New York State Education Department

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

Math, Engineering and Science Academy Charter High School

Renewal Site Visit Date: November 8, 2022
Date of Final Draft Report: May 2, 2023
Date of Final Report: May 5, 2023

Charter School Office
89 Washington Avenue
Albany, New York 12234
charterschools@nysed.gov

Table of Contents

SCHOOL DESCRIPTION **3**

METHODOLOGY **5**

BENCHMARK ANALYSIS **7**

Summary of Findings 9
Benchmark 1: Student Performance 10
Benchmark 2: Teaching and Learning 11
Benchmark 3: Culture, Climate, and Family Engagement 16
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 32

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[1]

Name of Charter School	Math, Engineering and Science Academy Charter High School
Board Chair	Angel Cortes
District of location	NYC CSD 32
Opening Date	Fall 2013
Charter Term(s)	• Initial Charter Term: August 19, 2013 – June 30, 2018 • First Renewal Term: July 01, 2018 – June 30, 2023
Current Term Authorized Grades/ Approved Enrollment	Grades 9-12 / 500 students
Proposed Renewal Term Authorized Grades/ Proposed Approved Enrollment	Grades 9-12 / 500 students
Facilities	231 Palmetto Street, Brooklyn, NY 11221 – Public Space
Mission Statement	*Math, Engineering and Science Academy (MESA) Charter High School will provide a rigorous education that equips each student with the ability to succeed in life and in college. MESA students will develop a passion for science, technology, engineering, and mathematics, and through an intensive college readiness program, develop critical thinking and self-advocacy.*
Key Design Elements	• Four-year college bound program • Academic focus on STEM fields • Daily 9th Grade Writing Seminar • Strong support for teaching staff • Strong focus on school culture and family engagement • Weekly effort grades in each class • Explicit focus on family and community engagement • A year-round calendar
Requested Revisions (Revisions are not approved unless approved by the Board of Regents)	• Amend its Admissions and Enrollment Policy to reflect significant changes beginning in the 2023-2024 school year.

Noteworthy: Math, Engineering and Science Academy Charter High School (MESA) provides a multitude of post-secondary supports to former students where school staff actively reach out to alumni specifically targeting those who are not in college or are unemployed or underemployed. The school runs workshop targeting resume writing, career exploration, and financial management with the goal of them either re-enrolling in college or getting into one of their workforce development program partners.

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

As we move beyond the challenges of the past three years, we would like to acknowledge the heroic work of our charter schools that provided effective academic and social-emotional supports during the 2021-2022 school year.

Renewal Outcomes

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

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

- **Short-Term Renewal:** A school's charter may be renewed for a shorter term, typically of three years. As discussed above, the Regents will place an even greater emphasis on student performance for schools applying for their second or subsequent renewal**,** which is consistent with the greater time that a school has been in operation and the corresponding increase in the quantity and quality of student achievement data that the school has generated. In order for a school to be eligible for short-term renewal, a school must either:

  (a) have compiled a mixed or limited record of meeting Benchmark 1, but at the time of the renewal analysis, have met substantially all of the other performance benchmarks in the Framework which will likely result in the school's being able to meet Benchmark 1 with the additional time that short-term renewal permits, **or**
  (b) have compiled an overall record of meeting Benchmark 1 but falls far below meeting one or more of the other performance benchmarks in the Framework.

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

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

SCHOOL CHARACTERISTICS

Current Grade Levels and Approved Enrollment

	Year 1 2018 to 2019	Year 2 2019 to 2020	Year 3 2020 to 2021	Year 4 2021 to 2022	Year 5 2022 to 2023
Grade Configuration	Grades 9-12	Grades 9-12	Grades 9-12	Grades 9-12	Grades 9-12
Total Approved Enrollment	500	500	500	500	500

Proposed Renewal Term Grade Levels and Proposed Enrollment Requested by the School[2]

	Year 1 2023 to 2024	Year 2 2024 to 2025	Year 3 2025 to 2026	Year 4 2026 to 2027	Year 5 2027 to 2028
Grade Configuration	Grades 9-12	Grades 9-12	Grades 9-12	Grades 9-12	Grades 9-12
Total Proposed Enrollment	500	500	500	500	500

METHODOLOGY

Purpose of the Renewal Report

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

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

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

[2] This proposed chart was submitted by MESA in its renewal application. It is subject to change pending the final renewal recommendation and approval by the Board of Regents.

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

A one-day renewal site visit was conducted at MESA on November 8, 2022. The New York State Education Department's Charter School Office (CSO) team conducted interviews with the board of trustees, school leadership team, and teachers. In cooperation with school leadership, the CSO administered anonymous online surveys to and parents.

The team conducted fourteen classroom observations in Grades 9-12. The observations were approximately 15 minutes in length.

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: 2021 NYSED Charter School Information Dashboard;**
- **NYSED Attachment 2: Charter School Fiscal Accountability Summary Dashboard;**
- **Narrative describing the school's progress and efforts made toward reaching its enrollment and retention targets;**
- **Admissions and Waitlist information;**
- **2021-2022 Faculty/Staff Roster;**
- **Fingerprint Clearance Certificates for all instructional and non-instructional staff;**
- **School-submitted Annual Reports during current charter term;**
- **School's 2022 Self-Evaluation Tool;**
- **Prior CSO monitoring reports (check-in, mid-term, renewal);**
- **School's SY 22-23 renewal application;**
- **School's 2021 Notices of Deficiency/Concern; and**
- **Any supplementary evidence or data submitted to NYSED by the school.**

BENCHMARK ANALYSIS

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

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

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

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

For the site visit conducted on November 8, 2022 at MESA, see the following Performance Framework benchmark ratings and narrative.

New York State Education Department
2015 Charter School Performance Framework Rating[3]

	2015 Performance Benchmark	Level
Educational Success	**Benchmark 1: Student Performance:** The school has met or exceeded achievement indicators for academic trends toward proficiency, proficiency and high school graduation. At all grade levels and all assessments, scoring proficiently means achieving a performance level of 3 or higher (high school Regents and Common Core Regents exam score of 65 or higher). **Note: Due to the ongoing impact of the COVID-19 pandemic, the data used to formulate this rating has not been updated since the administration of the state 3-8 math and ELA Assessments in SY 2018-2019. Therefore, this rating does not reflect the efficacy of the school's academic program in SY 2019-2020 through the current academic year which is reflected in the Benchmark 2 and 3 ratings.**	**Meets**
	Benchmark 2: Teaching and Learning: School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students' well-being, improved academic outcomes, and educational success. The school has rigorous and coherent curriculum and assessments that are aligned to the New York State Learning Standards (NYSLS) for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking and achievement.	**Meets**
	Benchmark 3: Culture, Climate, and Family Engagement: The school has systems in place to support students' social and emotional health and to provide for a safe and respectful learning environment. Families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. Families and students are satisfied with the school's academics and the overall leadership and management of the school.	**Meets**
Organizational Soundness	**Benchmark 4: Financial Condition:** The school is in sound and stable financial condition as evidenced by performance on key financial indicators.	**Meets**
	Benchmark 5: Financial Management: The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices.	**Meets**
	Benchmark 6: Board Oversight and Governance: The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness and faithfulness to the terms of its charter.	**Meets**
	Benchmark 7: Organizational Capacity: The school has established a well-functioning organizational structure, clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.	**Meets**
Faithfulness to Charter & Law	**Benchmark 8: Mission and Key Design Elements:** The school is faithful to its mission and has implemented the key design elements included in its charter.	**Meets**
	Benchmark 9: Enrollment, Recruitment, and Retention: The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students.	**Approaches**
	Benchmark 10: Legal Compliance: The school complies with applicable laws, regulations, and the provisions of its charter.	**Meets**

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

Summary of Findings

- MESA is in year 10 of operation and serves 488 students in Grades 9-12. During its current charter term, the school is rated in the following manner: meeting nine benchmarks and approaching one benchmark. A summary of those ratings is provided below.

- **Summary of Areas of Growth and Strengths**: MESA continues to perform highly in both raising student performance levels and in preparing students for success beyond their post-secondary education. MESA students outperform a majority of their NYS and Total Charter School peer groups on Regents exams, four-year graduation rates, and college readiness. MESA provides numerous supports and resources to for its alumni with a dedicated director of post-secondary support. MESA runs a longer school day and longer school year than a NYCDoE school, with dedicated common planning time for teachers both during the school day and in a summer institute. Student, parent, and teacher satisfaction with the school is high.

- **Summary of Areas in Need of Improvement**: MESA has few areas in need of improvement. School leaders employ a "love and logic" approach to student discipline; in response to a formal complaint, the school has submitted a revised disciplinary policy. Staff must follow a multi-step process leading to the director of school culture having wide latitude assigning one or more disciplinary measures. During classroom observations, few teachers engaged in higher order questioning of their students. No students were observed initiating questions to the teacher/class. MESA's English language learner (ELL) enrollment shows a -10 percentage-point differential to the district of location. Through developing and maintaining relationships with organizations that serve recent immigrants and conducting targeted ELL outreach in visits to district middle schools, MESA may come closer to parity with the DoL. MESA has requested approval to revise its school design so that it can create a specific priority group for ELLs and continues to boost enrollment for this at-risk student population.

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

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

Summative Evidence for Benchmark 1:

MESA has strong academic results. MESA's four-year graduation rate over the past four years (2018-2019, 2019-2020, 2020-2021, and 2021-2022) has been an average of 94 percent. This exceeds the average NYS graduation rate of 86 percent over the same four years.

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 (NYSLS) for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking and achievement.

Finding: Meets

Element	*Indicators*
1. Curriculum	a. The school has a documented curriculum that is aligned to the NYSLS. b. Teachers use unit and lesson plans that introduce complex materials, stimulate higher order thinking, and build deep conceptual understanding and knowledge around specific content. c. The curriculum is aligned horizontally across classrooms at the same grade level and vertically between grades. d. The curriculum is differentiated to provide opportunities for all students to master grade-level skills and concepts. e. The curriculum is systematically reviewed and revised.
2. Instruction	a. The school staff has a common understanding of high-quality instruction, and observed instructional practices align to this understanding. b. Instructional delivery fosters engagement with all students.
3. Assessment and Program Evaluation	a. The school uses a balanced system of formative, diagnostic and summative assessments. b. The school uses qualitative and quantitative data to inform instruction and improve student outcomes. c. The school uses qualitative and quantitative data to evaluate the quality and effectiveness of the academic program and modifies the program accordingly.
4. Supports for Diverse Learners	a. The school provides supports to meet the academic needs for all students, including but not limited to: students with disabilities, English language learners, and economically disadvantaged students. b. The school has systems to monitor the progress of individual students and facilitate communication between interventionists and classroom teachers regarding the needs of individual students.

Academic Program for High School:

- In addition to core English Language Arts (ELA) classes, MESA offers four years of ELA electives with writing seminar, literature seminar, Advanced Placement (AP) seminar, and college writing elective courses.
- MESA offers College Bound, a project-based course designed to increase college awareness and readiness, beginning on the first day of Grade 9.
- MESA students meet in advisory two times a week to build their social-emotional capacities, and through a community circle format, students strengthen their speaking and listening skills.

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

SWDs:

- MESA provides Integrated Co-Teaching (ICT) class 5 days per week to students with an Individualized Education Program (IEP) for all core academic classes.
- A special education coordinator provides updated reports to the principal and teachers on the academic progress of students with disabilities (SWDs).
- MESA teachers employ Universal Design for Learning (UDL) strategies in unit and lesson planning to provide multiple means of engagement, presentation, and assessment to make content more accessible for students across the academic spectrum.
- Students who need more intensive literacy support take the Wilson Reading, a daily ICT support class that combines literacy support with pre-reading texts covered in ELA

ELLs:

- ELL specialists push-in and pull-out to provide small group instruction and support across all content areas.
- MESA provides two ELL specific courses, writing seminar Grade 9, and writing seminar Grade 10, to ELL's based on their NYSESLAT level.
- All incoming ELLs meet with the students supports team over the summer to determine specific strategies to accelerate their English acquisition.

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:** In focus groups, MESA's school leaders and teachers reported that their curriculum is teacher developed and aligned with New York State Learning Standards (NYSLS). Each summer MESA teachers participate in a summer institute where the curriculum is revised to address deficiencies and ensure alignment to NYSLS. In the 2021 CSO Teacher Survey (15 of 42 expected responses for a 36 percent response rate), 100 percent of respondents agreed that the school has a documented curriculum that is aligned to the NYSLS.
     Indicator b: During classroom observations, teachers demonstrated that they use lesson and other curricular plans that build deep conceptual understanding. During an observed science, technology, engineering, and math (STEM) class, students were working on an engineering design process where they had to define a specific problem, research current attempts at creating solutions to the problem, specify the requirements that need to be met to solve the problem, brainstorm solutions, design a solution, then build, test, and modify their design. During an

observed ELA class, students were working on a establishing a claim by drawing on evidence from multiple texts to support their analysis.

- **Indicator c:** In focus group meetings with school leaders and teachers, it was reported that during summer institute, staff collaborate both within and across grade levels to algin their curriculum with the NYSLS. Furthermore, according to the school's weekly schedule, time within the weekly school schedule is allotted for teachers within a department to meet and collaborate on further revision to the curriculum. In the 2021 CSO Teacher Survey, 67 percent of respondents agreed that the school curriculum is aligned horizontally across grade-level classrooms and 80 percent of respondents agreed that the curriculum is aligned vertically between grade levels.
- **Indicator d:** The curriculum is differentiated to provide opportunities for all students to master grade-level skills and concepts. During A STEM class observation, the teacher provided an ELL student with both directions and key vocabulary terms needed for that day's lesson in both English and Spanish. In a chemistry class observation, students were working on understanding the molecular structure of certain molecules. Students had to draw the structure, describe the structure, and physically make an atomic model of the molecule' structure. In the 2021 CSO Teacher Survey, 100 percent of respondents agreed that the curriculum and corresponding materials are differentiated to provide opportunities for all students to master grade-level skills and concepts.
- **Indicator e:** School leaders have reported that the curriculum is regularly reviewed and revised. For example, to better prepare students for college level work, MESA has partnered with St. Francis College, where senior students will have an opportunity to take a Grade 12 writing class and/or a Grade 12 statistics class at the MESA building that is aligned to the college's curriculum and will result in St. Francis credit for those who pass the final exam. In the 2021 CSO Teacher Survey, 87 percent of respondents agreed that the curriculum is systematically reviewed and revised.

2. Element: ***Instruction***:
    - **Indicator a:** The school staff has a common understanding of high-quality instruction. School leaders have reported that all staff received training on the direct instruction teaching model during summer pre-service institute which includes training on how to create revise unit and lesson plans to meet NYSLS for quality and rigor. During a STEM classroom observation, the teacher was presenting a video of football induced head injuries, culminating in an egg drop engineering design project, exposing the students to the topics of forces, material science, and fluid dynamics. In a focus group of teachers, it was reported that data is very important to their work; pre- and post-assessments are used throughout each trimester; and during the Summer VISTA program, students are assessed on their math and reading levels so teachers can adjust their instruction accordingly to meet the students where they are for the upcoming school year.

      In the 2021 CSO Teacher Survey, 100 percent of respondents agreed that the school staff has a shared understanding of high-quality instruction that supports all learners. During classroom observations, no student was observed asking a question. Questions from the teachers mainly focused on remembering and understanding content. During a chemistry classroom observation, the teacher asked the following questions to the class: "What shape would you say this is?" "Is it linear?" It's not bent it's…"

- **Indicator b:** The instructional delivery at MESA fosters engagement with all students. During classroom observations, 100 percent of students were observed engaged in their classwork. Teachers use a variety of methods to engage with students. In chemistry classroom, students were creating molecular models from wooden pegs and balls. In a Living Environment class, the teacher related a well-known Spanish signer's popularity to the scientific procedure of stating your claim and supporting it with evidence. In the 2021 CSO Teacher Survey, 93 percent of respondents agreed that instructional delivery fosters engagement with all students.

3. Element: ***Assessment and Program Evaluation***:
   - **Indicator a:** The school uses a balanced system of formative, diagnostic and summative assessments. School leaders have reported that MESA teachers continuously utilize high quality, standards aligned formative assessments such as Do Now, guided and independent practice, exit tickets, and weekly quizzes. During a chemistry class observation, students were completing an exit ticket on key concepts of the day's lesson. In an AP calculus class observation, students were working independently on differentiating polynomial functions. School leaders have reported that all new students to MESA participate in the Summer VISTA program, a one-week diagnostic program for building a data profile on each student on their ELA and math knowledge and skills, strengths and weaknesses. In a focus group with teachers, it was reported that teachers at MESA utilize summative assessments at the ends of units of study in addition to the end of each trimester and the end of year. In the 2021 CSO Teacher Survey, 80 percent of respondents agreed that the school uses a system of formative, diagnostic, and summative assessments.
   - **Indicator b:** The school uses qualitative and quantitative data to inform instruction and improve student outcomes. School leaders and student supports staff have reported that teachers and staff regularly evaluate data to inform instruction and improve student outcomes. Diagnostic data at the individual and aggregate level is gathered on all incoming students regarding their ELA and math skills and knowledge. All students participate in advisory where additional qualitative data is gathered on student support needs. In a focus group with student supports staff, it was reported that data drives everything that they do at MESA. In the 2021 CSO Teacher Survey, 93 percent of respondents agreed that the school uses qualitative and quantitative data to inform instruction and improve student outcomes.
   - **Indicator c:** The school uses qualitative and quantitative data to evaluate the quality and effectiveness of the academic program and modifies the program accordingly. School leaders have reported that due to lack of persistence to college graduation of their alumni, MESA has introduced "13th grade" workshops for alumni who are not in college and are either unemployed or under-employed where topics such as resume writing, career exploration and financial management are explored, with the goal of them either re-enrolling in college or entering one of MESA's workforce development program partners. Due MESA's analysis of alumni students' lack of college persistence due to financial constraints among others, MESA has introduced methods for students to earn college credit while still in high school, including classes at The City University of New York (CUNY) through the College Now program, AP courses, and a partnership with St. Francis College that allows MESA seniors to earn math and writing college credit. In the 2021 CSO Teacher Survey, 93 percent of respondents agreed that the school uses qualitative and quantitative data to evaluate the quality and effectiveness of the academic program and 87 percent of respondents agreed that the school modifies its academic program after using data measurements.

4. Element: ***Supports for Diverse Learners***:
    - **Indicator a:** MESA provides numerous supports to meet the academic needs of all students. The school provides ICT classes for all core academic subjects at each grade level and offers a Grade 10 writing seminar for ELLs as confirmed by their submitted Attachment B in the renewal application. In a focus group meeting with student support staff, it was reported that the Grade 9 and 10 writing seminar serves as their tiered English as a Second Language (ESL) class, matching the English proficiency level of the student. School leaders have reported that for struggling students who are not identified as an ELL or having an IEP, Academic Intervention Services (AIS) are offered along with a tiered Response to Intervention (RTI) in identifying and differentiating struggling students from those with a disability. For advanced students, the school offers nine AP courses in addition to the College Now program and the College Level Examination Program (CLEP). In the 2021 CSO Teacher Survey, 93 percent of respondents agreed that the school differentiates instruction to ensure equity and access for all students and 100 percent of respondents agreed that the school provides supports to meet the academic needs of SWDs, ELLs, and ED students.
    - **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. School leaders have reported that the special education (SPED) coordinator and the ELL specialists provide reports to the principal and teachers at the end of each trimester on the progress of SWD and ELLs. In a focus group of student support staff, it was reported that student support staff meet regularly with teacher grade-teams in order to discuss the needs of individual students. In a focus group of teachers, it was reported that during each day of the school week, there is a period that all the teachers within a core subject are free to discuss, plan, and collaborate on lesson plans and student needs. Teachers stated collaboration was the key to what works at MESA. In the 2021 CSO Teacher Survey, 93 percent of respondents agreed that 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.

      As per the Committee on Special Education (CSE), the school has close communication with families, including those whose primary language is not English. The teachers are knowledgeable regarding specially designed instruction (SDI) and able to answer questions about the implementation of SDI strategies during IEP meetings. When students participate in IEP meetings, their feedback regarding teacher supports is generally positive. The school collaborates well with the CSE, and provides the CSE with reports in advance of IEP meetings. The school's discipline measures emphasize mediation more than punishment. The school has significant social-emotional supports to address students' needs and behaviors. The school has not had any manifestation determination review (MDRs) this year.

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

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

Summative Evidence for Benchmark 3:

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

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

Math, Engineering, Science Academy Charter High School	Expected Responses	Total Responses	Response Rate	Target Response	Differential
Parent Survey	505	54	11%	50%	-39
Student Survey (Grades 9-12)	505	172	34%	80%	N/A
Teacher Survey	42	15	36%	80%	-44

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

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

Math, Engineering and Science Academy Charter High School		Response Rate	Survey Population	Total Responses
Parent	*Does not meet 90% or 95% Confidence*	4%	510	20
Student	*Does not meet 90% or 95% Confidence*	1%	510	6
Teacher	*Does not meet 90% or 95% Confidence*	14%	56	8

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

The response rates for the 2021 CSO surveys did not reach the target response rates and the response sample sizes for the 2022 CSO surveys did not reach the minimum necessary for a 90 percent confidence level. Therefore, none of the aggregate responses should be used with statistical confidence.

1. Element: ***Behavior Management and Safety:***
   - **Indicator a:** MESA has a written discipline policy with clearly defined tiers of actionable student offenses. In-school disciplinary matters are referred to and administered by the director of school culture who can choose from a list of possible disciplinary measures or other disciplinary measures as they see fit. In the 2021 CSO Parent Survey, 93 percent of respondents agreed that the school's discipline policy is clear, and 90 percent agreed that the school's discipline policy is fair to all students. It should be noted that the parent survey response rate was 11 percent. In the 2021 CSO Teacher Survey, 73 percent of respondents agreed that the school's discipline policy is clear, and 70 percent agreed that the school's discipline policy is fair to all students, but only 53 percent of teachers responding to the survey agreed that the school's discipline policy is enforced by all teachers and staff, and that the school's discipline policy is updated as necessary with feedback from faculty. School leaders have reported that to address the dynamics of gender identity more appropriately, and to be responsive to student needs in a post-COVID-19 pandemic setting, MESA has proposed loosening the student dress code. In a focus group meeting with teachers, teachers unanimously expressed their support for this decision stating it eliminates unnecessary conflict between student and teacher.
   - **Indicator b:** The school appears safe. On the day of the NYSED CSO site visit, no disruptive behavior was observed in the classrooms or in the hallways. In the 2021 CSO Student Survey, 66

percent of respondents agreed that they feel physically safe in their school. In the 2021 CSO Parent Survey, 91 percent of respondents agreed that the school provides a safe environment. In the CSO Teacher Survey, 100 percent of respondents agreed that the school provides a safe environment.

- **Indicator c:** The school appears free from harassment and discrimination. On the day of the NYSED CSO SV, no harassment or discriminatory behavior was observed by students or staff. School leaders have reported that all staff received annual Dignity for All Students Act (DASA) training, and a school guidance counselor and three social workers serve as the DASA coordinators and field related complaints or violations, such as bullying. In the 2021 CSO Parent Survey and Teacher Survey, 89 percent and 67 percent respectively of respondents, agreed that the school has systems in place to ensure that the environment is free from bullying, harassment, and discrimination.
- **Indicator d:** Classroom environments are conducive to learning and generally free from disruption. On the day of the NYSED CSO SV, there was no disruptive student behavior observed in the classrooms. All observed classrooms had teachers and students engaged in meaningful work with prepared materials and lesson plans. Exemplars of student work, lesson objectives and classroom rules were prominently displayed in classrooms. Students demonstrated awareness of classroom expectations, procedures, and norms. In the 2021 CSO Survey, 87 percent of parent respondents, 93 percent of teacher respondents, and 77 percent of student respondents agreed that classroom environments support learning and are generally free from disruption.

2. Element: ***Family Engagement and Communication:***
   - **Indicator a:** The school communicates with and engages families with the school community. School leaders have reported that MESA regularly offers parent workshops on topics including immigration rights, financial management, social media literacy, and how to support their child with their work. College counselors offer workshops and hold individual conferences with each student and their family on navigating the college application process. In addition, bilingual MESA staff conduct individual home visits with the family of every newly enrolled SWD and ELL to establish rapport, gather data, provide information about school programs, and clarify expectations for students, parents, and MESA staff. In the 2021 CSO Parent Survey, 98 percent of respondents agreed that they are aware of the academic supports available to their children, 96 percent of respondents agreed that the school provides opportunities for parent participation within the school community, and 100 percent of respondents agreed that the school uses many methods of communication with families.
   - **Indicator b:** Teachers communicate with parents to discuss students' strengths and needs. School leaders have reported that teachers are expected to make two outreaches per week to parents. In addition, student advisors make a minimum of one outreach a month to parents of the students they advise, to share updates and listen to any concerns they may have. In the 2021 CSO Parent and Teacher Survey, 98 percent of parent respondents and 100 percent of teacher respondents agreed that parents receive regular and timely information on their children's academic progress in their home language.
   - **Indicator c:** The school assesses family and student satisfaction. School leaders have reported that, in addition to the formative conversation throughout the school year that staff have with parents and students, both the NYCDoE's Learning Environment Survey and the CSO Surveys are used to inform school-wide decision making. The school's change to the dress code was done in part due to student input. In the 2021 CSO Parent and Teacher Survey, 100 percent of parents

and 100 percent of teachers that responded agreed that the school seeks feedback from parents through surveys, meetings, or some other way.

- **Indicator d:** The school has a systematic process for responding to family or community concerns. As documented in the complaint policy, documented in Attachment C of the renewal application, parents and families can directly petition the school's board of trustees bypassing school leadership. In addition to the workshops offered to families and the home visits to all at-risk new students to MESA, school leaders reported that MESA has an active Family and Student Association (FSA), which advises and supports the school and holds informal meetings for parents to meet and discuss school issues/concerns with school leaders both virtually, and in-person. In the 2021 CSO Parent Survey, 100 percent of respondents agreed that the school seeks feedback from parents through surveys, meetings or some other way. 83 percent of respondents agreed that the school has a complaint policy that is easy to find, and 87 percent agreed that the school has a complaint policy that is easy to understand. In the 2021 CSO Teacher Survey, 87 percent of respondents agreed that the school has a systematic and transparent process for responding to family or community concerns.
- **Indicator e:** The school shares school-level academic data with the broader school community to promote transparency and accountability. In the renewal application, it was reported that multiple metrics on student performance are collected and made available for student and parent viewing. The school uses an online gradebook, JumpRope, that parents and students can log into and view student performance levels towards mastering a learning goal as well as student effort scores based on student conduct towards utilizing the skills necessary to succeed in class. In the 2021 CSO Parent and Teacher Survey, 89 percent of parents and 80 percent of teachers that responded agreed that the school informs parents about how it performs compared to other schools in the district and New York State.

3. Element: ***Social-Emotional Supports***:
    - **Indicator a:** The school has systems or programs in place to support the social-emotional needs of students. In a focus group meeting of student supports staff, it was reported that MESA's advisory program, utilizing an internally developed and refined curriculum of specific discussion topics, focuses on ethics, character building, and development of students' social emotional skills and capacities. School leaders have reported that MESA has a full-time social worker, three full-time guidance counselors, and a social emotional counselor at each grade level to provide counseling to all students who request it. In addition, MESA has three college counselors to guide students through all aspects of the college application process, so that guidance counselors can focus solely on the social-emotional needs of their students. In the 2021 CSO Parent and Teacher Survey, 89 percent of parents and 93 percent of teachers that responded agreed that the school has social, emotional, and mental health programs and supports for all students. In the 2021 CSO Student Survey, 81 percent of students agreed that they feel the school culture supports them and 70 percent agreed that with having at least one adult at the school that they can talk to about problems they are dealing with outside of school.
    - **Indicator b:** School leaders collect and use data to track the socio-emotional needs of students. School leaders have reported that MESA staff collect data related to students' social-emotional needs via a behavior tracking system called Kickboard. Through Kickboard, staff can choose from both pre-selected positive and negative behaviors in addition to adding anecdotal comments. Every week, the principal and dean review the inputted data to determine which students would

are in-need of targeted supports. In the 2021 CSO Parent Survey, 95 percent of respondents agreed that they are aware of how the school supports student social-emotional development while 89 percent agreed that the school has social, emotional, and mental health programs and supports for all students. In the 2021 CSO Teacher Survey, 67 percent of respondents agreed that school leaders collect and use data to track the social emotional needs of all students, including students in subgroups.

- **Indicator c:** School leaders collect and use data regarding the impact of programs designed to support students' social and emotional health. In the renewal application, it is reported that during summer institute, all incoming students are given baseline, pre-assessments, to gather evidence on student communication skills, attitudes, study habits, and grit. Before students graduate, they are then given a similar evaluative post-assessment to measure their individual growth in the factors assessed. This data is used to inform and modify their social-emotional learning program. In the 2021 CSO Teacher Survey, only 14 percent of teachers responding to the survey disagreed that school leaders collect and use data regarding the impact of programs designed to support the social and emotional health of all students.

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

Math, Engineering, and Science Academy Charter High School appears to be in very 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. Math, Engineering, and Science Academy Charter High School's 2021-2022 composite score is 3.00.

Composite Scores
2017-2018 to 2021-2022

Year	*Composite Score*
2017-2018	2.80
2018-2019	2.63
2019-2020	2.44
2020-2021	3.00
2021-2022	3.00

Benchmark 5: Financial Management

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

Finding: Meets

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

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

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

Summative Evidence for Benchmark 5:

NYSED CSO reviewed Math, Engineering and Science Academy Charter High School's 2021-2022 audited financial statements to determine whether the independent auditor observed sufficient internal controls over financial reporting. The auditor did not identify deficiencies in internal controls that could be considered material weaknesses.

Benchmark 6: Board Oversight and Governance

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

Finding: Meets

Element	*Indicators*
1. Board Oversight and Governance	a. The board recruits and selects board members with skills and expertise that meet the needs of the school. b. The board engages in strategic and continuous improvement planning by setting priorities and goals that are aligned with the school's mission and educational philosophy. c. The board demonstrates active oversight of the charter school management, fiscal operations, and progress toward meeting academic and other school goals. d. The board regularly updates school policies. e. The board utilizes a performance-based evaluation process for evaluating school leadership, itself, and providers. f. The board demonstrates full awareness of its legal obligations to the school and stakeholders.

Summative Evidence for Benchmark 6:

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

1. Element: ***Board Oversight and Governance:***
   - **Indicator a:** The board recruits and selects board members with skills and expertise that meet the needs of the school. Board members include individuals with experience in finance, law, education, research, technology, and a parent representative. The school's Governance Committee looks to recruit individuals that would benefit the school's evolving programming priorities and needs, and provides oversight of the school. While MESA has maintained a relatively stable board membership over its charter term, because of a need for more supports in college and career readiness, the board has added trustees with significant community, business, and industry experiences, that will provide additional internship opportunities for MESA students.
   - **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. According to the renewal application, the board has partnered with two governance expert organizations, Achieve Mission and Shapiro Associates, to assist in demonstrating efficacy toward its strategic planning efforts. To assist with the development and launching of new initiatives, the board has partnered with Harvard Business School Community, to consult with all stakeholders in the development and refinement of their "13th grade" program.

- **Indicator c:** The board demonstrates active oversight of the charter school management, fiscal operations, and progress toward meeting academic and other school goals. According to the renewal application, the MESA board regularly reviews key documents, updates, and reports, from the co-executive directors, and a data dashboard containing financial information, personnel related data, state test results, and attendance/disciplinary information.
- **Indicator d:** According to the renewal application, board members review polices based on their committee assignments, and offer suggested revisions on an annual basis or more frequently if needed. MESA also retains legal counsel to ensure compliance with relevant laws and regulations in their operations.
- **Indicator e:** In a focus group meeting with board members, it was reported that the board evaluates school leaders annually based on a clear criterion of; graduation rates, retention of students, tardiness, and post-graduation outcomes for students, and management of school resources. The board does not have a specific performance-based evaluation process for evaluating themselves. According to the renewal application, the board scrutinizes the performance of partners, providers, and other stakeholders.
- **Indicator f**: The board demonstrates full awareness of its legal obligations to the school and stakeholders. MESA includes attorneys and other legal professionals on its board of directors and retains legal counsel to assist with questions and provide legal advice and guidance as needed.

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

Element	*Indicators*
1. School Leadership	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. 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. c. The school has clear and well-established communication systems and decision-making processes in place which ensure effective communication across the school. d. The school successfully recruits, hires, and retains key personnel, and makes decisions – when warranted – to remove ineffective staff members.
2. Professional Climate	a. The school is fully staffed with high quality personnel to meet all educational and operational needs, including finance, human resources, and communication. b. The school has established structures for frequent collaboration among teachers. c. The school ensures that staff has requisite skills, expertise, and professional development necessary to meet students' needs. 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. e. The school has mechanisms to solicit teacher feedback and gauge teacher satisfaction.
3. Contractual Relationships ☐*N/A*	a. The board of trustees and school leadership establish effective working relationships with the management company or comprehensive service provider. b. Changes in the school's charter management or comprehensive service provider contract comply with required charter amendment procedures. c. The school monitors the efficacy of contracted service providers or partners.

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:** 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. MESA has a clearly defined mission statement. According to the renewal application, all staff understand the goals of MESA and are provided professional development geared towards meeting those goals. In the 2021 CSO Teacher Survey, 80 percent of respondents agreed the school has an effective school leadership team that communicates a clearly defined mission and set of goals to staff, and the school community.
- **Indicator b:** Roles and responsibilities for leaders, staff, management, and board members are clearly defined. As shown in submitted Attachment H of the renewal application, MESA separates roles and responsibilities into three categories (instruction, organization, and operations), allowing teachers to focus on instruction and frees them from having to perform non-related tasks such as hall duty, lunch duty, etc. In a focus group meeting of school leaders, it was reported that at MESA, all staff have clearly defined roles and responsibilities and are empowered to fulfill those roles without having to contend with dual or split roles and responsibilities. In the 2021 CSO Teacher Survey, 87 percent of respondents agreed roles and responsibilities for leaders, staff, management, and the board of trustees are clearly defined and adhered to.
- **Indicator c:** The school has clear and well-established communication systems and decision-making processes in place which ensure effective communication across the school**.** School leaders have reported that MESA utilizes JumpRope, allowing teachers, students, parents, and school leaders to see up-to-date student performance trends and MESA has scheduled in blocks of time in the weekly schedule that allow teachers within a department to collaborate and share best practices. In a focus group of teachers, it was reported that the greatest aspect of MESA was the collaboration among teachers and the time and support that the school provides for teacher collaboration, and that teachers know who to go to for any specific question or supports they may need. In the 2021 CSO Teacher Survey, 80 percent of respondents agreed the school has a clear and well-established communication systems and decision-making processes in place to ensure effective communication across the school.
- **Indicator d:** The school successfully recruits, hires, and retains key personnel, and makes decisions – when warranted – to remove ineffective staff members. According to school leaders, MESA advertises for staff positions in numerous outlets and offers referral bonus to current staff connecting school leaders with high quality teachers and currently has a 77 percent overall retention rate and an 87 percent positive retention rate since its inception. In the 2021 CSO Teacher Survey, 87 percent of respondents agreed the school successfully recruits, hires, and retains key personnel, and makes decisions – when warranted – to remove ineffective staff members.

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 school operates with two full-time on-site executive directors who have been with the school since its inception, a principal, and director of operations, in addition to numerous other support personnel. The school is currently looking to hire a director of development in charge of fundraising. In the 2021 CSO Teacher Survey, 93 percent of respondents agreed that the school is fully staffed with high quality personnel to meet all educational and operational needs, including finance, human resources, and communications.

- **Indicator b:** The school has established structures for frequent collaboration among teachers. Each teacher at MESA has a coach. In a focus group of teachers, it was reported that department leaders are assigned four to five teachers to coach which includes weekly observations and meeting sessions. Department coordinators also coach between one or two teachers. Teachers also shared that the weekly schedules that allow for all teachers within a department to have a common period to collaborate. The partnership and collaboration among teachers were the most outstanding thing about MESA, according to one teacher in the focus group. In the 2021 CSO Teacher Survey, 100 percent of respondents agreed that the school has established structures for frequent collaboration among teachers.
- **Indicator c:** The school ensures that staff has requisite skills, expertise, and professional development necessary to meet students' needs. In addition to every teacher having a coach, school leaders have reported that MESA teachers have two periods per day of planning time, as well as two hours per week of professional development. Summer institute provides the teachers with curriculum development and understanding the use of data. In the NYSED 2021 Teacher Survey, 80 percent of respondents agree that the school ensures that staff has the requisite skills, expertise, and professional development necessary to meet all students' needs, including students in subgroups.
- **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. Teachers have reported that they meet weekly with their coaches to review lessons, discuss progress towards goals, and review student data. All coach-teacher interactions are documented and are part of the teacher evaluation process. In addition, school leaders have reported that the principal and assistant principal informally observe teachers weekly to provide formative data to guide teacher development and formally observe each teacher at the end of each trimester for summative evaluative purposes. In the

  2021 CSO Teacher Survey, 87 percent of respondents agreed that the school has systems to monitor and maintain organizational and instructional quality through a formal evaluation process for teachers and other staff.
- **Indicator e:** The school has mechanisms to solicit teacher feedback and gauge teacher satisfaction. School leaders have reported that MESA collects teacher feedback from surveys following professional development sessions and through using the NYCDoE's Learning Environment Survey. In addition, during a focus group meeting with teachers, it was reported that school leaders are always available for teachers to discuss any concerns they may have. In the 2021 CSO Teacher Survey, 73 percent of respondents agreed that the school has mechanisms to solicit teacher feedback and gauge teacher satisfaction.

3. Element: ***Contractual Relationships***:
   - **Indicator a:** N/A
   - **Indicator b:** N/A
   - **Indicator c:** According to the renewal application, the board has partnered with two governance expert organizations, Achieve Mission and Shapiro Associates, to assist in demonstrating efficacy toward its strategic planning efforts. To assist with the development and launching of new initiatives, the board has partnered with Harvard Business School Community, to consult with all stakeholders in the development and refinement of their "13th grade" program. As reported in the renewal application, the board scrutinizes the performance of partners, providers, and other stakeholders.

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

Element	*Indicators*
1. Mission and Key Design Elements	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:** School stakeholders share a common and consistent understanding of the school's mission and key design elements outlined in the charter. In each stakeholder focus group, members reported on the emphasis on a rigorous instructional program and of college and career readiness as a goal. In the school leader focus group, it was reported that to increase their support of alumni, "13th grade" workshops for alumni who are not in college or underemployed will be held. In a focus group of board members, it was reported that as part of their self-evaluation is a day-long investment in how the board members are serving the mission of MESA. In the 2021 CSO Parent/Guardian Survey, 93 percent of respondents feel the school is fulfilling its mission.
   - **Indicator b:** The school has implemented the key design elements in the approved charter and in any subsequently approved revisions. Teachers reported MESA's adherence to Standards-Reference Grading. In classroom observations, students were observed using multiple means of expressing understanding from manipulatives, writing, and speaking. MESA continues to offer four years of STEM to all students in addition to offering ecological field trips and partnerships with technology firms. The school continues to offer college-bound classes for all four years and has expanded that with their "13th grade" post-secondary supports. MESA continues to offer 9th Grade writing seminar and has expanded to include a 10th Grade writing seminar class. The school assigns student effort scores based on student conduct towards utilizing the skills necessary to succeed in class. MESA currently does not have a year-round calendar. The school will have an intersession program during the first week of the April break. MESA continues to have an extended school day and school year. MESA has modified its enrollment preferences to include a specific category for ELLs in order to boost its ELL enrollment.

