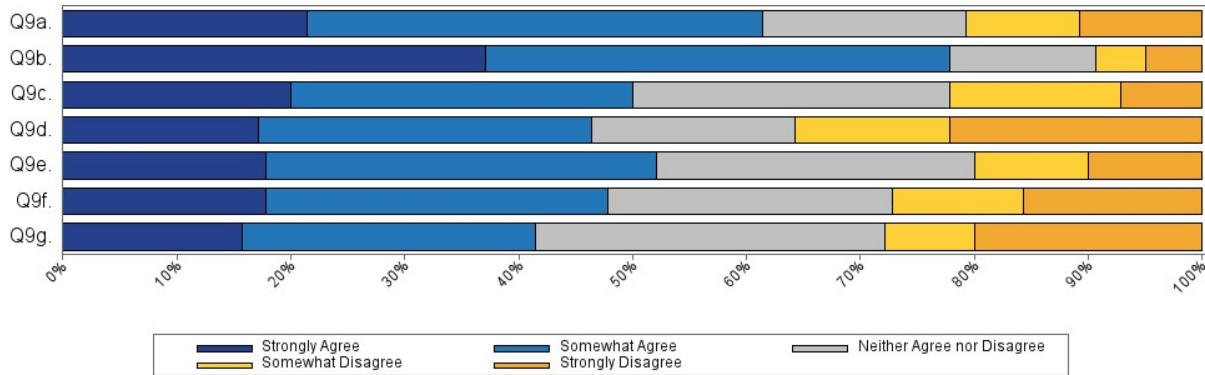


Teacher Involvement		% by School	Total by School	% All Schools	Total All Schools
Q8a. Most or all of my teachers are available to help me with schoolwork.	Strongly Agree	26%	36	44%	1,292
	Somewhat Agree	47%	66	39%	1,154
	Neither Agree nor Disagree	19%	27	13%	387
	Somewhat Disagree	4%	5	3%	90
	Strongly Disagree	4%	6	1%	38
Q8b. Most or all of my teachers care about me.	Strongly Agree	24%	34	37%	1,085
	Somewhat Agree	39%	54	35%	1,035
	Neither Agree nor Disagree	26%	37	22%	639
	Somewhat Disagree	5%	7	4%	132
	Strongly Disagree	6%	8	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	17%	24	35%	1,039
	Somewhat Agree	44%	61	37%	1,083
	Neither Agree nor Disagree	26%	36	21%	610
	Somewhat Disagree	6%	9	6%	171
	Strongly Disagree	7%	10	2%	58
Q8d. Most or all of my teachers expect me to do my best all the time.	Strongly Agree	49%	69	50%	1,469
	Somewhat Agree	31%	43	32%	948
	Neither Agree nor Disagree	13%	18	14%	423
	Somewhat Disagree	4%	6	3%	86
	Strongly Disagree	3%	4	1%	35
Q8e. Most or all of my teachers often connect what I am learning to life outside the classroom.	Strongly Agree	19%	27	32%	958
	Somewhat Agree	27%	38	34%	1,017
	Neither Agree nor Disagree	26%	37	22%	650
	Somewhat Disagree	14%	20	7%	215
	Strongly Disagree	13%	18	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	29%	41	44%	1,317
	Somewhat Agree	24%	33	24%	723
	Neither Agree nor Disagree	20%	28	18%	547
	Somewhat Disagree	7%	10	5%	145
	Strongly Disagree	20%	28	8%	229

**NYSED CSO Student Survey 2022**  
**CHARTER SCHOOL OF EDUCATIONAL EXCELLENCE**  
**140 RESPONSES**  
**49% RESPONSE RATE**

