



## New York State Education Department

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

#### **Southside Academy Charter School**

**Renewal Site Visit Date: December 7, 2022**

**Date of Final Draft Report: May 5, 2023**

**Date of Final Report: May 19, 2023**

[Charter School Office](#)

89 Washington Avenue

Albany, New York 12234

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

518-474-1762

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## SCHOOL DESCRIPTION

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

<b>Name of Charter School</b>	Southside Academy Charter School
<b>Board Chair</b>	Dr. Carol Hill
<b>District of location</b>	Syracuse City School District
<b>Opening Date</b>	Fall 2002
<b>Charter Terms</b>	<ul style="list-style-type: none"> <li>• Initial Charter Term: January 16, 2002 - January 15, 2007</li> <li>• First Renewal: January 17, 2007 - June 30, 2007</li> <li>• Second Renewal: July 1, 2007 - June 30, 2010</li> <li>• Third Renewal: July 1, 2010 - June 30, 2015</li> <li>• Fourth Renewal: July 1, 2015 - June 30, 2017</li> <li>• Fifth Renewal: July 1, 2017 - June 30, 2020</li> <li>• Sixth Renewal: July 1, 2020 - June 30, 2023</li> </ul>
<b>Current Term Authorized Grades/ Approved Enrollment</b>	K - Grade 8 / 690 students
<b>Proposed Renewal Term Authorized Grades/ Proposed Approved Enrollment</b>	K - Grade 8 / 690 students
<b>Comprehensive Management Service Provider</b>	National Heritage Academies, Inc.
<b>Facilities</b>	2200 Onondaga Creek Blvd., Syracuse, NY - Private Space
<b>Mission Statement</b>	<i>Southside Academy Charter School offers families and students a community public charter school that provides a challenging academic program, focuses on high achievement, and instills a sense of family, community and leadership within all of its students.</i>
<b>Key Design Elements</b>	<ul style="list-style-type: none"> <li>• Academic Excellence</li> <li>• Student Responsibility</li> <li>• Moral Focus</li> <li>• Parental Partnerships</li> </ul>
<b>Requested Revisions</b>	None

**Noteworthy:** Southside Academy Charter School (Southside Academy), a National Heritage Academies, Inc. affiliated charter school, implements an integrated moral focus social-emotional learning program and leverages the expertise and scope of a proven CMO to operate efficiently, allowing school-level staff to fully focus on establishing an instruction-focused professional learning environment. Over the current three-year charter term, Southside Academy has stabilized leadership and established strong practices and policies to sustainably improve instruction.

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

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

## **Renewal Outcomes**

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

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

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

## SCHOOL CHARACTERISTICS

**Current Grade Levels and Approved Enrollment**

	<b>Year 1 2020 to 2021</b>	<b>Year 2 2021 to 2022</b>	<b>Year 3 2022 to 2023</b>
<b>Grade Configuration</b>	K-Grade 8	K-Grade 8	K-Grade 8
<b>Total Approved Enrollment</b>	690	690	690

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

	<b>Year 1 2023 to 2024</b>	<b>Year 2 2024 to 2025</b>	<b>Year 3 2025 to 2026</b>	<b>Year 4 2026 to 2027</b>	<b>Year 5 2027 to 2028</b>
<b>Grade Configuration</b>	K-Grade 8	K-Grade 8	K-Grade 8	K-Grade 8	K-Grade 8
<b>Total Proposed Enrollment</b>	690	690	690	690	690

## METHODOLOGY

A one-day in-person renewal site visit was conducted at Southside Academy Charter School on December 7, 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 sixteen in-person classroom observations in K-Grade 8. The observations were approximately 20 minutes in length and conducted jointly with the principal and dean of intervention. NYSED utilizes the CSO's remote Classroom Observation Worksheet as a lens for remote classroom observations. It is shared with the school prior to the site visit, and can be found in the [Renewal SV Protocol](#).

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

- **Current 2022-2023 organizational chart;**

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<sup>2</sup> This proposed chart was submitted by Southside Academy Charter School in its renewal application. It is subject to change pending the final renewal recommendation and approval by the Board of Regents. This chart should not be used to determine the final approved grade levels or enrollment of the school in the subsequent renewal term.

- A 2022-2023 master school schedule;
- Board materials (roster and minutes), a narrative describing the board's self-evaluation process, and narrative describing board's charter management organization evaluation;
- Narrative describing the process used to evaluate school leadership;
- Narrative describing the process school leadership uses to evaluate teachers;
- Narrative describing the school's local assessment plan for 2021-2022 and 2022-2023;
- Narrative describing innovative aspects of the charter school;
- School administered Fall 2022 parent survey results;
- School administered Fall 2021 and Spring 2022 staff survey results;
- CSO 2022 Parent, Teacher, and Student Surveys' Results;
- Current school policies, including the discipline policy, complaint policy, enrollment and admissions policy, and by-laws;
- NYSED Attachment 1: 2022 NYSED Charter School Information Dashboard;
- NYSED Attachment 2: Charter School Fiscal Accountability Summary Dashboard;
- Narrative describing the school's progress and efforts made toward reaching its enrollment and retention targets;
- Admissions and Waitlist information;
- 2021-2022 Faculty/Staff Roster;
- Fingerprint Clearance Certificates for all instructional and non-instructional staff;
- CSO Spring 2021 Mid-Term Site Visit Report;
- School's 2021-2022 Action Plan; and
- School's 2022 renewal application.

## BENCHMARK ANALYSIS

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

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

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

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

For the site visit conducted from on December 7, 2022 at Southside Academy, see the following Performance Framework benchmark ratings and narrative.