     The school continues to offer numerous supports to teachers, including every teacher having a coach. Time set aside specifically for teacher collaboration is embedded in both the daily and weekly schedules. Common planning time is allocated for specific departments. MESA teachers

receive training during summer institute, through PD scheduled throughout the year, and from feedback from their coach and school leadership. Due to MESA's organizational structure of separating the pedagogic from the operational duties, MESA teachers have minimal administrative duties. The school communicates with and engages families with the school community. School leaders have reported that MESA regularly offers parent workshops and teachers communicate with parents to discuss students' strengths and needs. School leaders have reported that teachers are expected to make two outreaches per week to parents.

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

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

Summative Evidence for Benchmark 9:

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

1. Element: ***Targets are met:***
   - **Indicator a:** The school maintains sufficient enrollment demand for the school to meet or come close to meeting the enrollment plan outlined in the charter. MESA currently (2021-2022) enrolls 510 students with a maximum charter allotment of 500 students.
2. Element: ***Targets are not met:***
   - **Indicator a:** MESA subgroup populations are currently (2021-2022) 82 percent ED students (-7 percentage points to the DOL), 16 percent SWDs (also, -7 percentage points to the DOL), and 20 percent ELLs (-10 percentage points to the DOL). The school's DOL subgroup percentages are 89 percent ED students, 23 percent SWDs, and 30 percent ELLs.
   - **Indicator b:** Through identifying and addressing a reporting error, MESA has increased its ELL enrollment from a -23 percentage-point differential in 2020-2021 to a -10 percentage point differential percent to the district of location. Through developing and maintaining relationships with organizations that serve recent immigrants and conducting targeted ELL outreach in visits to district middle schools, MESA may come closer to parity with the DOL.

- **Indicator c:** MESA has requested approval to revise its school design so that it can create a specific priority group for ELLs and continues to boost enrollment for this at-risk student population. The school has submitted an updated document for CSO approval, and it is currently under review.

See Attachment 1 for data tables and additional information.

Benchmark 10: Legal Compliance

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

Finding: Meets

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

Summative Evidence for Benchmark 10:

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

1. Element: ***Legal Compliance:***
   - **Indicator a:** The school has generally compiled a record of compliance with applicable state and federal laws and the provisions of its charter. The school reports that MESA maintains contractual relationships with law firms to advise on legal matters, employment matters, and governance compliance matters. The dates and time of the board's monthly meetings along with the minutes of previous meetings are posted on the school's website in accordance with the Open Meetings Law. School leaders have reported that all staff receive the required annual DASA training; however, the DASA is not sufficiently addressed as part of the school's discipline policy, and it is not separately posted to the school's website. The school has submitted revised policies for approval, and they are under review. The school offers financial incentive for certified and dual certified teachers.
   - **Indicator b:** The school has generally undertaken appropriate corrective action when needed and has implemented necessary safeguards to maintain compliance with all legal requirements. However, the school was required to send the CSO documentation needed to approve their participation in the DOE Pathways Program, and it has failed to do so to date.
   - **Indicator c:** The school has sought Board of Regents and/or Charter School Office approval for several revisions over the charter term. MESA has sought approval for material changes to its enrollment policy; however, this revision request has not been fully submitted and is not approved. MESA has sought approval for non-material changes to its disciplinary policy, during the current charter term, and the request is currently under review. The school reported nineteen uncategorized, uncertified teachers in its 2019-2020 Annual Report; seventeen uncategorized, uncertified teachers in its 2020-2021 Annual Report; eighteen uncategorized, uncertified teachers in its 2021-2022 Annual Report, a violation of the Education Law.

2022 NYSED Charter School Information Dashboard

Overview

Charter School Selection	BEDS Code	2021-2022 Enrollment
MATH, ENGINEERING AND SCIENCE ACADEMY CHARTER HIGH SCHOOL	333200861059	510

ESEA Accountability Designation (2021-2022):	This school is designated as a school in **Good Standing** under current New York State criteria as defined by the Elementary and Secondary Education Act.

Charter School Information

School District of Location:	NEW YORK CITY GEOGRAPHIC DISTRICT #32
Total Public School Enrollment of Resident Students attending Charter Schools:	25%
Additional School District: (if applicable)*	N/A
Total Public School Enrollment of Resident Students attending Charter Schools:	-
Grades Served:	9-12
Address:	231 PALMETTO ST BROOKLYN NY 11221
Website:	www.mesacharter.org
RIC:	NEW YORK CITY
Regents Region:	NEW YORK CITY REGION - BROOKLYN
Regent:	KATHLEEN M. CASHIN
Active Date:	7/1/2013
Authorizer:	NYS BOR
CEO:	ARTHUR SAMUELS
CEO Phone:	(917) 257-6876
CEO Email:	asamuels@mesacharter.org
BOT President:	ANGEL CORTES
BOT President Phone:	(646) 554-8734
BOT President Email:	acr8510@gmail.com
Institution ID:	800000076137

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

BoR Charter School Office Information

Regional Liaison:	Paolo Giovine
Performance Framework:	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	4%	510	20
Student Survey (Grades 9-12)	Does not meet 90% or 95% Confidence	1%	510	6
Teacher Survey	Does not meet 90% or 95% Confidence	14%	56	8

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 1: Similar Schools Comparison

Charter School

MATH, ENGINEERING AND SCIENCE ACADEMY CHARTER HIGH SCHOOL

2022 3-8 Assessments; 2021 4 Year Graduations

Math, Engineering and Science Academy CHS			ELA Differential	Math Differential	Science Differential	Graduation Rate Differential
High School	+/- 5	Abraham Lincoln HS	.	.	.	+8
		Academy of Finance and Enterprise	.	.	.	-3
		Benjamin Franklin HS for Finance and Information Tecl	.	.	.	+2
		CHS for Law and Social Justice	.	.	.	+14
		Civic Leadership Academy	.	.	.	0
		East Upper HS	.	.	.	+9
		Energy Tech HS	.	.	.	-1
		HS for Arts and Business	.	.	.	-4
		HS for Enterprise, Business & Technology (The)	.	.	.	+9
		HS of Telecommunication Arts and Technology	.	.	.	-3
		Henninger HS	.	.	.	+19
		Information Technology HS	.	.	.	+6
		John Adams HS	.	.	.	+10
		John Dewey HS	.	.	.	+11
		Lackawanna HS	.	.	.	+17
		Martin Van Buren HS	.	.	.	+7
		Mathematics, Science Research and Technology Magn	.	.	.	+21
		New Visions CHS for the Humanities II	.	.	.	+10
		Nottingham HS	.	.	.	+23
		Queens HS for Information, Research and Technology	.	.	.	+5
		Richmond Hill HS	.	.	.	+20
		Robert F Kennedy Community HS	.	.	.	+6
		Thomas R Proctor HS	.	.	.	+8
		Union Square Academy for Health Sciences	.	.	.	+6
		University Neighborhood HS	.	.	.	-5
		Urban Assembly School for Collaborative Healthcare (T	.	.	.	+3
		Veritas Academy	.	.	.	+9
		Mean	.	.	.	+8
	+/- 7.5	A Philip Randolph Campus HS	.	.	.	+11
		AECI II: NYC CHS for Computer Engineering and Innova	.	.	.	+94
		Academy for Conservation and the Environment	.	.	.	-4
		Astor Collegiate Academy	.	.	.	+14
		Belmont Preparatory HS	.	.	.	+18
		Bronx Academy of Health Careers	.	.	.	+1
		Bronx Health Sciences HS	.	.	.	-4
		Brooklyn Community HS for Excellence and Equity	.	.	.	+14
		Business of Sports School	.	.	.	+7
		Curtis HS	.	.	.	+19
		Dewitt Clinton HS	.	.	.	+3
		East Community School	.	.	.	+22
		Global Learning Collaborative (The)	.	.	.	+5
		Gorton HS	.	.	.	+4
		HS for Community Leadership	.	.	.	-2
		HS for Environmental Studies	.	.	.	+1
		HS for Language and Diplomacy (The)	.	.	.	+12
		HS for Law, Advocacy and Community Justice	.	.	.	+18
		HS of Applied Communications	.	.	.	-5
		International Leadership Charter HS	.	.	.	+4
		Inwood Early College for Health and Information Techı	.	.	.	+6
		John Bowne HS	.	.	.	+15
		Leaders HS	.	.	.	+1
		Marie Curie High Sch-Nursing, Medicine & Health Prof	.	.	.	+11
		Mckinley Vocational HS	.	.	.	+7
		New Visions CHS for Advanced Math and Science	.	.	.	-2
		New Visions CHS for the Humanities	.	.	.	-6
		Public Service Leadership Academy At Fowler	.	.	.	+18
		Queens Technical HS	.	.	.	+10

	Research Laboratory HS for Bioinformatics and Life Sci	.	.	.	+1
	Roosevelt HS - Early College Studies	.	.	.	0
	Unity Center for Urban Technologies	.	.	.	-3
	Urban Assembly School for Media Studies	.	.	.	+5
	Yonkers HS	.	.	.	-1
	Mean	.	.	.	+9
+/- 10	Academy for Health Careers	.	.	.	+5
	Academy of Innovative Technology	.	.	.	+3
	American Sign Language & English Secondary School	.	.	.	0
	Amityville Memorial HS	.	.	.	+4
	August Martin HS	.	.	.	-1
	Bayside HS	.	.	.	-5
	Bronx Legacy HS	.	.	.	+94
	Bronx Aerospace HS	.	.	.	+16
	Bronx Center for Science and Mathematics	.	.	.	-1
	Bronx Collegiate Academy	.	.	.	0
	Bronx HS for Writing and Communication Arts	.	.	.	+21
	Bronx HS for the Visual Arts	.	.	.	+13
	Bronx River HS	.	.	.	+11
	Bronx School of Law and Finance	.	.	.	+11
	Brooklyn Academy of Science and the Environment	.	.	.	+11
	Brooklyn HS for Law and Technology	.	.	.	+11
	Brooklyn School for Math and Research (The)	.	.	.	+1
	Broome Street Academy CHS	.	.	.	+34
	Burgard HS	.	.	.	+27
	Cambria Heights Academy	.	.	.	+7
	Cinema School (The)	.	.	.	-1
	Clara Barton HS	.	.	.	+18
	Collegiate Institute for Math and Science	.	.	.	+7
	Corcoran HS	.	.	.	+11
	Cyberarts Studio Academy	.	.	.	+26
	Earl Monroe New Renaissance Basketball Academy CS	.	.	.	+94
	East New York Arts and Civics HS (The)	.	.	.	+12
	Ebc HS for Public Service-Bushwick	.	.	.	+1
	El Puente Academy for Peace and Justice	.	.	.	+17
	Eximius College Preparatory Academy: A College Boar	.	.	.	+5
	Forest Hills HS	.	.	.	+2
	Fort Hamilton HS	.	.	.	+12
	George Washington Carver HS for the Sciences	.	.	.	+9
	Grover Cleveland HS	.	.	.	+17
	HS for Global Citizenship (The)	.	.	.	+7
	HS for Health Professions & Human Services	.	.	.	-2
	HS for Medical Professions	.	.	.	+4
	HS of Arts and Technology	.	.	.	+11
	HS of Economics & Finance	.	.	.	+2
	Herbert H Lehman HS	.	.	.	+14
	Hero (Health, Education and Research Occupations) HS	.	.	.	+2
	Hs for Law Enforcement and Public Safety	.	.	.	+6
	Hudson HS of Learning Technologies	.	.	.	+8
	Humanities Preparatory Academy	.	.	.	0
	It Takes A Village Academy	.	.	.	+12
	Jacqueline Kennedy-Onassis HS	.	.	.	+11
	Jamaica Gateway To the Sciences	.	.	.	+1
	James Madison HS	.	.	.	+2
	Knowledge and Power Prep Academy International HS	.	.	.	-6
	Landmark HS	.	.	.	+9
	Lewis J Bennett HS of Innovative Technolgy	.	.	.	+5
	Lincoln HS	.	.	.	-1
	Manhattan Business Academy	.	.	.	+1
	Manhattan Center for Science & Mathematics	.	.	.	-3
	Maxine Greene HS for Imaginative Inquiry (The)	.	.	.	+16
	Middle College HS At Laguardia Community College	.	.	.	+5
	Middletown HS	.	.	.	+4
	Mount Vernon HS	.	.	.	+29
	Mount Vernon Steam Academy	.	.	.	+7
	New Visions CHS for Advanced Math and Science II	.	.	.	-4
	New Visions CHS for Advanced Math and Science III	.	.	.	-4

		Northside CHS	.	.	.	0
		Pace HS	.	.	.	+19
		Peekskill HS	.	.	.	+9
		Pelham Preparatory Academy	.	.	.	+1
		Poughkeepsie HS	.	.	.	+33
		Rachel Carson HS for Coastal Studies	.	.	.	+5
		Robert H Goddard HS for Communication Arts & Tech	.	.	.	-5
		Rochester Early College International HS	.	.	.	+1
		Schuylerville Preparatory HS	.	.	.	+9
		South Bronx Community CHS	.	.	.	+19
		South Park HS	.	.	.	+14
		University Prep CHS	.	.	.	-1
		Urban Assembly Academy of Government and Law	.	.	.	+6
		Urban Assembly CS for Computer Science	.	.	.	+94
		Urban Assembly School for Emergency Management (	.	.	.	+1
		Urban Assembly School for the Performing Arts	.	.	.	+13
		Urban Assembly School of Business for Young Women	.	.	.	+20
		Vanguard HS	.	.	.	+26
		Vertus CS	.	.	.	+21
		Victory Collegiate HS	.	.	.	+7
		Westchester Square Academy	.	.	.	+6
		William Cullen Bryant HS	.	.	.	+7
		Williamsburg CHS	.	.	.	+10
		Williamsburg HS of Art and Technology (The)	.	.	.	-1
		Williamsburg Preparatory School	.	.	.	-5
		World Academy for Total Community Health HS	.	.	.	+23
		Mean	.	.	.	+11
		Mean	.	.	.	+10

2022 NYSED Charter School Information Dashboard

Regents Outcomes

Charter School

MATH, ENGINEERING AND SCIENCE ACADEMY CHARTER HIGH SCHOOL

Regents Testing Outcomes – Aggregate and Subgroup Annual Regents Outcomes:

Annual Regents Outcomes

		All Students				SWD				ELL				ED			
		Charter Total Tested	Math, Engineering and Science Academy CHS	NYS	Differential to NYS	Charter Total Tested	Math, Engineering and Science Academy CHS	NYS	Differential to NYS	Charter Total Tested	Math, Engineering and Science Academy CHS	NYS	Differential to NYS	Charter Total Tested	Math, Engineering and Science Academy CHS	NYS	Differential to NYS
Algebra I (Common Core)	2017-2018	147	67%	64%	+3	29	66%	39%	+27	28	50%	46%	+4	127	66%	56%	+10
	2018-2019	179	65%	66%	-1	32	47%	43%	+4	45	51%	50%	+1	150	67%	59%	+8
	2019-2020	171	84%	93%	-9	44	86%	90%	-4	61	84%	90%	-6	142	85%	92%	-7
	2020-2021	99	99%	97%	+2	18	100%	96%	+4	9	100%	98%	+2	91	99%	97%	+2
Algebra II (Common Core)	2017-2018	99	39%	82%	-43	5	20%	61%	-41	-	-	-	-	84	40%	72%	-32
	2018-2019	70	44%	83%	-39	-	-	-	-	7	29%	63%	-34	57	46%	72%	-26
	2019-2020	191	100%	99%	+1	17	100%	98%	+2	24	100%	99%	+1	157	100%	99%	+1
	2020-2021	129	100%	100%	0	17	100%	100%	0	10	100%	100%	0	105	100%	100%	0
	2021-2022	48	25%	68%	-43	-	-	-	-	7	43%	40%	+3	35	26%	54%	-28
English Language Arts (Common Core)	2017-2018	139	71%	79%	-8	29	55%	52%	+3	20	45%	47%	-2	113	73%	70%	+3
	2018-2019	255	81%	84%	-3	41	59%	61%	-2	34	50%	56%	-6	210	80%	78%	+2
	2019-2020	192	93%	96%	-3	38	95%	91%	+4	47	98%	89%	+9	157	92%	94%	-2
	2020-2021	216	100%	99%	+1	29	100%	98%	+2	15	100%	98%	+2	185	100%	99%	+1
	2021-2022	136	64%	84%	-20	15	20%	63%	-43	24	33%	58%	-25	110	63%	78%	-15
Geometry (Common Core)	2017-2018	147	29%	67%	-38	18	17%	38%	-21	16	31%	45%	-14	119	30%	54%	-24
	2018-2019	158	39%	70%	-31	14	7%	41%	-34	15	27%	46%	-19	128	39%	57%	-18
	2019-2020	247	99%	98%	+1	36	100%	97%	+3	39	100%	97%	+3	193	99%	97%	+2
	2020-2021	113	100%	100%	0	14	100%	100%	0	5	100%	100%	0	100	100%	100%	0
	2021-2022	140	10%	57%	-47	30	0%	31%	-31	32	3%	33%	-30	131	10%	44%	-34
Global History	2018-2019	130	73%	79%	-6	19	47%	52%	-5	23	43%	56%	-13	111	70%	72%	-2
	2019-2020	159	99%	98%	+1	36	100%	95%	+5	39	97%	95%	+2	129	99%	97%	+2
	2020-2021	107	100%	100%	0	10	100%	100%	0	8	100%	100%	0	94	100%	100%	0
	2021-2022	116	70%	81%	-11	12	25%	57%	-32	20	55%	63%	-8	93	70%	74%	-4

2022 NYSED Charter School Information Dashboard

Regents Outcomes

Global History Transition	2017-2018	130	69%	73%	-4	25	28%	45%	-17	16	50%	44%	+6	104	70%	62%	+8
	2018-2019	35	31%	62%	-31	12	33%	34%	-1	6	17%	36%	-19	26	27%	51%	-24
Living Environment	2017-2018	138	67%	70%	-3	27	44%	44%	0	32	38%	43%	-5	119	70%	60%	+10
	2018-2019	148	68%	71%	-3	33	39%	45%	-6	48	40%	43%	-3	125	66%	61%	+5
	2019-2020	152	93%	96%	-3	38	92%	93%	-1	58	91%	94%	-3	132	93%	95%	-2
	2020-2021	104	100%	98%	+2	14	100%	97%	+3	9	100%	98%	+2	96	100%	98%	+2
	2021-2022	127	62%	76%	-14	28	46%	53%	-7	33	36%	51%	-15	117	62%	67%	-5
Physical Setting/ Chemistry	2017-2018	36	17%	72%	-55	-	-	-	-	-	-	-	-	30	20%	59%	-39
	2018-2019	36	17%	73%	-56	-	-	-	-	-	-	-	-	27	11%	60%	-49
	2019-2020	98	100%	98%	+2	-	-	-	-	-	-	-	-	78	100%	98%	+2
	2020-2021	68	100%	100%	0	-	-	-	-	8	100%	100%	0	57	100%	100%	0
Physical Setting/ Earth Science	2017-2018	175	50%	68%	-18	34	32%	44%	-12	21	33%	42%	-9	145	52%	58%	-6
	2018-2019	162	48%	64%	-16	24	29%	39%	-10	19	26%	37%	-11	136	46%	53%	-7
	2019-2020	188	97%	97%	0	34	97%	95%	+2	36	97%	96%	+1	147	97%	96%	+1
	2020-2021	99	100%	98%	+2	11	100%	98%	+2	6	100%	99%	+1	91	100%	98%	+2
	2021-2022	98	16%	61%	-45	16	0%	38%	-38	18	6%	37%	-31	81	15%	50%	-35
US History and Government	2017-2018	133	72%	81%	-9	28	43%	56%	-13	20	40%	58%	-18	112	75%	73%	+2
	2018-2019	128	64%	77%	-13	20	25%	51%	-26	14	50%	47%	+3	94	63%	67%	-4
	2019-2020	165	91%	97%	-6	26	81%	93%	-12	27	89%	92%	-3	142	91%	95%	-4
	2020-2021	120	100%	100%	0	20	100%	100%	0	6	100%	100%	0	98	100%	100%	0
	2021-2022	117	100%	100%	0	11	100%	100%	0	30	100%	100%	0	99	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

MATH, ENGINEERING AND SCIENCE ACADEMY CHARTER HIGH SCHOOL

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

Aggregate and Subgroup 4-Year Cohort Regents Testing Outcomes

		All Students				SWD				ELL				ED			
		Charter Total Cohort	Math, Engineering and Science Academy CHS	NYS	Differential to NYS	Charter Total Cohort	Math, Engineering and Science Academy CHS	NYS	Differential to NYS	Charter Total Cohort	Math, Engineering and Science Academy CHS	NYS	Differential to NYS	Charter Total Cohort	Math, Engineering and Science Academy CHS	NYS	Differential to NYS
ELA	2014 Cohort	113	88%	84%	+4	21	67%	54%	+13	17	53%	52%	+1	101	88%	78%	+10
	2015 Cohort	110	95%	84%	+11	16	69%	55%	+14	10	100%	55%	+45	96	96%	79%	+17
	2016 Cohort	111	99%	88%	+11	10	100%	66%	+34	9	100%	69%	+31	83	100%	84%	+16
	2017 Cohort	125	98%	89%	+9	13	92%	69%	+23	11	100%	75%	+25	109	98%	86%	+12
	2018 Cohort	125	96%	87%	+9	21	90%	71%	+19	21	86%	68%	+18	89	97%	83%	+14
Global History	2014 Cohort	113	81%	77%	+4	21	33%	42%	-9	17	53%	43%	+10	101	81%	69%	+12
	2015 Cohort	110	90%	78%	+12	16	56%	43%	+13	10	80%	48%	+32	96	91%	70%	+21
	2016 Cohort	111	99%	84%	+15	10	100%	60%	+40	9	100%	63%	+37	83	100%	80%	+20
	2017 Cohort	125	98%	87%	+11	13	92%	66%	+26	11	100%	69%	+31	109	97%	84%	+13
	2018 Cohort	125	94%	86%	+8	21	90%	72%	+18	21	90%	68%	+22	89	94%	83%	+11
Math	2014 Cohort	113	94%	83%	+11	21	76%	49%	+27	17	71%	59%	+12	101	93%	77%	+16
	2015 Cohort	110	95%	84%	+11	16	94%	51%	+43	10	100%	60%	+40	96	96%	78%	+18
	2016 Cohort	111	100%	88%	+12	10	100%	64%	+36	9	100%	72%	+28	83	100%	85%	+15
	2017 Cohort	125	100%	90%	+10	13	100%	69%	+31	11	100%	79%	+21	109	100%	88%	+12
	2018 Cohort	125	97%	91%	+6	21	95%	76%	+19	21	95%	78%	+17	89	97%	89%	+8
Science	2014 Cohort	113	91%	83%	+8	21	67%	52%	+15	17	59%	50%	+9	101	91%	76%	+15
	2015 Cohort	110	95%	83%	+12	16	81%	51%	+30	10	100%	51%	+49	96	96%	76%	+20
	2016 Cohort	111	100%	87%	+13	10	100%	64%	+36	9	100%	66%	+34	83	100%	83%	+17
	2017 Cohort	125	98%	90%	+8	13	92%	70%	+22	11	100%	74%	+26	109	98%	87%	+11
	2018 Cohort	125	95%	91%	+4	21	100%	77%	+23	21	90%	73%	+17	89	94%	88%	+6
US History	2014 Cohort	113	87%	80%	+7	21	62%	48%	+14	17	47%	50%	-3	101	86%	72%	+14
	2015 Cohort	110	80%	79%	+1	16	56%	48%	+8	10	80%	48%	+32	96	81%	71%	+10
	2016 Cohort	111	98%	84%	+14	10	100%	61%	+39	9	100%	61%	+39	83	99%	79%	+20
	2017 Cohort	125	96%	85%	+11	13	85%	66%	+19	11	100%	67%	+33	109	96%	81%	+15
	2018 Cohort	125	94%	84%	+10	21	90%	69%	+21	21	81%	67%	+14	89	94%	80%	+14

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

Benchmark 1 - Indicator 3: High School Outcomes

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

Aggregate and Subgroup College and Career Readiness

		College and Career Readiness			ELA			Math		
		Math, Engineering And Science Academy CHS	NYS	Differential to NYS	Math, Engineering And Science Academy CHS	NYS	Differential to NYS	Math, Engineering And Science Academy CHS	NYS	Differential to NYS
All Students	2014 Cohort	4%	29%	**-25**	72%	71%	**+1**	4%	30%	**-26**
	2015 Cohort	13%	34%	**-21**	63%	68%	**-5**	15%	36%	**-21**
SWD	2014 Cohort	5%	4%	**+1**	43%	32%	**+11**	5%	5%	**0**
	2015 Cohort	6%	6%	**0**	38%	29%	**+9**	6%	8%	**-2**
ED	2014 Cohort	5%	18%	**-13**	71%	61%	**+10**	5%	19%	**-14**
	2015 Cohort	11%	22%	**-11**	65%	58%	**+7**	15%	24%	**-9**

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

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 3: High School Outcomes

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

High School Graduation Rates by Cohort

		All Students				SWD				ELL				ED			
		Charter Total Cohort	Math, Engineering and Science Academy CHS	NYS Graduation Rate	Differential to NYS	Charter Total Cohort	Math, Engineering and Science Academy CHS	NYS Graduation Rate	Differential to NYS	Charter Total Cohort	Math, Engineering and Science Academy CHS	NYS Graduation Rate	Differential to NYS	Charter Total Cohort	Math, Engineering and Science Academy CHS	NYS Graduation Rate	Differential to NYS
2014 Cohort	4 Year	113	93%	83%	+10	21	90%	60%	+30	17	82%	54%	+28	101	93%	76%	+17
	5 Year	113	96%	86%	+10	18	89%	66%	+23	16	81%	62%	+19	11	64%	81%	-17
	6 Year	113	97%	87%	+10	18	94%	68%	+26	15	87%	66%	+21	11	82%	83%	-1
2015 Cohort	4 Year	110	93%	83%	+10	16	75%	62%	+13	10	100%	58%	+42	96	94%	77%	+17
	5 Year	108	98%	87%	+11	16	94%	67%	+27	10	100%	68%	+32	94	98%	82%	+16
	6 Year	108	98%	88%	+10	16	94%	70%	+24	10	100%	70%	+30	94	98%	84%	+14
2016 Cohort	4 Year	111	95%	85%	+10	10	100%	63%	+37	9	89%	63%	+26	83	96%	80%	+16
	5 Year	110	98%	88%	+10	10	100%	69%	+31	8	100%	70%	+30	82	99%	83%	+16
	6 Year	110	98%	89%	+9	10	100%	72%	+28	8	100%	71%	+29	81	100%	85%	+15
2017 Cohort	4 Year	125	94%	86%	+8	13	77%	65%	+12	11	100%	70%	+30	109	94%	81%	+13
	5 Year	123	98%	89%	+9	12	92%	72%	+20	13	92%	75%	+17	106	98%	85%	+13
2018 Cohort	4 Year	125	92%	87%	+5	21	90%	69%	+21	21	76%	70%	+6	89	92%	82%	+10

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

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

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

Math, Engineering and Science Academy CHS	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
2015	113	101	89%	19	12	63%	11	9	82%	93	85	91%
2016	112	104	93%	13	8	62%	10	7	70%	85	78	92%
2017	122	121	99%	15	14	93%	21	20	95%	105	104	99%
2018	125	116	93%	21	19	90%	7	7	100%	102	95	93%
2019	123	114	93%	21	19	90%	7	7	100%	102	95	93%

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

2022 NYSED Charter School Information Dashboard

Benchmark 9 - Indicator 1: Enrollment and Retention

Charter School

MATH, ENGINEERING AND SCIENCE ACADEMY CHARTER HIGH SCHOOL

1.a.i. Aggregrate Enrollment:

Aggregate Enrollment: Reported vs Contracted - Target = 100%

Math, Engineering and Science Academy CHS	Contracted Enrollment	Reported Enrollment	Percent of Contracted Enrollment
2017-2018	500	472	94%
2018-2019	500	476	95%
2019-2020	500	491	98%
2020-2021	500	505	101%
2021-2022	500	510	102%

1.a.ii. Subgroup Enrollment:

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

	SWD			ELL			ED		
	Math, Engineering and Science Academy CHS	NYC CSD 32	Differential to District	Math, Engineering and Science Academy CHS	NYC CSD 32	Differential to District	Math, Engineering and Science Academy CHS	NYC CSD 32	Differential to District
2017-2018	16%	23%	**-7**	15%	26%	**-11**	85%	91%	**-6**
2018-2019	16%	23%	**-7**	16%	27%	**-11**	83%	89%	**-6**
2019-2020	15%	23%	**-8**	19%	29%	**-10**	82%	89%	**-7**
2020-2021	13%	22%	**-9**	7%	30%	**-23**	87%	90%	**-3**
2021-2022	16%	23%	**-7**	20%	30%	**-10**	82%	89%	**-7**

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

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

2022 NYSED Charter School Information Dashboard

Benchmark 9 - Indicator 1: Enrollment and Retention

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

Retention - Aggregate and Subgroups

	All Students			SWD			ELL			ED		
	Math, Engineering and Science Academy CHS	NYC CSD 32	Differential to District	Math, Engineering and Science Academy CHS	NYC CSD 32	Differential to District	Math, Engineering and Science Academy CHS	NYC CSD 32	Differential to District	Math, Engineering and Science Academy CHS	NYC CSD 32	Differential to District
2017-2018	93%	84%	+9	90%	83%	+7	95%	81%	+14	93%	86%	+7
2018-2019	93%	86%	+7	92%	83%	+9	90%	87%	+3	95%	86%	+9
2019-2020	96%	86%	+10	100%	83%	+17	95%	86%	+9	96%	86%	+10
2020-2021	95%	89%	+6	90%	89%	+1	96%	89%	+7	95%	89%	+6
2021-2022	97%	86%	+11	94%	84%	+10	88%	85%	+3	97%	87%	+10

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

2022 NYSED Charter School Information Dashboard

Benchmark 9 - Indicator 1: Enrollment and Retention

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

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

		All Students			SWD			ELL			ED		
		Original Cohort	Persistent	Percent Persistent	Original Cohort	Persistent	Percent Persistent	Original Cohort	Persistent	4 Year Persistent	Original Cohort	Persistent	Percent Persistent
2014 Cohort	4-Year	119	98	82%	25	18	72%	26	20	77%	114	93	82%
	5-Year	119	99	83%	25	19	76%	26	21	81%	114	94	82%
	6-Year	119	100	84%	25	20	80%	26	22	85%	114	95	83%
2015 Cohort	4-Year	113	93	82%	20	13	65%	13	11	85%	96	82	85%
	5-Year	113	95	84%	20	14	70%	13	11	85%	96	84	88%
	6-Year	113	95	84%	20	14	70%	13	11	85%	96	84	88%
2016 Cohort	4-Year	118	97	82%	15	10	67%	11	7	64%	98	83	85%
	5-Year	118	98	83%	15	10	67%	11	7	64%	98	83	85%
	6-Year	118	98	83%	15	10	67%	11	7	64%	98	83	85%
2017 Cohort	4-Year	115	102	89%	16	14	88%	23	22	96%	102	91	89%
	5-Year	115	103	90%	16	14	88%	23	22	96%	102	92	90%
2018 Cohort	4 Year	112	99	88%	24	20	83%	27	19	70%	93	83	89%

*See NOTES (2), (3), and (10) below.

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.

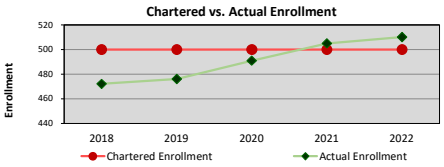
Charter School Fiscal Accountability Summary

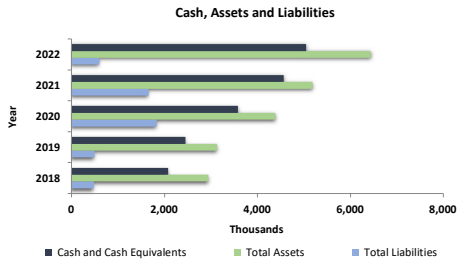
MATH, ENGINEERING AND SCIENCE ACADEMY CHARTER HIGH SCHOOL

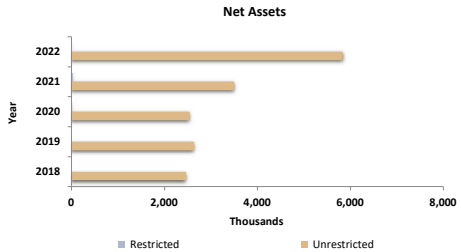
AUDITED FINANCIALS

STATEMENT OF FINANCIAL POSITION

	2017-18	2018-19	2019-20	2020-21	2021-22
Grades Served	9-12	9-12	9-12	9-12	9-12
Maximum Chartered Grades Served	9-12	9-12	9-12	9-12	9-12
Chartered Enrollment	500	500	500	500	500
Maximum Chartered Enrollment	500	500	500	500	500
Actual Enrollment	472	476	491	505	510
ASSETS					
Current Assets					
Cash and Cash Equivalents	2,078,554	2,448,516	3,579,999	4,563,009	5,042,221
Grants and Contracts Receivable	363,819	88,794	335,696	248,324	1,036,102
Prepaid Expenses	95,507	60,091	44,033	97,336	54,266
Other Current Assets	-	15,970	-	-	-
Total Current Assets	2,537,880	2,613,371	3,959,728	4,908,669	6,132,589
Non-Current Assets					
Property, Building and Equipment, net	332,635	443,125	350,061	196,461	227,682
Restricted Cash	75,307	76,213	76,519	76,781	76,858
Security Deposits	-	-	-	-	-
Other Non-Current Assets	-	-	-	-	-
Total Non - Current Assets	407,942	519,338	426,580	273,242	304,540
Total Assets	2,945,822	3,132,709	4,386,308	5,181,911	6,437,129
LIABILITIES and NET ASSETS					
Current Liabilities					
Accounts Payable and Accrued Expenses	101,414	108,635	141,420	130,711	216,861
Accrued Payroll and Payroll Taxes	380,799	388,218	553,194	387,609	373,695
Due to Related Parties	-	-	-	-	-
Refundable Advances	-	-	-	-	9,045
Other Current Liabilities	-	-	-	-	-
Total Current Liabilities	482,213	496,853	694,614	518,320	599,601
Long-Term Liabilities					
Deferred Rent	-	-	-	-	-
Other Long-Term Liabilities	-	-	1,138,700	1,138,700	-
Total Long-Term Liabilities	-	-	1,138,700	1,138,700	-
Total Liabilities	482,213	496,853	1,833,314	1,657,020	599,601
NET ASSETS					
Unrestricted	2,463,609	2,635,856	2,539,194	3,499,934	5,830,028
Restricted	-	-	13,800	24,957	7,500
Total Net Assets	2,463,609	2,635,856	2,552,994	3,524,891	5,837,528
Total Liabilities and Net Assets	2,945,822	3,132,709	4,386,308	5,181,911	6,437,129

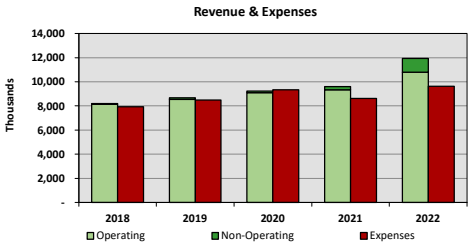


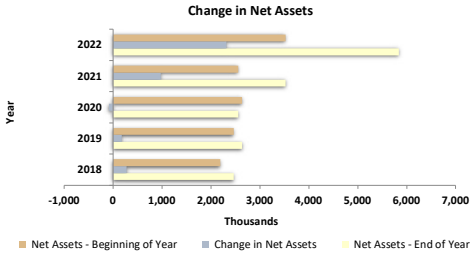




STATEMENT OF ACTIVITIES

OPERATING REVENUE					
State and Local Per Pupil Revenue - Reg. Ed	6,740,528	7,349,117	7,911,606	8,040,540	9,100,763
State and Local Per Pupil Revenue - SPED	831,001	834,767	799,835	788,703	-
State and Local Per Pupil Facilities Revenue	166,636	-	-	-	-
Federal Grants	373,913	320,938	376,543	468,026	1,308,708
State and City Grants	28,801	45,068	21,432	39,210	33,067
Other Operating Income	-	-	-	-	364,739
Total Operating Revenue	8,140,879	8,549,890	9,109,416	9,336,479	10,807,277
EXPENSES					
Program Services					
Regular Education	5,477,554	6,042,081	6,914,263	6,509,722	7,027,037
Special Education	1,603,038	1,592,545	1,505,612	1,297,303	1,570,314
Other Expenses	-	-	-	-	-
Total Program Services	7,080,592	7,634,626	8,419,875	7,807,025	8,597,351
Supporting Services					
Management and General	769,870	786,697	837,290	767,972	936,419
Fundraising	87,621	76,088	74,728	53,017	99,570
Total Support Services	857,491	862,785	912,018	820,989	1,035,989
Total Expenses	7,938,083	8,497,411	9,331,893	8,628,014	9,633,340
Surplus/Deficit from Operations	202,796	52,479	(222,477)	708,465	1,173,937
SUPPORT AND OTHER REVENUE					
Interest and Other Income	1,913	3,933	14,611	33,561	-
Contributions and Grants	32,369	38,788	101,110	207,062	-
Fundraising Support	26,948	25,755	19,420	-	-
Other Support and Revenue	7,334	51,292	4,474	22,809	1,138,700
Total Support and Other Revenue	68,564	119,768	139,615	263,432	1,138,700
Change in Net Assets	271,360	172,247	(82,862)	971,897	2,312,637
Net Assets - Beginning of Year	2,192,249	2,463,609	2,635,856	2,552,994	3,524,891
Net Assets - End of Year	2,463,609	2,635,856	2,552,994	3,524,891	5,837,528

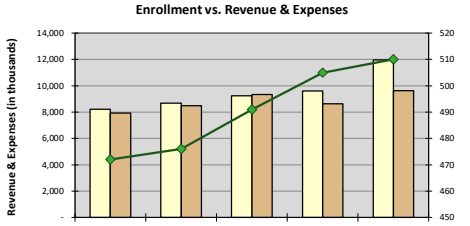


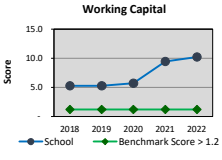


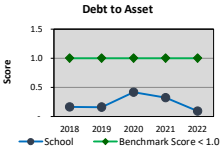
FISCAL ANALYSIS

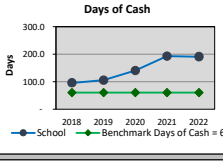
RATIOS, BENCHMARKS and FINDINGS

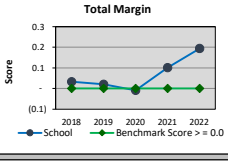
REVENUE & EXPENSE BREAKDOWN					
Revenue - Per Pupil					
Operating	17,248	17,962	18,553	18,488	21,191
Support and Other Revenue	145	252	284	522	2,233
Total Revenue	17,393	18,214	18,837	19,010	23,423
Expenses - Per Pupil					
Program Services	15,001	16,039	17,148	15,459	16,858
Mangement and General, Fundraising	1,817	1,813	1,857	1,626	2,031
Total Expenses	16,818	17,852	19,006	17,085	18,889
% of Program Services	89.2%	89.8%	90.2%	90.5%	89.2%
% of Management and Other	10.8%	10.2%	9.8%	9.5%	10.8%
% of Revenue Exceeding Expenses	3.4%	2.0%	-0.9%	11.3%	24.0%
FINANCIAL COMPOSITE SCORE					
Composite Score	2.80	2.63	2.44	3.00	3.00
BENCHMARK and FINDING: Strong; 1.5 - 3.0 / Adequate; 1.0 - 1.4 / Needs Monitoring; -1.0 - 0.9	Strong	Strong	Strong	Strong	Strong
WORKING CAPITAL					
Net Working Capital	2,055,667	2,116,518	3,265,114	4,390,349	5,532,988
Working Capital (Current) Ratio	5.3	5.3	5.7	9.5	10.2
BENCHMARK and FINDING: Ratio should be equal to or greater than 1.2	Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard
DEBT TO ASSET					
Debt to Asset Ratio	0.2	0.2	0.4	0.3	0.1
BENCHMARK and FINDING: Ratio should be equal to or less than 1.0	Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard
CASH POSITION					
Days of Cash	95.6	105.2	140.0	193.0	191.0
BENCHMARK and FINDING: Ratio should be equal to or greater than 60 days	Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard
TOTAL MARGIN					
Total Margin Ratio	0.0	0.0	(0.0)	0.1	0.2
BENCHMARK and FINDING: Ratio should be equal to or greater than 0.0	Meets Standard	Meets Standard	Does Not Meet Standard	Meets Standard	Meets Standard











New York State
EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

NYS BOARD OF REGENTS

AUTHORIZED CHARTER SCHOOLS

April 2021

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

Prepared for

Math, Engineering, and Science Academy Charter High School

NYS Education Department Charter School Office

Introduction

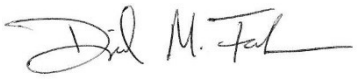
In February of 2021, the NYSED Charter School Office (CSO) published the first iteration of three new annual surveys: parents/guardians of students, teachers, and students in grades 9 through 12.