**Behavior Management**

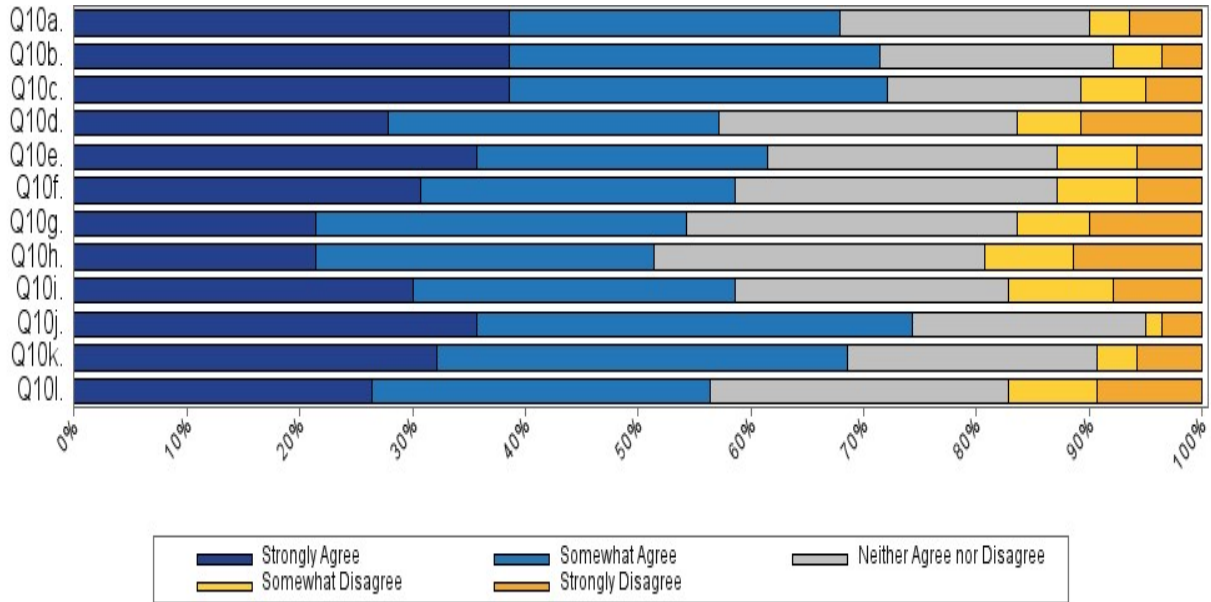


Behavior Management		% by School	Total by School	% All Schools	Total All Schools
Q9a. I am treated respectfully by most or all of my fellow students.	Strongly Agree	21%	30	35%	1048
	Somewhat Agree	40%	56	37%	1098
	Neither Agree nor Disagree	18%	25	19%	549
	Somewhat Disagree	10%	14	6%	172
	Strongly Disagree	11%	15	3%	94
Q9b. I am treated respectfully by most or all of my teachers and other adults in my school.	Strongly Agree	37%	52	47%	1397
	Somewhat Agree	41%	57	32%	953
	Neither Agree nor Disagree	13%	18	15%	439
	Somewhat Disagree	4%	6	4%	120
	Strongly Disagree	5%	7	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	20%	28	35%	1024
	Somewhat Agree	30%	42	33%	966
	Neither Agree nor Disagree	28%	39	23%	684
	Somewhat Disagree	15%	21	6%	173
	Strongly Disagree	7%	10	4%	114
Q9d. I feel that the school's discipline policy is applied fairly to all students.	Strongly Agree	17%	24	29%	872
	Somewhat Agree	29%	41	29%	860
	Neither Agree nor Disagree	18%	25	23%	689
	Somewhat Disagree	14%	19	10%	290
	Strongly Disagree	22%	31	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	18%	25	33%	986
	Somewhat Agree	34%	48	34%	992
	Neither Agree nor Disagree	28%	39	24%	701
	Somewhat Disagree	10%	14	6%	173
	Strongly Disagree	10%	14	4%	109
Q9f. I feel that the school culture supports me.	Strongly Agree	18%	25	34%	1017
	Somewhat Agree	30%	42	31%	907
	Neither Agree nor Disagree	25%	35	26%	766
	Somewhat Disagree	11%	16	5%	151
	Strongly Disagree	16%	22	4%	120

**NYSED CSO Student Survey 2022**  
**CHARTER SCHOOL OF EDUCATIONAL EXCELLENCE**  
**140 RESPONSES**  
**49% RESPONSE RATE**

**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	39%	54	50%	1,479
	Somewhat Agree	29%	41	28%	839
	Neither Agree nor Disagree	22%	31	17%	498
	Somewhat Disagree	4%	5	3%	76
	Strongly Disagree	6%	9	2%	69
Q10b. ...what bullying behavior looks like.	Strongly Agree	39%	54	39%	1,140
	Somewhat Agree	33%	46	30%	875
	Neither Agree nor Disagree	21%	29	24%	698
	Somewhat Disagree	4%	6	5%	135
	Strongly Disagree	4%	5	4%	113