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

2019 Performance Benchmark		Level
Educational Success	<b>Benchmark 1: Student Performance:</b> The school has met or exceeded achievement indicators for academic proficiency, trends toward proficiency, similar schools, college and career readiness, and high school graduation, if applicable. Proficiency at the elementary/middle school level shall be defined as achieving a performance level of 3 or higher on Grade 3-8 state assessments in ELA, math, and science. At the high school level, passing shall be defined as obtaining a Regents exam score of 65 or higher.	<b>Approaches</b>
	<b>Benchmark 2: Teaching and Learning:</b> School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students' well-being, improved academic outcomes, and educational success. The school implements research-based practices and has rigorous and coherent curriculum and assessments that are aligned to New York State Learning Standards for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking and achievement.	<b>Meets</b>
	<b>Benchmark 3: Culture, Climate, and Student and Family Engagement:</b> The school has systems in place to support students' social and emotional health and to provide for a positive, safe, and respectful learning environment that prepares all students for college and career. Families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. Families and students are satisfied with the school's academics and the overall leadership and management of the school.	<b>Meets</b>
Organizational Soundness	<b>Benchmark 4: Financial Condition:</b> The school is in sound and stable financial condition as evidenced by performance on key financial indicators.	<b>Meets</b>
	<b>Benchmark 5: Financial Management:</b> The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices.	<b>Meets</b>
	<b>Benchmark 6: Board Oversight and Governance:</b> The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness and faithfulness to the terms of its charter.	<b>Meets</b>
	<b>Benchmark 7: Organizational Capacity:</b> The school has established a well-functioning organizational structure, clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.	<b>Meets</b>
Faithfulness to Charter & Law	<b>Benchmark 8: Mission and Key Design Elements:</b> The school is faithful to its mission and has implemented the key design elements included in its charter.	<b>Meets</b>
	<b>Benchmark 9: Enrollment, Recruitment, and Retention:</b> The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students. . High schools are meeting persistence rates commensurate with the NYSED target.	<b>Approaches</b>
	<b>Benchmark 10: Legal Compliance:</b> The school complies with applicable laws, regulations, and the provisions of its charter.	<b>Meets</b>

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

### ***Summary of Findings***

- Southside Academy Charter School (Southside Academy) is in year 19 of operation and serves students in K-Grade 8. During its current charter term, the school is rated in the following manner: Meets eight benchmarks and Approaches two benchmarks. A summary of those ratings is provided below.
- **Summary of Areas of Growth and Strengths:**
  - Over the current charter term, Southside Academy has stabilized school leadership and placed significant focus on instructional practices and policies, showing notable improvement and staff-wide coherence and commitment to the instructional model, shared accountability, and data usage.
  - The school leverages its CMO to operate efficiently, allowing school leadership to focus predominantly on instructional needs rather than operational needs.
  - Instructional and support staff exhibit strong understanding of and commitment to the school's mission and key design elements, particularly the school's moral focus social-emotional learning program.
- **Summary of Areas in Need of Improvement:**
  - While the proficiency rates of the school on the NYSTP 3-8 Assessments in ELA and math do exceed the district of location (DoL), Syracuse CSD, they do not match or exceed NYS.
  - The school continues to under-enroll both students with disabilities (SWDs) and English language learners (ELLs) as compared to the DoL though during the current charter term has made noteworthy improvements and adopted new strategies for recruitment and enrollment.
  - The board governance raises some concerns over appropriate understanding of relationship between the board, the school, and the management company, while the board's small size raises concerns about capacity.

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

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

#### **Finding: Approaches**

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

Over this charter term, the trajectory for this benchmark has changed from a Cannot Be Assessed during the 2020-2021 Mid-term site-visit to an Approaches due to the school's performance on the 2022 NYSTP 3-8 Assessments. The school's overall ELA proficiency was 31 percent and the differential to the district of location (DoL), Syracuse CSD, was +14 percentage points but -16 percentage points to NYS. The school's overall math proficiency was 14 percent and the differential to the DoL was + 6 and -25 to NYS.

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

## Benchmark 2: Teaching and Learning

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

### Finding: Meets

<u>Element</u>	<u>Indicators</u>
1. Curriculum	<ul style="list-style-type: none"><li>a. The school has a documented curriculum that is aligned to current New York State learning standards.</li><li>b. The curriculum is aligned horizontally across classrooms at the same grade level and vertically between grades.</li><li>c. The curriculum and corresponding materials are differentiated to provide opportunities for all students to master grade-level skills and concepts, including students with disabilities, English language learners/multi-lingual learners, economically disadvantaged students, and other subgroups.</li><li>d. The curriculum is systematically reviewed and revised.</li></ul>
2. Instruction	<ul style="list-style-type: none"><li>a. The school staff has a shared understanding of high-quality instruction that supports all learners and observed instructional practices align to this understanding.</li><li>b. Instructional delivery fosters engagement with all students.</li><li>c. The school differentiates instruction to ensure equity and access for all students.</li><li>d. The school provides staff with professional development opportunities that promote best practices and improves all students' success, including sub-groups.</li></ul>
3. Assessment and Program Evaluation	<ul style="list-style-type: none"><li>a. The school uses a system of formative, diagnostic, and summative assessments.</li><li>b. The school uses qualitative and quantitative data to inform instruction and improve student outcomes.</li><li>c. The school uses qualitative and quantitative data to evaluate the quality and effectiveness of the academic program and modifies the program accordingly for both individual students as well as subgroups.</li><li>d. The school uses multiple measures to assess student progress toward State learning standards.</li></ul>

Element

Indicators

4. <i>Supports for Diverse Learners</i>	<p>a. The school follows the NYSED approved identification process for students with disabilities and English language learners/multi-lingual learners.</p> <p>b. The school provides supports to meet the academic needs for all students including, but not limited to: students with disabilities; English language learners/multi-lingual learners; and economically disadvantaged students.</p> <p>c. The school has systems to monitor the progress of individual students and to facilitate communication between interventionists and classroom teachers regarding the needs of individual students.</p>
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**Academic Program for Elementary School/Middle School:**