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

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

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

Sincerely,



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

Math, Engineering and Science Academy CHS Response n = 54 Response Rate = 11%

		All Charter Schools		Math, Engineering and Science Academy CHS		Difference
Q1a The charter school has high academic expectations for my child.	Strongly Agree	77%	7,064	74%	40	-3
	Somewhat Agree	18%	1,633	20%	11	2
	Neither Agree nor Disagree	4%	331	4%	2	0
	Somewhat Disagree	1%	96	0%	0	-1
	Strongly Disagree	1%	81	2%	1	1
Q1b I am aware of the academic supports available to my child.	Strongly Agree	71%	6,563	78%	42	7
	Somewhat Agree	21%	1,916	20%	11	-1
	Neither Agree nor Disagree	4%	401	0%	0	-4
	Somewhat Disagree	2%	198	0%	0	-2
	Strongly Disagree	1%	127	2%	1	1
Q1c The teaching quality at this school is very high.	Strongly Agree	72%	6,617	72%	39	0
	Somewhat Agree	20%	1,887	22%	12	2
	Neither Agree nor Disagree	5%	443	4%	2	-1
	Somewhat Disagree	2%	154	0%	0	-2
	Strongly Disagree	1%	104	2%	1	1
Q2a The school's discipline policy is clear.	Strongly Agree	72%	6,640	69%	37	-3
	Somewhat Agree	17%	1,557	24%	13	7
	Neither Agree nor Disagree	9%	792	7%	4	-2
	Somewhat Disagree	1%	122	0%	0	-1
	Strongly Disagree	1%	94	0%	0	-1

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

Math, Engineering and Science Academy CHS Response n = 54 Response Rate = 11%

		All Charter Schools		Math, Engineering and Science Academy CHS		Difference
Q2b The school's discipline policy is fair to all students.	Strongly Agree	67%	6,210	70%	38	3
	Somewhat Agree	18%	1,628	20%	11	2
	Neither Agree nor Disagree	11%	1,058	9%	5	-2
	Somewhat Disagree	2%	159	0%	0	-2
	Strongly Disagree	2%	150	0%	0	-2
Q2c The school's discipline policy is enforced by all teachers and staff.	Strongly Agree	67%	6,147	67%	36	0
	Somewhat Agree	17%	1,574	19%	10	2
	Neither Agree nor Disagree	13%	1,240	13%	7	0
	Somewhat Disagree	1%	133	2%	1	1
	Strongly Disagree	1%	111	0%	0	-1
Q2d I am aware of how the school supports student social-emotional development.	Strongly Agree	67%	6,125	69%	37	2
	Somewhat Agree	20%	1,835	26%	14	6
	Neither Agree nor Disagree	9%	840	2%	1	-7
	Somewhat Disagree	2%	218	0%	0	-2
	Strongly Disagree	2%	187	4%	2	2
Q2e The school has social, emotional, and mental health programs and supports for all students.	Strongly Agree	61%	5,570	61%	33	0
	Somewhat Agree	20%	1,873	28%	15	8
	Neither Agree nor Disagree	15%	1,367	11%	6	-4
	Somewhat Disagree	2%	207	0%	0	-2
	Strongly Disagree	2%	188	0%	0	-2

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

Math, Engineering and Science Academy CHS Response n = 54 Response Rate = 11%

		All Charter Schools		Math, Engineering and Science Academy CHS		Difference
Q3a The school provides a safe environment.	Strongly Agree	76%	7,006	69%	37	-7
	Somewhat Agree	15%	1,366	22%	12	7
	Neither Agree nor Disagree	7%	677	9%	5	2
	Somewhat Disagree	1%	95	0%	0	-1
	Strongly Disagree	1%	61	0%	0	-1
Q3b The school has systems in place to ensure that the environment is free from bullying, harassment, and discrimination.	Strongly Agree	66%	6,075	65%	35	-1
	Somewhat Agree	20%	1,801	24%	13	4
	Neither Agree nor Disagree	11%	1,018	11%	6	0
	Somewhat Disagree	2%	193	0%	0	-2
	Strongly Disagree	1%	118	0%	0	-1
Q3c Classroom environments support learning and are generally free from disruption.	Strongly Agree	65%	5,997	63%	34	-2
	Somewhat Agree	21%	1,916	24%	13	3
	Neither Agree nor Disagree	11%	1,026	13%	7	2
	Somewhat Disagree	2%	160	0%	0	-2
	Strongly Disagree	1%	106	0%	0	-1
Q3d The school has high behavioral expectations for my child.	Strongly Agree	75%	6,923	70%	38	-5
	Somewhat Agree	17%	1,570	20%	11	3
	Neither Agree nor Disagree	6%	581	9%	5	3
	Somewhat Disagree	1%	57	0%	0	-1
	Strongly Disagree	1%	74	0%	0	-1

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

Math, Engineering and Science Academy CHS Response n = 54 Response Rate = 11%

		All Charter Schools		Math, Engineering and Science Academy CHS		Difference
Q4a The school provides opportunities for parent participation within the school community.	Strongly Agree	69%	6,353	72%	39	3
	Somewhat Agree	19%	1,753	24%	13	5
	Neither Agree nor Disagree	9%	827	4%	2	-5
	Somewhat Disagree	2%	152	0%	0	-2
	Strongly Disagree	1%	120	0%	0	-1
Q4b I receive regular and timely information on my child's academic progress in my home language.	Strongly Agree	77%	7,104	87%	47	10
	Somewhat Agree	15%	1,398	11%	6	-4
	Neither Agree nor Disagree	4%	354	0%	0	-4
	Somewhat Disagree	2%	204	2%	1	0
	Strongly Disagree	2%	145	0%	0	-2
Q4c The school uses many methods of communication with families.	Strongly Agree	80%	7,393	85%	46	5
	Somewhat Agree	14%	1,274	15%	8	1
	Neither Agree nor Disagree	4%	325	0%	0	-4
	Somewhat Disagree	1%	119	0%	0	-1
	Strongly Disagree	1%	94	0%	0	-1
Q4d The school seeks feedback from parents through surveys, meetings, or some other way.	Strongly Agree	76%	7,029	76%	41	0
	Somewhat Agree	16%	1,508	24%	13	8
	Neither Agree nor Disagree	5%	418	0%	0	-5
	Somewhat Disagree	2%	159	0%	0	-2
	Strongly Disagree	1%	91	0%	0	-1

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

Math, Engineering and Science Academy CHS Response n = 54 Response Rate = 11%

		All Charter Schools		Math, Engineering and Science Academy CHS		Difference
Q4e The school has a complaint policy that is easy to find.	Strongly Agree	53%	4,900	61%	33	8
	Somewhat Agree	20%	1,820	22%	12	2
	Neither Agree nor Disagree	21%	1,970	17%	9	-4
	Somewhat Disagree	3%	288	0%	0	-3
	Strongly Disagree	2%	227	0%	0	-2
Q4f The school has a complaint policy that is easy to understand.	Strongly Agree	55%	5,098	63%	34	8
	Somewhat Agree	19%	1,744	24%	13	5
	Neither Agree nor Disagree	21%	1,970	13%	7	-8
	Somewhat Disagree	2%	211	0%	0	-2
	Strongly Disagree	2%	182	0%	0	-2
Q4g The school informs parents about how it performs compared to other schools in the district and New York State.	Strongly Agree	54%	4,989	65%	35	11
	Somewhat Agree	20%	1,803	24%	13	4
	Neither Agree nor Disagree	19%	1,754	9%	5	-10
	Somewhat Disagree	4%	364	2%	1	-2
	Strongly Disagree	3%	295	0%	0	-3
Q5 Thinking about this school's board meetings, which of the following statements best applies to you?	I attend almost every board meeting	15%	1,375	19%	10	4
	I occasionally attend board meetings	27%	2,477	41%	22	14
	I know when board meetings take place, but do not attend	31%	2,808	37%	20	6
	I do not know when board meetings take place and I do not attend	28%	2,545	4%	2	-24

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

Math, Engineering and Science Academy CHS Response n = 54 Response Rate = 11%

		All Charter Schools		Math, Engineering and Science Academy CHS		Difference
Q6 Do you feel the school is fulfilling its mission?	Yes	87%	7,969	93%	50	6
	No	4%	353	2%	1	-2
	I don't know the school's mission	10%	883	6%	3	-4
Q7a The school has clear instructions on cleaning procedures and practices used in the school's buildings.	Strongly Agree	52%	4,758	43%	23	-9
	Somewhat Agree	12%	1,073	13%	7	1
	Neither Agree nor Disagree	7%	685	2%	1	-5
	Somewhat Disagree	1%	57	0%	0	-1
	Strongly Disagree	0%	46	0%	0	0
	Did not experience in-person learning	28%	2,586	43%	23	15
Q7b I am confident the school is following the proper safety standards.	Strongly Agree	58%	5,347	46%	25	-12
	Somewhat Agree	10%	953	17%	9	7
	Neither Agree nor Disagree	6%	507	2%	1	-4
	Somewhat Disagree	0%	43	0%	0	0
	Strongly Disagree	0%	39	0%	0	0
	Did not experience in-person learning	25%	2,316	35%	19	10
Q7c My child has difficulty learning in the current school setting.	Strongly Agree	13%	1,186	15%	8	2
	Somewhat Agree	13%	1,191	15%	8	2
	Neither Agree nor Disagree	11%	1,021	17%	9	6
	Somewhat Disagree	7%	604	4%	2	-3
	Strongly Disagree	27%	2,455	13%	7	-14
	Did not experience in-person learning	30%	2,748	37%	20	7

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

Math, Engineering and Science Academy CHS Response n = 54 Response Rate = 11%

		All Charter Schools		Math, Engineering and Science Academy CHS		Difference
Q7d I worry my child will come in contact with COVID19 while in school.	Strongly Agree	23%	2,082	41%	22	18
	Somewhat Agree	15%	1,419	13%	7	-2
	Neither Agree nor Disagree	13%	1,207	9%	5	-4
	Somewhat Disagree	7%	631	0%	0	-7
	Strongly Disagree	14%	1,301	4%	2	-10
	Did not experience in-person learning	28%	2,565	33%	18	5
Q8a The school has provided me with help to support my child's remote learning.	Strongly Agree	69%	6,334	72%	39	3
	Somewhat Agree	19%	1,739	22%	12	3
	Neither Agree nor Disagree	6%	552	4%	2	-2
	Somewhat Disagree	3%	256	2%	1	-1
	Strongly Disagree	2%	202	0%	0	-2
	Did not experience remote learning	1%	122	0%	0	-1
Q8b Handling remote learning platforms (Zoom, Google Meet, teacher apps, etc.) has been difficult.	Strongly Agree	28%	2,552	31%	17	3
	Somewhat Agree	21%	1,913	22%	12	1
	Neither Agree nor Disagree	11%	1,004	13%	7	2
	Somewhat Disagree	12%	1,094	11%	6	-1
	Strongly Disagree	27%	2,529	22%	12	-5
	Did not experience remote learning	1%	113	0%	0	-1

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

Math, Engineering and Science Academy CHS Response n = 54 Response Rate = 11%

		All Charter Schools		Math, Engineering and Science Academy CHS		Difference
Q8c Managing my work along with my child's remote learning schoolwork has been a challenge.	Strongly Agree	42%	3,829	33%	18	-9
	Somewhat Agree	25%	2,258	31%	17	6
	Neither Agree nor Disagree	11%	974	13%	7	2
	Somewhat Disagree	7%	656	6%	3	-1
	Strongly Disagree	15%	1,381	17%	9	2
	Did not experience remote learning	1%	107	0%	0	-1
Q8d The internet in my home works when my child needs to access school materials for remote learning	Strongly Agree	65%	6,023	76%	41	11
	Somewhat Agree	22%	2,003	19%	10	-3
	Neither Agree nor Disagree	5%	479	4%	2	-1
	Somewhat Disagree	4%	388	2%	1	-2
	Strongly Disagree	2%	227	0%	0	-2
	Did not experience remote learning	1%	85	0%	0	-1
Q8e My child has access to a tech device for school when needed for remote learning.	Strongly Agree	84%	7,747	83%	45	-1
	Somewhat Agree	10%	928	11%	6	1
	Neither Agree nor Disagree	3%	263	6%	3	3
	Somewhat Disagree	1%	97	0%	0	-1
	Strongly Disagree	1%	88	0%	0	-1
	Did not experience remote learning	1%	82	0%	0	-1
Q9a I have a clear idea how the school is educating my child.	Strongly Agree	67%	6,173	61%	33	-6
	Somewhat Agree	24%	2,170	33%	18	9
	Neither Agree nor Disagree	6%	508	4%	2	-2
	Somewhat Disagree	3%	234	2%	1	-1
	Strongly Disagree	1%	120	0%	0	-1
	Strongly Agree	39%	3,628	39%	21	0

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

Math, Engineering and Science Academy CHS Response n = 54 Response Rate = 11%

		All Charter Schools		Math, Engineering and Science Academy CHS		Difference
Q9b I need to devote a great amount of time to support my child's school participation.	Somewhat Agree	27%	2,507	20%	11	-7
	Neither Agree nor Disagree	15%	1,420	26%	14	11
	Somewhat Disagree	9%	867	7%	4	-2
	Strongly Disagree	9%	783	7%	4	-2
Q9c I am concerned about my child's social or emotional well-being.	Strongly Agree	35%	3,258	41%	22	6
	Somewhat Agree	23%	2,123	24%	13	1
	Neither Agree nor Disagree	14%	1,313	17%	9	3
	Somewhat Disagree	10%	877	6%	3	-4
	Strongly Disagree	18%	1,634	13%	7	-5
Q9d I am more connected with my child's day-to-day education now than ever before.	Strongly Agree	52%	4,773	41%	22	-11
	Somewhat Agree	24%	2,249	39%	21	15
	Neither Agree nor Disagree	15%	1,360	19%	10	4
	Somewhat Disagree	5%	447	0%	0	-5
	Strongly Disagree	4%	376	2%	1	-2

NYSED CSO Parent Survey 2021

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

Math, Engineering and Science Academy CHS

OPEN1 Why did you choose this school for your child to attend?	**Because it is excellent**
	Because of the family connection and the numerous supports the school offers
	Due to family medical needs, remote learning was the best choice
	Eligimos esta escuala porque nos gusto los programas y por el alto rendimiento escolar.
	Es la mejor!
	Es una buena escuela
	Es una de las escuelas que le llamaron más la atención a mi hija por su nivel académico.
	Es una de las mejores en mi area
	Estoy muy satisfecha con el compromiso que tienen con los alumnos.
	Excellent teachers
	He tenido muy buenos comentarios de amigos que han tenido sus hijos en esta escuela y el numero de graduados que van ha la universidad yotras cosas me han hecho decidirme por esta escuela, ademas las escuelas publicas de buen nivel academico uno aplica y nunca tecibe una propuesta en consecuencia ests escuelas son una gran alternativa para padres como yo que queremos un buen futuro para nuestros hijos
	I chose Mesa Charter School for my child to attend for their excellent quality of education and behavioral conduct. I feel safe sending my daughters to this school.
	I chose this school because it's different, it didn't give me it's just like the other charter schools feeling, it didn't blind fold me with all the bells and whistles that their one way but then it turns out their different that school keep it one way from the beginning till now And that's what I like about that
	I chose this school for the discipline and the learning process in the school
	I feel that Mesa is doing a great job. I heard so much positive things about the school. That's why we have chosen Mesa.
	I strongly believe it is a good school
	It was close to home
	It's an amazing school and the teachers are there to help my child improve for her future
	La escuela tiene por nombre M.E.S.A.y pensé que mi hijo recibiría las bases de materias técnicas como ciencias de la computación, ingieneria, pero solo es el nombre jamás vivo esas materias, y ahora está a punto de ir al college con un gran vacío de conocimientos.

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

Math, Engineering and Science Academy CHS

	Mesa warm supportive staff, approachable staff, goes beyond to ensure students succeed, supports all learners.
	My son attended the same school and love the way the approach each child individually and help develop they full potential.
	Por el compromiso que tienen con los alumnos
	Por el nivel academico, por la Fuente instruction en ciencias y matematicas
	Por encomendacion ñ, por los programas que tiene, el numero de graduados
	Por es muy buena escuela
	Por q tube muy buenad referencias ,de familia y amigos q estan o estubieron en esa escuela
	Por qué otros padres que tuvieron sus experiencia con sus hijos en esa escuela. Tu ienton buena educación. Me recomendaron.
	Porque brinda información, apoyo a los estudiante me gusta la escuela.
	Porque esa escuela Ensena also ninos a progresar y atener un mejor education para un future mejor
	Porque me gusta su enseñanza, dedicación y preocupación por los alumnos....es por eso que mi hija se mantuvo en esa escuela desde que ingresó.....
	Porque me inspiro confianza en su metodo de aprendizaje
	Porque tiene un buen nivel academico
	Porqué me gusta el aprendizaje de las charters school
	The school have interesting programs in math, science and engineering.
	Their commitment to their students
	This is a very good school.The staff is very much involved and the staff keeps me very much involved.We both want the best for our kids.
	good reputation and close to my house
	It's the best school for him because my child love anything partaining to science.

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

Math, Engineering and Science Academy CHS

OPEN2 Please use the box below if you have any additional comments or concerns regarding this school or click SUBMIT to submit your survey.	**Es una escuela muy preparada.**
	Good school for talented child
	Great school, consistent in its teaching, provide immediate feedback for parents, teachers are so supportive, and kind and caring staff.
	Las matemáticas es la única clase que .i hija aveces no entiende a la perfección y me gustaría que prestaran un poco más de atención de si están entendiendo
	MESA NO TIENE CLASES DE CIENCIAS DE COMPUTACION Y DURANTE LOS 4 AÑOS JAMAS LE DIERON NI SIQUIERA NOCIONES DE INGIENERIA. ESO SOLO SE VE EN EL NOMBRE DE LA ESCUELA.
	Yo estoy muy satisfecha con la enseñanza que brinda MESA lo mejor es que son pocos estudiantes en el plantel .

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

Math, Engineering and Science Academy CHS Response n = 15

		All Charter Schools		Math, Engineering and Science Academy CHS		Difference
Q1a The school has a documented curriculum that is aligned to the New York State learning standards.	Strongly Agree	75%	1,804	67%	10	-8
	Somewhat Agree	19%	456	33%	5	14
	Neither Agree nor Disagree	4%	87	0%	0	-4
	Somewhat Disagree	2%	41	0%	0	-2
	Strongly Disagree	1%	24	0%	0	-1
Q1b The school's curriculum is aligned horizontally across same grade level classrooms.	Strongly Agree	66%	1,602	27%	4	-39
	Somewhat Agree	22%	528	40%	6	18
	Neither Agree nor Disagree	8%	182	13%	2	5
	Somewhat Disagree	3%	66	20%	3	17
	Strongly Disagree	1%	34	0%	0	-1
Q1c The school's curriculum is aligned vertically between grade levels.	Strongly Agree	59%	1,413	40%	6	-19
	Somewhat Agree	28%	664	40%	6	12
	Neither Agree nor Disagree	9%	219	0%	0	-9
	Somewhat Disagree	3%	83	20%	3	17
	Strongly Disagree	1%	33	0%	0	-1
Q1d The curriculum and corresponding materials are differentiated to provide opportunities for all students to master grade-level skills and concepts.	Strongly Agree	60%	1,436	73%	11	13
	Somewhat Agree	29%	692	27%	4	-2
	Neither Agree nor Disagree	5%	130	0%	0	-5
	Somewhat Disagree	4%	108	0%	0	-4
	Strongly Disagree	2%	46	0%	0	-2

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

Math, Engineering and Science Academy CHS Response n = 15

		All Charter Schools		Math, Engineering and Science Academy CHS		Difference
Q1e The curriculum is systematically reviewed and revised.	Strongly Agree	61%	1,480	53%	8	-8
	Somewhat Agree	24%	576	33%	5	9
	Neither Agree nor Disagree	8%	196	13%	2	5
	Somewhat Disagree	4%	101	0%	0	-4
	Strongly Disagree	2%	59	0%	0	-2
Q1f The school has a strong science curriculum.	Strongly Agree	42%	1,009	47%	7	5
	Somewhat Agree	27%	660	27%	4	0
	Neither Agree nor Disagree	21%	509	27%	4	6
	Somewhat Disagree	6%	135	0%	0	-6
	Strongly Disagree	4%	99	0%	0	-4
Q2a The school staff has a shared understanding of high-quality instruction that supports all learners.	Strongly Agree	65%	1,572	73%	11	8
	Somewhat Agree	27%	650	27%	4	0
	Neither Agree nor Disagree	4%	87	0%	0	-4
	Somewhat Disagree	3%	69	0%	0	-3
	Strongly Disagree	1%	34	0%	0	-1
Q2b Instructional delivery fosters engagement with all students.	Strongly Agree	61%	1,468	73%	11	12
	Somewhat Agree	31%	751	20%	3	-11
	Neither Agree nor Disagree	4%	104	7%	1	3
	Somewhat Disagree	3%	69	0%	0	-3
	Strongly Disagree	1%	20	0%	0	-1

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

Math, Engineering and Science Academy CHS Response n = 15

		All Charter Schools		Math, Engineering and Science Academy CHS		Difference
Q2c The school differentiates instruction to ensure equity and access for all students.	Strongly Agree	63%	1,509	80%	12	17
	Somewhat Agree	28%	673	13%	2	-15
	Neither Agree nor Disagree	5%	110	7%	1	2
	Somewhat Disagree	4%	90	0%	0	-4
	Strongly Disagree	1%	30	0%	0	-1
Q2d The school provides staff with professional development opportunities that promote best practices and improves all students' success, including subgroups: Students with disabilities (SWDs), English language learners (ELLs), and economically disadvantaged students (EDs)	Strongly Agree	58%	1,405	80%	12	22
	Somewhat Agree	26%	634	20%	3	-6
	Neither Agree nor Disagree	6%	146	0%	0	-6
	Somewhat Disagree	7%	166	0%	0	-7
	Strongly Disagree	3%	61	0%	0	-3
Q2e There is a uniform expectation for teachers' implementation of academic rigor in the school.	Strongly Agree	64%	1,535	53%	8	-11
	Somewhat Agree	23%	560	33%	5	10
	Neither Agree nor Disagree	6%	154	0%	0	-6
	Somewhat Disagree	5%	111	13%	2	8
	Strongly Disagree	2%	52	0%	0	-2
Q3a The school uses a system of formative, diagnostic, and summative assessments.	Strongly Agree	69%	1,676	53%	8	-16
	Somewhat Agree	25%	606	27%	4	2
	Neither Agree nor Disagree	3%	77	7%	1	4
	Somewhat Disagree	2%	37	7%	1	5
	Strongly Disagree	1%	16	7%	1	6

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

Math, Engineering and Science Academy CHS Response n = 15

		All Charter Schools		Math, Engineering and Science Academy CHS		Difference
Q3b The school uses qualitative and quantitative data to inform instruction and improve student outcomes.	Strongly Agree	67%	1,623	53%	8	-14
	Somewhat Agree	26%	633	40%	6	14
	Neither Agree nor Disagree	4%	89	0%	0	-4
	Somewhat Disagree	2%	41	7%	1	5
	Strongly Disagree	1%	26	0%	0	-1
Q3c The school uses qualitative and quantitative data to evaluate the quality and effectiveness of the academic program.	Strongly Agree	63%	1,508	53%	8	-10
	Somewhat Agree	26%	632	40%	6	14
	Neither Agree nor Disagree	6%	152	0%	0	-6
	Somewhat Disagree	4%	87	7%	1	3
	Strongly Disagree	1%	33	0%	0	-1
Q3d The school modifies its academic program after using data measurements.	Strongly Agree	59%	1,419	67%	10	8
	Somewhat Agree	26%	631	20%	3	-6
	Neither Agree nor Disagree	8%	190	0%	0	-8
	Somewhat Disagree	5%	124	13%	2	8
	Strongly Disagree	2%	48	0%	0	-2
Q3e The school uses multiple measures to assess student progress toward State learning standards.	Strongly Agree	64%	1,555	67%	10	3
	Somewhat Agree	25%	614	27%	4	2
	Neither Agree nor Disagree	6%	142	7%	1	1
	Somewhat Disagree	3%	76	0%	0	-3
	Strongly Disagree	1%	25	0%	0	-1

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

Math, Engineering and Science Academy CHS Response n = 15

		All Charter Schools		Math, Engineering and Science Academy CHS		Difference
Q4a The school follows the NYSED approved identification process for students with disabilities.	Strongly Agree	72%	1,743	80%	12	8
	Somewhat Agree	16%	375	13%	2	-3
	Neither Agree nor Disagree	10%	238	7%	1	-3
	Somewhat Disagree	1%	30	0%	0	-1
	Strongly Disagree	1%	26	0%	0	-1
Q4b The school follows the NYSED approved identification process for English language learners.	Strongly Agree	68%	1,648	80%	12	12
	Somewhat Agree	17%	404	13%	2	-4
	Neither Agree nor Disagree	12%	296	7%	1	-5
	Somewhat Disagree	2%	38	0%	0	-2
	Strongly Disagree	1%	26	0%	0	-1
Q4c The school provides supports to meet the academic needs for students with disabilities.	Strongly Agree	67%	1,606	73%	11	6
	Somewhat Agree	23%	553	27%	4	4
	Neither Agree nor Disagree	5%	128	0%	0	-5
	Somewhat Disagree	3%	83	0%	0	-3
	Strongly Disagree	2%	42	0%	0	-2
Q4d The school provides supports to meet the academic needs for English language learners.	Strongly Agree	63%	1,520	80%	12	17
	Somewhat Agree	23%	560	20%	3	-3
	Neither Agree nor Disagree	8%	181	0%	0	-8
	Somewhat Disagree	4%	102	0%	0	-4
	Strongly Disagree	2%	49	0%	0	-2

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

Math, Engineering and Science Academy CHS Response n = 15

		All Charter Schools		Math, Engineering and Science Academy CHS		Difference
Q4e The school provides supports to meet the academic needs for economically disadvantaged students.	Strongly Agree	72%	1,725	87%	13	15
	Somewhat Agree	19%	466	13%	2	-6
	Neither Agree nor Disagree	6%	148	0%	0	-6
	Somewhat Disagree	2%	49	0%	0	-2
	Strongly Disagree	1%	24	0%	0	-1
Q4f The school has systems to monitor the progress of individual students and to facilitate communication between interventionists and classroom teachers regarding the needs of individual students.	Strongly Agree	67%	1,627	67%	10	0
	Somewhat Agree	22%	533	27%	4	5
	Neither Agree nor Disagree	7%	159	0%	0	-7
	Somewhat Disagree	3%	67	7%	1	4
	Strongly Disagree	1%	26	0%	0	-1
Q5a The school has processes and procedures in place to address chronic absenteeism for all students.	Strongly Agree	55%	1,337	60%	9	5
	Somewhat Agree	27%	644	27%	4	0
	Neither Agree nor Disagree	8%	199	7%	1	-1
	Somewhat Disagree	7%	157	7%	1	0
	Strongly Disagree	3%	75	0%	0	-3
Q5b In general, attendance is not an issue at the school.	Strongly Agree	32%	776	27%	4	-5
	Somewhat Agree	30%	719	47%	7	17
	Neither Agree nor Disagree	15%	353	20%	3	5
	Somewhat Disagree	15%	353	7%	1	-8
	Strongly Disagree	9%	211	0%	0	-9

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

Math, Engineering and Science Academy CHS Response n = 15

		All Charter Schools		Math, Engineering and Science Academy CHS		Difference
Q5c The school has processes and procedures in place to address out of school suspension rates for all students and sub-groups such that all students are fully engaged within the school community and have access to the educational program.	Strongly Agree	50%	1,202	33%	5	-17
	Somewhat Agree	22%	541	20%	3	-2
	Neither Agree nor Disagree	23%	547	47%	7	24
	Somewhat Disagree	3%	75	0%	0	-3
	Strongly Disagree	2%	47	0%	0	-2
Q5d The school has a process in place to measure and evaluate school climate culture.	Strongly Agree	51%	1,240	40%	6	-11
	Somewhat Agree	27%	642	40%	6	13
	Neither Agree nor Disagree	12%	301	20%	3	8
	Somewhat Disagree	6%	136	0%	0	-6
	Strongly Disagree	4%	93	0%	0	-4
Q6a The school's discipline policy is clear.	Strongly Agree	54%	1,306	13%	2	-41
	Somewhat Agree	29%	696	60%	9	31
	Neither Agree nor Disagree	7%	178	13%	2	6
	Somewhat Disagree	7%	169	7%	1	0
	Strongly Disagree	3%	63	7%	1	4
Q6b The school's discipline policy is fair to all students.	Strongly Agree	57%	1,371	27%	4	-30
	Somewhat Agree	25%	601	47%	7	22
	Neither Agree nor Disagree	10%	248	20%	3	10
	Somewhat Disagree	6%	134	7%	1	1
	Strongly Disagree	2%	58	0%	0	-2

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

Math, Engineering and Science Academy CHS Response n = 15

		All Charter Schools		Math, Engineering and Science Academy CHS		Difference
Q6c The school's discipline policy is enforced by all teachers and staff.	Strongly Agree	44%	1,067	0%	0	-44
	Somewhat Agree	32%	766	53%	8	21
	Neither Agree nor Disagree	12%	281	33%	5	21
	Somewhat Disagree	9%	216	13%	2	4
	Strongly Disagree	3%	82	0%	0	-3
Q6d The school's discipline policy is updated as necessary with feedback from faculty.	Strongly Agree	49%	1,188	20%	3	-29
	Somewhat Agree	25%	595	33%	5	8
	Neither Agree nor Disagree	14%	337	27%	4	13
	Somewhat Disagree	7%	179	13%	2	6
	Strongly Disagree	5%	113	7%	1	2
Q6e The school utilizes behavior intervention plans for students who require specific social and behavioral skills in an academic setting.	Strongly Agree	62%	1,484	27%	4	-35
	Somewhat Agree	25%	613	53%	8	28
	Neither Agree nor Disagree	8%	185	13%	2	5
	Somewhat Disagree	4%	89	7%	1	3
	Strongly Disagree	2%	41	0%	0	-2
Q6f Teachers and staff interacting with students with disabilities are aware of and follow specific discipline and prevention protocols for these students.	Strongly Agree	58%	1,409	40%	6	-18
	Somewhat Agree	26%	626	33%	5	7
	Neither Agree nor Disagree	9%	229	7%	1	-2
	Somewhat Disagree	5%	110	20%	3	15
	Strongly Disagree	2%	38	0%	0	-2

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

Math, Engineering and Science Academy CHS Response n = 15

		All Charter Schools		Math, Engineering and Science Academy CHS		Difference
Q7a The school provides a safe environment.	Strongly Agree	78%	1,879	60%	9	-18
	Somewhat Agree	17%	409	40%	6	23
	Neither Agree nor Disagree	3%	77	0%	0	-3
	Somewhat Disagree	1%	29	0%	0	-1
	Strongly Disagree	1%	18	0%	0	-1
Q7b The school has systems in place to ensure that the environment is free from bullying, harassment, and discrimination.	Strongly Agree	66%	1,596	20%	3	-46
	Somewhat Agree	24%	590	47%	7	23
	Neither Agree nor Disagree	6%	141	27%	4	21
	Somewhat Disagree	2%	57	7%	1	5
	Strongly Disagree	1%	28	0%	0	-1
Q7c Classroom environments support learning and are generally free from disruption.	Strongly Agree	61%	1,470	47%	7	-14
	Somewhat Agree	27%	662	47%	7	20
	Neither Agree nor Disagree	5%	130	0%	0	-5
	Somewhat Disagree	5%	110	7%	1	2
	Strongly Disagree	2%	40	0%	0	-2
Q7d The school has high behavioral expectations for all students	Strongly Agree	67%	1,627	47%	7	-20
	Somewhat Agree	22%	528	40%	6	18
	Neither Agree nor Disagree	6%	134	13%	2	7
	Somewhat Disagree	3%	84	0%	0	-3
	Strongly Disagree	2%	39	0%	0	-2

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

Math, Engineering and Science Academy CHS Response n = 15

		All Charter Schools		Math, Engineering and Science Academy CHS		Difference
Q7e Teacher-student interactions could typically be described as supportive and respectful.	Strongly Agree	76%	1,836	87%	13	11
	Somewhat Agree	20%	480	13%	2	-7
	Neither Agree nor Disagree	2%	59	0%	0	-2
	Somewhat Disagree	1%	24	0%	0	-1
	Strongly Disagree	1%	13	0%	0	-1
Q7f There is a uniform expectation for all teachers' classroom management in your school.	Strongly Agree	66%	1,600	40%	6	-26
	Somewhat Agree	23%	554	47%	7	24
	Neither Agree nor Disagree	6%	138	0%	0	-6
	Somewhat Disagree	4%	85	13%	2	9
	Strongly Disagree	1%	35	0%	0	-1
Q8 What is the name of your school's Dignity for All Students Act (DASA) coordinator?	Name Given	66%	1,597	13%	2	-53
	Don't Know	34%	815	87%	13	53
Q9 When is the last time you received a copy of the school's DASA policy?	This school year	61%	1,469	20%	3	-41
	The previous school year	16%	381	13%	2	-3
	Prior to the previous school year	5%	121	0%	0	-5
	I'm not aware of any DASA policy	18%	441	67%	10	49
Q10 When is the last time you received DASA training?	<1 year ago	48%	1,147	7%	1	-41
	1-2 years ago	23%	549	13%	2	-10
	3-4 years ago	11%	270	13%	2	2
	>4 years ago	9%	214	13%	2	4
	I've never received DASA training	10%	232	53%	8	43
Q11_Open What is the name of your school's McKinney-Vento Coordinator?	Name Given	49%	1,191	7%	1	-42
	Don't Know	51%	1,221	93%	14	42

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

Math, Engineering and Science Academy CHS Response n = 15

		All Charter Schools		Math, Engineering and Science Academy CHS		Difference
Q11a The school provides opportunities for parent participation within the school community.	Strongly Agree	66%	1,601	60%	9	-6
	Somewhat Agree	24%	579	33%	5	9
	Neither Agree nor Disagree	6%	139	7%	1	1
	Somewhat Disagree	3%	68	0%	0	-3
	Strongly Disagree	1%	25	0%	0	-1
Q11b Parents receive regular and timely information on their child's academic progress in their home language.	Strongly Agree	71%	1,721	80%	12	9
	Somewhat Agree	22%	528	20%	3	-2
	Neither Agree nor Disagree	4%	90	0%	0	-4
	Somewhat Disagree	2%	54	0%	0	-2
	Strongly Disagree	1%	19	0%	0	-1
Q11c The school uses many methods of communication with families.	Strongly Agree	81%	1,960	80%	12	-1
	Somewhat Agree	15%	365	20%	3	5
	Neither Agree nor Disagree	2%	48	0%	0	-2
	Somewhat Disagree	1%	27	0%	0	-1
	Strongly Disagree	0%	12	0%	0	0
Q11d The school seeks feedback from parents through surveys, meetings, or some other way.	Strongly Agree	73%	1,772	80%	12	7
	Somewhat Agree	18%	443	13%	2	-5
	Neither Agree nor Disagree	6%	134	7%	1	1
	Somewhat Disagree	2%	39	0%	0	-2
	Strongly Disagree	1%	24	0%	0	-1

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

Math, Engineering and Science Academy CHS Response n = 15

		All Charter Schools		Math, Engineering and Science Academy CHS		Difference
Q11e The school has a systematic and transparent process for responding to family or community concerns.	Strongly Agree	66%	1,599	73%	11	7
	Somewhat Agree	22%	536	13%	2	-9
	Neither Agree nor Disagree	7%	175	13%	2	6
	Somewhat Disagree	3%	65	0%	0	-3
	Strongly Disagree	2%	37	0%	0	-2
Q11f The school informs parents about how it performs compared to other schools in the district and New York State.	Strongly Agree	59%	1,425	67%	10	8
	Somewhat Agree	18%	437	13%	2	-5
	Neither Agree nor Disagree	20%	475	20%	3	0
	Somewhat Disagree	2%	43	0%	0	-2
	Strongly Disagree	1%	32	0%	0	-1
Q12a The school has social, emotional, and mental health programs and supports for all students.	Strongly Agree	68%	1,632	60%	9	-8
	Somewhat Agree	23%	553	33%	5	10
	Neither Agree nor Disagree	4%	106	7%	1	3
	Somewhat Disagree	3%	84	0%	0	-3
	Strongly Disagree	2%	37	0%	0	-2
Q12b School leaders collect and use data to track the social-emotional needs of all students, including students in subgroups.	Strongly Agree	54%	1,299	47%	7	-7
	Somewhat Agree	24%	578	20%	3	-4
	Neither Agree nor Disagree	14%	335	20%	3	6
	Somewhat Disagree	6%	144	7%	1	1
	Strongly Disagree	2%	56	7%	1	5

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

Math, Engineering and Science Academy CHS Response n = 15

		All Charter Schools		Math, Engineering and Science Academy CHS		Difference
Q12c School leaders collect and use data regarding the impact of programs designed to support the social and emotional health of all students.	Strongly Agree	53%	1,276	33%	5	-20
	Somewhat Agree	23%	552	13%	2	-10
	Neither Agree nor Disagree	17%	400	40%	6	23
	Somewhat Disagree	5%	129	7%	1	2
	Strongly Disagree	2%	55	7%	1	5
Q12d The school provides staff with professional development opportunities to support the social-emotional and mental health of students in a culturally responsive manner.	Strongly Agree	58%	1,409	53%	8	-5
	Somewhat Agree	26%	624	27%	4	1
	Neither Agree nor Disagree	8%	189	0%	0	-8
	Somewhat Disagree	6%	133	20%	3	14
	Strongly Disagree	2%	57	0%	0	-2
Q12e The school has processes and procedures in place to address the learning and social-emotional needs of McKinney-Vento eligible students.	Strongly Agree	46%	1,106	27%	4	-19
	Somewhat Agree	16%	393	7%	1	-9
	Neither Agree nor Disagree	32%	766	67%	10	35
	Somewhat Disagree	3%	76	0%	0	-3
	Strongly Disagree	3%	71	0%	0	-3
Q13 How many total years of K-12 teaching experience do you have?	Less than 1 year	6%	146	0%	0	-6
	1-3 years	21%	513	13%	2	-8
	4-6 years	29%	711	40%	6	11
	7-10 years	19%	466	27%	4	8
	More than 10 years	24%	576	20%	3	-4