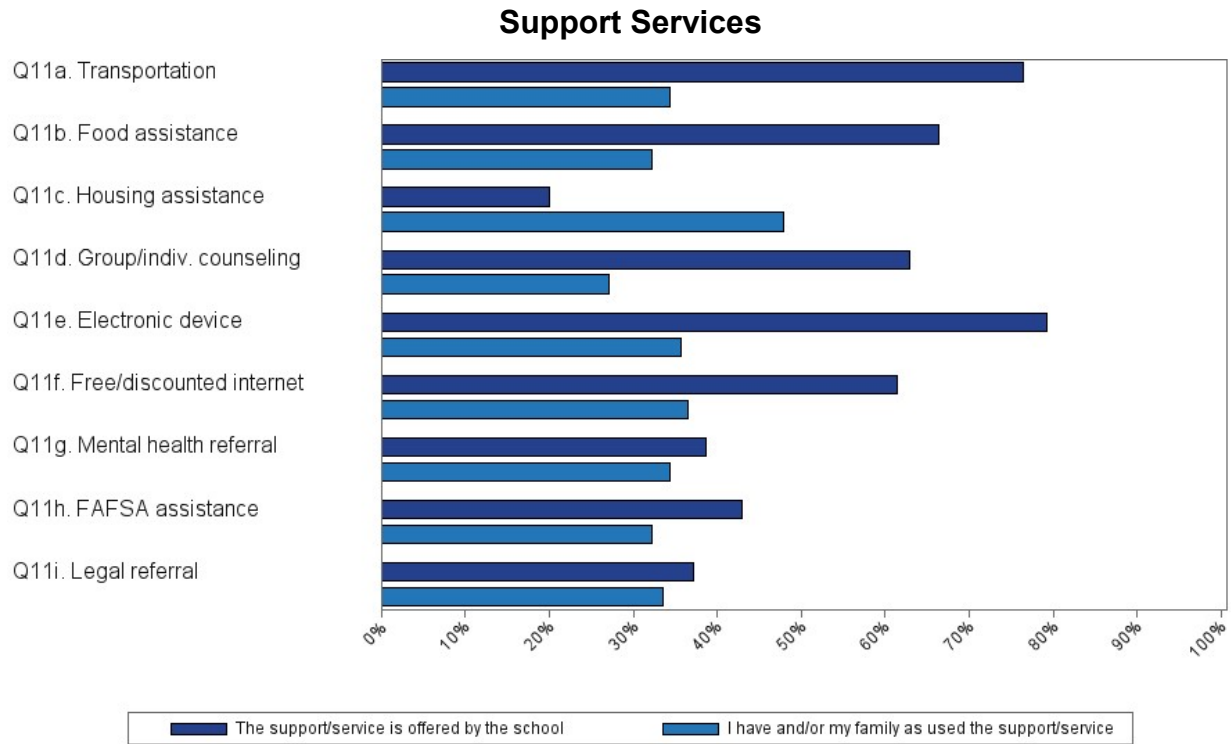


My school teaches me...		% by School	Total by School	% All Schools	Total All Schools
Q10c. ...what to do if I am bullied or see someone else being bullied.	Strongly Agree	39%	54	39%	1,142
	Somewhat Agree	34%	47	29%	847
	Neither Agree nor Disagree	17%	24	24%	701
	Somewhat Disagree	6%	8	5%	156
	Strongly Disagree	5%	7	4%	115
Q10d. ...skills for coping with stressful events and situations.	Strongly Agree	28%	39	37%	1,096
	Somewhat Agree	29%	41	30%	878
	Neither Agree nor Disagree	26%	37	23%	672
	Somewhat Disagree	6%	8	6%	185
	Strongly Disagree	11%	15	4%	130
Q10e. ...how to organize my time.	Strongly Agree	36%	50	37%	1,105
	Somewhat Agree	26%	36	31%	918
	Neither Agree nor Disagree	26%	36	22%	653
	Somewhat Disagree	7%	10	6%	180
	Strongly Disagree	6%	8	4%	105
Q10f. ...how to make decisions that are good for my health.	Strongly Agree	31%	43	39%	1,159
	Somewhat Agree	28%	39	31%	913
	Neither Agree nor Disagree	29%	40	22%	646
	Somewhat Disagree	7%	10	5%	148
	Strongly Disagree	6%	8	3%	95
Q10g. ...how to recognize the emotions I am feeling.	Strongly Agree	21%	30	34%	1,015
	Somewhat Agree	33%	46	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	29%	41	26%	765
	Somewhat Disagree	6%	9	7%	202
	Strongly Disagree	10%	14	4%	121
Q10h. ...ways to keep calm when I am upset.	Strongly Agree	21%	30	34%	1,019
	Somewhat Agree	30%	42	29%	864
	Neither Agree nor Disagree	29%	41	25%	755