- ES:
  - Southside Academy currently serves students in K-Grade 5 through a school model focused on high levels of core subject academic achievement and intentional instruction around its Moral Focus social-emotional learning program
  - Classroom staff utilize co-teaching models to support needs of all students, horizontal and vertical collaborative planning, and intensive instructional leader observation and coaching
- MS:
  - In Grades 6-8, Southside Academy builds on the above-described academic program with additional social-emotional learning focus on self-awareness, self-responsibility, and goal orientation intended to prepare students to succeed in high school and beyond.
  - Over the current charter term, Southside Academy has added additional course offerings and emphasis on STEM focused curriculum to meet community needs and demand.

**Academic Program for Students with Disabilities and ELLs:**

- SWDs:
  - Southside Academy provides a comprehensive special education program including both a push-in co-teaching models and a pull-out resource room model. The school contracts with the district of residence for appropriate related services, in addition to on-staff therapy staff.
  - To provide supports for students at risk of academic failure, the school employs a three-tier Academic Intervention Services (AIS) model, staffed with full time interventionists at each grade level as well as external support from AIS-aligned instructional coaches.
- ELLs:
  - After a lengthy period of vacancies and some compliance issues, Southside Academy has hired a well experience new full-time ELL staff lead for the 2022-2023 school year.
  - The school is piloting an ELL co-teaching model in three grade levels, with intent to expand to six grade levels in 2023-2024 and school wide by 2024-2025. Additionally, the school has implemented additional ELL supports, including afterschool virtual tutoring.

## Summative Evidence for Benchmark 2:

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

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

- **Indicator a:** The renewal application explained that the school continues to utilize a custom-designed curriculum provided through its charter management organization (CMO), National Heritage Academies, Inc. that is fully aligned to New York State Learning Standards. Interviews with school leadership and instructional staff detailed how the curriculum has evolved over recent years through a collaborative process between the school staff and the CMO. According to the 2022 CSO Teacher Survey (37 of 44 expected responses, an 84 percent response rate), 92 percent of responding teachers agreed that the curriculum was aligned with appropriate standards.
- **Indicator b:** Classroom observations, review of lesson plans, and interviews with school leadership and instructional staff confirmed that curriculum is aligned horizontally across classrooms and vertically across grade levels, as well as comprehensive systems and supports in place to ensure collaborative and cross-team planning on a weekly, monthly, and yearly basis.
- **Indicator c:** The renewal application, classroom observations, review of lesson plans and interviews with instructional staff and support staff discussed how the school employs instructional practices and curriculum materials and tools to ensure differentiated instruction. The use of push-in and co-teaching specialist and generalist interventionists ensure classroom instruction is varied to meet the needs of all students. Additionally, the master schedule documents how the school uses daily intervention blocks as well as supplemental one-on-one tutoring to ensure adequate time for students to master content.
- **Indicator d:** Interviews with the school leadership and the renewal application narrative detail how the annual process for comprehensively reviewing and as needed, revising the curriculum, as well as the on-going scaffolded weekly and monthly structures for reviewing the implementation of the curriculum and adjusting as appropriate. The school leadership team confirmed the collaborative and customized approach the CMO takes in reviewing and revising the curriculum, further noting that over the current charter term the CMO, based in Michigan but overseeing a number of schools throughout New York, has significantly invested in New York-based curriculum and instructional support.

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

- **Indicator a:** The current principal was hired by the school at the beginning of the current charter term. Over that period, the principal has driven significant improvement in the shared understanding of and commitment to high-quality instruction, in part through elevating exceptional instructional staff to dean positions and reorganizing other staff positions to move as much non-academic responsibilities away from the deans, allowing each dean to focus almost exclusively on instructional coaching and academic support. In interviews with the leadership team and instructional support, the impact of these organizational changes was evident as teachers reported feeling well supported and coached in academic and instructional expectations. Classroom observations provided additional evidence of a shared understanding of instructional expectations and shared practices: for example, two observed classrooms were of teachers extremely new to the school (one hired only a few weeks prior, one a recently hired long-term substitute covering for a teacher on maternity leave) and the instruction was comparable to that

of more veteran teachers. More novice teachers were provided more targeted support to ensure adequate understanding of instructional practices and expectations.

- **Indicator b:** Classroom observations and interviews with instructional staff demonstrated engaged instruction, particularly through use of differentiated instructional models to specifically engage students through their learning styles and/or specific interests. During classroom observations students were attentive and engaged to instruction. According to the 2022 CSO Teacher Survey, 84 percent of responding teachers agreed that the school employs instructional delivery that fosters engagement with all students.
- **Indicator c:** The renewal application, reviewed lesson plans, classroom observations, and interviews with instructional staff detailed how instructional practices, such as graphic organizers, small group instruction, and explicit emphasis on vocabulary, differentiate instruction for all students. In addition, the school makes regular use of a variety of curriculum materials and technology-based academic supports to provide additional differentiation.
- **Indicator d:** The renewal application and interviews with school leadership and instructional staff discussed how the school leverages its CMO to provide comprehensive professional development. Over the current charter term, the CMO has invested additional staff resources specifically for New York based schools to support instructional and curriculum development in alignment with New York State standards, including weekly virtual and/or in-person instructional coaching for all teachers. Additionally, the school leverages the size and scope of the CMO's network to access professional development opportunities a similarly sized independently operated charter school may not be able to access. Instructional staff interviews cited the reorganization of non-academic functions to allow deans to primarily focus on academic coaching and instruction as vital to improving instructional practices and professional development. Lastly, the school analyzes data from annual school culture and climate surveys to determine professional development needs for the staff.