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

Math, Engineering and Science Academy CHS Response n = 15

		All Charter Schools		Math, Engineering and Science Academy CHS		Difference
Q14 How long have you been teaching in this school in your current grade level?	Less than 1 year	25%	602	13%	2	-12
	1-3 years	44%	1,065	33%	5	-11
	4-6 years	22%	523	47%	7	25
	7-10 years	6%	134	7%	1	1
	More than 10 years	4%	88	0%	0	-4
Q15 How long have you been teaching in this school in your current subject area/teaching assignment?	Less than 1 year	19%	470	0%	0	-19
	1-3 years	42%	1,016	60%	9	18
	4-6 years	24%	584	33%	5	9
	7-10 years	7%	180	7%	1	0
	More than 10 years	7%	162	0%	0	-7
Q16a The school has an effective school leadership team that communicates a clearly defined mission and set of goals to staff and the school community.	Strongly Agree	60%	1,439	67%	10	7
	Somewhat Agree	26%	625	13%	2	-13
	Neither Agree nor Disagree	6%	137	13%	2	7
	Somewhat Disagree	5%	121	7%	1	2
	Strongly Disagree	4%	90	0%	0	-4
Q16b The school has a clear and well-established communication systems and decision-making processes in place to ensure effective communication across the school.	Strongly Agree	53%	1,273	47%	7	-6
	Somewhat Agree	27%	658	33%	5	6
	Neither Agree nor Disagree	7%	172	0%	0	-7
	Somewhat Disagree	8%	185	20%	3	12
	Strongly Disagree	5%	124	0%	0	-5

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

Math, Engineering and Science Academy CHS Response n = 15

		All Charter Schools		Math, Engineering and Science Academy CHS		Difference
Q16c The school successfully recruits, hires, and retains key personnel that meets the needs of all students and subgroups, and makes decisions – when warranted – to remove ineffective staff members.	Strongly Agree	48%	1,154	67%	10	19
	Somewhat Agree	26%	639	20%	3	-6
	Neither Agree nor Disagree	12%	294	13%	2	1
	Somewhat Disagree	8%	201	0%	0	-8
	Strongly Disagree	5%	124	0%	0	-5
Q16d The school's leadership demonstrates a high level of accountability such that leadership takes responsibility for outcomes.	Strongly Agree	56%	1,353	73%	11	17
	Somewhat Agree	24%	578	13%	2	-11
	Neither Agree nor Disagree	8%	189	13%	2	5
	Somewhat Disagree	7%	166	0%	0	-7
	Strongly Disagree	5%	126	0%	0	-5
Q17a Roles and responsibilities for leaders, staff, management, and the board of trustees are clearly defined and adhered to.	Strongly Agree	54%	1,304	47%	7	-7
	Somewhat Agree	26%	635	40%	6	14
	Neither Agree nor Disagree	10%	251	13%	2	3
	Somewhat Disagree	6%	141	0%	0	-6
	Strongly Disagree	3%	81	0%	0	-3
Q17b The school ensures that staff has the requisite skills, expertise, and professional development necessary to meet all students' needs, including students in subgroups.	Strongly Agree	57%	1,370	53%	8	-4
	Somewhat Agree	27%	657	27%	4	0
	Neither Agree nor Disagree	8%	194	7%	1	-1
	Somewhat Disagree	5%	129	13%	2	8
	Strongly Disagree	3%	62	0%	0	-3

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

Math, Engineering and Science Academy CHS Response n = 15

		All Charter Schools		Math, Engineering and Science Academy CHS		Difference
Q17c The school is fully staffed with personnel who are able to meet all operational needs, including finance, human resources, and communications.	Strongly Agree	60%	1,446	73%	11	13
	Somewhat Agree	24%	575	20%	3	-4
	Neither Agree nor Disagree	8%	199	7%	1	-1
	Somewhat Disagree	5%	121	0%	0	-5
	Strongly Disagree	3%	71	0%	0	-3
Q18a The school has established procedures for effective collaboration among teachers.	Strongly Agree	62%	1,501	60%	9	-2
	Somewhat Agree	27%	645	40%	6	13
	Neither Agree nor Disagree	5%	125	0%	0	-5
	Somewhat Disagree	4%	92	0%	0	-4
	Strongly Disagree	2%	49	0%	0	-2
Q18b The school has systems to monitor and maintain organizational and instructional quality through a formal evaluation process for teacher and other staff.	Strongly Agree	65%	1,567	47%	7	-18
	Somewhat Agree	26%	621	40%	6	14
	Neither Agree nor Disagree	5%	129	13%	2	8
	Somewhat Disagree	2%	57	0%	0	-2
	Strongly Disagree	2%	38	0%	0	-2
Q18c The school has mechanisms to solicit teacher and staff feedback and to gauge their satisfaction.	Strongly Agree	58%	1,391	60%	9	2
	Somewhat Agree	25%	607	13%	2	-12
	Neither Agree nor Disagree	7%	171	7%	1	0
	Somewhat Disagree	6%	136	13%	2	7
	Strongly Disagree	4%	107	7%	1	3

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

Math, Engineering and Science Academy CHS Response n = 15

		All Charter Schools		Math, Engineering and Science Academy CHS		Difference
Q18d The school provides you with the resources and support to do your job well when teaching remotely.	Strongly Agree	63%	1,514	73%	11	10
	Somewhat Agree	24%	573	13%	2	-11
	Neither Agree nor Disagree	6%	145	0%	0	-6
	Somewhat Disagree	5%	123	7%	1	2
	Strongly Disagree	2%	57	7%	1	5
Q18e The school provides you with the resources and support to do your job well when teaching in-person.	Strongly Agree	64%	1,554	80%	12	16
	Somewhat Agree	22%	537	13%	2	-9
	Neither Agree nor Disagree	9%	219	0%	0	-9
	Somewhat Disagree	3%	65	7%	1	4
	Strongly Disagree	2%	37	0%	0	-2
Q18f The school provides you with the resources and support to do your job well when teaching concurrently.	Strongly Agree	57%	1,365	47%	7	-10
	Somewhat Agree	22%	529	20%	3	-2
	Neither Agree nor Disagree	16%	390	33%	5	17
	Somewhat Disagree	3%	71	0%	0	-3
	Strongly Disagree	2%	57	0%	0	-2
Q19 How strongly do you agree or disagree that there is a long-term career pathway and opportunities for professional growth for you at this school?	Strongly Agree	45%	1,077	40%	6	-5
	Somewhat Agree	33%	804	60%	9	27
	Neither Agree nor Disagree	10%	244	0%	0	-10
	Somewhat Disagree	7%	180	0%	0	-7
	Strongly Disagree	4%	107	0%	0	-4

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

Math, Engineering and Science Academy CHS Response n = 15

		All Charter Schools		Math, Engineering and Science Academy CHS		Difference
Q20 Meetings, such as faculty, staff, grade-level, curricular, child study, and the like are:	Well organized	78%	1,878	67%	10	-11
	Well attended	83%	2,012	87%	13	4
	Focused on relevant content	70%	1,696	67%	10	-3
	Recognized by all faculty as valuable	45%	1,092	20%	3	-25
	None of the above	2%	60	7%	1	5
Q21 Please select all types of meetings where faculty members collaborate with one another.	Team meetings	94%	2,271	87%	13	-7
	Department meetings	76%	1,834	100%	15	24
	Staff meetings	86%	2,081	87%	13	1
	Informal planning time	78%	1,892	80%	12	2
	Teacher/professional leadership meetings	73%	1,764	73%	11	0
	Other	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

Math, Engineering and Science Academy CHS

Q2_Open1 Explain what an academically rigorous lesson looks like in your classroom:	**ART: Students learn Art Making; they make connections w real world situations, other academic classes and professions; they learn about art history movements and arts vocabulary; students are expected to create artworks of professional quality.**
	Accessible to all students using varying supports and entry points. Interactive and hands-on. Students do the cognitive lifting.
	Challenges students within their zone of proximal development.
	Critical Thinking and Analyzation Assessments
	Engaging but challenging
	Ensuring that all students can access the curriculum. Ensuring that assessments are designed with students academic growth and independence in mind.
	Giving students the opportunity to push themselves above their level.
	Lessons that challenge students to understand content from a conceptual standpoint, challenge them to explain their thinking, and then apply what they've learned in a project based format.
	Moving past the straight computations to questions that involve interpretation and modeling of what the numbers mean in a real life scenario.
	On grade level material, student driven discussion, critical thinking questions.
	Students are able to complete independent or group assignments with minimal teacher intervention because lessons are properly scaffolded to each learner's needs.
	Students are set with realistic challenges with all of them being met with low floor, high ceiling problems that build upon their prior knowledge and require them to apply and utilize what they've learnt, not just regurgitate.

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

Math, Engineering and Science Academy CHS

	The access and opportunity to demonstrate excellence is demonstrated in my classroom through multiple inputs and outputs for students to self select from--worksheets with or without sentence stems, audiobooks made available, alternate teaching stations according to ICT models, etc.
	When students are applying multiple skills to a real world / in context math problem - synthesizing information and determining an approach
	differentiated work that allows students to attempt all "spicy" or more rigorous examples just with various entry points to meet their needs as a learning or cater to their disability.

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

Math, Engineering and Science Academy CHS

Q2_Open2 Explain how you differentiate instruction for students in your classes:	**Assignments are often tiered for all learners, which in an ELA classroom looks like a comprehension section, a textual analysis section, and then a "push" for gifted learners (often synthesizing prior knowledge/additional content). Students are also given multiple at-bats, reassessments, and alternative outputs to express understandings.**
	Based on I.E.P. or E.L.L. data and recommendations work is scaffolded and groups are formulated to allow for maximum access to all material covered. Exams and quizzes are similarly structured, and time frames are modified to ensure all students get their equitable opportunities to show their learning.
	By planning each lesson with the unique needs of each student in mind. I think about modality, delivery, content and student work products.
	Differentiated instruction involves multiple access points, complex questions broken into smaller more digestible questions (socratic method), fill-in the blanks, word banks, and equations that are blank to just fill in.
	Giving students choice, working through various ICT models, providing chunked instruction and scaffolds throughout. Fostering the "3 before me" structure even in a virtual setting. (ask 3 friends before you ask the teacher)
	Graphic organizers and differentiated texts
	How I differentiate in the classroom varies per student based off of their needs. Activities and classwork include tiers that allow students to start where they feel most comfortable and for others to challenge themselves or try to get ahead. Assessments are modified if necessary for SWDs, seating charts are strategically created to ensure each student is grouped with someone who can push or support them, and different forms of accessing the content is available to student hey may benefit from different teaching modalities.

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

Math, Engineering and Science Academy CHS

	In my class and at MESA, we use an ICT model with 2 teachers which allows us to do different types of teaching. Some of the models I use in my classroom are parallel teaching, station teaching, team teaching and alternative teaching. The main goal of my classroom is to give all students an access point so in addition to having varied types of teaching models, our materials are modified and tiered.
	On an individual basis, I determine the needs of the learners and act accordingly. Most often this involves leveled texts, graphic organizers, selective groupings.
	Provide small group instruction, scaffold material, chunk practice/instruction (do step 1 only, then do step 2), provide instruction in Spanish, provide helper videos / preview material
	There are multiple avenues for the student to demonstrate mastery
	Translated text into Spanish (ELLs in my school are Spanish speakers mainly) - Step by step directions, choices of work based on skills, 1:1 communication, redirection, etc
	Varied co-teaching models. Accommodated/modified texts and assignments. Use of graphic organizers, sentence stems.
	We have effective co-teaching models that allow us to cater for students in a number of ways. Scaffolded work sheets, modified lesson outcomes, translated documents, small group instruction to name a few
	Workouts and Sports assessments are categorize in 3 level, Beginners, intermediate and Advance

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

Math, Engineering and Science Academy CHS

Q3_Open How do you use data in your classroom to guide instruction?	**Comprehensive grade reports that break down performance by learning goals, assessments, and identification inform the progression of lessons and rubrics.**
	Data allows me to determine whether or not I am allowed to continue instruction with the class as a whole, may need to re-teach to the class as a whole, or find ways to give students that aren't yet up to speed an opportunity to re-learn.
	Data is a big part of our classroom!! We use data often to pick certain focus groups and decide which students are being given modified material/extra help. In addition, we use data on our learning goals to guide which lessons need to be retaught/spiraled back.
	Data is used to track the progression in students performances and abilities.
	For student groupings and remediation
	Formative data (exit tickets, CFU's) to adjust instruction for the following days or to determine re-teaches or to invite students to office hours. Standards based learning where students get at least 3 at bats to master a learning goal.
	I determine whether we are ready to move on based on assessment grades, I reteach if necessary, I specifically write questions based on what I need to assess within a learning goal.
	I use data as a measure of students that need to be targeted for extra support or pushed, as a means of how/who needs to be retaught, etc.
	I use data in the form of formative and summative assessments to inform my instruction.
	I use data to focus on students who need interventions and then invite those students to special "office hour" study sessions to help them reassess their work.
	If a good majority of students did not pass an assessment, another day is taken to review the material, go through the misconceptions and another assessment is given to digest the original errors and apply it to an alternative situation.

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

Math, Engineering and Science Academy CHS

	Our school's grading system is based on Learning Goals that are reassessed several times. We look at how the grades of these LGs are distributed among classes, ELLs, SWIEPs, attendance, etc, and plan accordingly.
	We review grades often to see who to review with and modify for. We also use the data from Tableau to figure out who to target for office hours and check ins. We also make adjustments to lessons based on data (if the whole class didn't reach mastery for example) We also provide students with feedback on their work and teach the misconceptions whole class to error analyze and correct mistakes.
	We use standards based learning, so are constantly reflecting on average grades and looking at what style of learner is performing in different types of assessments. This helps us spiral, allocate students to appropriate working groups as well as measure progress towards mastery and state exams. During a regular in person school year we also sit a series of mock exams that are Regents, PSAT aligned to show student progress.
	inform our groups for various ICT models, reinforce skills that students did not achieve mastery on or push the students to level up if they ahd.

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

Math, Engineering and Science Academy CHS

Q6_Open Describe the methods available for teachers to raise student discipline concerns. If no such methods exist, write "none" in the space below.	**As teachers we are able to notify the deans, student advisor, and parents about discipline concerns. We also are encouraged to notify the principle or leadership team.**
	Bring the discipline issue to the dean team.
	Communicate to our dean team
	Consult with admin and dean team about students.
	Contact the dean team and leadership
	Frequent staff meetings, surveys, and coordination among grade levels, departments, and the student support team.
	Most teachers manage discipline concerns within the classroom. Anything too concerning will involve a member of a dean team who works hard to mediate the relationship between the teacher and student, build a strong relationship with the parent and have them be a part of those conversations, and hold restorative practices to mend relationships between students if necessary.
	Reach out to dean team, counseling team, manager, principals.
	Teachers alert the Dean team via text or email. Student teacher and Dean conference outside. Once the conference is held the Dean determines if the student should return. The teacher documents the incident on Kickboard to provide the Deans with data.
	Teachers are given the opportunity to refer/flag students for the counseling/dean and academic support teams.
	We have a set of 4 Deans and 4 Counselors and a Student Support Team to work one to one with these students.
	We have deans who we communicate with and use Kickboard

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

Math, Engineering and Science Academy CHS

	We have dedicated deans for each grade level as well as grade team leaders who are familiar with the students needs. Our dean support system is our first step.
	log the student and incident on a website
	none

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

Math, Engineering and Science Academy CHS

Q7_Open Describe how the school addresses issues of bullying, discrimination, and harassment. If you don't know, write "don't know."	
	Advisory discussions on incidents.
	Bullying of any sort has a 0 tolerance policy and has been message to both Staff and Students all incidents are reported and handled by School's Dean Team
	Case-by-case basic determined by involving deans, leadership team, counselors. Often restorative practices are used.
	Conversations
	Don't know
	Don’t know
	In comparison to other schools I have taught at--none. However, my school takes a proactive and reflective approach to these issues and in light of the past year's social upheaval, we have begun a DEI program among staff and one with students to address any identity-based harassment both in and out of school.
	It addresses the cases as esteemed necessary. When big situations have happened, the whole school community has worked towards it.
	One on one conversation with student, communicate with deans, bring in parents if necessary. other than that, I'm not sure that there is a formal process - varies case by case
	Our Dean team handles all instances of such harassment.
	The dean team handles much of these issues.
	This year we have done a strong push on monitoring bullying with an ongoing anonymous survey for teachers and staff to fill out if an incident occurs. There is a committee of staff to follow up on these referrals.
	We have a strict no-bullying policy. We teach students about race relations through our D.E.I. initiatives and hold them to high standards behaviorally.
	We use the love and logic model and aim to educate students rather than punitive measures

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

Math, Engineering and Science Academy CHS

	Welcome tough conversations in safe spaces. **Lots of DEI work for both staff and students.**

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

Math, Engineering and Science Academy CHS

Q12_Open Provide examples of how the school supports students' social-emotional and mental health needs:	**Advisory**
	Advisory lessons, check-in system with counseling
	Counseling
	DEI lessons through advisory, Counseling Team
	Each grade level has a counselor assigned to them and the school allows students schedules to be adjusted and fit the needs of meeting with a counselor throughout the day to check in and receive whatever supports they need.
	Each teacher is assigned and advisory cohort of no more than 10 students. Advisors are expected to communicate with students regularly outside the normal course of instruction and schedule.
	N/A
	One counselor per grade
	SEL lessons during advisory, open access to counselors
	There are workshops/Professional Developments for staff to support students in social-emotional needs, along school counselors and after school activities to help with mental heath
	We have a counseling staff specifically designed for each grade. In addition, our advisory lessons are designed this year to be all about social emotional healthy/check in spaces.
	We have a four person counseling team, post grad college counselor, and a dean team all trained to support students. Students also get bi-weekly advisory sessions with advisor check ins.
	We have a very wonderful social work/counseling team.
	We have stellar counselors who check in with students that we raise concerns about or with students who seek counseling themselves!

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

Math, Engineering and Science Academy CHS

	we have a dedicated counseling team, one per grade team that progresses with the students to support. We also have advisors for small groups of students who provide additional contact points, teaching students about coping mechanisms and other life skills.

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

Math, Engineering and Science Academy CHS

Q18_Open1 Please describe the teacher evaluation process. If none exists, write "none" in the space below.	**As an instructional coach, we are constantly popping into teachers classrooms and providing them with feedback. We steer away from a "formal" evaluation process in order to keep the lines of communication open and honest.**
	Both formal announced and unannounced observations. Lots of informal observations - immediate feedback to follow informal observations
	Class visits, formal and informal
	Each Subject department has a Department leader/Coach who does observations and give helpful feedback needed to help with Teacher's and Students performances
	Each teacher has a dedicated coach, as well as an AP that monitors their growth and gives continual lesson and planning feedback as long as working with them on shared goals.
	It is normal for educational coaches and AP's to randomly pop in and observe lesson and provide feedback. Once or twice a year a formal evaluation is preformed. The coach with sit with the teacher before the evaluation to go over the lesson and again after the evaluation to talk through the experience.
	None
	Not sure
	Observation every 3 to 4 weeks.
	Semi-monthly unformal coach/asst. principal observations. Two formal observations annually.
	Teachers meet with their department heads multiple times throughout the year. The first meeting consists of goal setting and planning a time for an informal observation. The second meeting is a follow up along with implementing a plan to improve through the next observation. Last observation is formal and the meeting afterwards reflects on performance from a teacher and student standpoint.

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

Math, Engineering and Science Academy CHS

	Teachers receive biweekly feedback from a designated manager.
	We are have a robust coaching model.
	Weekly coaching meetings and observations.
	we have observations and get coaching on a regular basis. it isn't a formal teacher evaluation process per se.

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

Math, Engineering and Science Academy CHS

Q18_Open2 Provide examples of how school leadership solicits feedback from staff. If none exists, write "none" in the space below.	**Coaching meetings are two-way conversations between leadership and staff about all aspects of the school, both successes and areas for growth.**
	Google Feedback Surveys
	None- very rarely in surveys
	SO MANY SURVEYS ;)
	Sometimes there are surveys and check-ins, but remotely there has been very little of that
	Surveys
	Surveys at the end of professional developments, one on one meetings with leadership where spaces for feedback are provided, and weekly department and grade team meetings where feedback time is also implemented into the agenda.
	Surveys, choice in PD
	Surveys, group discussion, one-on-one discussion. I have not felt like my feedback has been genuinely heard.
	Surveys. Annual offsite checkins.
	They do a fantastic job of this. They constantly send out surveys to ask for feedback. They set up one-on-one meetings with staff members to elicit feedback on different topics. The environment around growth and open communication is very strong.
	Through Google Forms .. meetings .... coaching
	Through google forms and surverys before decisions are amde.
	We have to fill out a lot of surveys.
	While remote, leadership each have members of staff that they hold frequent check ins with. This is the same in the building however they're more informal.

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

Math, Engineering and Science Academy CHS

Q22_Open Describe your understanding of the mission and key design elements of the school:	**Building character and resilience in our students. Creating rigorous units and lessons with various access points. Teaching in ways the students find relevant. Leveraging relationships to increase engagement and success of students.**
	Get students to college or careers. Provide an alternative to the local public schools.
	Graduate students from high school
	MESA Charter High School serves anyone and everyone in the Bushwick community. They meet students needs be it ELLS, Students with IEPs or general ed students.
	N/A
	N/a
	Our school was designed to close the gap and provide a quality education for those in a disadvantaged area. IT has a growth mindset around getting students career and college ready.
	Providing a rigorous education that equips each student with the ability to succeed in life and in college.
	To Ensure that ALL students are provided the opportunity to achieve a quality education.
	To help students in Bushwick graduate from HS and establish a post secondary pathway that best suits them.
	To teach the whole individual through an excellence in education, and understanding though "Love and Logic"
	We want to send our kids to college / career pathways, but also prepare them to think critically in the world.
	Yes
	collaboration
	support all students to find success after high school-- whether that be going to college, technical school, etc.

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

Math, Engineering and Science Academy CHS

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.	**N/A**
	Overengineered and over complicated in many policies.
	When things aren't working, I'd like to see the school be open to making adjustments and continuing to gather feedback from staff (ie. remote meetings)
	you need a "not sure" button for the multiple choice questions. i am not sure

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

Math, Engineering and Science Academy CHS Response n = 172 Response Rate = 34%

		All Charter Schools		Math, Engineering and Science Academy CHS		Difference
Q1a_In-Person I regularly attend school-sponsored events, such as school dances, sporting events, student performances, or other school activities.	Strongly Agree	11%	358	7%	12	-4
	Somewhat Agree	15%	476	12%	20	-3
	Neither Agree nor Disagree	8%	257	3%	6	-5
	Somewhat Disagree	4%	132	3%	5	-1
	Strongly Disagree	5%	147	3%	5	-2
	I have not attended in-person	57%	1,825	72%	124	15
Q1a_Remote I regularly attend school-sponsored events, such as school dances, sporting events, student performances, or other school activities.	Strongly Agree	18%	566	12%	20	-6
	Somewhat Agree	22%	712	26%	44	4
	Neither Agree nor Disagree	19%	595	24%	41	5
	Somewhat Disagree	9%	291	11%	19	2
	Strongly Disagree	15%	478	10%	17	-5
	I have not attended remotely	17%	553	18%	31	1
Q1b_In-Person I regularly participate in extra-curricular activities offered through this school such as school clubs or organizations, musical groups, sports teams, student government, or any other extra-curricular activities.	Strongly Agree	13%	423	10%	17	-3
	Somewhat Agree	13%	405	8%	14	-5
	Neither Agree nor Disagree	8%	247	6%	10	-2
	Somewhat Disagree	4%	131	4%	7	0
	Strongly Disagree	6%	184	5%	9	-1
	I have not attended in-person	56%	1,805	67%	115	11
Q1b_Remote I regularly participate in extra-curricular activities offered through this school such as school clubs or organizations, musical groups, sports teams, student government, or any other extra-curricular activities.	Strongly Agree	18%	584	9%	15	-9
	Somewhat Agree	22%	702	22%	37	0
	Neither Agree nor Disagree	17%	537	26%	44	9
	Somewhat Disagree	10%	323	12%	20	2
	Strongly Disagree	15%	485	15%	26	0
	I have not attended remotely	18%	564	17%	30	-1
Q1c_In-Person At this school, students have the opportunity to help decide things like class activities and rules.	Strongly Agree	17%	532	14%	24	-3
	Somewhat Agree	18%	561	13%	23	-5
	Neither Agree nor Disagree	10%	304	4%	7	-6
	Somewhat Disagree	4%	134	3%	5	-1
	Strongly Disagree	3%	89	3%	5	0
	I have not attended in-person	49%	1,575	63%	108	14

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

Math, Engineering and Science Academy CHS Response n = 172 Response Rate = 34%

		All Charter Schools		Math, Engineering and Science Academy CHS		Difference
Q1c_Remote At this school, students have the opportunity to help decide things like class activities and rules.	Strongly Agree	27%	876	26%	44	-1
	Somewhat Agree	33%	1,045	37%	63	4
	Neither Agree nor Disagree	20%	629	20%	35	0
	Somewhat Disagree	8%	264	10%	17	2
	Strongly Disagree	7%	226	3%	5	-4
	I have not attended remotely	5%	155	5%	8	0
Q1d_In-Person There are opportunities for students at this school to get involved in sports, clubs, and other school activities outside of class.	Strongly Agree	31%	979	28%	49	-3
	Somewhat Agree	11%	361	6%	10	-5
	Neither Agree nor Disagree	6%	194	2%	4	-4
	Somewhat Disagree	2%	60	2%	3	0
	Strongly Disagree	1%	37	1%	1	0
	I have not attended in-person	49%	1,564	61%	105	12
Q1d_Remote There are opportunities for students at this school to get involved in sports, clubs, and other school activities outside of class.	Strongly Agree	40%	1,285	54%	93	14
	Somewhat Agree	25%	789	21%	36	-4
	Neither Agree nor Disagree	16%	524	15%	25	-1
	Somewhat Disagree	5%	169	3%	5	-2
	Strongly Disagree	6%	199	3%	5	-3
	I have not attended remotely	7%	229	5%	8	-2
Q1e_In-Person I have the opportunity to be part of class discussions or activities.	Strongly Agree	33%	1,055	24%	42	-9
	Somewhat Agree	12%	388	11%	19	-1
	Neither Agree nor Disagree	5%	148	2%	4	-3
	Somewhat Disagree	1%	28	1%	1	0
	Strongly Disagree	1%	27	0%	0	-1
	I have not attended in-person	48%	1,549	62%	106	14
Q1e_Remote I have the opportunity to be part of class discussions or activities.	Strongly Agree	60%	1,929	62%	107	2
	Somewhat Agree	23%	722	25%	43	2
	Neither Agree nor Disagree	9%	286	7%	12	-2
	Somewhat Disagree	2%	61	1%	2	-1
	Strongly Disagree	2%	63	1%	2	-1
	I have not attended remotely	4%	134	3%	6	-1

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

Math, Engineering and Science Academy CHS Response n = 172 Response Rate = 34%

		All Charter Schools		Math, Engineering and Science Academy CHS		Difference
Q2a The bathrooms in this school are clean.	Strongly Agree	21%	665	6%	11	-15
	Somewhat Agree	18%	588	14%	24	-4
	Neither Agree nor Disagree	9%	300	9%	16	0
	Somewhat Disagree	5%	151	3%	6	-2
	Strongly Disagree	4%	119	2%	4	-2
	I have not attended in-person	43%	1,372	65%	111	22
Q2b The temperature in this school is comfortable (there is heat and air conditioning as necessary).	Strongly Agree	21%	684	13%	23	-8
	Somewhat Agree	21%	656	14%	24	-7
	Neither Agree nor Disagree	9%	284	6%	10	-3
	Somewhat Disagree	5%	158	2%	4	-3
	Strongly Disagree	2%	71	1%	1	-1
	I have not attended in-person	42%	1,342	64%	110	22
Q2c Repairs are made in a timely manner.	Strongly Agree	18%	560	7%	12	-11
	Somewhat Agree	16%	510	12%	21	-4
	Neither Agree nor Disagree	18%	591	16%	27	-2
	Somewhat Disagree	4%	118	0%	0	-4
	Strongly Disagree	2%	70	1%	2	-1
	I have not attended in-person	42%	1,346	64%	110	22
Q2d I am proud of the way my school looks.	Strongly Agree	25%	811	16%	27	-9
	Somewhat Agree	18%	579	17%	30	-1
	Neither Agree nor Disagree	12%	393	8%	13	-4
	Somewhat Disagree	4%	112	3%	5	-1
	Strongly Disagree	3%	91	1%	2	-2
	I have not attended in-person	38%	1,209	55%	95	17
Q3a This school provides instructional materials (e.g., textbooks, handouts) that reflect my cultural background, ethnicity, and identity.	Strongly Agree	41%	1,321	44%	76	3
	Somewhat Agree	29%	922	28%	48	-1
	Neither Agree nor Disagree	23%	745	25%	43	2
	Somewhat Disagree	4%	122	2%	3	-2
	Strongly Disagree	3%	85	1%	2	-2

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

Math, Engineering and Science Academy CHS Response n = 172 Response Rate = 34%

		All Charter Schools		Math, Engineering and Science Academy CHS		Difference
Q3b The things I'm learning in school are important to me.	Strongly Agree	34%	1,083	37%	63	3
	Somewhat Agree	36%	1,155	37%	64	1
	Neither Agree nor Disagree	17%	552	15%	26	-2
	Somewhat Disagree	8%	258	9%	16	1
	Strongly Disagree	5%	147	2%	3	-3
Q3c Classroom environments support learning and are generally free from disruption.	Strongly Agree	37%	1,187	40%	68	3
	Somewhat Agree	36%	1,145	37%	63	1
	Neither Agree nor Disagree	18%	590	20%	34	2
	Somewhat Disagree	6%	176	2%	4	-4
	Strongly Disagree	3%	97	2%	3	-1
Q4a My classes are challenging.	Strongly Agree	23%	736	15%	26	-8
	Somewhat Agree	44%	1,391	48%	83	4
	Neither Agree nor Disagree	21%	680	26%	44	5
	Somewhat Disagree	9%	293	9%	15	0
	Strongly Disagree	3%	95	2%	4	-1
Q4b I feel that I am on-track for high school graduation.	Strongly Agree	47%	1,492	45%	77	-2
	Somewhat Agree	30%	951	35%	60	5
	Neither Agree nor Disagree	15%	470	13%	22	-2
	Somewhat Disagree	6%	204	8%	13	2
	Strongly Disagree	2%	78	0%	0	-2
Q4c The school provides me with college prep assistance and information.	Strongly Agree	42%	1,356	35%	61	-7
	Somewhat Agree	32%	1,035	38%	65	6
	Neither Agree nor Disagree	19%	600	21%	36	2
	Somewhat Disagree	4%	137	4%	7	0
	Strongly Disagree	2%	67	2%	3	0
Q4d I know who to talk to for information about different careers.	Strongly Agree	44%	1,393	31%	53	-13
	Somewhat Agree	28%	895	35%	60	7
	Neither Agree nor Disagree	17%	558	24%	41	7
	Somewhat Disagree	7%	213	8%	13	1
	Strongly Disagree	4%	136	3%	5	-1

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

Math, Engineering and Science Academy CHS Response n = 172 Response Rate = 34%

		All Charter Schools		Math, Engineering and Science Academy CHS		Difference
Q5a_In-Person [How often type of bullying experienced or observed] Student to student based on a student's real or perceived race or ethnicity.	Daily	3%	87	1%	2	-2
	Weekly	2%	48	0%	0	-2
	Monthly	1%	27	2%	3	1
	A few times	5%	144	3%	5	-2
	Rarely	10%	315	6%	11	-4
	Never	23%	743	13%	22	-10
	I have not attended in-person	57%	1,831	75%	129	18
Q5a_Remote [How often type of bullying experienced or observed] Student to student based on a student's real or perceived race or ethnicity.	Daily	3%	110	0%	0	-3
	Weekly	2%	61	1%	2	-1
	Monthly	1%	41	4%	7	3
	A few times	5%	156	8%	14	3
	Rarely	11%	351	12%	21	1
	Never	71%	2,267	69%	118	-2
	I have not attended remotely	7%	209	6%	10	-1
Q5b_In-Person [How often type of bullying experienced or observed] Student to student based on a student's real or perceived religion.	Daily	2%	74	0%	0	-2
	Weekly	1%	29	1%	1	0
	Monthly	1%	25	1%	1	0
	A few times	3%	108	2%	4	-1
	Rarely	7%	220	4%	7	-3
	Never	29%	912	19%	32	-10
	I have not attended in-person	57%	1,827	74%	127	17
Q5b_Remote [How often type of bullying experienced or observed] Student to student based on a student's real or perceived religion.	Daily	3%	90	0%	0	-3
	Weekly	2%	60	2%	3	0
	Monthly	1%	33	2%	3	1
	A few times	4%	125	4%	7	0
	Rarely	9%	286	12%	21	3
	Never	75%	2,402	76%	131	1
	I have not attended remotely	6%	199	4%	7	-2

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

Math, Engineering and Science Academy CHS Response n = 172 Response Rate = 34%

		All Charter Schools		Math, Engineering and Science Academy CHS		Difference
Q5c_In-Person [How often type of bullying experienced or observed] Student to student based on a student's real or perceived disability.	Daily	2%	78	1%	1	-1
	Weekly	1%	35	0%	0	-1
	Monthly	1%	25	1%	2	0
	A few times	4%	125	2%	3	-2
	Rarely	8%	263	5%	8	-3
	Never	26%	846	18%	31	-8
	I have not attended in-person	57%	1,823	74%	127	17
Q5c_Remote [How often type of bullying experienced or observed] Student to student based on a student's real or perceived disability.	Daily	3%	96	0%	0	-3
	Weekly	2%	57	2%	3	0
	Monthly	1%	24	2%	3	1
	A few times	4%	134	5%	8	1
	Rarely	10%	322	12%	21	2
	Never	74%	2,369	76%	130	2
	I have not attended remotely	6%	193	4%	7	-2
Q5d_In-Person [How often type of bullying experienced or observed] Student to student based on a student's real or perceived gender identity.	Daily	2%	74	0%	0	-2
	Weekly	2%	51	1%	1	-1
	Monthly	1%	30	2%	4	1
	A few times	5%	148	1%	2	-4
	Rarely	7%	233	3%	6	-4
	Never	26%	835	19%	33	-7
	I have not attended in-person	57%	1,824	73%	126	16
Q5d_Remote [How often type of bullying experienced or observed] Student to student based on a student's real or perceived gender identity.	Daily	3%	107	0%	0	-3
	Weekly	2%	52	2%	3	0
	Monthly	1%	42	3%	6	2
	A few times	5%	162	4%	7	-1
	Rarely	10%	304	13%	22	3
	Never	73%	2,333	74%	127	1
	I have not attended remotely	6%	195	4%	7	-2

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

Math, Engineering and Science Academy CHS Response n = 172 Response Rate = 34%

		All Charter Schools		Math, Engineering and Science Academy CHS		Difference
Q5e_In-Person [How often type of bullying experienced or observed] Student to student based on a student's real or perceived sexual identity.	Daily	3%	87	1%	1	-2
	Weekly	1%	37	1%	1	0
	Monthly	1%	26	1%	2	0
	A few times	4%	143	1%	2	-3
	Rarely	8%	264	6%	10	-2
	Never	26%	816	18%	31	-8
	I have not attended in-person	57%	1,822	73%	125	16
Q5e_Remote [How often type of bullying experienced or observed] Student to student based on a student's real or perceived sexual identity.	Daily	3%	95	0%	0	-3
	Weekly	2%	59	1%	2	-1
	Monthly	1%	47	2%	4	1
	A few times	5%	165	5%	8	0
	Rarely	10%	311	12%	21	2
	Never	73%	2,323	75%	129	2
	I have not attended remotely	6%	195	5%	8	-1
Q5f_In-Person [How often type of bullying experienced or observed] Student to student based on a student's real or perceived economic status.	Daily	2%	73	0%	0	-2
	Weekly	2%	49	1%	1	-1
	Monthly	1%	28	1%	1	0
	A few times	5%	169	3%	5	-2
	Rarely	8%	243	6%	10	-2
	Never	25%	800	17%	29	-8
	I have not attended in-person	57%	1,833	73%	126	16
Q5f_Remote [How often type of bullying experienced or observed] Student to student based on a student's real or perceived economic status.	Daily	3%	99	1%	2	-2
	Weekly	2%	52	1%	1	-1
	Monthly	1%	42	2%	4	1
	A few times	5%	168	3%	6	-2
	Rarely	10%	327	12%	21	2
	Never	72%	2,304	76%	130	4
	I have not attended remotely	6%	203	5%	8	-1

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

Math, Engineering and Science Academy CHS Response n = 172 Response Rate = 34%

		All Charter Schools		Math, Engineering and Science Academy CHS		Difference
Q5g_In-Person [How often type of bullying experienced or observed] Student to student based on another reason.	Daily	3%	103	1%	1	-2
	Weekly	2%	63	0%	0	-2
	Monthly	2%	53	2%	3	0
	A few times	7%	237	3%	5	-4
	Rarely	9%	272	8%	14	-1
	Never	20%	641	13%	22	-7
	I have not attended in-person	57%	1,826	74%	127	17
Q5g_Remote [How often type of bullying experienced or observed] Student to student based on another reason.	Daily	4%	116	0%	0	-4
	Weekly	2%	61	3%	5	1
	Monthly	1%	43	2%	3	1
	A few times	8%	269	6%	11	-2
	Rarely	13%	401	14%	24	1
	Never	66%	2,098	70%	120	4
	I have not attended remotely	6%	207	5%	9	-1
Q5h_In-Person [How often type of bullying experienced or observed] Teacher or administrator to student based on any of the categories listed above.	Daily	3%	86	0%	0	-3
	Weekly	1%	34	1%	1	0
	Monthly	1%	17	0%	0	-1
	A few times	3%	108	2%	4	-1
	Rarely	5%	162	5%	8	0
	Never	30%	958	19%	33	-11
	I have not attended in-person	57%	1,830	73%	126	16
Q5h_Remote [How often type of bullying experienced or observed] Teacher or administrator to student based on any of the categories listed above.	Daily	4%	115	1%	1	-3
	Weekly	2%	48	2%	4	0
	Monthly	1%	39	2%	3	1
	A few times	5%	146	5%	9	0
	Rarely	8%	246	6%	11	-2
	Never	75%	2,383	78%	135	3
	I have not attended remotely	7%	218	5%	9	-2

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

Math, Engineering and Science Academy CHS Response n = 172 Response Rate = 34%

		All Charter Schools		Math, Engineering and Science Academy CHS		Difference
Q6a [How often type of cyberbullying experienced or observed] Student to student based on a student's real or perceived race or ethnicity.	Daily	4%	130	2%	3	-2
	Weekly	2%	56	1%	1	-1
	Monthly	1%	41	2%	4	1
	A few times	6%	201	8%	14	2
	Rarely	14%	449	18%	31	4
	Never	73%	2,318	69%	119	-4
Q6b [How often type of cyberbullying experienced or observed] Student to student based on a student's real or perceived religion.	Daily	4%	112	2%	3	-2
	Weekly	2%	55	0%	0	-2
	Monthly	1%	47	2%	3	1
	A few times	5%	145	3%	6	-2
	Rarely	12%	390	16%	27	4
	Never	77%	2,446	77%	133	0
Q6c [How often type of cyberbullying experienced or observed] Student to student based on a student's real or perceived disability.	Daily	3%	98	1%	2	-2
	Weekly	2%	56	0%	0	-2
	Monthly	2%	49	2%	3	0
	A few times	6%	180	4%	7	-2
	Rarely	12%	393	12%	20	0
	Never	76%	2,419	81%	140	5
Q6d [How often type of cyberbullying experienced or observed] Student to student based on a student's real or perceived gender identity.	Daily	3%	110	2%	3	-1
	Weekly	2%	50	0%	0	-2
	Monthly	2%	53	1%	1	-1
	A few times	6%	195	6%	11	0
	Rarely	13%	419	14%	24	1
	Never	74%	2,368	77%	133	3
Q6e [How often type of cyberbullying experienced or observed] Student to student based on a student's real or perceived sexual identity.	Daily	3%	108	1%	2	-2
	Weekly	2%	54	0%	0	-2
	Monthly	2%	59	1%	2	-1
	A few times	7%	214	7%	12	0
	Rarely	13%	400	11%	19	-2
	Never	74%	2,360	80%	137	6