	Somewhat Disagree	8%	11	6%	183
	Strongly Disagree	11%	16	5%	140
Q10i. ...about other cultures	Strongly Agree	30%	42	41%	1,206
	Somewhat Agree	29%	40	32%	946
	Neither Agree nor Disagree	24%	34	20%	600
	Somewhat Disagree	9%	13	4%	124
	Strongly Disagree	8%	11	3%	85
Q10j. ...about the value of education for my future success and well-being.	Strongly Agree	36%	50	45%	1,334
	Somewhat Agree	39%	54	31%	925
	Neither Agree nor Disagree	21%	29	19%	561
	Somewhat Disagree	1%	2	3%	81
	Strongly Disagree	4%	5	2%	60
Q10k. ...where to go to if I am struggling with my school work.	Strongly Agree	32%	45	42%	1,238
	Somewhat Agree	36%	51	32%	933
	Neither Agree nor Disagree	22%	31	21%	610
	Somewhat Disagree	4%	5	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	6%	8	2%	73
Q10l. ...where to go to if I am struggling with my emotions or something that happened to me.	Strongly Agree	26%	37	38%	1,116
	Somewhat Agree	30%	42	29%	862
	Neither Agree nor Disagree	26%	37	23%	690
	Somewhat Disagree	8%	11	6%	168
	Strongly Disagree	9%	13	4%	125

**NYSED CSO Student Survey 2022**  
**CHARTER SCHOOL OF EDUCATIONAL EXCELLENCE**  
**140 RESPONSES**  
**49% RESPONSE RATE**



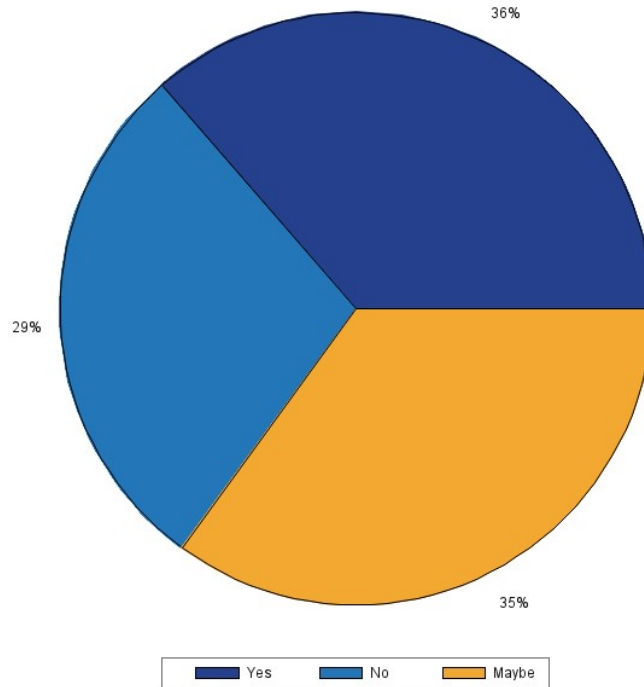
Support Services		% by School	Total by School	% All Schools	Total All Schools
Q11a. Transportation	The support/service is offered by the school	76%	107	68%	2,024
	I have and/or my family as used the support/service	34%	48	37%	1,107