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

- **Indicator a:** The renewal application and interviews with school leadership and instructional staff detailed the comprehensive use of assessments. The school uses diagnostic assessments at the beginning of the school year to assess student need and aid teachers plan for and align instruction and formative assessments including NWEA MAP and AIMSWeb to benchmark student growth and identify students for possible intervention.
- **Indicator b:** Interviews with school leadership and instructional staff noted improvement over the current charter term in the use of qualitative and quantitative data, coupled with the increased focus on direct instructional coaching, as key improvements made in recent years. The school leverages its CMO to provide custom data reporting and dashboards, as well as dedicated school-level collaborative planning time to analyze data and implement any necessary instructional or curriculum adjustments.
- **Indicator c:** Because of the COVID-19 pandemic, the school has not had access to the typical summative assessment data in the last two school years. The school leverages its CMO's size and scope, which enables it to compare itself on standardized metrics to other schools in the CMO's network to identify instructional and curriculum gaps and needs.
- **Indicator d:** The renewal application and interviews with school leadership and instructional staff discussed the multiple measures the school uses to assess student progress, including weekly subject area assessments and informal measures such as exit tickets, as well as intervention strategy metrics and measures to ensure students are able to catch up to expectations. In the

absence of statewide summative assessments, the school has adopted a Local Assessment Plan which, along with data support from the CMO, has supported the school's comprehensive assessment system.

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

- **Indicator a:** The renewal application and interviews with support staff confirmed that the school follows approved identification processes for students with disabilities and English language learners. Staff further noted an improved working relationship with the district of location's Committee on Special Education, which has improved identification and diagnostic processes. Relevant policies and practices are set forth in the school's Parent and Student Handbook, which is provided to all families and available through the school's online family portal.
- **Indicator b:** As described above, the school's instructional model employs push-in and co-teaching models with specialized and generalist interventionists, an AIS intervention program, pull-out resource room services, and additional specialized therapy services under contract with the district of location, adequately providing supports to meet the academic needs for all students, including SWDs, ELLs, and economically disadvantaged (ED) students.
- **Indicator c:** Interviews with instructional and support staff described systems and practices in place to monitor progress and facilitate communication regarding individual students, including a schoolwide understanding of and commitment to shared instructional practices, collaborative daily and weekly planning time, and piloted co-teaching models. Staff noted the positive impact of the evolved role of the deans to further coordinate and align instructional and intervention needs across classrooms and grade levels.

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

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

#### Finding: Meets

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

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

<sup>5</sup> Student Suspension rate is determined by dividing the number of students who were suspended from school (not including in-school suspensions) for one full day or longer anytime during the school year by the Basic Educational Data System (BEDS) day enrollments for that school year. A student is counted only once, regardless of whether the student was suspended one or more times during the school year. Data Source: L2RPT Report SIRS-351: Student Attendance Summary Report - [http://www.p12.nysed.gov/irs/level2reports/documents/SIRS\\_351-360-361-370AttendanceandDayCalRptGuiderev3.6.18.pdf](http://www.p12.nysed.gov/irs/level2reports/documents/SIRS_351-360-361-370AttendanceandDayCalRptGuiderev3.6.18.pdf).

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

students are fully engaged within the school community and have access to the educational program. The school has a McKinney-Vento Coordinator that staff can identify.

### Summative Evidence for Benchmark 3:

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

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

Southside Academy CS	Expected Responses	Total Responses	Response Rate	Target Response	Differential
Parent Survey	688	54	8%	50%	-42
Student Survey (Grades 9-12)	N/A	N/A	N/A	80%	N/A
Teacher Survey	41	28	68%	80%	-12

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

Southside Academy Charter School		Response Rate	Survey Population	Total Responses
Parent	Does not meet 90% or 95% Confidence	8%	662	51
Student	Not Applicable	.	0	.
Teacher	90% Confidence	84%	44	37

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.

Southside Academy's response rates for both 2021 surveys were below the target rate and the aggregate results should not be considered dependable. The school's response sample for the 2022 Teacher survey reached a 90 percent confidence level. The response sample for the 2022 Parent surveys did not reach the minimum 90 percent confidence level and the results should not be considered statistically dependable.

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

- **Indicator a:** The renewal application, review of policies, and interviews with school leaders discussed the school's comprehensive approach to addressing attendance rates, including the recent creation of an Attendance Committee and usage of ESSER funds to hire a family engagement liaison, who communicates and coordinates directly with families on attendance concerns as well as academic and social-emotional issues. The school's approach to ensuring adequate attendance depends in large part on its key design element of building and maintaining strong relationships with families, which has required additional effort and renewed focus as the school has fully returned to in-person instruction.

- **Indicator b:** The renewal application and interviews with school leadership and support staff discussed the role of the school’s social-emotional learning curriculum, specifically its “Behave with Care” program, as a key aspect of addressing disciplinary issues and minimize out-of-school suspensions. Additionally, the school leadership team has placed greater emphasis on data collecting and analysis regarding behavioral issues on a monthly basis to track noteworthy changes.
- **Indicator c:** The renewal application and interviews with school leadership discussed CMO administered climate surveys that measure strengths and weaknesses on multiple indicators related to climate and culture. Additionally, the school utilizes classroom and schoolwide frameworks to annually monitor effectiveness of programming, both of which consider and factor in culture and climate. The school also prioritizes culture and climate needs in professional development, dedicating two days annually to social-emotional learning practices.