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

Math, Engineering and Science Academy CHS Response n = 172 Response Rate = 34%

		All Charter Schools		Math, Engineering and Science Academy CHS		Difference
Q6f [How often type of cyberbullying experienced or observed] Student to student based on a student's real or perceived economic status.	Daily	3%	110	1%	2	-2
	Weekly	2%	56	1%	2	-1
	Monthly	2%	48	1%	1	-1
	A few times	6%	202	5%	9	-1
	Rarely	13%	422	12%	21	-1
	Never	74%	2,357	80%	137	6
Q6g [How often type of cyberbullying experienced or observed] Student to student based on another reason.	Daily	4%	127	1%	2	-3
	Weekly	2%	79	2%	3	0
	Monthly	2%	73	2%	4	0
	A few times	9%	297	8%	13	-1
	Rarely	15%	464	16%	28	1
	Never	67%	2,155	71%	122	4
Q6h [How often type of cyberbullying experienced or observed] Teacher or administrator to student based on any of the categories listed above.	Daily	3%	107	1%	1	-2
	Weekly	2%	52	1%	1	-1
	Monthly	1%	40	1%	1	0
	A few times	5%	145	3%	6	-2
	Rarely	9%	300	8%	14	-1
	Never	80%	2,551	87%	149	7
Q7a I feel physically safe in my school.	Strongly Agree	43%	1,377	40%	69	-3
	Somewhat Agree	27%	877	26%	44	-1
	Neither Agree nor Disagree	25%	798	33%	56	8
	Somewhat Disagree	3%	95	2%	3	-1
	Strongly Disagree	2%	48	0%	0	-2
Q7b I feel safe traveling to and from my school.	Strongly Agree	41%	1,299	37%	64	-4
	Somewhat Agree	29%	929	31%	54	2
	Neither Agree nor Disagree	23%	748	28%	49	5
	Somewhat Disagree	5%	158	2%	4	-3
	Strongly Disagree	2%	61	1%	1	-1

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

Math, Engineering and Science Academy CHS Response n = 172 Response Rate = 34%

		All Charter Schools		Math, Engineering and Science Academy CHS		Difference
Q7c I feel that the school culture supports me.	Strongly Agree	47%	1,488	51%	87	4
	Somewhat Agree	28%	907	30%	52	2
	Neither Agree nor Disagree	20%	651	17%	29	-3
	Somewhat Disagree	3%	101	2%	3	-1
	Strongly Disagree	2%	48	1%	1	-1
Q7d I feel that the school's discipline policy is applied fairly to all students.	Strongly Agree	40%	1,276	42%	72	2
	Somewhat Agree	27%	864	28%	48	1
	Neither Agree nor Disagree	22%	690	24%	42	2
	Somewhat Disagree	7%	231	5%	8	-2
	Strongly Disagree	4%	134	1%	2	-3
Q7e I have not had anything stolen from me at this school.	Strongly Agree	54%	1,710	51%	88	-3
	Somewhat Agree	14%	436	17%	30	3
	Neither Agree nor Disagree	18%	561	25%	43	7
	Somewhat Disagree	6%	182	2%	3	-4
	Strongly Disagree	10%	306	5%	8	-5
Q7f I have not seen any property damaged by students at this school.	Strongly Agree	36%	1,139	34%	58	-2
	Somewhat Agree	17%	529	20%	34	3
	Neither Agree nor Disagree	28%	883	38%	65	10
	Somewhat Disagree	11%	344	6%	11	-5
	Strongly Disagree	9%	300	2%	4	-7
Q8a Most or all of my teachers are available to help me with schoolwork.	Strongly Agree	57%	1,826	56%	97	-1
	Somewhat Agree	31%	994	35%	61	4
	Neither Agree nor Disagree	8%	255	6%	11	-2
	Somewhat Disagree	3%	89	2%	3	-1
	Strongly Disagree	1%	31	0%	0	-1
Q8b My teachers care about me.	Strongly Agree	53%	1,690	58%	100	5
	Somewhat Agree	27%	878	27%	47	0
	Neither Agree nor Disagree	16%	517	13%	23	-3
	Somewhat Disagree	2%	67	1%	1	-1
	Strongly Disagree	1%	43	1%	1	0

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

Math, Engineering and Science Academy CHS Response n = 172 Response Rate = 34%

		All Charter Schools		Math, Engineering and Science Academy CHS		Difference
Q8c My teachers give me individual attention when I ask and even when I don't ask but need it.	Strongly Agree	49%	1,575	49%	84	0
	Somewhat Agree	32%	1,025	35%	60	3
	Neither Agree nor Disagree	14%	445	13%	23	-1
	Somewhat Disagree	3%	100	2%	4	-1
	Strongly Disagree	2%	50	1%	1	-1
Q8d My teachers expect me to do my best all the time.	Strongly Agree	66%	2,107	70%	120	4
	Somewhat Agree	24%	760	22%	38	-2
	Neither Agree nor Disagree	8%	271	8%	14	0
	Somewhat Disagree	1%	38	0%	0	-1
	Strongly Disagree	1%	19	0%	0	-1
Q8e My teachers often connect what I am learning to life outside the classroom.	Strongly Agree	41%	1,301	37%	64	-4
	Somewhat Agree	31%	998	41%	70	10
	Neither Agree nor Disagree	19%	615	14%	24	-5
	Somewhat Disagree	6%	184	7%	12	1
	Strongly Disagree	3%	97	1%	2	-2
Q8f I have at least one adult at the school that I can talk to about problems I'm dealing with outside of school.	Strongly Agree	51%	1,631	45%	78	-6
	Somewhat Agree	19%	612	25%	43	6
	Neither Agree nor Disagree	17%	551	23%	40	6
	Somewhat Disagree	5%	148	3%	5	-2
	Strongly Disagree	8%	253	3%	6	-5
Q9a I am treated respectfully by my fellow students.	Strongly Agree	47%	1,507	52%	89	5
	Somewhat Agree	32%	1,007	34%	58	2
	Neither Agree nor Disagree	16%	501	11%	19	-5
	Somewhat Disagree	4%	125	3%	5	-1
	Strongly Disagree	2%	55	1%	1	-1
Q9b I am treated respectfully by my teachers and other adults in my school.	Strongly Agree	65%	2,078	69%	119	4
	Somewhat Agree	24%	781	26%	44	2
	Neither Agree nor Disagree	9%	275	5%	9	-4
	Somewhat Disagree	1%	39	0%	0	-1
	Strongly Disagree	1%	22	0%	0	-1

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

Math, Engineering and Science Academy CHS Response n = 172 Response Rate = 34%

		All Charter Schools		Math, Engineering and Science Academy CHS		Difference
Q9c Adults working at this school reward students for positive behavior.	Strongly Agree	47%	1,517	51%	88	4
	Somewhat Agree	28%	899	33%	57	5
	Neither Agree nor Disagree	18%	584	13%	23	-5
	Somewhat Disagree	4%	129	2%	3	-2
	Strongly Disagree	2%	66	1%	1	-1
Q9d Adults working at this school help students develop strategies to understand and control their feelings and actions.	Strongly Agree	47%	1,515	41%	70	-6
	Somewhat Agree	29%	914	41%	70	12
	Neither Agree nor Disagree	18%	591	15%	26	-3
	Somewhat Disagree	3%	107	2%	3	-1
	Strongly Disagree	2%	68	2%	3	0
Q9e This school has a positive impact on my life.	Strongly Agree	40%	1,273	43%	74	3
	Somewhat Agree	27%	871	34%	59	7
	Neither Agree nor Disagree	24%	755	20%	35	-4
	Somewhat Disagree	5%	149	1%	2	-4
	Strongly Disagree	5%	147	1%	2	-4
Q10 Would you choose to be attending a different school if you could?	Yes	15%	483	10%	18	-5
	No	55%	1,748	71%	122	16
	Maybe	30%	964	19%	32	-11

NYSED CSO Student Survey 2021

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

Math, Engineering and Science Academy CHS

OPEN1 If you did experience or observe cyberbullying in any of the situations above, please list examples of the types of cyberbullying you saw:	**-Calling people inappropriate names or judging their body size.**
	Cyberbulling is when you bully online.
	Cyberbullying is were bullies bully people on line.
	I did not experience this kind of stuff
	I have never experience or observed cyberbullying.
	I have never experienced or observed cyberbullying.
	I have never observed any cyber bullying so far.
	I have no experience or seen that.
	I have not experience with cyberbullying
	I have not experienced cyber bullying
	I have not seen any kind of cyber bulling.
	I havent seen any cyber bullying
	I haven’t seen any at the moment or before!
	I never experienced it
	I never saw a cyberbullying
	I saw harassment
	I saw none.
	I saw something similar. Someone made a Snapchat and Instagram accounts that exposed some people.
	I'll just log out.
	Instagram Accounts making fun of people in the school.
	Instagram feed bullying the African American students in our school.
	Ive not seen any examples of cyberbullying.
	Making fun of what kids wear they grades the way they look i saw all of this growing up.
	N/A
	No
	No i haven't experience cyber bullying
	No, I have never experience cyberbully.
	No.
	None
	Not that I seen or know of.

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

Math, Engineering and Science Academy CHS

	Once i got cyberbullied and they said they were gonna do something but their change was simple
	Some people (not from this school) make fake accounts to soemetimes troll people
	There once was a MESA tea page and they said that they had to get all the black kids out beacuse we are ghetto and ruining the school.
	This girl fakes to be my friend and posts stuff about her saying that she deserves it because of what she did but she wont tell us why.
	Verbal,harassment, and outing.
	Well I do have twitter so, I basically see it almost everyday.
	When I speak I say "um" a lot so Im explaining my answer and someone in the chat says CEO of um
	cursing talkng about people
	harassment, trickery, cyber stalking, using someone's else's profile, and creating made-up profiles to post harmful things.
	i have not
	i haven't seen cyberbullying
	making anonymous Instagram accounts to talk about students
	mean messages, mean pictures of the person they are cyberbullying, rude comments
	n/a
	nah
	no
	no just in my old school
	none
	nope
	nope I have not experienced any type of cyberbullying from anybody in the school
	not sure
	social media accounts of post talking badly about other students
	uh i never experience so yeah but if i see id have to pull self defense on them for another person

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

Math, Engineering and Science Academy CHS

OPEN2 We would really appreciate it if you would explain why you chose your answer to 'Would you choose to be a attending a different school if you could?'	**Already spent more than a year in school so it's weird to switch**
	As there were many school i would be attending its more of what would've been rather than actual like of school
	Because I like this school and what it teaches for me.
	Because I wanted to go out of my borough
	Because i feel this school makes learing fun and i could actually be happy that i am going to school
	Before attending this school I was initially supposed to be in another school but I realized that the environment in my current school felt much safer. I remeber feeling nervous because high school school was new to me I thought it was more challenging but I was suprised. The environment the students, teachers are all great.
	Cause the school is a good space to learn already
	Cuz i like mesa
	Depending on the opportunity that I get from a different school I would've went to that school.
	Depends on how much I like the other school.
	Even though, Mesa is a good school,I would have loved to go to a school a bit far and where I could grow experience getting to know a new place. Also most of my family members went to Mesa.
	I actually really love the school and I love the teachers. the teachers really care about us and they make sure that we know that.
	I am fine in my school, they give a lot of resources and care for each student.
	I believe this school is really good for me.
	I choose maybe because personally I feel like this school wasn't meant for me and the school feels bland.
	I choose no because I feel like we should go to school after the COVID cases lower.
	I choose the answer no because this is one of the best schools i ever attend and what I love is that the give students opportunities to fit in and feel welcome. when I first joined this school I felt connected because, we did this thing where we felt connected to the teachers and students plus everyone was friendly also mesa provides office hours and tutors whenever you falling behind so they make sure that everyone is on track with their school work and I wouldnt leave that opportunity for anything.

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

Math, Engineering and Science Academy CHS

	I chose maybe as my answer above because I live near the school building and I feel really positive about this school. I would attend another school only if I have to move to another city or state, otherwise, im staying here.
	I chose maybe because this school is great, but I had other schools to apply to.
	I chose no because the school is good
	I chose that answer because i really love my school how it it and it does not matter whta other says
	I chose this answer because I see things in other highschools that I don't see in MESA, but I still like MESA's teaching and environment.
	I chose yes because MESA is good and it does impact many kids in a positive way but I think I could be pushed a little a more. Coming from MVP charter I feel like MESA was a little underwhelming in some aspects. Over all it’s good just want more.
	I don't think so, however being in bigger environment might be funner however the school is really friendly and fun already.
	I enjoy my school
	I enjoyed Mesa being close and it helped me figure out my major i want to study in college and has helped me each year get closer to accomplishing my goals.
	I feel comfortable at school
	I feel comfortable at this school with the staff, classmates, and the environment
	I feel fine with the school I am currently going to so I don't think I would change schools.
	I feel like MESA is doing a great job better than any other school around my area.
	I feel like its a good school so far and i went there for middle school.
	I feel like this school helps me get on track with my grades and extracurricular programs. I think this school really tries to make the students think in college and look for a great future. I just transferred but I am looking forward to see what more the school has to offer!
	I feel like this school is gives me more than enough information about scholarships and programs that will help me with my future career.

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

Math, Engineering and Science Academy CHS

	I feel like this school is good and local.
	I feel really comfortable at this school
	I have looked at other high schools (not physically of course) but I know there are better high schools out there than MESA, with that said this high school does not have anything wrong with it if anything it's the opposite. MESA bombards you with support from teachers, outside activities, and even students themselves which pleasantly surprised me. Also, I feel like my experience with learning has been comfortable I feel like my teachers explain very well what they are trying to teach, and if I don't they sure let us know we can ask them questions anytime privately or not which gives me the confidence to ask more when I'm confused. Lastly the grading system, at first I didn't like it, and my thoughts on it are still very murky but for now, I believe they are adequate in assessing my grades, and the potential it gives for improvement is also welcomed. So no, I would not choose another high school I am pleasantly residing in MESA :>
	I have never attended the school in real life yet.
	I just don't like that we end school late but besides that the school is really beneficial especially if you want to go to college.
	I like my school. Others sound much worse than mine.
	I like the atmosphere at this school.
	I like the school I go to
	I like the way the teachers teach in this school, its way better than how it was at my old school. they care more here asoutones mental health
	I like this school eventhough I still don't know the school because I transfered this year but during this remote learning I could see the teachers are really good
	I really like how the school is run and i would stay in this school
	I really love my school and the teachers are amazing.
	I really wanted to apply to an art school but I was kind of made to go the my current school.
	I said No because I like the way this school is organized. I like the way the teachers helps the students even though they have other things to do.
	I said no because I love this school. This school change my life and am so happy.
	I said no because I really like the school I am in now. It is really opening and welcoming and treats the students well.

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

Math, Engineering and Science Academy CHS

	I said no because my school is providing me with a lot of good things for my education and colleges
	I said no because the school has shaped academic wise
	I think im doing good in my school and I don't feel like changing it cuz Ive grown very close to them
	I think that this school is a good school because so far they have. been leading me well and am getting good grades.
	I think that this school is the best fit for me, so I wouldn't change it.
	I think this school gives me opportunities no other school does.
	I think this school is good because they care about their students, and the academics offered are outstanding
	I wasn't really planning to go to MESA, i actually wanted to go to Gramercy Arts High School. because it's a arts school and I'm all about arts and music and dancing.
	I won't go to a different school because this school helped me learn more about every subject
	I would never leave this school because people in this school make me feel comfortable
	I would not because I like the school that im in right now.
	I would not choose to attend a different school because I feel really comfortable in the school I am in especially since I haven't seen bullying.
	I would't choose to attend another school because all the teacher in this school are very nice and I feel very comfortable at this school.
	I wouldn't because the teachers in this school want to help you pass.
	I wouldn't choose another school because the teachers in this school are understanding and don't give you a hard time. Also my brother and cousin attends this school so i'm happy i'm also able to.
	I wouldnt change school becuase my sister came her and she graudte and she knows most of the teachers and this school fall in the category fro my future job.
	I wouldn’t choose to be in any other school because this one has already and I’m sure will continue to have an amazing and meaningful impact in my life. The people in it, the support system, and the fact that they hear us out is amazing!
	I'm good with the school Im in

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

Math, Engineering and Science Academy CHS

	I'm grateful to be apart of a high school that's fairly new and continues to grow each day.
	I've experience racism in this school like never before and I would feel more comfortable back at my old 6-12 school.
	It may sound dumb but I simply would like to be in the same school as my best friend, don't get me wrong this is an amazing school. The teachers are like nothing I've ever seen it's crazy, the work is actually fun(some of it) But despite all of this I just want to be in the same school as my best friend.
	It really depends I really enjoy this school but of there was an opportunity for a amazing high school I would take the chance
	It would be because it is a good school.
	It would be lying if I said I didn't want to transfer at the beginning of my high school experience because I did, but grew to enjoy the custom and schedule of the school. I would see how in public schools their system differs from the one in my school and the pros were evident in the aspect that students had more liberty, but also they had a bit more rigorous courses than at MESA. Ultimately this was one of the factors on why I wanted to transfer, but I decided to stay at MESA because of the location and the support that they gave/ opportunities.
	It's a very open and safe space and I like the environment it has.
	It's not a bad reason for wanting to go another school is just that I could have done better.
	It’s honestly a good school. The environment is always clean and the staff are always friendly. It’s just that some of the students make the school seem like sh*t when it’s not. Many students complain about the grading system but it’s fair to me, most of them are just lazy.
	I’ve had my eye on this school since I was in 6th or 7th grade and I don’t really know what it is, but this school was always very welcoming and supportive. My sister went to this school and in my opinion, this school was the most inclusive school i’ve ever seen. Really glad I got in.
	Just out of curiosity on what it would be like.
	MESA has allowed me to grow and become who I am, through the good and bad times, and I am thankful for that.
	MESA will always be my home.
	Mesa is a good school
	My experience at MESA has been good so far they are really good at making students welcome. Lastly the school is really close to my house if I do attend in person school one day

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

Math, Engineering and Science Academy CHS

My school is good to me and allows me to be myself without having to worry about anything. I learn a lot and am given many chances to succeed.
My sister came to this schooll and graudte
No because I get to know more my teachers and friends and they make me to feel good on the school
No because I love this school
No because im about to graduate
Not really because I feel comfortable in this school.
Only if the different school was a top school
Sometimes I'm bored
The grading system is a bit unfair you could have all A's and one D could make your overall grade a D which is a bit odd but maybe it's because we are remote right now but besides that the school is really good and a really supportive environment I feel included despite my race or sexual identity.
The school doesn't challenge me. I know almost everything that this school teaches me. However, it's not there fault I just came from a good school.
The school has more benefits available for me.
The school hours and the overload of class work and homework everyday for every single class
The school is safe and they do a good job in trying to make you learn more and become better. They also help us prepare for our future.
The school now offers way more individual help to students behind on work than any of my other schools. Plus unlike middle schools, some of the teachers actually get you excited to learn.
The school or teachers actually make it fun and easier to learn.
There is no need to be attending another school because the school I attend has everything that I want from a high school.
There"s always a better school but i feel like i don't really belong their because i don't like going to school i see school as a waste of time
This is a good school to be attending.
This school hasn’t haven me so many opportunities that other schools can’t
This school is doing alright for me, it doesnt seem like it would force me to quit

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

Math, Engineering and Science Academy CHS

	because I feel really comfortable in this school and the position I'm in the the school
	because I'm not so sure and at the same time if I wanted to.
	because i already feel comfortable in this school
	because i feel already comfortable with this school the teachers i have are nice and help out if i need help
	because i have no porblem with this school
	because i haven't been comfortable there.
	because i like mine
	because i wanna go to a bigger HS , my school is shared with two more and i don't like that , i want a school were i can only see the school students and be safe
	because i wanted to come to MESA since i was in middle school.
	because it's great so far
	because its really far and i dont feel safe treveling
	because the school is not that far.
	because there is better options
	i like mesa
	i really like the school and i can see my self progress in this school
	i really not sure sometimes i feel changing and sometimes i feel not
	i say this because another school wont help me like the teachers do here so no i wont move to another school even if i can
	i was forced to go to this school, math engineering and science isn't really my interest, i was only forced because of the conveniency
	i will stay
	i would not change schools because even though i have not gone in person i am happy there.
	i would stay in one school
	if there's a better school then Mesa then why not.
	im ok with this school i just need t put in the work
	n?a
	nah
	no

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

Math, Engineering and Science Academy CHS

	no because im almost graduating soon and i like this school.
	none
	not sure
	the school does not challenge me at all. The work is way too easy, in my old school i was preparing for regents in 8th grade in this school i have an A for almost everything because the work is really easy and i submit things on time. I would definitely like to go to a different school that challenges and extends my thinking
	the school is closer to me.
	the school is very supportive
	this school is regular and i have no reason to change

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

Math, Engineering and Science Academy CHS

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.	**n/a**
	Everything is good.
	I would really recommend this school because students have many opportunities and bullying doesn't really happen in this school. There are really nice people and in the morning there are students that make your day by telling you good morning and saying beautiful things as you are passing the hallway.
	I'm ready to see inside the school thats it.
	It is one of my best schools I ever attended and the best experience I ever had was attending a bonding trip to get to know everyone much better and how supportive this school can be because they provide a lot of help cause they do want their students to fail that´s why we office hours to make up missing assignments.
	It is unfair that we don't have a spring season when other schools in other areas have their seasons. It sucks just being at home and not being able to go train and play games with my team because that would help me perform better in school since it'd refresh my brain.
	Its been a great experience.
	It's a pretty great school that I'll recommend to anyone.
	It's all really based on the students mentality on where they stand in the school.
	N/A
	NO
	No
	No there is not
	No this school if gonna be good for me because I want to do engering.
	No, I wouldn't want to let you know anything else about this school.
	None
	None at the moment
	Nothing else
	Nothing else. It's a good school, it's just the students that make it seem like it's bad.
	Overall, such an inclusive school. Incomparable to my last one.
	So far this school is great!

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

Math, Engineering and Science Academy CHS

	Sometimes I feel uncomfortable because their always those types of kids who try to be popular and stuff and bro not cool
	The school is really good
	This school was able to teach us about race,ethnicity, sexual orientation and more without any bias opinions. We also get taught the other side of history instead of usually the white rich man's point of view.
	Uhm so in math I'm kinda learning everything I learned in 9th grade all my classmates I've kept in touch with from 8th grade tell me they are learning 10th-grade math cause we were in an advanced classed idk. I could be wrong.
	Well if there is anything is that I hope when we come back to school, MESA is just as good as it seems online because my prior school did not have a good track record in bullying, herrasnment, and fighting.
	experience was good and I wish they could do sports for spring.
	my school is one of the best.
	n/a
	no
	no everything ggod
	none
	nope
	not really
	we have not been inside the actual school yet

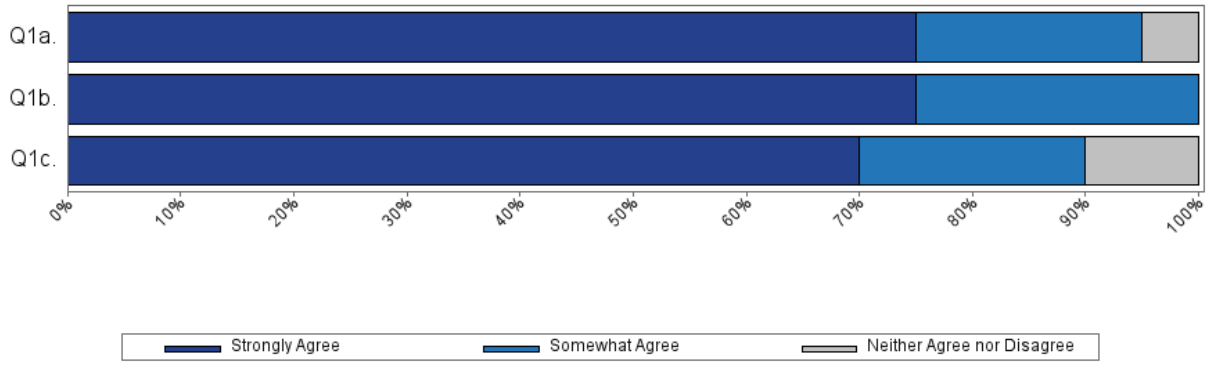
NYSED CSO Parent Survey 2022

MATH, ENGINEERING AND SCIENCE ACADEMY CHARTER HIGH SCHOOL

20 RESPONSES

4% 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	75%	15	74%	4,204
	Somewhat Agree	20%	4	19%	1,080
	Neither Agree nor Disagree	5%	1	4%	225
	Somewhat Disagree	0%	0	2%	97
	Strongly Disagree	0%	0	2%	89
Q1b. I am aware of the academic supports available to my child.	Strongly Agree	75%	15	70%	3,988
	Somewhat Agree	25%	5	20%	1,166
	Neither Agree nor Disagree	0%	0	4%	254
	Somewhat Disagree	0%	0	3%	143
	Strongly Disagree	0%	0	3%	144

Academics		% by School	Total by School	% All Schools	Total All Schools
Q1c. The teaching quality at this school is very high.	Strongly Agree	70%	14	67%	3,790
	Somewhat Agree	20%	4	23%	1,335
	Neither Agree nor Disagree	10%	2	5%	309
	Somewhat Disagree	0%	0	3%	148
	Strongly Disagree	0%	0	2%	113

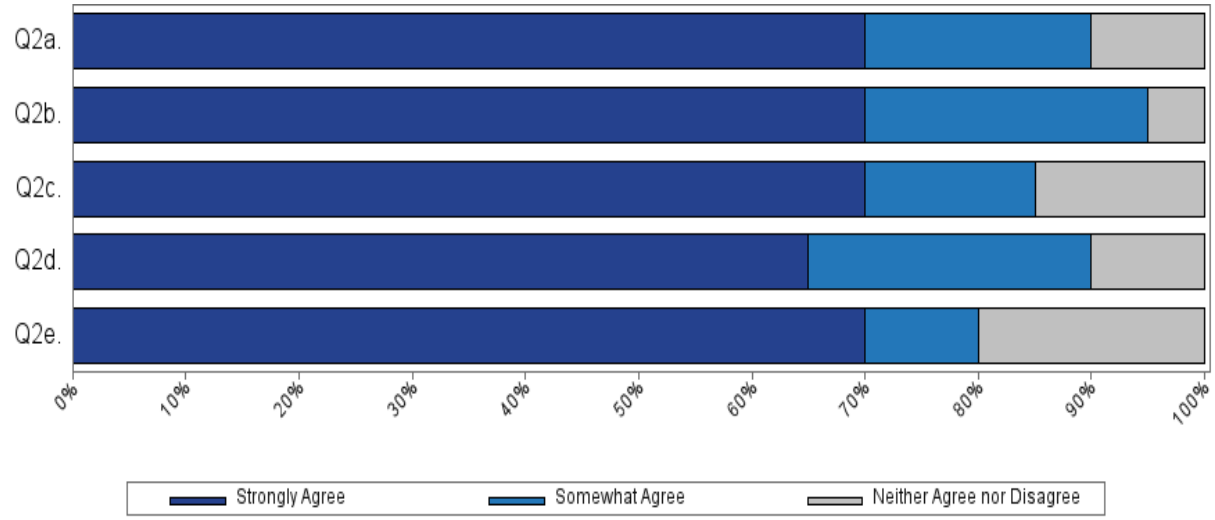
NYSED CSO Parent Survey 2022

MATH, ENGINEERING AND SCIENCE ACADEMY CHARTER HIGH SCHOOL

20 RESPONSES

4% RESPONSE RATE

Behavior Managment 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%	14	68%	3,849
	Somewhat Agree	20%	4	18%	1,051
	Neither Agree nor Disagree	10%	2	8%	456
	Somewhat Disagree	0%	0	3%	173
	Strongly Disagree	0%	0	3%	166
Q2b. The school's discipline policy is fair to all students.	Strongly Agree	70%	14	63%	3,610
	Somewhat Agree	25%	5	19%	1,068
	Neither Agree nor Disagree	5%	1	10%	593
	Somewhat Disagree	0%	0	4%	205
	Strongly Disagree	0%	0	4%	219

Behavior Management and Safety		% by School	Total by School	% All Schools	Total All Schools
Q2c. The school's discipline policy is enforced by all teachers and staff.	Strongly Agree	70%	14	61%	3,481
	Somewhat Agree	15%	3	20%	1,132
	Neither Agree nor Disagree	15%	3	12%	703
	Somewhat Disagree	0%	0	3%	189
	Strongly Disagree	0%	0	3%	190
Q2d. I am aware of how the school supports student social-emotional development.	Strongly Agree	65%	13	63%	3,610
	Somewhat Agree	25%	5	22%	1,233
	Neither Agree nor Disagree	10%	2	9%	498
	Somewhat Disagree	0%	0	3%	172
	Strongly Disagree	0%	0	3%	182
Q2e. The school has social, emotional, and mental health programs and supports for all students.	Strongly Agree	70%	14	59%	3,372
	Somewhat Agree	10%	2	21%	1,183
	Neither Agree nor Disagree	20%	4	14%	809
	Somewhat Disagree	0%	0	3%	159
	Strongly Disagree	0%	0	3%	172

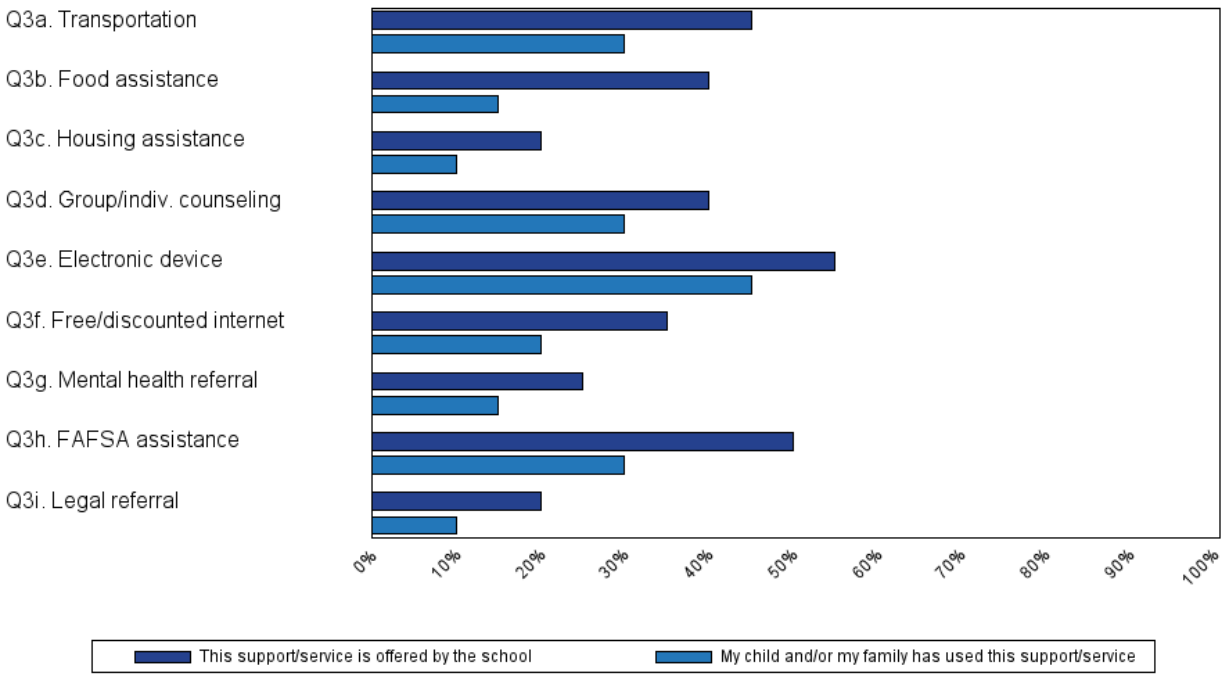
NYSED CSO Parent Survey 2022

MATH, ENGINEERING AND SCIENCE ACADEMY CHARTER HIGH SCHOOL

20 RESPONSES

4% 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	45%	9	68%	3,897
	My child and/or my family has used this support/service	30%	6	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	40%	8	63%	3,572
	My child and/or my family has used this support/service	15%	3	25%	1,442
Q3c. Housing assistance	This support/service is offered by the school	20%	4	26%	1,475
	My child and/or my family has used this support/service	10%	2	8%	449
Q3d. Group/indiv. counseling	This support/service is offered by the school	40%	8	56%	3,182
	My child and/or my family has used this support/service	30%	6	16%	905
Q3e. Electronic device	This support/service is offered by the school	55%	11	70%	3,986
	My child and/or my family has used this support/service	45%	9	46%	2,624
Q3f. Free/discounted internet	This support/service is offered by the school	35%	7	43%	2,429
	My child and/or my family has used this support/service	20%	4	14%	799
Q3g. Mental health referral	This support/service is offered by the school	25%	5	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	15%	3	8%	437
Q3h. FAFSA assistance	This support/service is offered by the school	50%	10	34%	1,957
	My child and/or my family has used this support/service	30%	6	8%	470
Q3i. Legal referral	This support/service is offered by the school	20%	4	27%	1,523
	My child and/or my family has used this support/service	10%	2	5%	281

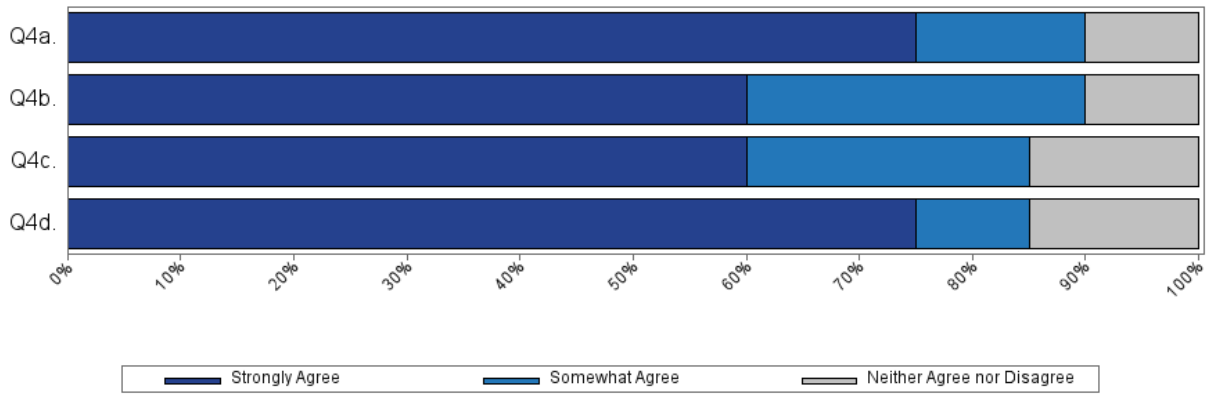
NYSED CSO Parent Survey 2022

MATH, ENGINEERING AND SCIENCE ACADEMY CHARTER HIGH SCHOOL

20 RESPONSES

4% 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	75%	15	70%	3,988
	Somewhat Agree	15%	3	20%	1,160
	Neither Agree nor Disagree	10%	2	5%	296
	Somewhat Disagree	0%	0	3%	143
	Strongly Disagree	0%	0	2%	108
Q4b. The school has systems in place to ensure that the environment is free from bullying, harassment, and discrimination.	Strongly Agree	60%	12	60%	3,406
	Somewhat Agree	30%	6	23%	1,293
	Neither Agree nor Disagree	10%	2	10%	546
	Somewhat Disagree	0%	0	4%	255
	Strongly Disagree	0%	0	3%	195

Behavior Management		% by School	Total by School	% All Schools	Total All Schools
Q4c. Classroom environments support learning and are generally free from disruption.	Strongly Agree	60%	12	59%	3,369
	Somewhat Agree	25%	5	24%	1,383
	Neither Agree nor Disagree	15%	3	10%	568
	Somewhat Disagree	0%	0	4%	221
	Strongly Disagree	0%	0	3%	154
Q4d. The school has high behavioral expectations for my child.	Strongly Agree	75%	15	71%	4,023
	Somewhat Agree	10%	2	20%	1,129
	Neither Agree nor Disagree	15%	3	7%	379
	Somewhat Disagree	0%	0	1%	84
	Strongly Disagree	0%	0	1%	80

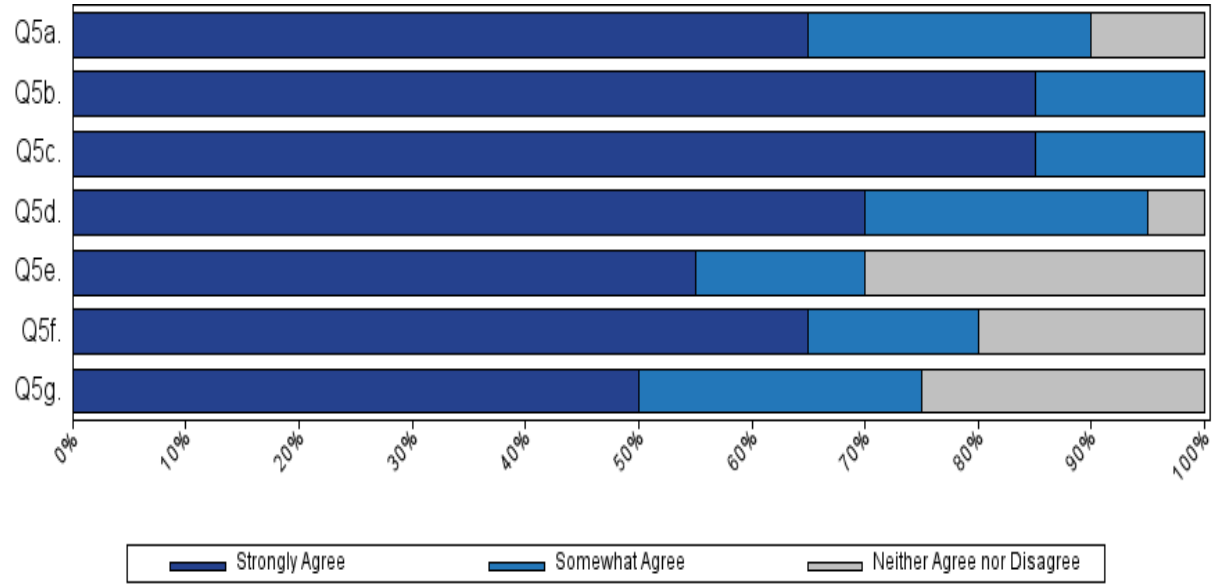
NYSED CSO Parent Survey 2022

MATH, ENGINEERING AND SCIENCE ACADEMY CHARTER HIGH SCHOOL

20 RESPONSES

4% 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	65%	13	63%	3,613
	Somewhat Agree	25%	5	21%	1,172
	Neither Agree nor Disagree	10%	2	10%	582
	Somewhat Disagree	0%	0	3%	175
	Strongly Disagree	0%	0	3%	153
Q5b. I receive regular and timely information on my child's academic progress in my home language.	Strongly Agree	85%	17	74%	4,219
	Somewhat Agree	15%	3	16%	937
	Neither Agree nor Disagree	0%	0	4%	235
	Somewhat Disagree	0%	0	3%	157
	Strongly Disagree	0%	0	3%	147