Support Services		% by School	Total by School	% All Schools	Total All Schools
Q11b. Food assistance	The support/service is offered by the school	66%	93	66%	1,961
	I have and/or my family as used the support/service	32%	45	36%	1,055
Q11c. Housing assistance	The support/service is offered by the school	20%	28	31%	921
	I have and/or my family as used the support/service	48%	67	46%	1,357
Q11d. Group/individ. counseling	The support/service is offered by the school	63%	88	67%	1,976
	I have and/or my family as used the support/service	27%	38	28%	823
Q11e. Electronic device	The support/service is offered by the school	79%	111	75%	2,221
	I have and/or my family as used the support/service	36%	50	36%	1,059
Q11f. Free/discounted internet	The support/service is offered by the school	61%	86	58%	1,725
	I have and/or my family as used the support/service	36%	51	38%	1,127
Q11g. Mental health referral	The support/service is offered by the school	39%	54	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	34%	48	32%	962
Q11h. FAFSA assistance	The support/service is offered by the school	43%	60	65%	1,927
	I have and/or my family as used the support/service	32%	45	27%	812
Q11i. Legal referral	The support/service is offered by the school	37%	52	47%	1,395
	I have and/or my family as used the support/service	34%	47	33%	964

**NYSED CSO Student Survey 2022**  
**CHARTER SCHOOL OF EDUCATIONAL EXCELLENCE**  
**140 RESPONSES**  
**49% RESPONSE RATE**

**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	36%	51	26%	781
	No	29%	40	39%	1,151
	Maybe	35%	49	35%	1,029

**NYSED CSO Student Survey 2022**  
**CHARTER SCHOOL OF EDUCATIONAL EXCELLENCE**  
**140 RESPONSES**  
**49% 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
Put simply, this school doesn't offer every opportunity they should offer to their students.
CSEE-HS is a small school which isn't necessarily a bad thing but it does mean it lacks opportunities such as the ability to have a wide range of ap/ib/honors classes and electives. Since other schools are able to provide me with these resources the obvious choice would be the attend a different school.
i have been at this school for a very long time and its not an environment that i like anymore
I would attend a different school if I could because I personally don't feel like this school is right for me, and there are better schools out here than this one.
this school is hell and ive suck here since 1st but i wouldnt only cuz of my friends
I just don't like it here because of the students.
This school is confusing and I never intended to come here in the first place. I'll be honest it's an okay school but it still hasn't made me feel like I'm going down a normal route It's different so eventually before I'm out I'll have everything down hopefully. Not the best but not the worst I just don't feel like I'm experiencing a normal high school life, it was hard to make friends at the start of course and now I feel a bit better with myself but that doesn't change the school, like I said its an ok school just not my ideal experience.
this school runs on favoritism for students which the staff fancies. none of the student govt have any real power to influence the school.
I feel like this school does not give us the High school experience that every kid wants.
The school has favorite students and don't really treat some equally. The Dean rarely enforces school uniform to a [student who wears a specific item] to school. The sports teams are equally just as bad. Every year they pick the same people after saying that everyone has a chance. No we do not. They just have sports tryouts to say that they gave people a chance. No they do not. They put people on the team who immediately have to go on probation for grades. Or people with a bad reputation. The school put a boy on the team that [did something inappropriate]. Clearly you can see the athletic directors prioritizes. They are not culturally equal. I understand some kids do some bad stuff in the bathroom, but they respectfully need to open them back up because me having to hold urine is unethical. Some people feel uncomfortable using a unisex bathroom and have to hold it until a bathroom is open. People can get UTI's and the school is not going to stop until that happens or multiple people urinate on themselves. The school always says that they provide many extra curricular activities but doesn't provide transportation for bus students. Yonkers is far from the [certain neighborhoods] and is about an hour long bus drive. And in the winter its dark. The least they could do is have 1 bus leaving after school. Lastly, the school brushes off our emotions. Ive tried to talk to my counselor many times and she always gives me a response like shes trying to brush me off and then tells me to go back to class. The school is inconsiderate, unsympathetic, and unethical and if I had a choice i would definitely get out of here. You know the saying "pretty on the outside but ugly on the inside?" Yeah. That's CSEE.