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

- **Indicator a:** The renewal application, reviewed school policies, and interviews with school leadership and support staff discussed the schools formal, including adopted and approved disciplinary policy and code of conduct, and informal, including the “Behave with Care” program, approaches to disciplinary issues, including reducing and preventing suspensions. Classroom observations and interviews with instructional and support staff demonstrated school-wide understanding of and commitment to the “Behave with Care” program and stated its importance in behavior management.
- **Indicator b:** The renewal application, the reviewed code of conduct policy, and interviews with school leadership and support staff detailed the school’s tiered behavior intervention system, which includes six tiers of appropriate response to disciplinary issues, alongside discretion and appropriate judgement reserved for the principal. Over the current charter term, the addition of a family engagement liaison and reassignment of responsibility over most behavioral issues from deans to support staff has played a significant role in ensuring coherent application of disciplinary policies across the school. Additionally, interviews with the school leadership discussed the role of the school-based intervention team (SBIT) in tracking disciplinary and behavior management data on a bi-monthly basis. According to the school administered Fall 2022 parent survey (with a response rate of 29 percent), 84 percent of responding parents agreed that the school’s culture is a good fit and 83 percent agree that the school’s policies and procedures keep students safe.
- **Indicator c:** Observations from the renewal site visit demonstrated the school as safe and secure, and interviews with instructional and support staff confirmed this impression. According to the 2022 CSO Teacher Survey, 73 percent of responding teachers agreed that the school provides a safe environment.
- **Indicator d:** According to the 2022 CSO Teacher Survey, 60 percent of responding teachers agreed that the school has systems in place to ensure its learning environment is free from bullying, harassment, and discriminating and 62 percent of responding teachers agreed that they could identify the school’s DASA Coordinator. However, over the course of the charter term the CSO has received four informal complaints related to student bullying. The school should ensure that it has appropriate policies and procedures in place to address these issues as they arise.
- **Indicator e:** Classroom observations demonstrated orderly, disruption-free classrooms with students engaged in instruction and on task during individual and small-group work. Disruptions were minimal and observed teachers demonstrated ability to quickly react to and eliminate small disruptions and maintain the structure and schedule of the lesson.

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

- **Indicator a:** The renewal application and interviews with school leadership confirmed that the school communicates with families in their preferred language for all important communications. The school's website and online portal currently rely on Google translate functions, while the school is investigating additional and alternative options to make multi-language communication more effective.
- **Indicator b:** The renewal application and interviews with school leadership discussed various methods of communication to and engaging with families, including a monthly newsletter, recorded phone calls, and regular usage of the school's website, online portal, and social media platforms. Individual teachers and liaisons also directly communicate with families, primarily through individual newsletters, phone calls, portal messages, and in-person relationship building. Additionally, as the school has fully returned to in-person instruction, the school is working towards adding more in-person family events.
- **Indicator c:** The renewal application and interviews with the school leader described a variety of formal and informal mechanisms the school uses to assess family satisfaction, including conducting a "Voice of the Parents" survey at least twice annually, new family orientation materials and communications, workshops, virtual and in-person parent-teacher conferences, an increased number of in-person family-oriented events, as well as a range of informal communications discussed above. In the renewal application, the school noted that, according to its Voice of the Parent survey, parent satisfaction with the school dipped during the two semesters in which the school was virtual, but returned to pre-pandemic levels of satisfaction, at 81 percent, upon return to in-person instruction in the Spring of 2022 (though supplemental data provided by the school for the fall 2022 parent survey saw this satisfaction rate decline to 79 percent).
- **Indicator d:** The reviewed complaint policy and interviews with school leadership described a transparent complaint process, which is publicly available on the school website as well as in the described in the parent and student handbook. According to the Fall 2022 parent survey, 81 percent of responding parents agreed that the school was open to parent feedback. According to the 2022 CSO Parent survey (51 out of 662 expected responses for an 8 percent response rate), 53 percent of responding parents agreed that the school has a complaint policy that is easy to find and only 55 percent of responding parents agreed that the complaint policy is easy to understand.
- **Indicator e:** The renewal application and interview with school leadership detailed how the school shares the school's annual report card data with the public via its website and during publicly open board meetings, as well as with parents through its monthly newsletter and online portal.
- **Indicator f:** The renewal application described how the school shares its exam participation rate compared to the district of location during publicly open board meetings.

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

- **Indicator a:** As described in the school's key design elements, and reflected in the renewal application, interviews with school stakeholders, and demonstrated during classroom observations, the school's "Moral Focus" and "Behave with Care" programs are central to the school's social-emotional learning approach. These programs were developed by the school's CMO but have evolved and been adapted to the specific needs and circumstances of Southside Academy. These programs focus on developing social skills such as integrity, self-control, and perseverance. Observations and staff interviews conveyed a strong school-wide understanding of and commitment to these programs, and consistent implementation. In addition, the school employs a full-time social worker, a family engagement liaison, and an achievement and behavior

support specialist to implement and support the school's social-emotional learning and mental health supports. The school has additionally provided professional development in trauma informed care and restorative practices in recent years. The school was on track to partner with a local mental health provider to provide mental health counseling services to students and families on campus, but an agreement fell through at the last minute as the external partner changed operational priorities.

- **Indicator b:** The renewal application and interviews with support staff detailed the school's School Based Intervention Team (SBIT) and its role in tracking, monitoring and analyzing quantitative and qualitative data, including attendance rates, disciplinary incidents, and social worker case loads and notes, in addition to corresponding academic data, such as the data tracked for the school's academic intervention system.
- **Indicator c:** Staff interviews noted that quantitative and qualitative data, such as the data listed above as well as the teacher responses to the annual culture and climate survey, are utilized to understand what aspects of the social-emotional and mental health support programs are and are not working, and what additional resources and professional development can be employed to improve. In particular, the staff noted how as a result of these data points, the school coordinated with its CMO to provide additional professional development regarding restorative justice practices as well as supplemental support for implementing the school's "Moral Focus" program.
- **Indicator d:** Interviews with support staff noted that the school has prioritized professional development in culturally responsive practices, including trauma informed care and restorative justice practices. The school was on the verge of an agreement with a local mental health provider to provide on-campus services, which fell apart at the last minute; the school is currently seeking an alternative partner for similar services.
- **Indicator e:** According to the 2022 CSO Teacher Survey, 49 percent of responding teachers could identify the school's McKinney-Vento Coordinator. The recent addition of a parent engagement liaison position has improved the school's coordination of services for students experiencing homelessness.