Family Engagement and Communication		% by School	Total by School	% All Schools	Total All Schools
Q5c. The school uses many methods of communication with families.	Strongly Agree	85%	17	77%	4,411
	Somewhat Agree	15%	3	15%	875
	Neither Agree nor Disagree	0%	0	4%	213
	Somewhat Disagree	0%	0	2%	96
	Strongly Disagree	0%	0	2%	100
Q5d. The school seeks feedback from parents through surveys, meetings, or some other way.	Strongly Agree	70%	14	72%	4,123
	Somewhat Agree	25%	5	18%	1,003
	Neither Agree nor Disagree	5%	1	6%	324
	Somewhat Disagree	0%	0	2%	126
	Strongly Disagree	0%	0	2%	119
Q5e. The school has a complaint policy that is easy to find.	Strongly Agree	55%	11	51%	2,911
	Somewhat Agree	15%	3	19%	1,055
	Neither Agree nor Disagree	30%	6	22%	1,271
	Somewhat Disagree	0%	0	4%	209
	Strongly Disagree	0%	0	4%	249
Q5f. The school has a complaint policy that is easy to understand.	Strongly Agree	65%	13	53%	3,016
	Somewhat Agree	15%	3	18%	1,018
	Neither Agree nor Disagree	20%	4	23%	1,295
	Somewhat Disagree	0%	0	3%	150
	Strongly Disagree	0%	0	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	50%	10	51%	2,877
	Somewhat Agree	25%	5	19%	1,107
	Neither Agree nor Disagree	25%	5	20%	1,162
	Somewhat Disagree	0%	0	5%	261
	Strongly Disagree	0%	0	5%	288

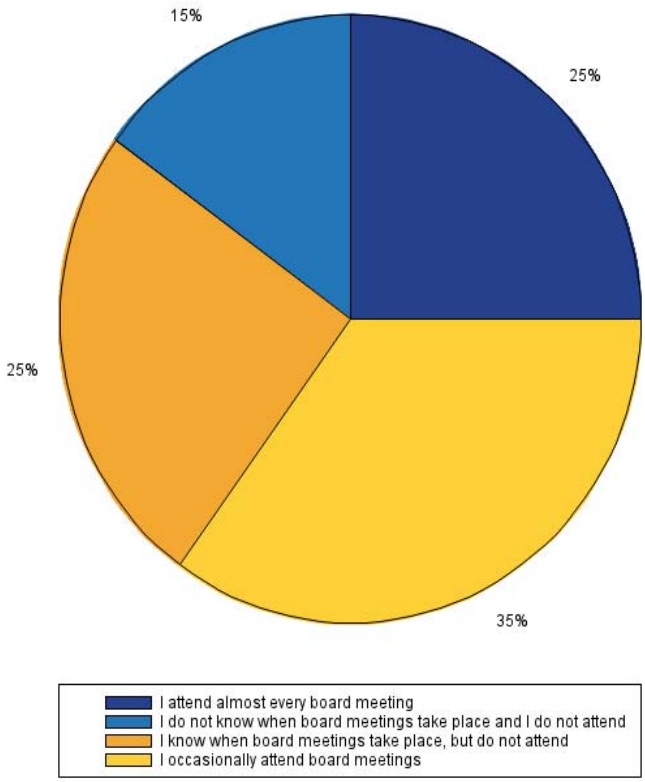
NYSED CSO Parent Survey 2022

MATH, ENGINEERING AND SCIENCE ACADEMY CHARTER HIGH SCHOOL

20 RESPONSES

4% 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	25%	5	14%	808
	I occasionally attend board meetings	35%	7	23%	1,314
	I know when board meetings take place, but do not attend	25%	5	35%	1,975
	I do not know when board meetings take place and I do not attend	15%	3	28%	1,598

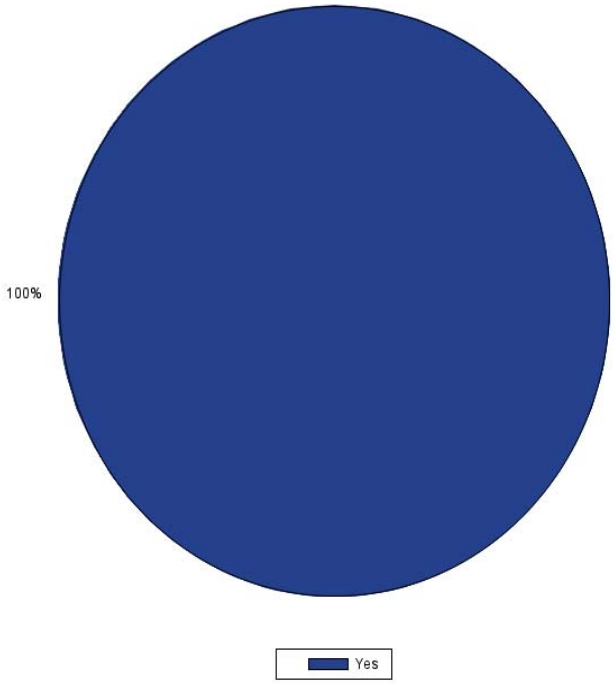
NYSED CSO Parent Survey 2022

MATH, ENGINEERING AND SCIENCE ACADEMY CHARTER HIGH SCHOOL

20 RESPONSES

4% 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	100%	20	83%	4,724
	No	0%	0	6%	328
	I don't know the school's mission	0%	0	11%	643

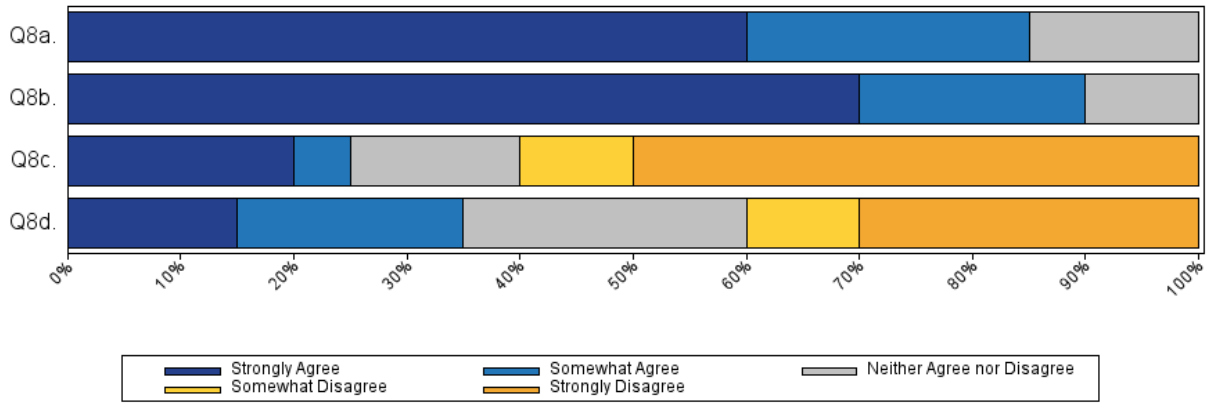
NYSED CSO Parent Survey 2022

MATH, ENGINEERING AND SCIENCE ACADEMY CHARTER HIGH SCHOOL

20 RESPONSES

4% 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	60%	12	64%	3,665
	Somewhat Agree	25%	5	18%	1,042
	Neither Agree nor Disagree	15%	3	14%	798
	Somewhat Disagree	0%	0	2%	97
	Strongly Disagree	0%	0	2%	93
Q8b. I am confident the school is following the proper safety standards.	Strongly Agree	70%	14	70%	3,979
	Somewhat Agree	20%	4	19%	1,060
	Neither Agree nor Disagree	10%	2	8%	457
	Somewhat Disagree	0%	0	2%	101
	Strongly Disagree	0%	0	2%	98

COVID-19 Learning Environment		% by School	Total by School	% All Schools	Total All Schools
Q8c. My child has difficulty learning in the current school setting.	Strongly Agree	20%	4	14%	779
	Somewhat Agree	5%	1	12%	663
	Neither Agree nor Disagree	15%	3	14%	790
	Somewhat Disagree	10%	2	9%	523
	Strongly Disagree	50%	10	52%	2,940
Q8d. I worry my child will come in contact with COVID19 while in school.	Strongly Agree	15%	3	19%	1,085
	Somewhat Agree	20%	4	21%	1,194
	Neither Agree nor Disagree	25%	5	24%	1,384
	Somewhat Disagree	10%	2	11%	623
	Strongly Disagree	30%	6	25%	1,409

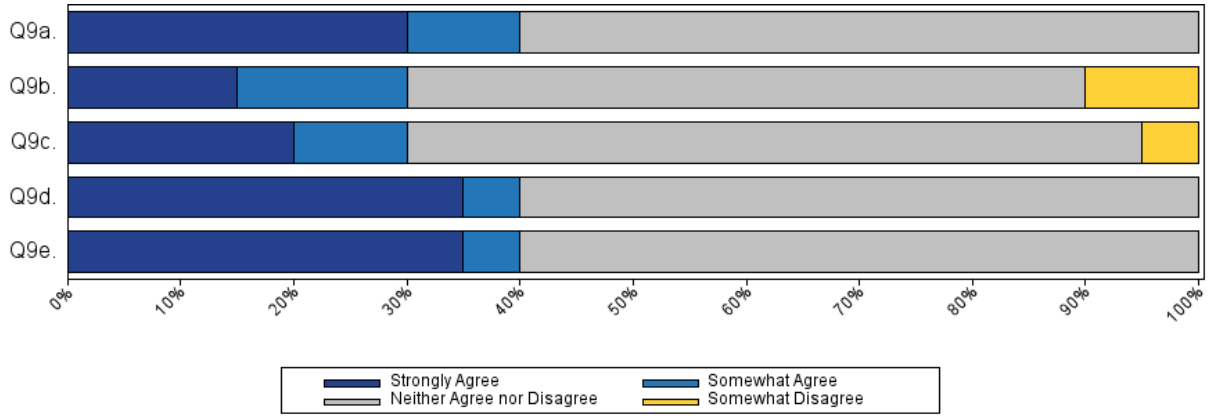
NYSED CSO Parent Survey 2022

MATH, ENGINEERING AND SCIENCE ACADEMY CHARTER HIGH SCHOOL

20 RESPONSES

4% 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	30%	6	58%	3,325
	Somewhat Agree	10%	2	17%	943
	Neither Agree nor Disagree	60%	12	21%	1,204
	Somewhat Disagree	0%	0	2%	97
	Strongly Disagree	0%	0	2%	126
Q9b. Handling remote learning platforms (Zoom, Google Meet, teacher apps, etc.) has been difficult.	Strongly Agree	15%	3	26%	1,463
	Somewhat Agree	15%	3	16%	888
	Neither Agree nor Disagree	60%	12	24%	1,359
	Somewhat Disagree	10%	2	11%	603
	Strongly Disagree	0%	0	24%	1,382

COVID-19 Remote Learning Environment		% by School	Total by School	% All Schools	Total All Schools
Q9c. Managing my work along with my child's remote learning schoolwork has been a challenge.	Strongly Agree	20%	4	29%	1,657
	Somewhat Agree	10%	2	20%	1,153
	Neither Agree nor Disagree	65%	13	26%	1,500
	Somewhat Disagree	5%	1	8%	434
	Strongly Disagree	0%	0	17%	951
Q9d. The internet in my home works when my child needs to access school materials for remote learning	Strongly Agree	35%	7	64%	3,669
	Somewhat Agree	5%	1	14%	824
	Neither Agree nor Disagree	60%	12	16%	939
	Somewhat Disagree	0%	0	2%	142
	Strongly Disagree	0%	0	2%	121
Q9e. My child has access to a tech device for school when needed for remote learning.	Strongly Agree	35%	7	73%	4,151
	Somewhat Agree	5%	1	10%	585
	Neither Agree nor Disagree	60%	12	14%	814
	Somewhat Disagree	0%	0	1%	57
	Strongly Disagree	0%	0	2%	88

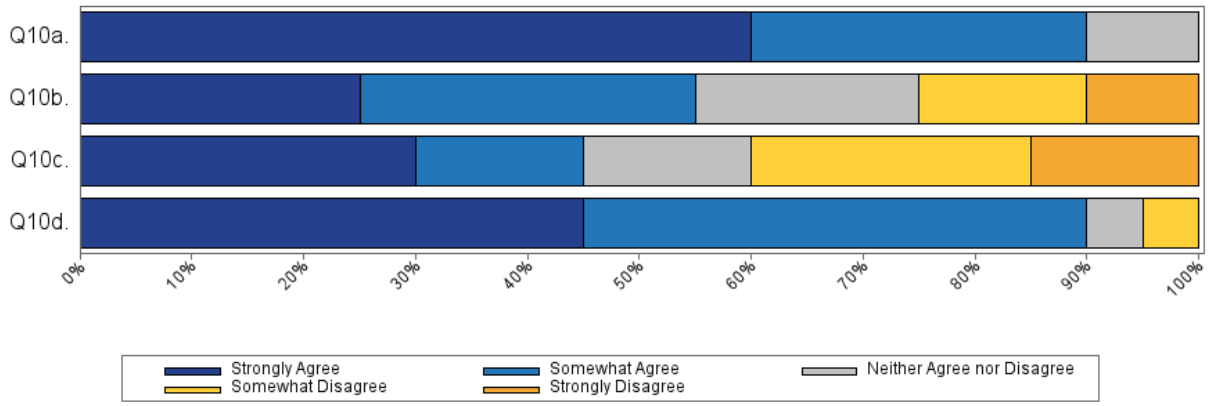
NYSED CSO Parent Survey 2022

MATH, ENGINEERING AND SCIENCE ACADEMY CHARTER HIGH SCHOOL

20 RESPONSES

4% 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	60%	12	66%	3,744
	Somewhat Agree	30%	6	24%	1,354
	Neither Agree nor Disagree	10%	2	6%	335
	Somewhat Disagree	0%	0	3%	165
	Strongly Disagree	0%	0	2%	97
Q10b. I need to devote a great amount of time to support my child's school participation.	Strongly Agree	25%	5	32%	1,812
	Somewhat Agree	30%	6	25%	1,437
	Neither Agree nor Disagree	20%	4	23%	1,332
	Somewhat Disagree	15%	3	11%	621
	Strongly Disagree	10%	2	9%	493

COVID-19 Learning Environment		% by School	Total by School	% All Schools	Total All Schools
Q10c. I am concerned about my child's social or emotional well-being	Strongly Agree	30%	6	27%	1,564
	Somewhat Agree	15%	3	18%	1,028
	Neither Agree nor Disagree	15%	3	17%	947
	Somewhat Disagree	25%	5	14%	771
	Strongly Disagree	15%	3	24%	1,385
Q10d. I am more connected with my child's day-to-day education now than ever before.	Strongly Agree	45%	9	48%	2,721
	Somewhat Agree	45%	9	24%	1,389
	Neither Agree nor Disagree	5%	1	19%	1,075
	Somewhat Disagree	5%	1	5%	284
	Strongly Disagree	0%	0	4%	226

NYSED CSO Parent Survey 2022

MATH, ENGINEERING AND SCIENCE ACADEMY CHARTER HIGH SCHOOL

20 RESPONSES

4% RESPONSE RATE

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

Question Answer
I choose mesa because I know Mesa will give my child the knowledge to succeed after graduation.
It is great school for learning and has my child's education and we'll being at heart.
*Because they recommended the school to me.
*They have a high percentage in graduate statistics, a good quality education, help students x various resources achieve their goals, and maintain organization, responsibility and security. MESA is the best..
*Because it is very disciplined and gives a lot to the students.
I heard so many good things about this school and all the opportunities it provides for its students so I decided this was the one.
My child always said, he wants to be a doctor or anything that related to science
I got most of the information and attended to some meetings with the Principal and the staff OF the MESA CHARTER SCHOOL before my son get a seat in MESA CHARTER SCHOOL. I really like it for for my son. Thanks a lot for everything
It is very close to home and it was very well recommended.
Small school. Great teacher interaction. Location
*Because they spoke well of this school
My child chose the school and I support her decision.
*Because I had a good experience with my eldest daughter... I really liked the teaching methods and the help they provide to the students. Communication with parents is very good.
Proximity to home and heard very good things about that school.
*Because I would find a good school that offers many educational and interesting programs for the education of my son.

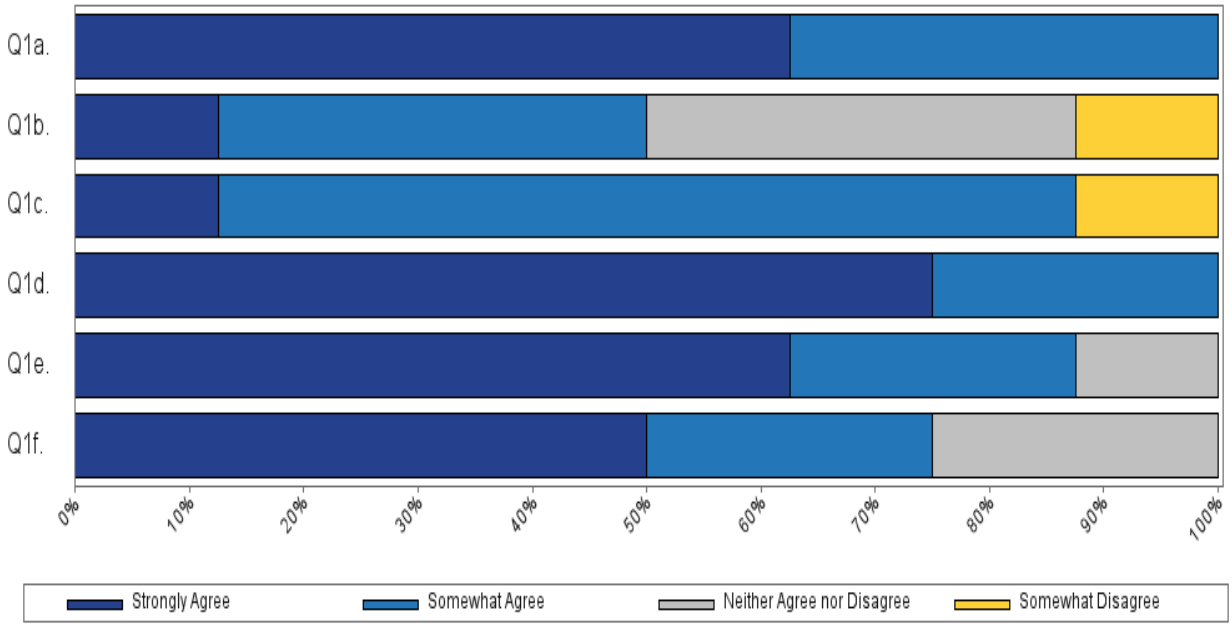
NYSED CSO Teacher Survey 2022

MATH, ENGINEERING AND SCIENCE ACADEMY CHARTER HIGH SCHOOL

8 RESPONSES

14% RESPONSE RATE

Curriculum



Curriculum		% by School	Total by School	% All Schools	Total All Schools
Q1a. The school has a documented curriculum that is aligned to the New York State learning standards.	Strongly Agree	63%	5	68%	1,310
	Somewhat Agree	38%	3	24%	460
	Neither Agree nor Disagree	0%	0	4%	74
	Somewhat Disagree	0%	0	3%	49
	Strongly Disagree	0%	0	2%	38
Q1b. The school's curriculum is aligned horizontally across same grade level classrooms.	Strongly Agree	13%	1	58%	1,113
	Somewhat Agree	38%	3	26%	506
	Neither Agree nor Disagree	38%	3	10%	190
	Somewhat Disagree	13%	1	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	13%	1	51%	978
	Somewhat Agree	75%	6	32%	612
	Neither Agree nor Disagree	0%	0	11%	212
	Somewhat Disagree	13%	1	4%	85
	Strongly Disagree	0%	0	2%	44
Q1d. The curriculum and corresponding materials are differentiated to provide opportunities for all students to master grade-level skills and concepts.	Strongly Agree	75%	6	50%	975
	Somewhat Agree	25%	2	34%	651
	Neither Agree nor Disagree	0%	0	8%	146
	Somewhat Disagree	0%	0	5%	106
	Strongly Disagree	0%	0	3%	53
Q1e. The curriculum is systematically reviewed and revised.	Strongly Agree	63%	5	50%	966
	Somewhat Agree	25%	2	28%	545
	Neither Agree nor Disagree	13%	1	11%	222
	Somewhat Disagree	0%	0	7%	127
	Strongly Disagree	0%	0	4%	71
Q1f. The school has a strong science curriculum.	Strongly Agree	50%	4	35%	683
	Somewhat Agree	25%	2	30%	574
	Neither Agree nor Disagree	25%	2	23%	436
	Somewhat Disagree	0%	0	7%	136
	Strongly Disagree	0%	0	5%	102

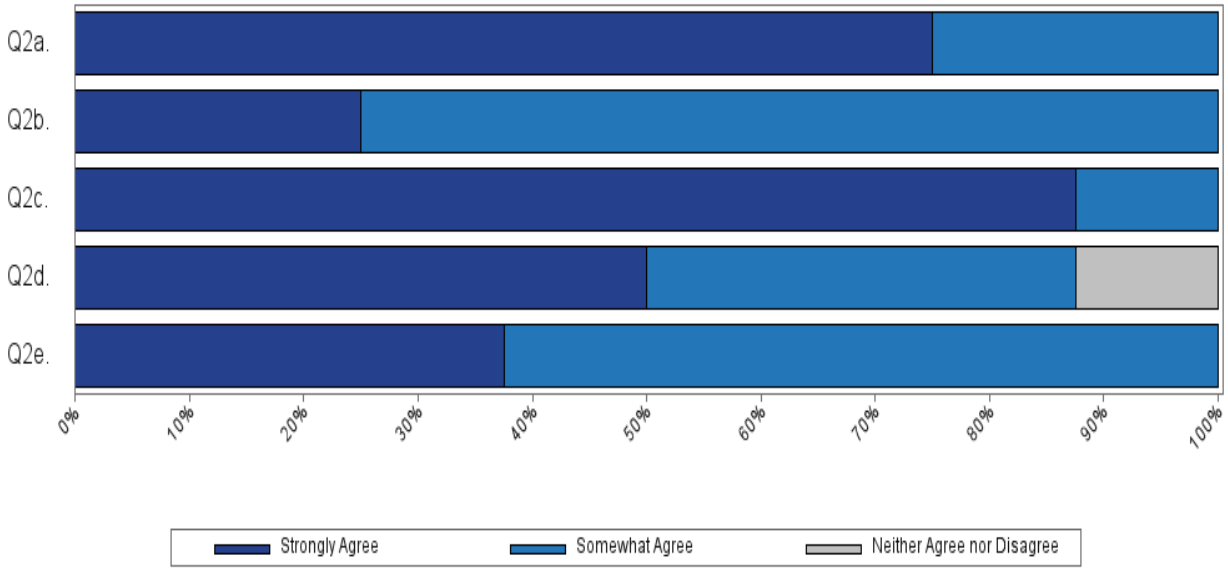
NYSED CSO Teacher Survey 2022

MATH, ENGINEERING AND SCIENCE ACADEMY CHARTER HIGH SCHOOL

8 RESPONSES

14% 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	75%	6	54%	1,038
	Somewhat Agree	25%	2	34%	653
	Neither Agree nor Disagree	0%	0	4%	86
	Somewhat Disagree	0%	0	6%	113
	Strongly Disagree	0%	0	2%	41
Q2b. Instructional delivery fosters engagement with all students.	Strongly Agree	25%	2	52%	1,008
	Somewhat Agree	75%	6	36%	691
	Neither Agree nor Disagree	0%	0	6%	114
	Somewhat Disagree	0%	0	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	88%	7	52%	999
	Somewhat Agree	13%	1	34%	654
	Neither Agree nor Disagree	0%	0	6%	124
	Somewhat Disagree	0%	0	6%	115
	Strongly Disagree	0%	0	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	50%	4	48%	922
	Somewhat Agree	38%	3	30%	570
	Neither Agree nor Disagree	13%	1	9%	170
	Somewhat Disagree	0%	0	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	38%	3	53%	1,022
	Somewhat Agree	63%	5	29%	566
	Neither Agree nor Disagree	0%	0	8%	159
	Somewhat Disagree	0%	0	6%	114
	Strongly Disagree	0%	0	4%	70

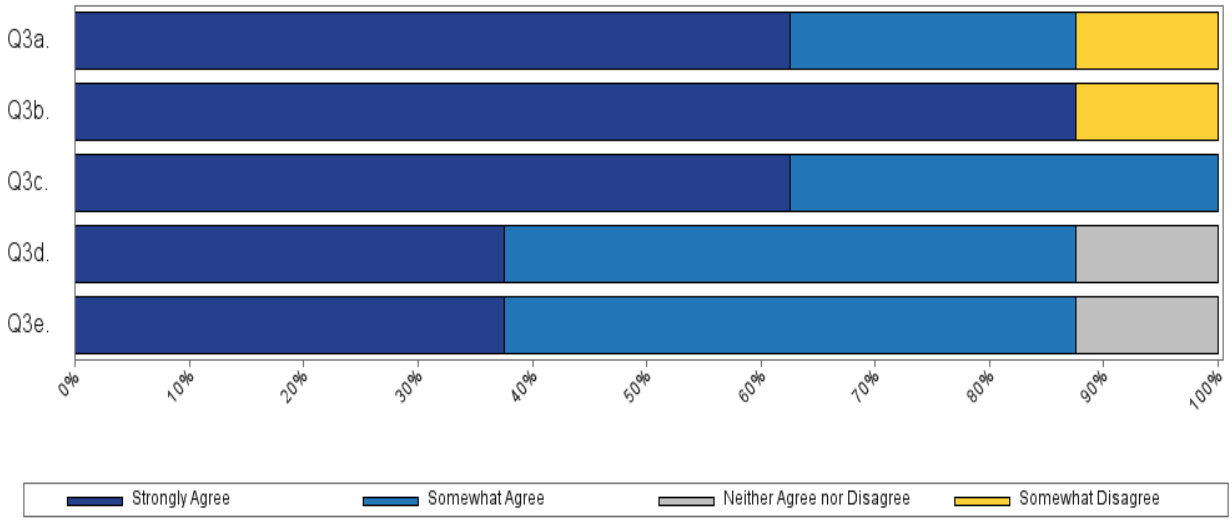
NYSED CSO Teacher Survey 2022

MATH, ENGINEERING AND SCIENCE ACADEMY CHARTER HIGH SCHOOL

8 RESPONSES

14% 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	63%	5	66%	1,267
	Somewhat Agree	25%	2	27%	522
	Neither Agree nor Disagree	0%	0	5%	88
	Somewhat Disagree	13%	1	2%	37
	Strongly Disagree	0%	0	1%	17
Q3b. The school uses qualitative and quantitative data to inform instruction and improve student outcomes.	Strongly Agree	88%	7	62%	1,200
	Somewhat Agree	0%	0	28%	532
	Neither Agree nor Disagree	0%	0	6%	125
	Somewhat Disagree	13%	1	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	63%	5	58%	1,129
	Somewhat Agree	38%	3	29%	555
	Neither Agree nor Disagree	0%	0	7%	134
	Somewhat Disagree	0%	0	5%	87
	Strongly Disagree	0%	0	1%	26
Q3d. The school modifies its academic program after using data measurements.	Strongly Agree	38%	3	50%	964
	Somewhat Agree	50%	4	30%	583
	Neither Agree nor Disagree	13%	1	11%	218
	Somewhat Disagree	0%	0	7%	126
	Strongly Disagree	0%	0	2%	40
Q3e. The school uses multiple measures to assess student progress toward State learning standards.	Strongly Agree	38%	3	59%	1,144
	Somewhat Agree	50%	4	28%	532
	Neither Agree nor Disagree	13%	1	8%	156
	Somewhat Disagree	0%	0	4%	69
	Strongly Disagree	0%	0	2%	30

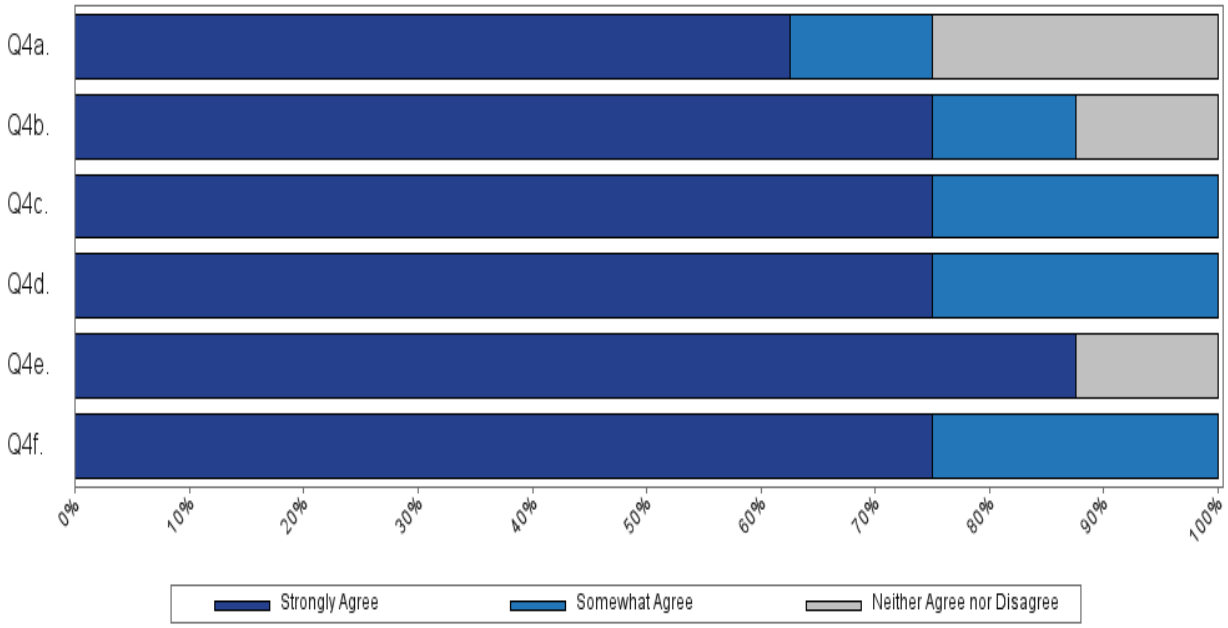
NYSED CSO Teacher Survey 2022

MATH, ENGINEERING AND SCIENCE ACADEMY CHARTER HIGH SCHOOL

8 RESPONSES

14% 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	63%	5	62%	1,194
	Somewhat Agree	13%	1	20%	391
	Neither Agree nor Disagree	25%	2	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	75%	6	61%	1,181
	Somewhat Agree	13%	1	20%	393
	Neither Agree nor Disagree	13%	1	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	75%	6	56%	1,079
	Somewhat Agree	25%	2	27%	516
	Neither Agree nor Disagree	0%	0	9%	172
	Somewhat Disagree	0%	0	6%	115
	Strongly Disagree	0%	0	3%	49
Q4d. The school provides supports to meet the academic needs for English language learners.	Strongly Agree	75%	6	55%	1,053
	Somewhat Agree	25%	2	26%	511
	Neither Agree nor Disagree	0%	0	10%	200
	Somewhat Disagree	0%	0	6%	117
	Strongly Disagree	0%	0	3%	50
Q4e. The school provides supports to meet the academic needs for economically disadvantaged students.	Strongly Agree	88%	7	61%	1,169
	Somewhat Agree	0%	0	25%	477
	Neither Agree nor Disagree	13%	1	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	75%	6	54%	1,050
	Somewhat Agree	25%	2	28%	533
	Neither Agree nor Disagree	0%	0	9%	183
	Somewhat Disagree	0%	0	6%	110
	Strongly Disagree	0%	0	3%	55

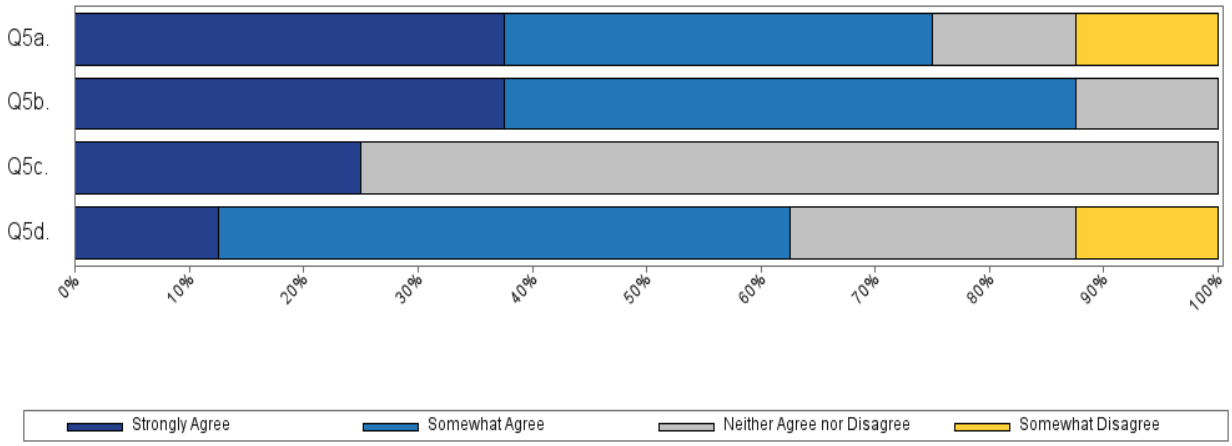
NYSED CSO Teacher Survey 2022

MATH, ENGINEERING AND SCIENCE ACADEMY CHARTER HIGH SCHOOL

8 RESPONSES

14% 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	38%	3	38%	725
	Somewhat Agree	38%	3	30%	577
	Neither Agree nor Disagree	13%	1	12%	238
	Somewhat Disagree	13%	1	12%	225
	Strongly Disagree	0%	0	9%	166
Q5b. In general, attendance is not an issue at the school.	Strongly Agree	38%	3	24%	456
	Somewhat Agree	50%	4	27%	512
	Neither Agree nor Disagree	13%	1	15%	293
	Somewhat Disagree	0%	0	21%	405
	Strongly Disagree	0%	0	14%	265

Measures of Culture, Climate, and Student Engagement		% by School	Total by School	% All Schools	Total All Schools
Q5c. The school has processes and procedures in place to address out of school suspension rates for all students and sub-groups such that all students are fully engaged within the school community and have access to the educational program.	Strongly Agree	25%	2	37%	717
	Somewhat Agree	0%	0	29%	569
	Neither Agree nor Disagree	75%	6	21%	407
	Somewhat Disagree	0%	0	7%	141
	Strongly Disagree	0%	0	5%	97
Q5d. The school has a process in place to measure and evaluate school climate culture.	Strongly Agree	13%	1	38%	738
	Somewhat Agree	50%	4	31%	589
	Neither Agree nor Disagree	25%	2	16%	306
	Somewhat Disagree	13%	1	8%	161
	Strongly Disagree	0%	0	7%	137

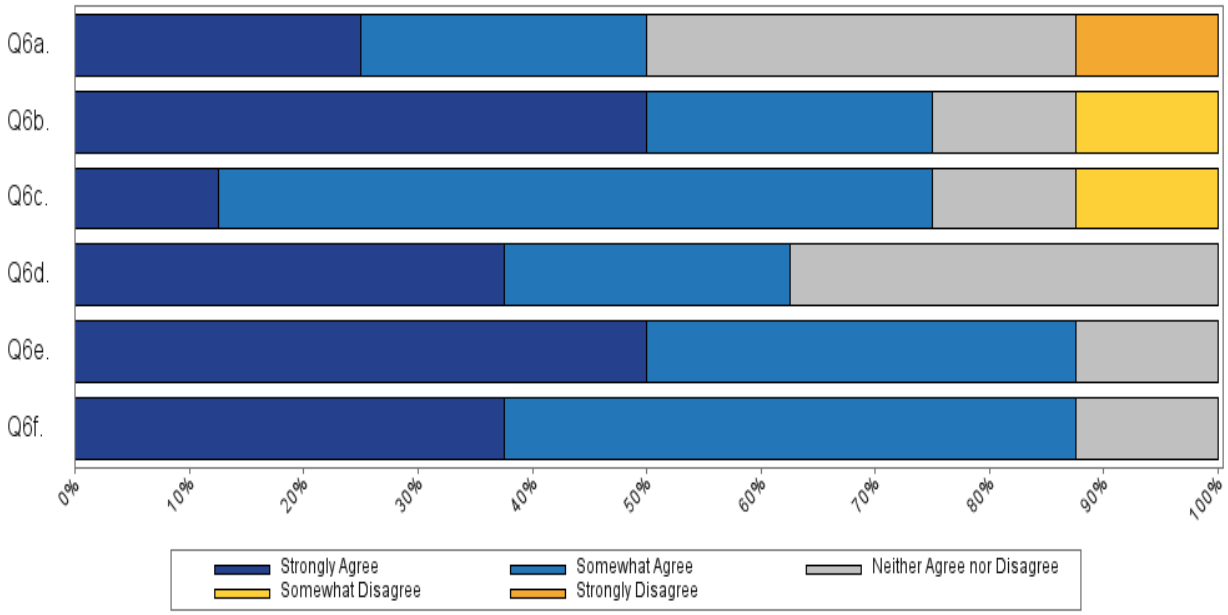
NYSED CSO Teacher Survey 2022

MATH, ENGINEERING AND SCIENCE ACADEMY CHARTER HIGH SCHOOL

8 RESPONSES

14% 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	25%	2	35%	674
	Somewhat Agree	25%	2	30%	580
	Neither Agree nor Disagree	38%	3	10%	190
	Somewhat Disagree	0%	0	14%	270
	Strongly Disagree	13%	1	11%	217
Q6b. The school's discipline policy is fair to all students.	Strongly Agree	50%	4	39%	751
	Somewhat Agree	25%	2	26%	509
	Neither Agree nor Disagree	13%	1	13%	257
	Somewhat Disagree	13%	1	13%	256
	Strongly Disagree	0%	0	8%	158

Behavior Management and Safety		% by School	Total by School	% All Schools	Total All Schools
Q6c. The school's discipline policy is enforced by all teachers and staff.	Strongly Agree	13%	1	28%	545
	Somewhat Agree	63%	5	30%	581
	Neither Agree nor Disagree	13%	1	13%	244
	Somewhat Disagree	13%	1	18%	352
	Strongly Disagree	0%	0	11%	209
Q6d. The school's discipline policy is updated as necessary with feedback from faculty.	Strongly Agree	38%	3	33%	641
	Somewhat Agree	25%	2	26%	509
	Neither Agree nor Disagree	38%	3	16%	310
	Somewhat Disagree	0%	0	14%	273
	Strongly Disagree	0%	0	10%	198
Q6e. The school utilizes behavior intervention plans for students who require specific social and behavioral skills in an academic setting.	Strongly Agree	50%	4	42%	818
	Somewhat Agree	38%	3	32%	617
	Neither Agree nor Disagree	13%	1	11%	209
	Somewhat Disagree	0%	0	9%	181
	Strongly Disagree	0%	0	5%	106
Q6f. Teachers and staff interacting with students with disabilities are aware of and follow specific discipline and prevention protocols for these students.	Strongly Agree	38%	3	42%	811
	Somewhat Agree	50%	4	33%	628
	Neither Agree nor Disagree	13%	1	14%	265
	Somewhat Disagree	0%	0	8%	145
	Strongly Disagree	0%	0	4%	82