**NYSED CSO Student Survey 2022**  
**CHARTER SCHOOL OF EDUCATIONAL EXCELLENCE**  
**140 RESPONSES**  
**49% 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
The school has persistently upheld its outward appearance and in turn has neglected the deep-seeded issues with its foundation. Teachers have been brought to a point where a check is the objective of their roles instead of guidance, proper preparation, and an overall positive response to students. I feel with the absence of a majority of my high school career, teachers have then lost their passion. Culture has been put in the hands of individuals who have no regard for the true essence of the people who live it everyday. Other schools are well organized, unbiased, and looking for the success of their students, regardless of background. If I had the option, I would have left before high school began due to the inconsistency and inexperience of the staff in running a high school.
I chose A. because I don't like the school I've been trying to leave for the longest but I don't have better or affordable options near me and so I am forced to attend this school. I also disagree with the way the school is run; you can see a clear dictatorship/hierarchy in this school. Another reason is the kids and some teachers are racist or make racist comments and when confronted they don't see the error or apologize. My last and final reason is the clothes I don't like the uniform I've been wearing it for 10 years plus, and this schools uniform it's uncomfortable, and leaves rashes for me during warm days and doesn't keep me warm during the cold days.
Since my freshman year this school has delivered false hope and promises. Being part of the first class to graduate makes matters worse, we have been cheated of a normal high school experience and I've wasted 3 years of my life here.
cause this school is massivly closed off
I picked this because i've seen so much of these actions happen everyday.
i dont think this school is for me
In all honesty there are very few positive things I can say about this school. The school like to uphold this image that it's "all inclusive"? and "culturally fair"? It's not that I believe that the school tries to not be these things however they do nothing to change it either. The amount of racist comments I've heard or been told at this school is something I've never faced before in my life. I can actually say and mean with every fiber of my being that I hate this school. It's not a positive environment and it actually makes me depressed coming here everyday. It's not like I hate it enough to drop out but I don't enjoy it here at all. I have no choice but to ignore the behavior of the students and staff because I have no power to do anything. I also feel like a minority here as a [specific ethnicity] student. We get no representation here. The [specific ethnicity] kids who were raised going to this school from k-12 are the worst of the worst honestly. They support the racist behavior they were conditioned that way and it honestly makes me sick stomach. And that's only the race issue I have with this school. I also have a problem with many of the rules and policies in this school. Far to many to list down honestly but to cut it short I don't like it here.
I just want a new adventure to be honest.
trash
I just like to be somewhere different
because yes
Bias school , a particular teacher made fun of me for years
uniform and cell phone policy sucks
I'd like to have other experiences and/or opportunities other schools are giving
i think im moving
I've been at CSEE for to long.

**NYSED CSO Student Survey 2022**  
**CHARTER SCHOOL OF EDUCATIONAL EXCELLENCE**  
**140 RESPONSES**  
**49% 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
It might be a more positive enviroment
The school I'm currently attending does not give the full high school experience. We have no control over most things we do; the only two notable decisions we have are clubs and selective courses. They have essentially handicapped the student body council, who are guarded from acting on the most desired changes in the student body. Students are not allowed any freedoms, and participating in prescribed school activities are mandated despite the lack of student interest. There is no difference between here and middle school; we are treated as children, and I feel that we are completely unprepared for the adult world/college despite being a year away from graduation. This school has had a negative effect on the mental health of the students and teachers alike, yet it continues to ignore these issues and hold a steadfast grip to seemingly minor rules that only placate their pride. Not to mention how the mistakes or wrongdoings of one affects all.
The school dean and councelor are always open to hear you out no matter what it might be, this school is wackk booo
I chose "yes"? because this isn't a high school. It's more like a reformed middle school with older students. There's little to no real high school experience. Most likely the results of this survey will have no real impact on how the school is ran.
Because I feel like I'm in middle school

**NYSED CSO Student Survey 2022**  
**CHARTER SCHOOL OF EDUCATIONAL EXCELLENCE**  
**140 RESPONSES**  
**49% RESPONSE RATE**