#### **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 remained 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**

Southside Academy Charter School appears to be in poor 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. Southside Academy Charter School's 2021-2022 composite score is 0.53. However, it is important to note that fees to NHA annually are nearly equal to the school's revenue leaving the school itself holding very little cash or tangible assets. The only substantial real liability is more fees owed to NHA as of 6/30/19. NHA provides needed materials, supplies, and equipment as required by the school, and upon request.

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

<b><i>Year</i></b>	<b><i>Composite Score</i></b>
2017-2018	.63
2018-2019	.58
2019-2020	.51
2020-2021	.30
2021-2022	.53

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

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

#### **Finding: Meets**

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

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

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

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

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

### Benchmark 6: Board Oversight and Governance

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

#### Finding: Meets

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

#### Summative Evidence for Benchmark 6:

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

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

- **Indicator a:** The renewal application and interviews with school leadership and the board of trustees described the school's formal evaluation procedures for the school's leadership, its contracted CMO, and itself. The school also made available for review the rubric for the school

leader evaluation. The board has previously relied on informal self-evaluations, however communicated that this year in conducted a formal four-part self-evaluation. The board also conducts an annual four-part review of its agreement with its CMO, focused on academic performance, organizational performance, financial performance, and culture and climate.

- **Indicator b:** During the board interview, the board discussed its approach to and needs for recruitment. The size of the board raised some concerns, with only five current board members, one of whom just recently joined the board. Further, the board anticipated some potential turnover in the next year or two: the board acknowledged it would like to add two or three members proactively in case of possible turnover but had not yet identified or vetted potential candidates. The board itself was well versed in the mission and operations of the school, and also exhibited strong understanding of the school's value and place in the community.
- **Indicator c:** During the board interview, the board displayed strong knowledge of the benefits and services the school receives from its contracted CMO, as well as adjustments and negotiations the school has completed with the provider in recent years to benefit the school: for example, the CMO recently renegotiated the school's facility lease to free up funds. The board framed the CMO as a "willing negotiator" and open to making changes and adjustments to its agreement with the school in order to meet needs identified by the school leader and the board, however the interviewed board members did not describe or discuss options the school had if the CMO refused to fulfill the school's requests, what would constitute grounds for terminating the management agreement, or, if the school did seek to terminate the agreement, what would be the plan for continued operations.
- **Indicator d:** The board interview conveyed the board's strategic priorities as short- to medium-term, with its focus on continually and sustainably raise academic achievement, particularly as the school exits the COVID-19 pandemic and has achieved stability in leadership over the current charter term. The school's grade span has remained the same since 2005-2006 and its enrollment roughly the same, with some fluctuations, since 2010-2011: the board communicated that it has had informal conversations about adding a high school but is primarily focused on continuing to strive towards the school's stated mission. The board does not have a current formal strategic plan and reported it has no immediate plans to complete one. Regarding longer term strategic planning, the board broadly and generally discussed how the school may position itself with relation to expected economic growth sectors in the city and the school's neighborhood, though lacking specifics.
- **Indicator e:** The renewal application, reviewed board documents, and board interview described a clear process for regularly reviewing and revising, as needed, school policies with the assistance of independent legal counsel as well as the advisement of the CMO.
- **Indicator f:** During the board interview, the board discussed professional development opportunities, trainings, and resources provided by the CMO, including a regular newsletter and opportunities for virtual board skills training. Members of the board also individually and collectively have participated in regional professional conferences and have attended the CMO's annual summit.
- **Indicator g:** Based on the board interview, the board generally understood and demonstrated awareness of its governance role and legal obligations, though some concerns remain regarding contingency plans for the school if it were to seek termination of the CMO contract. Given the small size of the board, additional concerns are present regarding the board's capacity to effectively carry out oversight, particularly sufficient capacity to carry out committee-style oversight.

- **Indicator h:** During the board interview, board members demonstrated familiarity with the charter school performance framework standards and how the school’s mission and key design elements are designed to meet and exceed these standards. Further, the board noted that the board reports and dashboard information it receives on a monthly basis are specifically aligned with the performance standards to ensure awareness and appropriate focus.