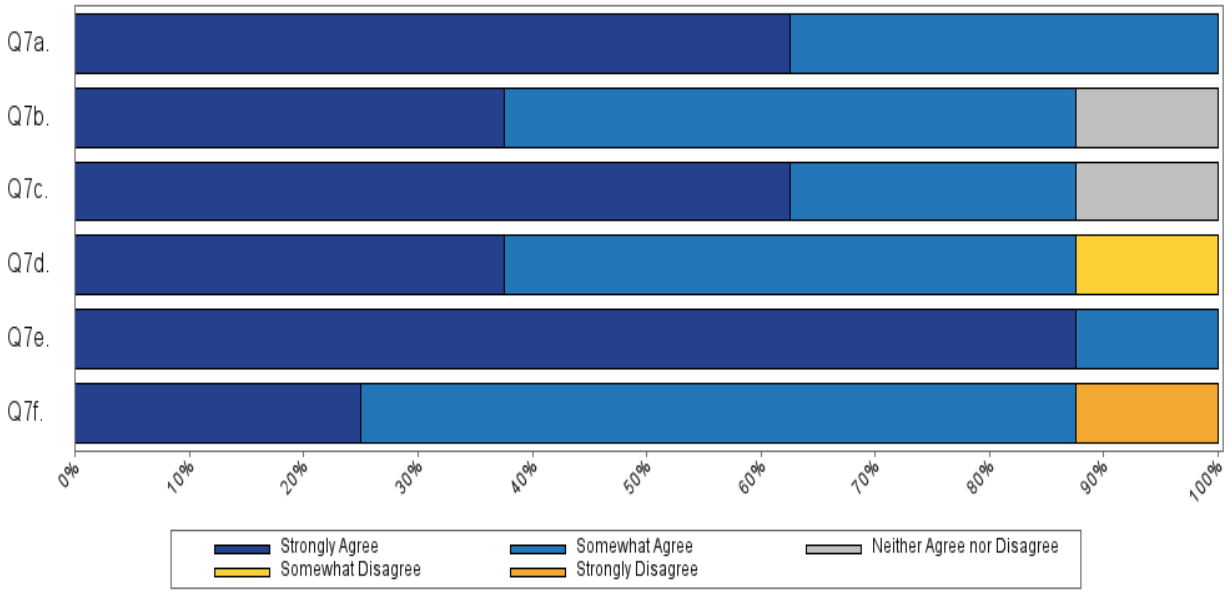
NYSED CSO Teacher Survey 2022

MATH, ENGINEERING AND SCIENCE ACADEMY CHARTER HIGH SCHOOL

8 RESPONSES

14% 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	63%	5	60%	1,162
	Somewhat Agree	38%	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	38%	3	49%	945
	Somewhat Agree	50%	4	30%	586
	Neither Agree nor Disagree	13%	1	8%	155
	Somewhat Disagree	0%	0	9%	165
	Strongly Disagree	0%	0	4%	80

Behavior Management and Safety		% by School	Total by School	% All Schools	Total All Schools
Q7c. Classroom environments support learning and are generally free from disruption.	Strongly Agree	63%	5	38%	741
	Somewhat Agree	25%	2	34%	654
	Neither Agree nor Disagree	13%	1	9%	180
	Somewhat Disagree	0%	0	12%	233
	Strongly Disagree	0%	0	6%	123
Q7d. The school has high behavioral expectations for all students.	Strongly Agree	38%	3	47%	899
	Somewhat Agree	50%	4	30%	570
	Neither Agree nor Disagree	0%	0	9%	171
	Somewhat Disagree	13%	1	10%	194
	Strongly Disagree	0%	0	5%	97
Q7e. Teacher-student interactions could typically be described as supportive and respectful.	Strongly Agree	88%	7	55%	1,062
	Somewhat Agree	13%	1	33%	637
	Neither Agree nor Disagree	0%	0	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	25%	2	48%	933
	Somewhat Agree	63%	5	31%	598
	Neither Agree nor Disagree	0%	0	9%	174
	Somewhat Disagree	0%	0	8%	149
	Strongly Disagree	13%	1	4%	77

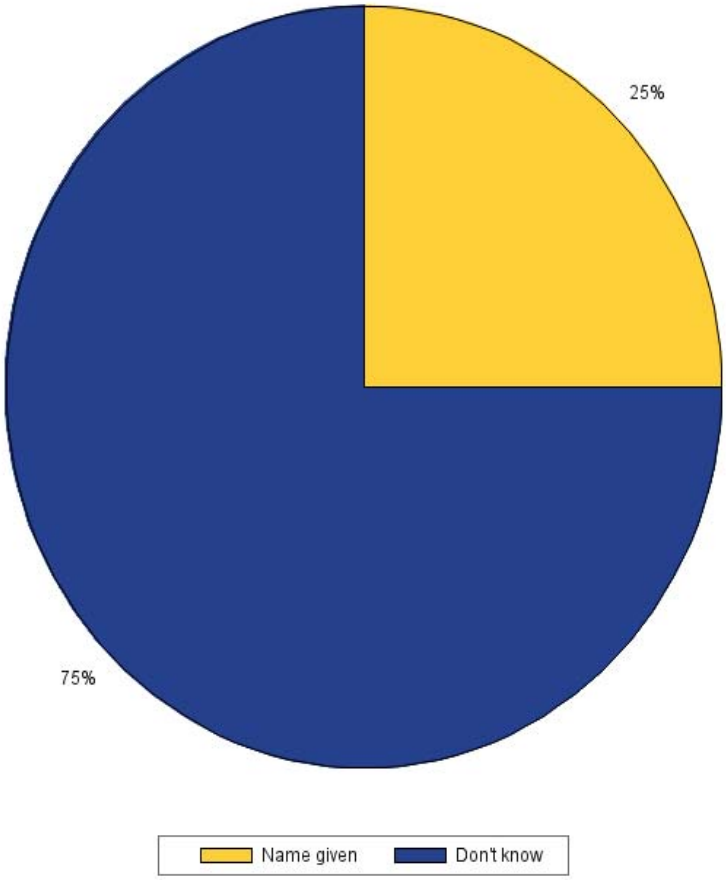
NYSED CSO Teacher Survey 2022

MATH, ENGINEERING AND SCIENCE ACADEMY CHARTER HIGH SCHOOL

8 RESPONSES

14% 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	25%	2	59%	1,144
	Don't know	75%	6	41%	787

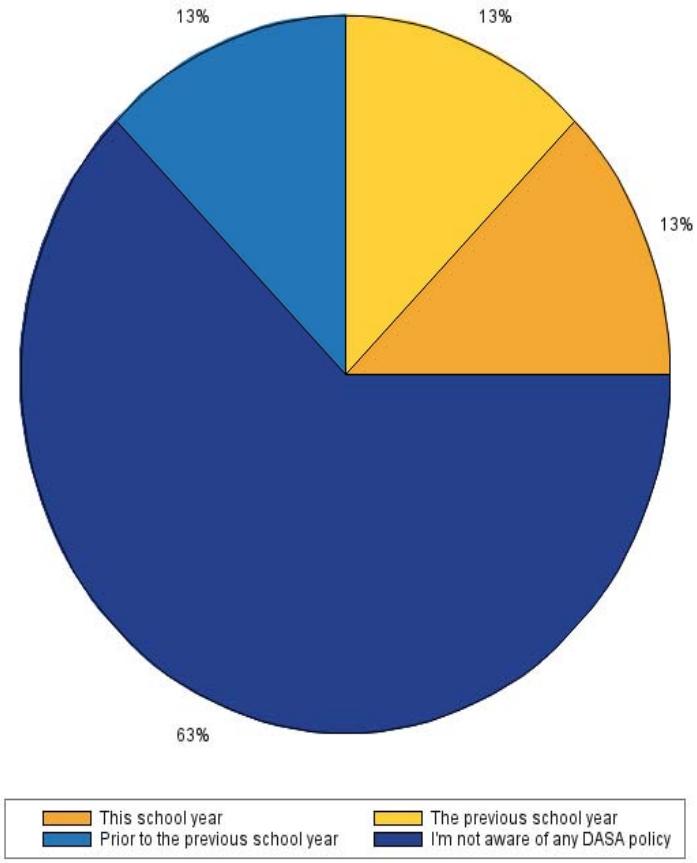
NYSED CSO Teacher Survey 2022

MATH, ENGINEERING AND SCIENCE ACADEMY CHARTER HIGH SCHOOL

8 RESPONSES

14% 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	13%	1	62%	1,204
	The previous school year	13%	1	9%	176
	Prior to the previous school year	13%	1	6%	117
	I'm not aware of any DASA policy	63%	5	22%	434

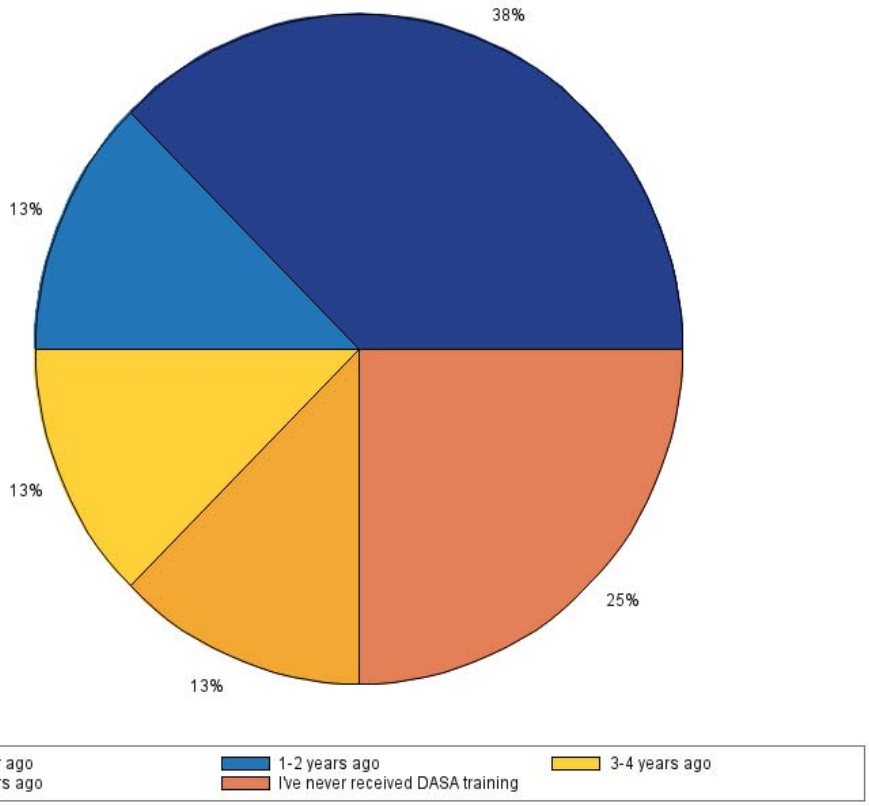
NYSED CSO Teacher Survey 2022

MATH, ENGINEERING AND SCIENCE ACADEMY CHARTER HIGH SCHOOL

8 RESPONSES

14% 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	38%	3	48%	927
	1-2 years ago	13%	1	21%	399
	3-4 years ago	13%	1	10%	193
	>4 years ago	13%	1	10%	195
	I've never received DASA training	25%	2	11%	217

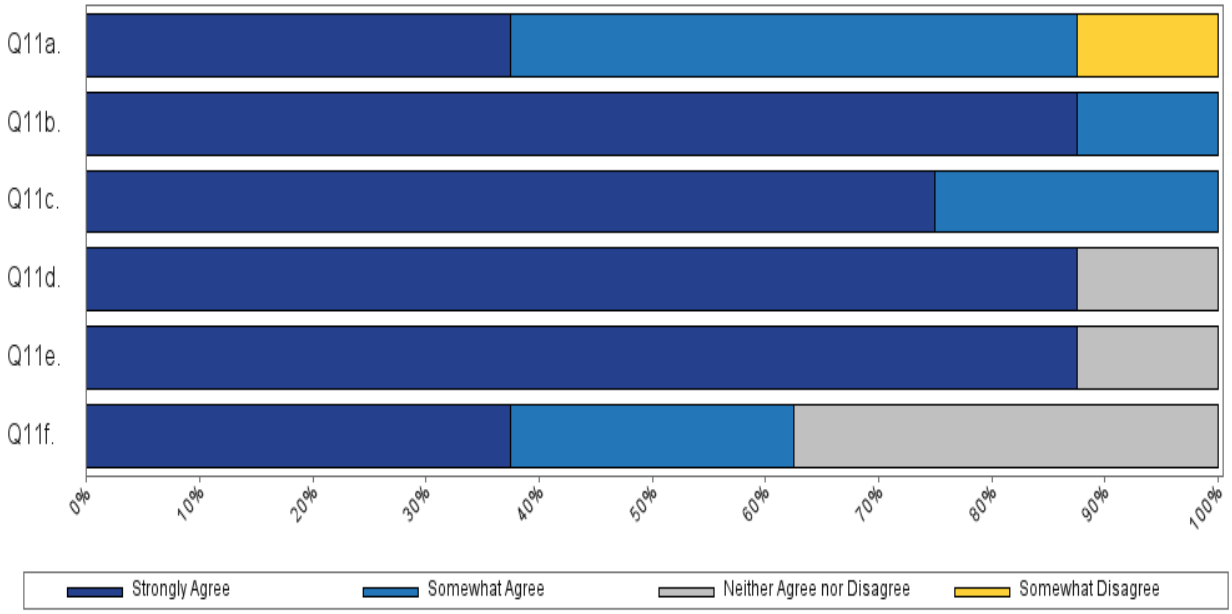
NYSED CSO Teacher Survey 2022

MATH, ENGINEERING AND SCIENCE ACADEMY CHARTER HIGH SCHOOL

8 RESPONSES

14% 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	38%	3	50%	961
	Somewhat Agree	50%	4	30%	585
	Neither Agree nor Disagree	0%	0	11%	214
	Somewhat Disagree	13%	1	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	88%	7	57%	1,100
	Somewhat Agree	13%	1	31%	601
	Neither Agree nor Disagree	0%	0	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	75%	6	67%	1,295
	Somewhat Agree	25%	2	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	88%	7	56%	1,088
	Somewhat Agree	0%	0	29%	567
	Neither Agree nor Disagree	13%	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	88%	7	52%	996
	Somewhat Agree	0%	0	30%	572
	Neither Agree nor Disagree	13%	1	12%	240
	Somewhat Disagree	0%	0	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	38%	3	45%	873
	Somewhat Agree	25%	2	23%	448
	Neither Agree nor Disagree	38%	3	25%	484
	Somewhat Disagree	0%	0	4%	80
	Strongly Disagree	0%	0	2%	46

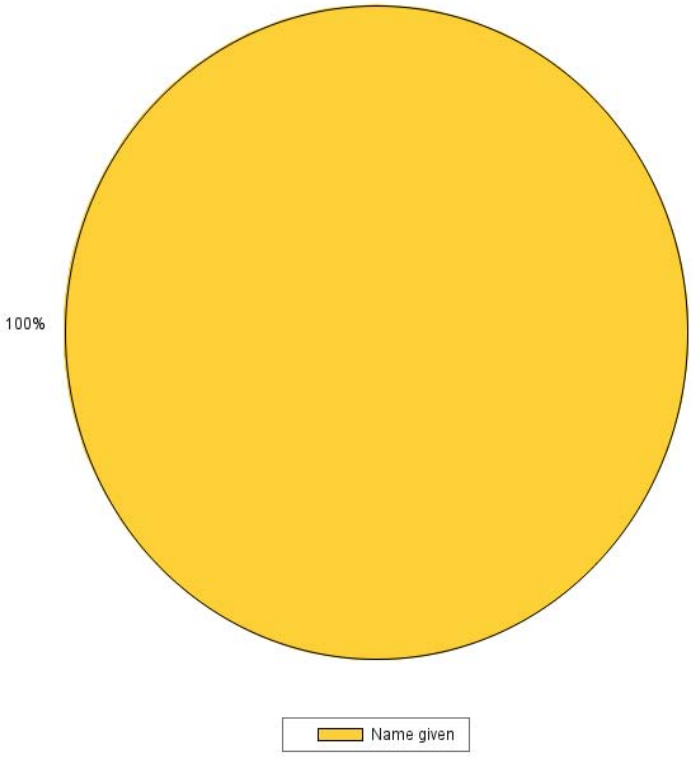
NYSED CSO Teacher Survey 2022

MATH, ENGINEERING AND SCIENCE ACADEMY CHARTER HIGH SCHOOL

8 RESPONSES

14% 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%	8	60%	1,151

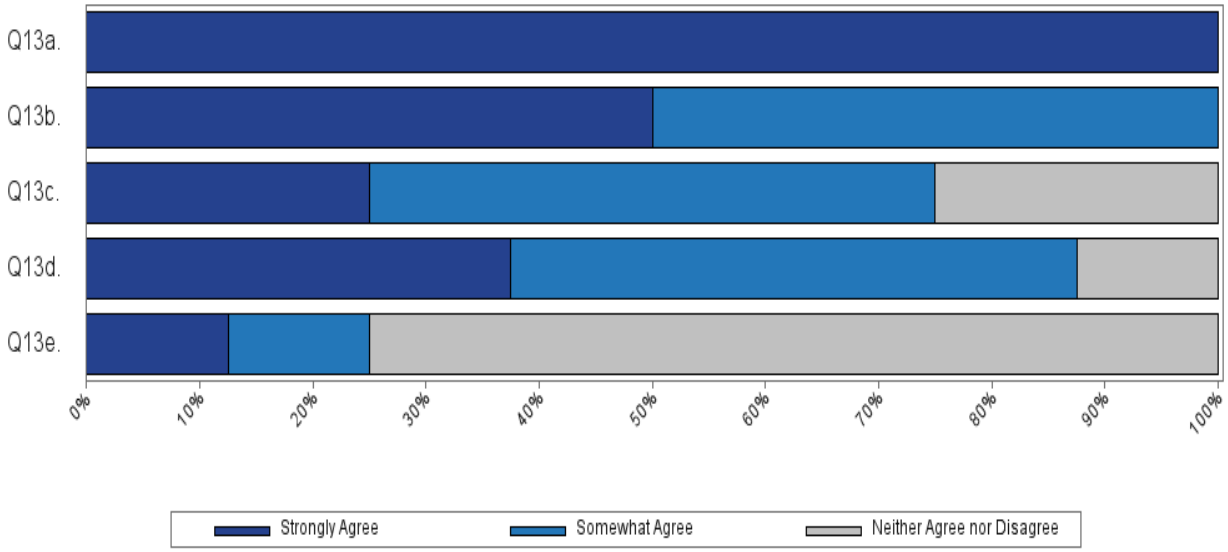
NYSED CSO Teacher Survey 2022

MATH, ENGINEERING AND SCIENCE ACADEMY CHARTER HIGH SCHOOL

8 RESPONSES

14% 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	100%	8	53%	1,023
	Somewhat Agree	0%	0	32%	618
	Neither Agree nor Disagree	0%	0	6%	111
	Somewhat Disagree	0%	0	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	50%	4	43%	831
	Somewhat Agree	50%	4	29%	552
	Neither Agree nor Disagree	0%	0	16%	314
	Somewhat Disagree	0%	0	8%	155
	Strongly Disagree	0%	0	4%	79

Social-Emotional and Mental Health Support		% by School	Total by School	% All Schools	Total All Schools
Q13c. School leaders collect and use data regarding the impact of programs designed to support the social and emotional health of all students.	Strongly Agree	25%	2	43%	829
	Somewhat Agree	50%	4	27%	526
	Neither Agree nor Disagree	25%	2	18%	352
	Somewhat Disagree	0%	0	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	38%	3	46%	892
	Somewhat Agree	50%	4	30%	583
	Neither Agree nor Disagree	13%	1	10%	202
	Somewhat Disagree	0%	0	8%	145
	Strongly Disagree	0%	0	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	13%	1	36%	688
	Somewhat Agree	13%	1	20%	392
	Neither Agree nor Disagree	75%	6	35%	676
	Somewhat Disagree	0%	0	4%	78
	Strongly Disagree	0%	0	5%	97

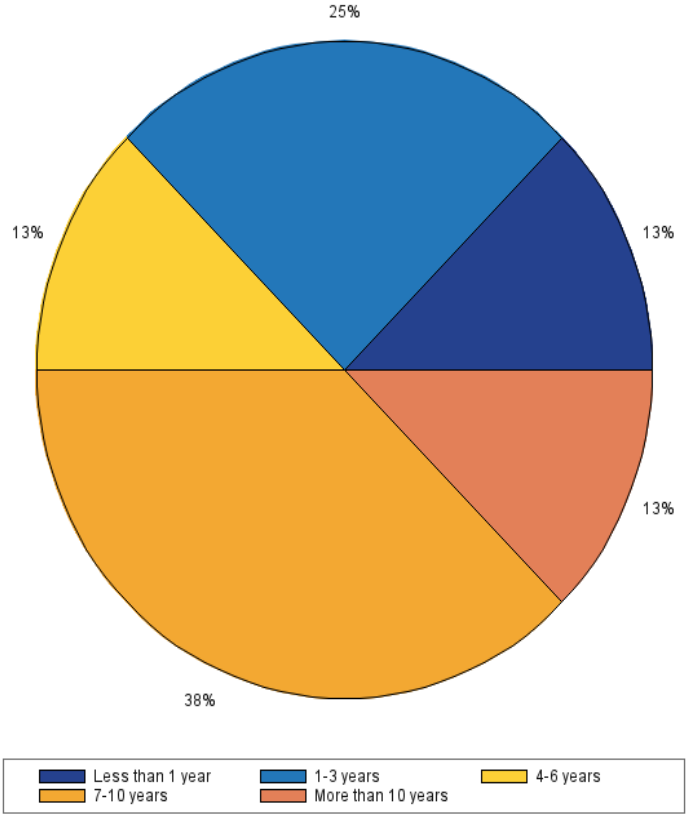
NYSED CSO Teacher Survey 2022

MATH, ENGINEERING AND SCIENCE ACADEMY CHARTER HIGH SCHOOL

8 RESPONSES

14% 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	13%	1	7%	137
	1-3 years	25%	2	21%	401
	4-6 years	13%	1	26%	499
	7-10 years	38%	3	21%	408
	More than 10 years	13%	1	25%	486

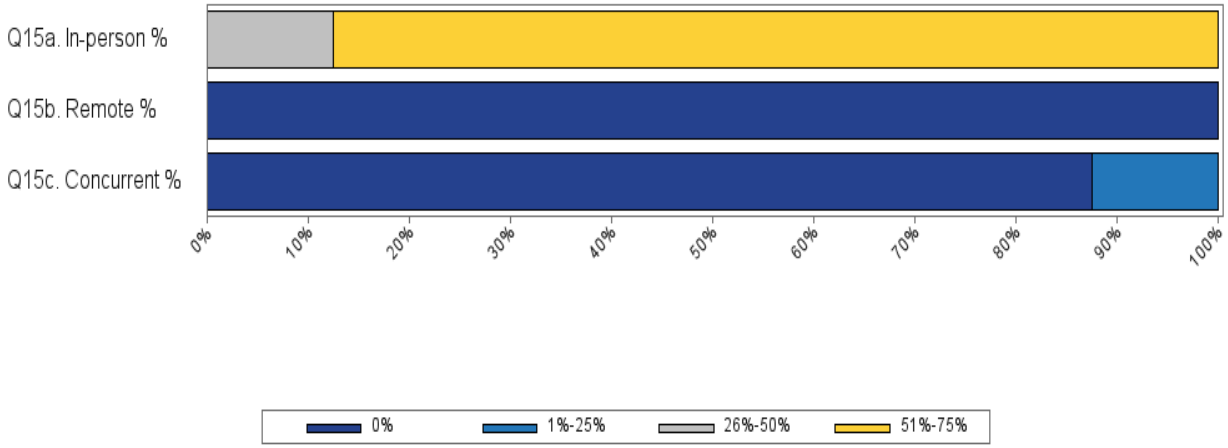
NYSED CSO Teacher Survey 2022

MATH, ENGINEERING AND SCIENCE ACADEMY CHARTER HIGH SCHOOL

8 RESPONSES

14% 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%	0%	0	5%	92
	76% to 99%	13%	1	52%	1,002
	100%	88%	7	36%	690
Q15b. Remote %	0%	100%	8	42%	804
	1% to 25%	0%	0	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%	88%	7	79%	1,522
	1% to 25%	13%	1	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

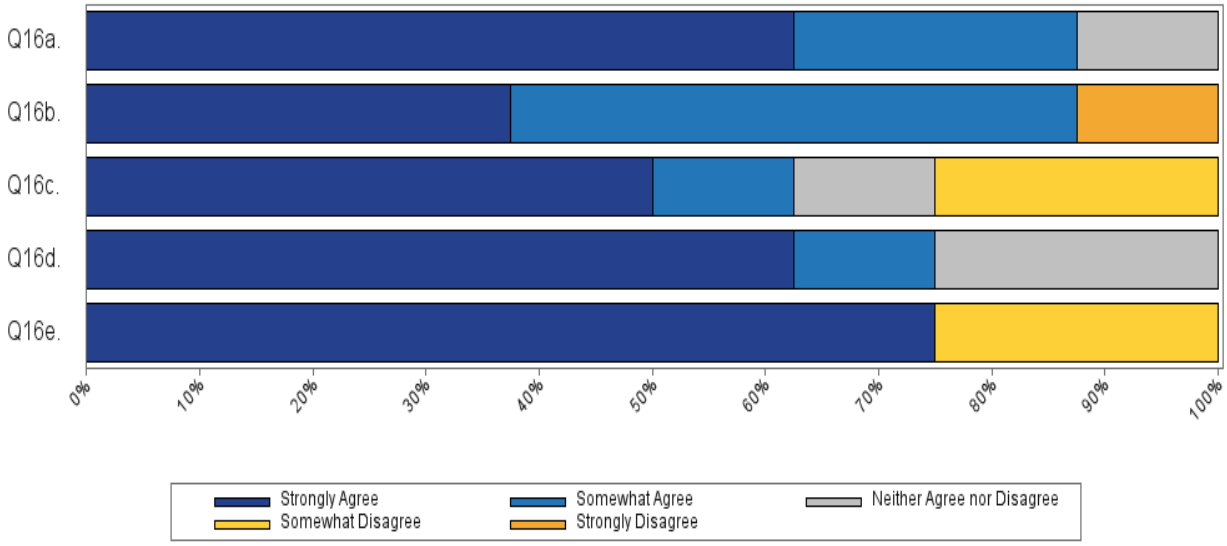
NYSED CSO Teacher Survey 2022

MATH, ENGINEERING AND SCIENCE ACADEMY CHARTER HIGH SCHOOL

8 RESPONSES

14% 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	63%	5	47%	914
	Somewhat Agree	25%	2	29%	565
	Neither Agree nor Disagree	13%	1	9%	173
	Somewhat Disagree	0%	0	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	38%	3	42%	811
	Somewhat Agree	50%	4	30%	570
	Neither Agree nor Disagree	0%	0	10%	192
	Somewhat Disagree	0%	0	11%	217
	Strongly Disagree	13%	1	7%	141

School Leadership		% by School	Total by School	% All Schools	Total All Schools
Q16c. The school successfully recruits, hires, and retains key personnel that meets the needs of all students and subgroups.	Strongly Agree	50%	4	34%	655
	Somewhat Agree	13%	1	28%	539
	Neither Agree nor Disagree	13%	1	15%	280
	Somewhat Disagree	25%	2	15%	295
	Strongly Disagree	0%	0	8%	162
Q16d. The school makes decisions – when warranted – to remove ineffective staff members.	Strongly Agree	63%	5	37%	709
	Somewhat Agree	13%	1	26%	508
	Neither Agree nor Disagree	25%	2	21%	411
	Somewhat Disagree	0%	0	10%	184
	Strongly Disagree	0%	0	6%	119
Q16e. The school's leadership demonstrates a high level of accountability such that leadership takes responsibility for outcomes.	Strongly Agree	75%	6	42%	810
	Somewhat Agree	0%	0	28%	539
	Neither Agree nor Disagree	0%	0	14%	271
	Somewhat Disagree	25%	2	9%	166
	Strongly Disagree	0%	0	8%	145

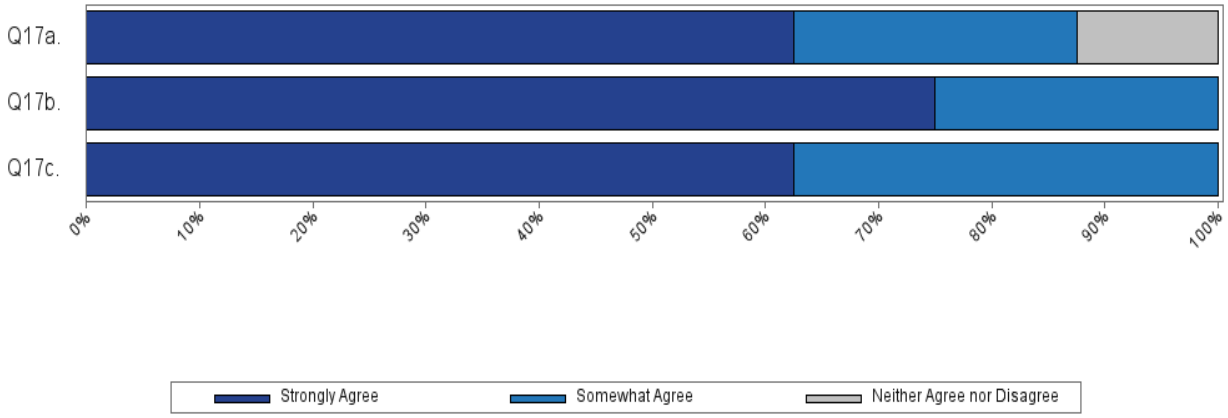
NYSED CSO Teacher Survey 2022

MATH, ENGINEERING AND SCIENCE ACADEMY CHARTER HIGH SCHOOL

8 RESPONSES

14% 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	63%	5	43%	838
	Somewhat Agree	25%	2	30%	585
	Neither Agree nor Disagree	13%	1	13%	249
	Somewhat Disagree	0%	0	8%	158
	Strongly Disagree	0%	0	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	75%	6	44%	843
	Somewhat Agree	25%	2	32%	623
	Neither Agree nor Disagree	0%	0	12%	228
	Somewhat Disagree	0%	0	8%	153
	Strongly Disagree	0%	0	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	63%	5	42%	813
	Somewhat Agree	38%	3	27%	527
	Neither Agree nor Disagree	0%	0	14%	267
	Somewhat Disagree	0%	0	10%	192
	Strongly Disagree	0%	0	7%	132

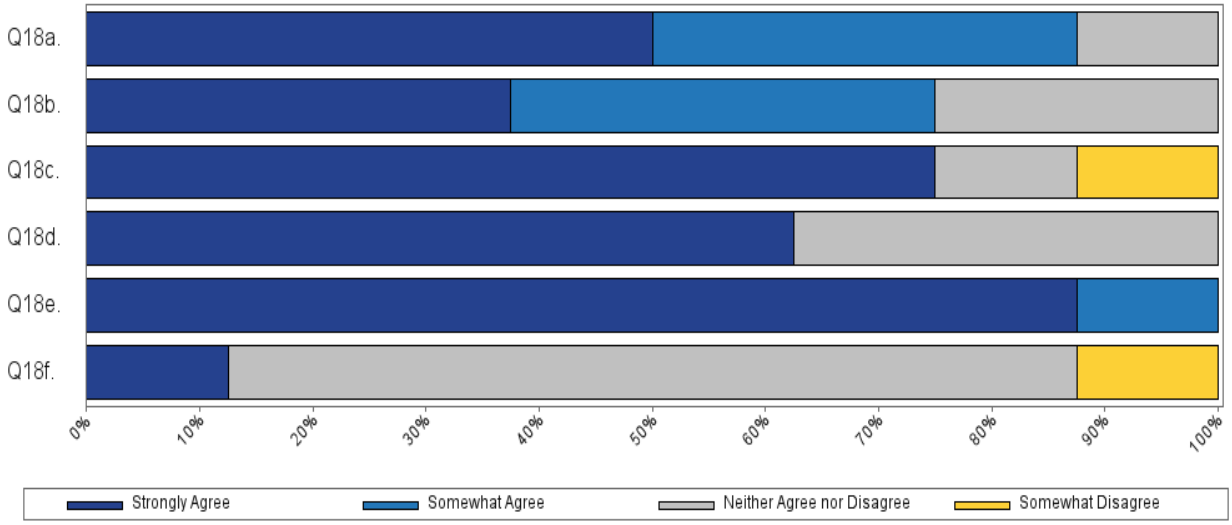
NYSED CSO Teacher Survey 2022

MATH, ENGINEERING AND SCIENCE ACADEMY CHARTER HIGH SCHOOL

8 RESPONSES

14% 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	50%	4	48%	922
	Somewhat Agree	38%	3	34%	656
	Neither Agree nor Disagree	13%	1	8%	151
	Somewhat Disagree	0%	0	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	38%	3	52%	1,001
	Somewhat Agree	38%	3	32%	615
	Neither Agree nor Disagree	25%	2	9%	165
	Somewhat Disagree	0%	0	5%	90
	Strongly Disagree	0%	0	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	75%	6	45%	870
	Somewhat Agree	0%	0	31%	599
	Neither Agree nor Disagree	13%	1	11%	207
	Somewhat Disagree	13%	1	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	63%	5	47%	913
	Somewhat Agree	0%	0	27%	522
	Neither Agree nor Disagree	38%	3	18%	356
	Somewhat Disagree	0%	0	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	88%	7	53%	1,030
	Somewhat Agree	13%	1	33%	633
	Neither Agree nor Disagree	0%	0	7%	128
	Somewhat Disagree	0%	0	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	13%	1	39%	759
	Somewhat Agree	0%	0	22%	434
	Neither Agree nor Disagree	75%	6	32%	610
	Somewhat Disagree	13%	1	4%	78
	Strongly Disagree	0%	0	3%	50

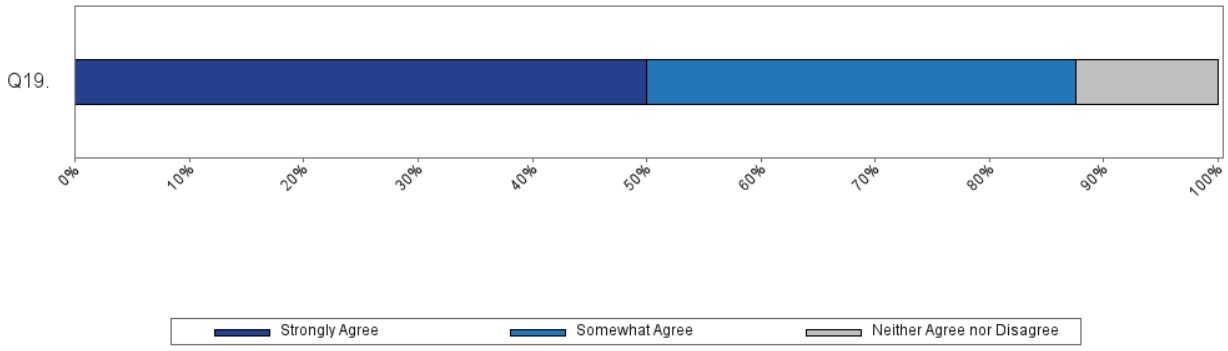
NYSED CSO Teacher Survey 2022

MATH, ENGINEERING AND SCIENCE ACADEMY CHARTER HIGH SCHOOL

8 RESPONSES

14% 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	50%	4	40%	764
	Somewhat Agree	38%	3	35%	683
	Neither Agree nor Disagree	13%	1	12%	225
	Somewhat Disagree	0%	0	8%	148
	Strongly Disagree	0%	0	6%	111

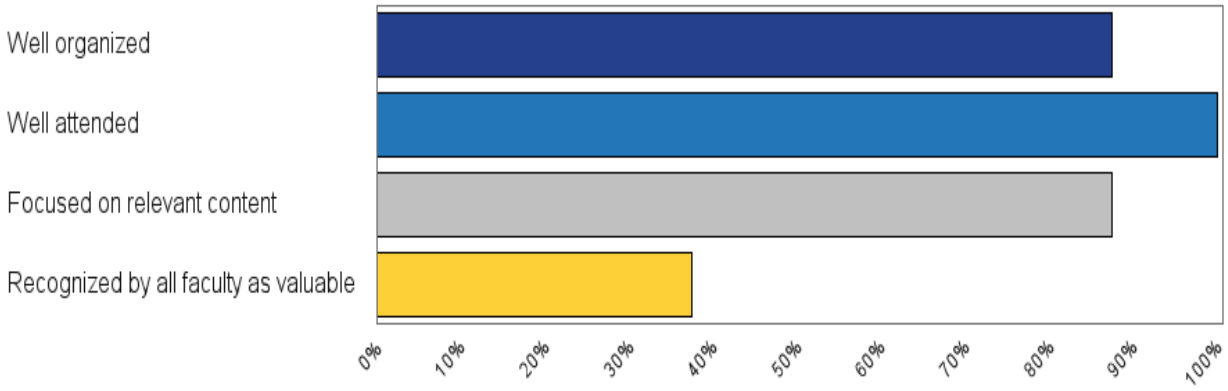
NYSED CSO Teacher Survey 2022

MATH, ENGINEERING AND SCIENCE ACADEMY CHARTER HIGH SCHOOL

8 RESPONSES

14% RESPONSE RATE

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



Q20. Meetings, such as faculty, staff, grade-level, curricular, child study, and the like are:	% by School	Total by School	% All Schools	Total All Schools
Well organized	88%	7	68%	1,314
Well attended	100%	8	78%	1,500
Focused on relevant content	88%	7	63%	1,217
Recognized by all faculty as valuable	38%	3	36%	700
None of the above	0%	0	5%	105

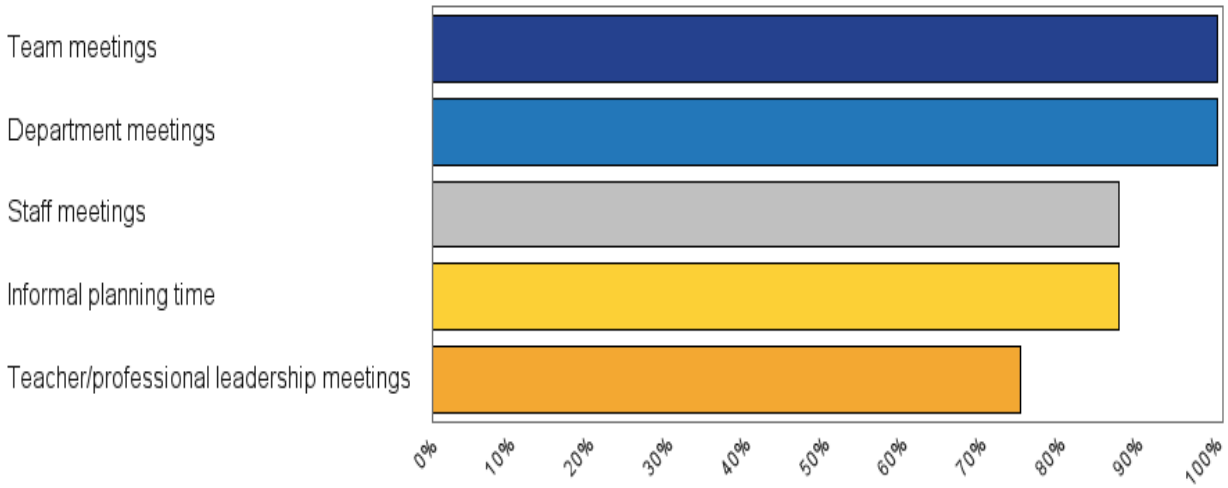
NYSED CSO Teacher Survey 2022

MATH, ENGINEERING AND SCIENCE ACADEMY CHARTER HIGH SCHOOL

8 RESPONSES

14% RESPONSE RATE

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



Q21. Select all types of meetings where faculty members collaborate with one another:	% by School	Total by School	% All Schools	Total All Schools
Team meetings	100%	8	90%	1,739
Department meetings	100%	8	67%	1,297
Staff meetings	88%	7	80%	1,553
Informal planning time	88%	7	73%	1,419
Teacher/professional leadership meetings	75%	6	65%	1,257
Other	0%	0	5%	95