**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 dont have any negative thoughts about this school
the charter school is a great school with amazing opportunities for kids . the have a amazing sport team and they are very supportive
I have been at this school since kindergarten and it has shaped me to be the person I am today.
this is the only school i've been in the treated me right and fairly. my other school treated me with discrimination and here, my classmates and teachers treat me fairly.
I wouldn't.
I believe this school does give me a lot of benefits that other schools are not capable of providing. I have made strong friends and close relationships with a couple of teachers. Overall, if not for the stress of schoolwork and tests, school is a positive environment for me.
The reason why i said no is because this school is pretty solid overall
I would prefer to stay in the school that I am currently in.
I like this school and the people that I've met here, in general its a good school.
I think this school is a pretty good school to attend.
I'm getting comfortable.
i like this school, i feel comfortable here.
this school is fine
because i dont
I actually enjoy this school
This school is pushing me in the right direction to be successful post graduation.
Because I already a lot of great of people in this school and I wouldn't want to lose them.
I feel like this school is alright
Because this school is close to my house.
I admire the school that I am attending at the moment. I do not have any issues with the staff or students.
I like this school and it pushes be to get higher grades
I just want to go to this school
I've been at the school since kindergarten and have made many friends. With only 2 years left, it seems almost pointless to me to change now.
No because this school is close to my house.
i can't explain. It's just like where else would i go?

**NYSED CSO Student Survey 2022**  
**CHARTER SCHOOL OF EDUCATIONAL EXCELLENCE**  
**140 RESPONSES**  
**49% RESPONSE RATE**

**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 I had the chance to transfer, I would. I feel like an unheard person in this school & the people here are f*ed up. That goes for students & staff.
Need a change.
This school has a lot of drama, every week brings something, its so hard to focus in this school because of all the loudness, problems students cause in this school, I try to stay out of it but either I get dragged into drama, or it starts for such a small reason. I just want to feel comfortable and safe, and year by year, that feeling goes away more and more. This school provides a good education though, and I love the few friends I have here, which is why my answer is maybe, overall. The school needs more to be done.
It's ok here I guess
Im not really sure since this was one of the only other options that I had since many of the other schools had a problem that weren't easily solved so it was this or a public school. So yeah.
CSEE has explained to us where to go to talk about bullying. On the other hand they have not told us how we should cope with stuff or deal with emotions
Other schools have more opportunities.
sports
i'm okay.
I like the school but some of the students that attend can be bad influences.
I didn't have a choice to come here but i don't know where I would've ended up if i didn't.
if I had a better chance at getting recognize during sports
I don't know honestly
There are definitely more prestigious schools that can help me for the future that I want, but for what it is, CSEE offers all you need to get through high school and then some.
just because
cause this school is cool but there is always better
Honestly, I don't have any issues with the teachers, it's just the "higher" school officials that would make me want to change schools.
Maybe I need a change in a school where I feel like I can do more and not have to have such rules.
Why because this school is very 50/50 some days I like coming to school some days I don't.
This is because i want to go to another school but i dont know if i would go if i could. This is because i grew up at this school
Wanna try something new
For the reason that i feel like i can go to a school that provides more
Because we could have more options to do things.
There are certain things that this school provides that are very successful educational guidance but there are certain rules I feel are very strict and overbearing.
It doesn't give a full high school experience.
This school isnt as creative and expressive as i would like a high school to be
I said maybe because I like the school, but I don't think charter schools are for me. It is also my first time being in a charter school and I feel like its too much work for me.
Dont got the sports i want and the school is kinda small

**NYSED CSO Student Survey 2022**  
**CHARTER SCHOOL OF EDUCATIONAL EXCELLENCE**  
**140 RESPONSES**  
**49% RESPONSE RATE**

**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 would choose another school because I want to see how their curriculum is different and I want to join clubs or electives that might help me in the future.

**NYSED CSO Student Survey 2022**  
**CHARTER SCHOOL OF EDUCATIONAL EXCELLENCE**  
**140 RESPONSES**  
**49% RESPONSE RATE**

**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
School sorta cool but ngl I would love I I could
they dont like people [of different ethnicity]
I feel like I explained everything I needed to in [the other question]
i like takis
No there is nothing else I would like you to know about my experiences in this school.
I hate it here.
My experience in this school is okay.
classes are ran by disrepectful students due to teachers being too lenient on their behaviour resulting in a lack of respect for staff in school which affects other students
I would love for this school to be more calm
I feel like we can change this school if the rules weren't so up tight.
The school doesn't allow kids to be free or experience a good HIGHSCHOOL experience. The school gpa to get on honer roll is too high
It's mid.
very bad doesnt feel like a highschool experience