### Benchmark 7: Organizational Capacity

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

#### Finding: Meets

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

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

### Summative Evidence for Benchmark 7:

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

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

- **Indicator a:** Over the course of the current charter term, Southside Academy has stabilized its leadership team by installing a new permanent principal and clarifying the roles of the school's four dean positions: one dean per K-2, 3-5, and 6-8 grade span and one dean focused on interventions and specialists. According to interviews with school leadership, over the current charter term the school has rearranged roles and responsibilities to ensure that the four deans can focus almost exclusively on instructional matters, dedicating nearly all their time to classroom observations, coaching, and cooperative lesson planning. The leadership accomplished this by strengthening support staff positions and shifting many non-instructional responsibilities, such as tier two behavior management, away from the dean positions. Interviews with school leadership, instructional staff and support staff demonstrated a clear sense of mission, key design elements, and organizational goals and responsibilities.
- **Indicator b:** Interviews with school leadership, instructional staff and support staff demonstrated clear lines of communication and systems and structures for communicating and decision-making. These systems and structures are founded in clearly defined roles and responsibilities for staff and leadership, a particular focus for the current principal over the current charter term. Interviews with instructional and support staff indicated improved lines of communication during the current charter term, particularly noting the clearer roles and responsibilities of the deans in creating expectations for which staff member to seek out for which concern or issue. Interviews with school leadership and staff also noted the role of the CMO in communicating and supporting school-wide goals and mission.
- **Indicator c:** Interviews with school leadership discussed the challenges the school, like many others in the area, have faced with recruiting and retaining staff, particularly in specialist positions, though noted one advantage the school has is the support and resources of the CMO, which provides recruitment and human resources support, as well as a thorough onboarding system that contributes to retention efforts. At the time of the renewal site visit, the school was fully staffed, with the only open position a newly created support staff position. However, based on observations and interviews, several positions were only recently filled, including an English language learner teacher finally hired to fill a long-term vacancy. According to interviews with school leadership, several support positions, including the parent engagement liaison, have been funded, at least in part, through temporary ESSER funds, without a clear plan for either sustaining these positions or transitioning without the positions: school leadership indicated it intended to negotiate with the CMO to find budgetary ways to retain these positions, but did not note contingency plans in the case that the CMO refused. They later indicated that NHA confirmed that these positions will be funded through another source next year. Interviews with school leadership and staff pointed to above-market compensation as well as strong onboarding and

professional development support as factors in significantly improving teacher retention over the current charter term.

- **Indicator d:** Interviews with school leadership demonstrated familiarity with and understanding of NYSED Charter School Performance Framework standards and foundational use of the standards in establishing school-wide goals, performance monitoring and oversight, and communications both to staff and to the board.

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

- **Indicator a:** Interviews with school leadership and staff, as well as the reviewed organizational chart, demonstrated a clear understanding of staff, leadership, and board roles and responsibilities, particularly as refined over the current charter term. Interviews with the school leadership demonstrated a concentrated effort to focus the roles of the school's four deans on instructional matters, with many non-instructional roles and responsibilities reallocated to support staff positions. Interviews with instructional and support staff confirmed the impact of these changes in improving school-wide understanding of roles and responsibilities.
- **Indicator b:** The renewal application and interviews with school leadership and staff demonstrated a comprehensive array of professional development offerings, including summer development, biweekly workshops, and additional targeted curriculum and instructional support. In interviews, leadership and staff pointed to how the school leverages its CMO's size and scope to gain access to professional development opportunities and supports a similar sized independently operated school may not be able to access; for example, accessing weekly in-person and virtual support from curriculum specialists and yearly participation in the CMO's summer learning summit. Staff also pointed to the responsiveness of the leadership team and the CMO in offering trainings and professional development opportunities requested by staff, such as on restorative justice practices.
- **Indicator c:** At the time of the renewal site visit, the school was fully staffed and was seeking to add an additional staff member in a newly created support position. Observations, interviews, and review of the school's organizational chart and staff roster demonstrated a staff capable of meeting the school's operational and instructional needs, many of which are provided by the CMO.
- **Indicator d:** The renewal application and interviews with instructional staff described well-established formal and informal opportunities in the daily and weekly schedule for collaborative lesson planning and communication, both horizontally across classrooms and vertically across grade levels within each of the school's three grade spans. Staff additionally spoke to the depth of one-on-one coaching with their instructional dean as well as adequate time throughout the year for school-wide planning, staff development, and professional development.
- **Indicator e:** The reviewed organizational chart and interviews with instructional staff and school leadership demonstrated a strong system of evaluating and improving instructional quality through both formal and informal evaluation. The school's distributed leadership structure intentionally focuses the attention of the school's four deans on instructional quality, focusing their time on classroom observations, one-on-one coaching and informal and formal evaluation. Formal evaluations are conducted in accordance with an evaluation rubric developed jointly between the school and the CMO.
- **Indicator f:** Interviews with instructional and support staff discussed the CMO's GLINT survey, administered twice annually, to solicit staff satisfaction and concerns regarding instruction and culture. Staff are provided the results of this survey to be able to review how their peers

collectively see the school, and staff confirmed seeing responsive changes; for example, specific professional development opportunities were provided in response to clear prioritization from the staff survey.

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

- **Indicator a:** Interviews with school leadership and the renewal application confirmed that all changes to the charter management contract comply with required charter amendment procedures.
- **Indicator b:** Interviews with school stakeholders demonstrated an effective working relationship with the CMO, with clear evidence that the school leverages the CMO's size and scope for a number of benefits, including instructional support, teacher recruitment, and professional development. The renewal application and interviews with school leadership and the board also spoke to a strong working relationship with the CMO with regards to freeing up funds to provide additional supports: for example, the board noted that the CMO restructured the school's facility lease to free up funds for additional support positions. The board discussed oversight and regular review of the management agreement as one of its most important functions, including conducting an annual formal assessment of the CMO's performance. One point of concern, however, was an apparent lack of contingency plan for the continued operation of the school independent of the CMO if the board did, for some reason, determine to terminate the agreement.

### Benchmark 8: Mission and Key Design Elements

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

#### Finding: Meets

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

#### Summative Evidence for Benchmark 8:

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

##### 1. Element: ***Missions and Key Design Elements:***

- **Indicator a:** Interviews with all stakeholders, from the board to support staff, demonstrated a clear and consistent understanding of the school’s mission and key design elements. School leaders and instructional staff pointed to the strong professional development climate at the school for emphasizing and supporting the mission and key design elements for both new and long-tenured staff. According to the renewal application and interviews with school leadership, the school relies on its mission and key design elements significantly in public-facing materials, especially student recruitment materials.
- **Indicator b:** Reviewed materials, interviews with school stakeholders, and observations demonstrated full implementation and widespread understanding and commitment to the school’s mission and key design elements. In particular, the school’s emphasis and organizational realignment over the current charter term has demonstrated a particular focus on the school’s “academic excellence” key design element, and the professional development priorities and social-emotional learning programs demonstrated clear dedication to the “moral focus” and “student responsibility” key design elements. Interviews with the school leadership and support staff acknowledged some challenges with the “parental partnership” key design element, particularly as the school continues its return to full in-person instruction, but noted that many lessons and new approaches employed during the height of the pandemic are being continued and having a notable impact: for example, the principal noted changes to how the school conducts parent-teacher conferences has led to a significant increase in parental participation over the last two years.