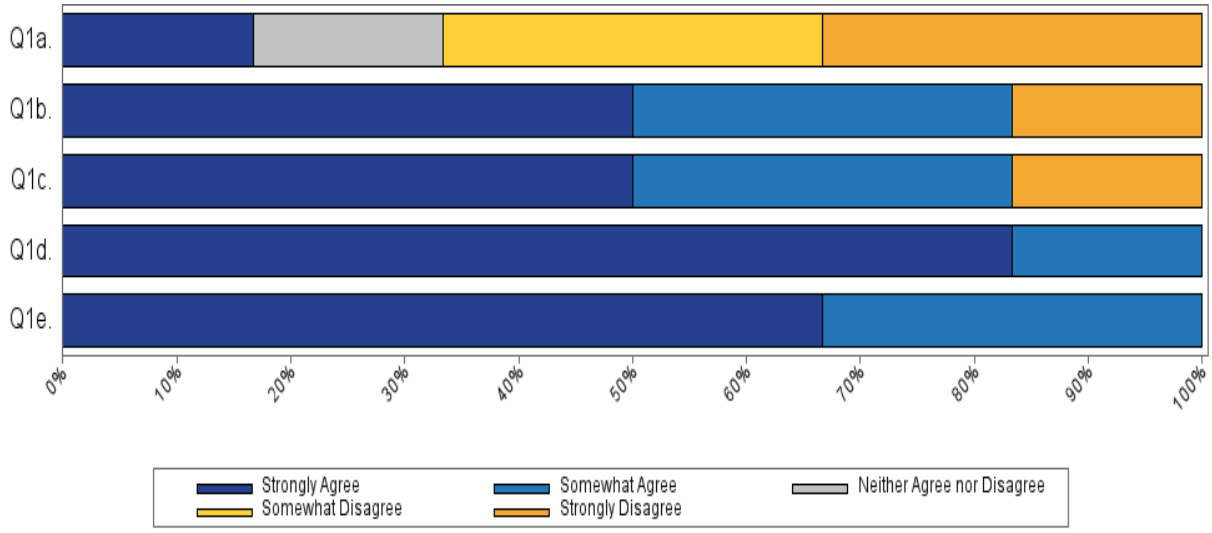
NYSED CSO Student Survey 2022

MATH, ENGINEERING AND SCIENCE ACADEMY CHARTER HIGH SCHOOL

6 RESPONSES

1% 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	17%	1	29%	845
	Somewhat Agree	0%	0	35%	1,025
	Neither Agree nor Disagree	17%	1	20%	589
	Somewhat Disagree	33%	2	8%	251
	Strongly Disagree	33%	2	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	50%	3	29%	851
	Somewhat Agree	33%	2	30%	889
	Neither Agree nor Disagree	0%	0	20%	592
	Somewhat Disagree	0%	0	9%	267
	Strongly Disagree	17%	1	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	50%	3	29%	863
	Somewhat Agree	33%	2	36%	1,061
	Neither Agree nor Disagree	0%	0	18%	542
	Somewhat Disagree	0%	0	9%	259
	Strongly Disagree	17%	1	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	83%	5	55%	1,633
	Somewhat Agree	17%	1	28%	820
	Neither Agree nor Disagree	0%	0	11%	317
	Somewhat Disagree	0%	0	3%	101
	Strongly Disagree	0%	0	3%	90
Q1e. I have the opportunity to be part of class discussions or activities.	Strongly Agree	67%	4	56%	1,670
	Somewhat Agree	33%	2	29%	859
	Neither Agree nor Disagree	0%	0	11%	318
	Somewhat Disagree	0%	0	2%	63
	Strongly Disagree	0%	0	2%	51

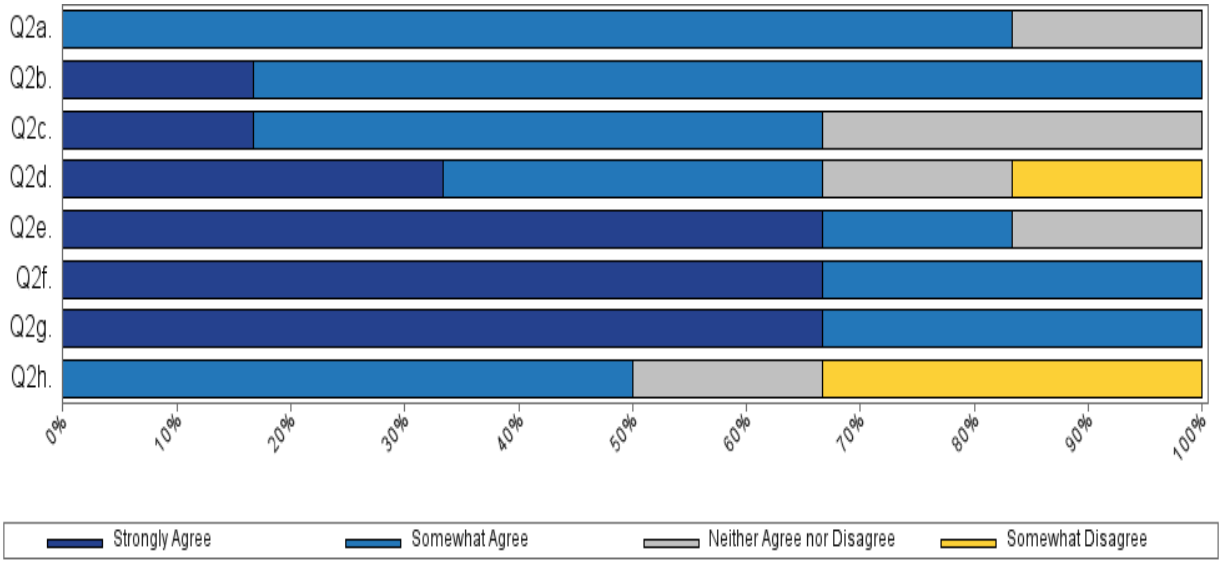
NYSED CSO Student Survey 2022

MATH, ENGINEERING AND SCIENCE ACADEMY CHARTER HIGH SCHOOL

6 RESPONSES

1% 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	0%	0	21%	613
	Somewhat Agree	83%	5	34%	1008
	Neither Agree nor Disagree	17%	1	22%	638
	Somewhat Disagree	0%	0	13%	390
	Strongly Disagree	0%	0	11%	312
Q2b. The temperature in this school is comfortable (there is heat and air conditioning as necessary).	Strongly Agree	17%	1	24%	713
	Somewhat Agree	83%	5	34%	1012
	Neither Agree nor Disagree	0%	0	22%	642
	Somewhat Disagree	0%	0	12%	366
	Strongly Disagree	0%	0	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	17%	1	20%	597
	Somewhat Agree	50%	3	30%	888
	Neither Agree nor Disagree	33%	2	32%	959
	Somewhat Disagree	0%	0	11%	314
	Strongly Disagree	0%	0	7%	203
Q2d. I am proud of the way my school looks.	Strongly Agree	33%	2	21%	624
	Somewhat Agree	33%	2	30%	896
	Neither Agree nor Disagree	17%	1	30%	891
	Somewhat Disagree	17%	1	10%	295
	Strongly Disagree	0%	0	9%	255
Q2e. I feel physically safe in my school.	Strongly Agree	67%	4	35%	1032
	Somewhat Agree	17%	1	33%	978
	Neither Agree nor Disagree	17%	1	21%	629
	Somewhat Disagree	0%	0	7%	196
	Strongly Disagree	0%	0	4%	126
Q2f. I feel safe traveling to and from my school.	Strongly Agree	67%	4	37%	1109
	Somewhat Agree	33%	2	31%	923
	Neither Agree nor Disagree	0%	0	20%	591
	Somewhat Disagree	0%	0	8%	230
	Strongly Disagree	0%	0	4%	108
Q2g. I have not had anything stolen from me at this school.	Strongly Agree	67%	4	51%	1513
	Somewhat Agree	33%	2	18%	520

School Physical Environment		% by School	Total by School	% All Schools	Total All Schools
Q2g. I have not had anything stolen from me at this school.	Neither Agree nor Disagree	0%	0	15%	432
	Somewhat Disagree	0%	0	7%	197
	Strongly Disagree	0%	0	10%	299
Q2h. I have not seen any property damaged by students at this school.	Strongly Agree	0%	0	24%	701
	Somewhat Agree	50%	3	21%	608
	Neither Agree nor Disagree	17%	1	27%	788
	Somewhat Disagree	33%	2	14%	429
	Strongly Disagree	0%	0	15%	435

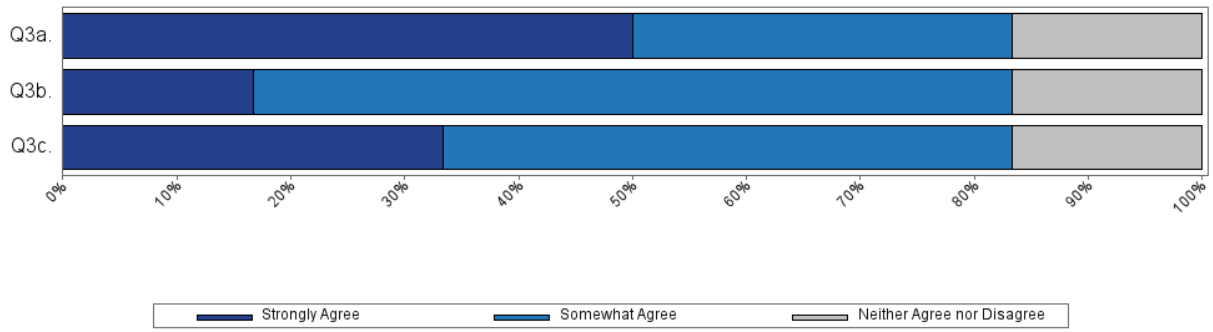
NYSED CSO Student Survey 2022

MATH, ENGINEERING AND SCIENCE ACADEMY CHARTER HIGH SCHOOL

6 RESPONSES

1% 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	50%	3	40%	1,181
	Somewhat Agree	33%	2	33%	963
	Neither Agree nor Disagree	17%	1	20%	587
	Somewhat Disagree	0%	0	6%	170
	Strongly Disagree	0%	0	2%	60
Q3b. The things I'm learning in school are important to me.	Strongly Agree	17%	1	30%	879
	Somewhat Agree	67%	4	36%	1,072
	Neither Agree nor Disagree	17%	1	22%	664
	Somewhat Disagree	0%	0	8%	224
	Strongly Disagree	0%	0	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	33%	2	27%	804
	Somewhat Agree	50%	3	36%	1,054
	Neither Agree nor Disagree	17%	1	24%	709
	Somewhat Disagree	0%	0	9%	280
	Strongly Disagree	0%	0	4%	114

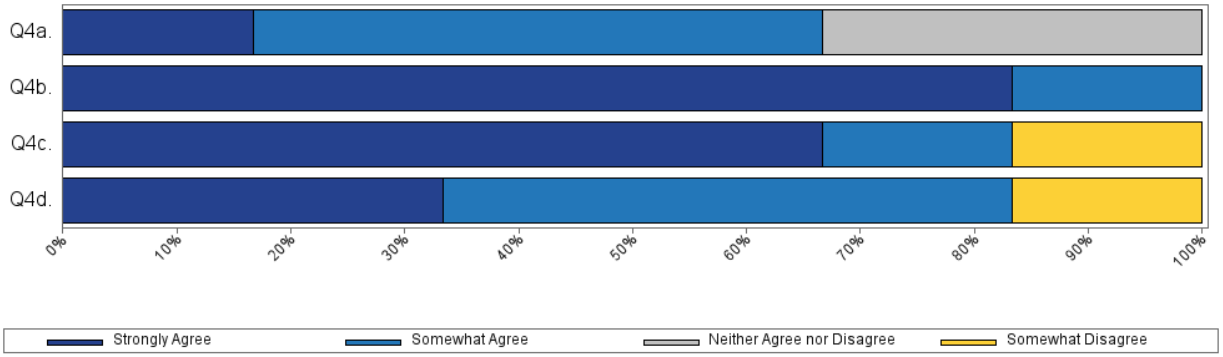
NYSED CSO Student Survey 2022

MATH, ENGINEERING AND SCIENCE ACADEMY CHARTER HIGH SCHOOL

6 RESPONSES

1% RESPONSE RATE

Learning



Learning		% by School	Total by School	% All Schools	Total All Schools
Q4a. Most or all of my classes are challenging.	Strongly Agree	17%	1	19%	566
	Somewhat Agree	50%	3	39%	1,141
	Neither Agree nor Disagree	33%	2	28%	834
	Somewhat Disagree	0%	0	11%	317
	Strongly Disagree	0%	0	3%	103
Q4b. I feel that I am on-track for high school graduation.	Strongly Agree	83%	5	43%	1,259
	Somewhat Agree	17%	1	34%	1,018
	Neither Agree nor Disagree	0%	0	17%	506
	Somewhat Disagree	0%	0	4%	127
	Strongly Disagree	0%	0	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	67%	4	42%	1,246
	Somewhat Agree	17%	1	32%	943
	Neither Agree nor Disagree	0%	0	20%	582
	Somewhat Disagree	17%	1	5%	141
	Strongly Disagree	0%	0	2%	49
Q4d. I know who to talk to for information about different careers.	Strongly Agree	33%	2	45%	1,319
	Somewhat Agree	50%	3	30%	877
	Neither Agree nor Disagree	0%	0	18%	525
	Somewhat Disagree	17%	1	5%	154
	Strongly Disagree	0%	0	3%	86

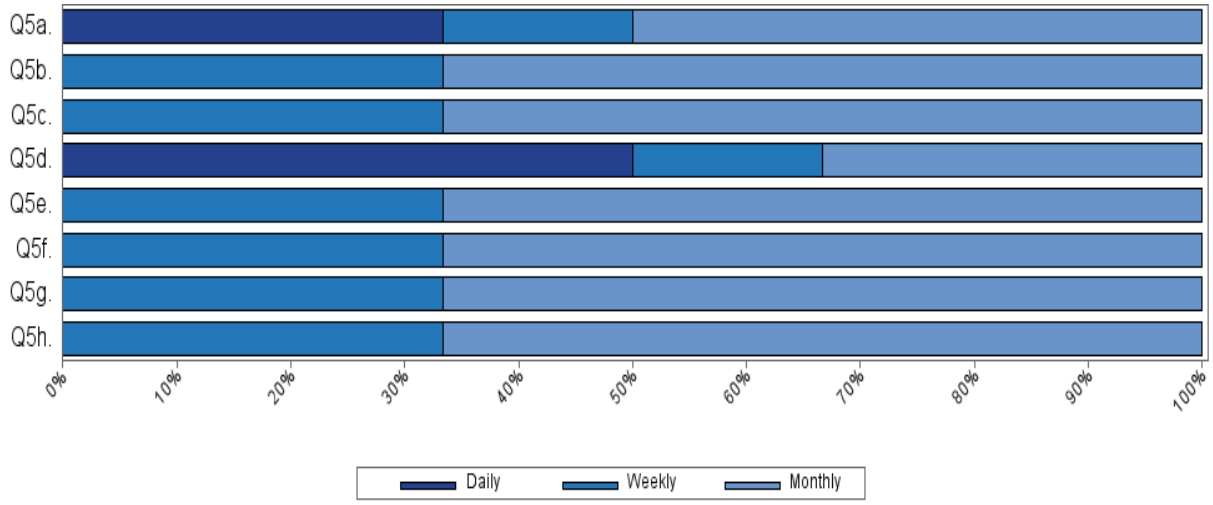
NYSED CSO Student Survey 2022

MATH, ENGINEERING AND SCIENCE ACADEMY CHARTER HIGH SCHOOL

6 RESPONSES

1% 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	0%	0	14%	429
	Weekly	0%	0	7%	194
	Monthly	0%	0	3%	94
	A few times	33%	2	16%	483
	Rarely	17%	1	22%	646
	Never	50%	3	36%	1,071
	Don't know	0%	0	1%	44
Q5b. Student to student based on a student's real or perceived religion.	Daily	0%	0	11%	328
	Weekly	0%	0	5%	149
	Monthly	0%	0	3%	80
	A few times	0%	0	12%	347
	Rarely	33%	2	19%	559
	Never	67%	4	49%	1,449
	Don't know	0%	0	2%	49
Q5c. Student to student based on a student's real or perceived disability.	Daily	0%	0	11%	323
	Weekly	0%	0	4%	126
	Monthly	0%	0	3%	77
	A few times	0%	0	13%	374
	Rarely	33%	2	20%	596
	Never	67%	4	48%	1,424
	Don't know	0%	0	1%	41

Bullying		% by School	Total by School	% All Schools	Total All Schools
Q5d. Student to student based on a student's real or perceived gender identity.	Daily	0%	0	12%	359
	Weekly	0%	0	6%	170
	Monthly	0%	0	3%	77
	A few times	50%	3	16%	488
	Rarely	17%	1	20%	593
	Never	33%	2	41%	1,228
	Don't know	0%	0	2%	46
Q5e. Student to student based on a student's real or perceived sexual identity.	Daily	0%	0	13%	396
	Weekly	0%	0	6%	174
	Monthly	0%	0	4%	105
	A few times	0%	0	15%	447
	Rarely	33%	2	20%	584
	Never	67%	4	41%	1,204
	Don't know	0%	0	2%	51
Q5f. Student to student based on a student's real or perceived economic status.	Daily	0%	0	11%	322
	Weekly	0%	0	5%	143
	Monthly	0%	0	3%	100
	A few times	0%	0	12%	365
	Rarely	33%	2	20%	597
	Never	67%	4	47%	1,387
	Don't know	0%	0	2%	47
Q5g. Student to student based on another reason.	Daily	0%	0	15%	431
	Weekly	0%	0	6%	176
	Monthly	0%	0	4%	109
	A few times	0%	0	18%	535
	Rarely	33%	2	21%	636
	Never	67%	4	35%	1,028
	Don't know	0%	0	2%	46
Q5h. Teacher or administrator to student based on any of the categories listed above.	Daily	0%	0	11%	329
	Weekly	0%	0	4%	125
	Monthly	0%	0	2%	73
	A few times	0%	0	11%	315
	Rarely	33%	2	18%	529
	Never	67%	4	52%	1,541
	Don't know	0%	0	2%	49

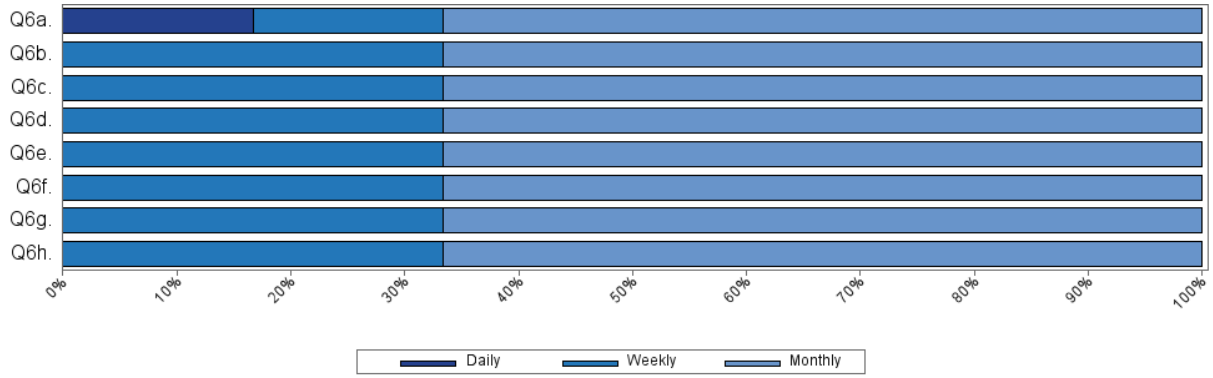
NYSED CSO Student Survey 2022

MATH, ENGINEERING AND SCIENCE ACADEMY CHARTER HIGH SCHOOL

6 RESPONSES

1% 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	0%	0	12%	367
	Weekly	0%	0	6%	172
	Monthly	0%	0	3%	85
	A few times	17%	1	15%	436
	Rarely	17%	1	18%	546
	Never	67%	4	46%	1,355
Q6b. Student to student based on a student's real or perceived religion.	Daily	0%	0	10%	288
	Weekly	0%	0	6%	164
	Monthly	0%	0	3%	97
	A few times	0%	0	12%	342
	Rarely	33%	2	18%	542
	Never	67%	4	52%	1,528
Q6c. Student to student based on a student's real or perceived disability.	Daily	0%	0	10%	293
	Weekly	0%	0	4%	132
	Monthly	0%	0	3%	102
	A few times	0%	0	13%	396
	Rarely	33%	2	18%	547
	Never	67%	4	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	0%	0	11%	316
	Weekly	0%	0	5%	142
	Monthly	0%	0	4%	116
	A few times	0%	0	15%	444
	Rarely	33%	2	18%	544
	Never	67%	4	47%	1,399
Q6e. Student to student based on a student's real or perceived sexual identity.	Daily	0%	0	11%	321
	Weekly	0%	0	5%	157
	Monthly	0%	0	5%	134
	A few times	0%	0	14%	429
	Rarely	33%	2	18%	535
	Never	67%	4	47%	1,385
Q6f. Student to student based on a student's real or perceived economic status.	Daily	0%	0	10%	291
	Weekly	0%	0	5%	153
	Monthly	0%	0	4%	114
	A few times	0%	0	12%	369
	Rarely	33%	2	19%	556
	Never	67%	4	50%	1,478
Q6g. Student to student based on another reason.	Daily	0%	0	12%	363
	Weekly	0%	0	6%	177
	Monthly	0%	0	5%	138
	A few times	0%	0	16%	478
	Rarely	33%	2	19%	560
	Never	67%	4	42%	1,245
Q6h. Teacher or administrator to student based on any of the categories listed above.	Daily	0%	0	10%	285
	Weekly	0%	0	5%	146
	Monthly	0%	0	3%	98
	A few times	0%	0	10%	297
	Rarely	33%	2	15%	454
	Never	67%	4	57%	1,681

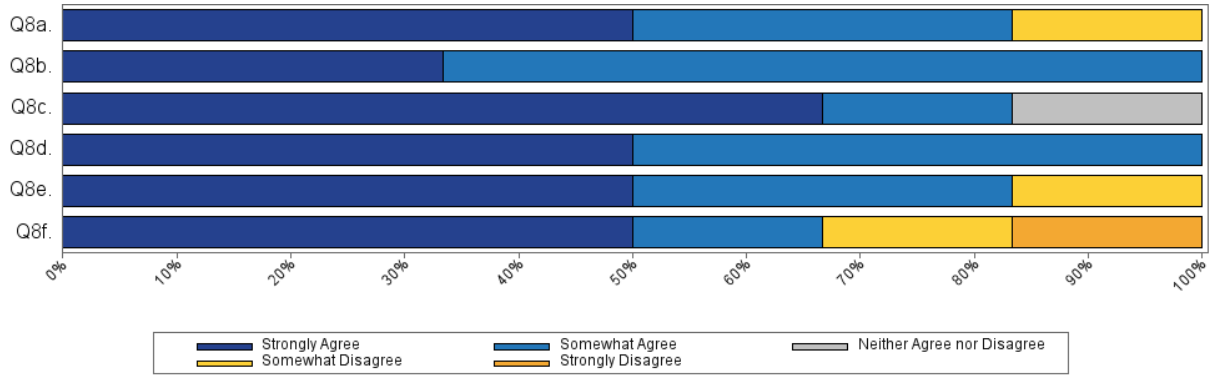
NYSED CSO Student Survey 2022

MATH, ENGINEERING AND SCIENCE ACADEMY CHARTER HIGH SCHOOL

6 RESPONSES

1% 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	50%	3	44%	1,292
	Somewhat Agree	33%	2	39%	1,154
	Neither Agree nor Disagree	0%	0	13%	387
	Somewhat Disagree	17%	1	3%	90
	Strongly Disagree	0%	0	1%	38
Q8b. Most or all of my teachers care about me.	Strongly Agree	33%	2	37%	1,085
	Somewhat Agree	67%	4	35%	1,035
	Neither Agree nor Disagree	0%	0	22%	639
	Somewhat Disagree	0%	0	4%	132
	Strongly Disagree	0%	0	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	67%	4	35%	1,039
	Somewhat Agree	17%	1	37%	1,083
	Neither Agree nor Disagree	17%	1	21%	610
	Somewhat Disagree	0%	0	6%	171
	Strongly Disagree	0%	0	2%	58
Q8d. Most or all of my teachers expect me to do my best all the time.	Strongly Agree	50%	3	50%	1,469
	Somewhat Agree	50%	3	32%	948
	Neither Agree nor Disagree	0%	0	14%	423
	Somewhat Disagree	0%	0	3%	86
	Strongly Disagree	0%	0	1%	35
Q8e. Most or all of my teachers often connect what I am learning to life outside the classroom.	Strongly Agree	50%	3	32%	958
	Somewhat Agree	33%	2	34%	1,017
	Neither Agree nor Disagree	0%	0	22%	650
	Somewhat Disagree	17%	1	7%	215
	Strongly Disagree	0%	0	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	50%	3	44%	1,317
	Somewhat Agree	17%	1	24%	723
	Neither Agree nor Disagree	0%	0	18%	547
	Somewhat Disagree	17%	1	5%	145
	Strongly Disagree	17%	1	8%	229

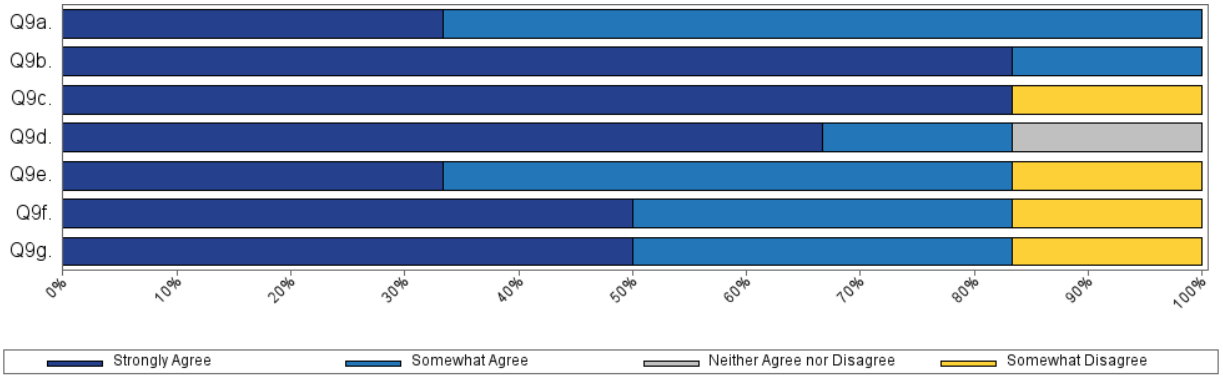
NYSED CSO Student Survey 2022

MATH, ENGINEERING AND SCIENCE ACADEMY CHARTER HIGH SCHOOL

6 RESPONSES

1% 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	33%	2	35%	1048
	Somewhat Agree	67%	4	37%	1098
	Neither Agree nor Disagree	0%	0	19%	549
	Somewhat Disagree	0%	0	6%	172
	Strongly Disagree	0%	0	3%	94
Q9b. I am treated respectfully by most or all of my teachers and other adults in my school.	Strongly Agree	83%	5	47%	1397
	Somewhat Agree	17%	1	32%	953
	Neither Agree nor Disagree	0%	0	15%	439
	Somewhat Disagree	0%	0	4%	120
	Strongly Disagree	0%	0	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	83%	5	35%	1024
	Somewhat Agree	0%	0	33%	966
	Neither Agree nor Disagree	0%	0	23%	684
	Somewhat Disagree	17%	1	6%	173
	Strongly Disagree	0%	0	4%	114
Q9d. I feel that the school's discipline policy is applied fairly to all students.	Strongly Agree	67%	4	29%	872
	Somewhat Agree	17%	1	29%	860
	Neither Agree nor Disagree	17%	1	23%	689
	Somewhat Disagree	0%	0	10%	290
	Strongly Disagree	0%	0	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	33%	2	33%	986
	Somewhat Agree	50%	3	34%	992
	Neither Agree nor Disagree	0%	0	24%	701
	Somewhat Disagree	17%	1	6%	173
	Strongly Disagree	0%	0	4%	109
Q9f. I feel that the school culture supports me.	Strongly Agree	50%	3	34%	1017
	Somewhat Agree	33%	2	31%	907
	Neither Agree nor Disagree	0%	0	26%	766
	Somewhat Disagree	17%	1	5%	151
	Strongly Disagree	0%	0	4%	120

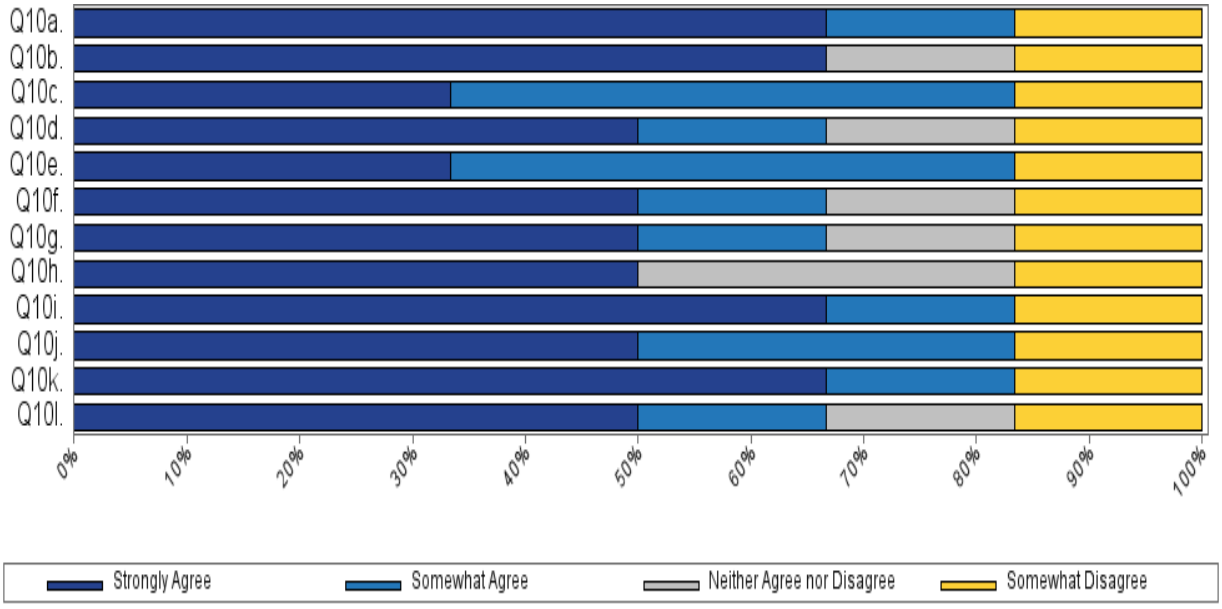
NYSED CSO Student Survey 2022

MATH, ENGINEERING AND SCIENCE ACADEMY CHARTER HIGH SCHOOL

6 RESPONSES

1% 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	67%	4	50%	1,479
	Somewhat Agree	17%	1	28%	839
	Neither Agree nor Disagree	0%	0	17%	498
	Somewhat Disagree	17%	1	3%	76
	Strongly Disagree	0%	0	2%	69
Q10b. ...what bullying behavior looks like.	Strongly Agree	67%	4	39%	1,140
	Somewhat Agree	0%	0	30%	875
	Neither Agree nor Disagree	17%	1	24%	698
	Somewhat Disagree	17%	1	5%	135
	Strongly Disagree	0%	0	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	33%	2	39%	1,142
	Somewhat Agree	50%	3	29%	847
	Neither Agree nor Disagree	0%	0	24%	701
	Somewhat Disagree	17%	1	5%	156
	Strongly Disagree	0%	0	4%	115
Q10d. ...skills for coping with stressful events and situations.	Strongly Agree	50%	3	37%	1,096
	Somewhat Agree	17%	1	30%	878
	Neither Agree nor Disagree	17%	1	23%	672
	Somewhat Disagree	17%	1	6%	185
	Strongly Disagree	0%	0	4%	130
Q10e. ...how to organize my time.	Strongly Agree	33%	2	37%	1,105
	Somewhat Agree	50%	3	31%	918
	Neither Agree nor Disagree	0%	0	22%	653
	Somewhat Disagree	17%	1	6%	180
	Strongly Disagree	0%	0	4%	105
Q10f. ...how to make decisions that are good for my health.	Strongly Agree	50%	3	39%	1,159
	Somewhat Agree	17%	1	31%	913
	Neither Agree nor Disagree	17%	1	22%	646
	Somewhat Disagree	17%	1	5%	148
	Strongly Disagree	0%	0	3%	95
Q10g. ...how to recognize the emotions I am feeling.	Strongly Agree	50%	3	34%	1,015
	Somewhat Agree	17%	1	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	17%	1	26%	765
	Somewhat Disagree	17%	1	7%	202
	Strongly Disagree	0%	0	4%	121
Q10h. ...ways to keep calm when I am upset.	Strongly Agree	50%	3	34%	1,019
	Somewhat Agree	0%	0	29%	864
	Neither Agree nor Disagree	33%	2	25%	755
	Somewhat Disagree	17%	1	6%	183
	Strongly Disagree	0%	0	5%	140
Q10i. ...about other cultures	Strongly Agree	67%	4	41%	1,206
	Somewhat Agree	17%	1	32%	946
	Neither Agree nor Disagree	0%	0	20%	600
	Somewhat Disagree	17%	1	4%	124
	Strongly Disagree	0%	0	3%	85
Q10j. ...about the value of education for my future success and well-being.	Strongly Agree	50%	3	45%	1,334
	Somewhat Agree	33%	2	31%	925
	Neither Agree nor Disagree	0%	0	19%	561
	Somewhat Disagree	17%	1	3%	81
	Strongly Disagree	0%	0	2%	60
Q10k. ...where to go to if I am struggling with my school work.	Strongly Agree	67%	4	42%	1,238
	Somewhat Agree	17%	1	32%	933
	Neither Agree nor Disagree	0%	0	21%	610
	Somewhat Disagree	17%	1	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	0%	0	2%	73
Q10l. ...where to go to if I am struggling with my emotions or something that happened to me.	Strongly Agree	50%	3	38%	1,116
	Somewhat Agree	17%	1	29%	862
	Neither Agree nor Disagree	17%	1	23%	690
	Somewhat Disagree	17%	1	6%	168
	Strongly Disagree	0%	0	4%	125

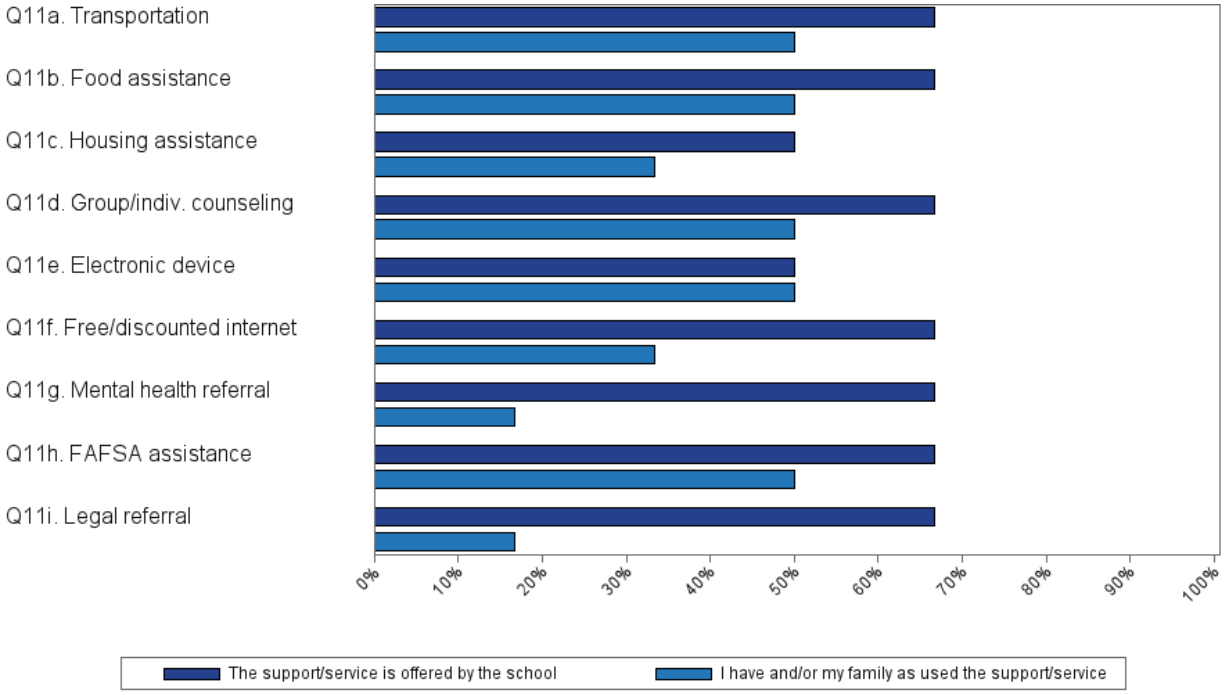
NYSED CSO Student Survey 2022

MATH, ENGINEERING AND SCIENCE ACADEMY CHARTER HIGH SCHOOL

6 RESPONSES

1% RESPONSE RATE

Support Services



Support Services		% by School	Total by School	% All Schools	Total All Schools
Q11a. Transportation	The support/service is offered by the school	67%	4	68%	2,024
	I have and/or my family as used the support/service	50%	3	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	67%	4	66%	1,961
	I have and/or my family as used the support/service	50%	3	36%	1,055
Q11c. Housing assistance	The support/service is offered by the school	50%	3	31%	921
	I have and/or my family as used the support/service	33%	2	46%	1,357
Q11d. Group/indiv. counseling	The support/service is offered by the school	67%	4	67%	1,976
	I have and/or my family as used the support/service	50%	3	28%	823
Q11e. Electronic device	The support/service is offered by the school	50%	3	75%	2,221
	I have and/or my family as used the support/service	50%	3	36%	1,059
Q11f. Free/discounted internet	The support/service is offered by the school	67%	4	58%	1,725
	I have and/or my family as used the support/service	33%	2	38%	1,127
Q11g. Mental health referral	The support/service is offered by the school	67%	4	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	17%	1	32%	962
Q11h. FAFSA assistance	The support/service is offered by the school	67%	4	65%	1,927
	I have and/or my family as used the support/service	50%	3	27%	812
Q11i. Legal referral	The support/service is offered by the school	67%	4	47%	1,395
	I have and/or my family as used the support/service	17%	1	33%	964

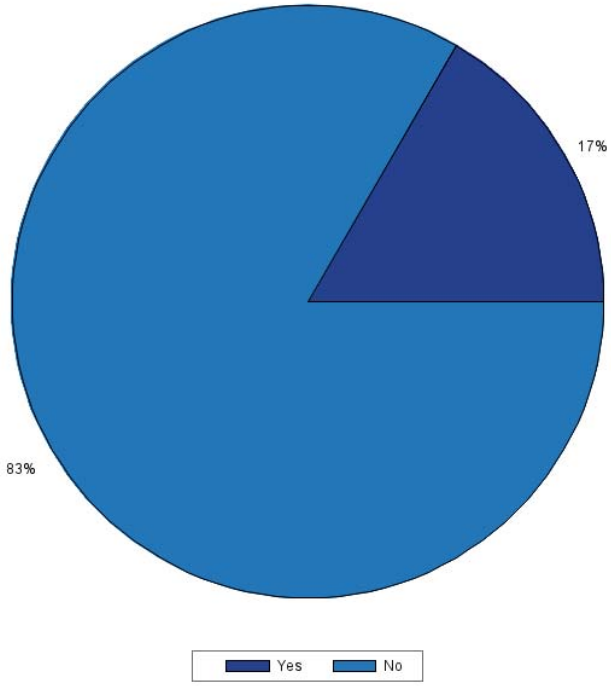
NYSED CSO Student Survey 2022

MATH, ENGINEERING AND SCIENCE ACADEMY CHARTER HIGH SCHOOL

6 RESPONSES

1% 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	17%	1	26%	781
	No	83%	5	39%	1,151
	Maybe	0%	0	35%	1,029

NYSED CSO Student Survey 2022

MATH, ENGINEERING AND SCIENCE ACADEMY CHARTER HIGH SCHOOL

6 RESPONSES

1% 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
No because this school has created a community from to feel safe in.
I would say 'No' because in my school I feel very accepted and comfortable in my community and environment
I feel that I could benefit a lot at this school
I said 'No' to the question above because I feel my school encourages me and pushes me to my all and helps me feel accepted and free in my own space.