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

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

#### Finding: Approaches

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

#### Summative Evidence for Benchmark 9:

Over this charter term, the trajectory for this benchmark has been consistent as an Approaches due to consistent under-enrollment of SWD and ELL students.

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

- **Indicator a:** The school has consistently maintained sufficient overall enrollment and is currently, 2021-2022, at 96 percent of their contracted enrollment. The school exceeds the DOL in the enrollment of ED students by +9 percentage points.

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

- **Indicator a:** While Southside Academy has improved its enrollment of SWDs the school is still -5 percentage points below the DOL. The school's enrollment of ELLs is -13 below the DOL.
- **Indicator b:** The renewal application and interviews with school leadership demonstrated implementation of extensive recruitment strategies, including providing additional resources towards specialized services, to recruit and retain SWDs and ELLs, in accordance with the school's 2021-2022 Action Plan. As described in the 2021-2022 Action Plan, the school hired a full-time

admissions representative as well as a family engagement liaison, both of whom support and implement the school's recruitment strategies, such as building and sustaining relationships with early childhood and family support service providers that serve the immigrant, refugee, and special needs populations of the region. In interviews, the school noted that its current enrollment, nearly at its charter maximum approved enrollment, its extensive waitlist, and its high student retention rates, leave new kindergarten enrollment its best opportunity to enroll SWD and ELL students, with many of its recruitment and retention efforts focused at this level.

- **Indicator c:** The renewal application discussed, at great length, and interviews with the board and the school leadership confirmed, a systemic approach to improving and evaluating recruitment and outreach strategies for ELL and SWD students in particular. The board has discussed, but has not yet proceeded further on, adopting a weighted lottery preference.

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

## Benchmark 10: Legal Compliance

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

### Finding: Meets

<u>Element</u>	<u>Indicators</u>
1. Legal Compliance	<ol style="list-style-type: none"><li>The school has compiled a record of substantial compliance with applicable State and federal laws and regulations and the provisions of its charter including, but not limited to: those related to student admissions and enrollment; FOIL and Open Meetings Law; protecting the rights of students and employees; addressing complaints; financial management and oversight; governance and reporting; and health, safety, civil rights, and student assessment requirements.</li><li>The school has undertaken appropriate corrective action when required, and/or as requested by the Board of Regents and/or the NYSED Charter School Office and has implemented necessary safeguards to maintain compliance with all legal requirements.</li><li>The school has a plan to ensure that teachers are certified in accordance with applicable laws and regulations.</li><li>The school has sought Board of Regents and/or the NYSED Charter School Office approval for material and non-material revisions.</li><li>The school maintains sufficient enrollment demand for the school to meet the expectations detailed in the enrollment plan outlined in the charter and within the parameters set forth in the charter agreement.</li><li>The school seeks guidance from its legal counsel when updating documents and handling issues that arise.</li></ol>

### Summative Evidence for Benchmark 10:

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

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

- Indicator a:** Reviewed records and interviews with school leadership confirmed that the school has a strong record of legal, fiscal, and operational compliance. CSO has no record of stakeholder complaints over the current charter term. The required links listed in the Annual Report are not all posted on the school's webpage, for example: DASA policy, FOIL policy, and the FOIL subject matter list.
- Indicator b:** Over the current charter term, the school has taken appropriate corrective action when required or requested. As discussed above, the school has implemented necessary corrective actions with regards to recruitment and retention of SWD and ELL populations.

- **Indicator c:** According to interviews with school leadership, the school described its personnel practices to ensure all teachers have, or on a path to receive, appropriate certifications. School leadership described “grow your own” talent pipelines as a key staff recruitment and retention strategy. During the renewal visit, CSO staff did note, and seek clarification by the school on, some discrepancies in classification of alternate certification codes. There were five teachers that were classified as uncategorized and uncertified at the school as reported in the 2021-2022 Annual Report.
- **Indicator d:** The school liaison and the board discussed best practices in communicating potential revisions to ensure appropriate procedures are followed in determining whether or not a proposed change is material or non-material. CSO records do not show complete submission of its Code of Conduct/Discipline Policy request that the school started.
- **Indicator e:** As discussed above, the school demonstrates strong enrollment demand and has a corrective action plan in place to address enrollment and retention efforts for special student populations.
- **Indicator f:** The school reports that it seeks guidance from both the CMO legal counsel and independent legal counsel regarding any updates to legal documents or addressing other compliance issues.

# 2022 NYSED Charter School Information Dashboard

## Overview

### Charter School Selection

SOUTHSIDE ACADEMY CHARTER SCHOOL

### BEDS Code

421800860845

### 2021-2022 Enrollment

662

### 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:	SYRACUSE CITY SCHOOL DISTRICT
Total Public School Enrollment of Resident Students attending Charter	11%
Additional School District: (if applicable)*	N/A
Total Public School Enrollment of Resident Students attending Charter	-
Grades Served:	K-8
Address:	2200 ONONDAGA CREEK BLVD SYRACUSE NY 13207
Website:	www.nhaschools.com/schools/southside
RIC:	CENTRAL/OCM/CNYRIC
Regents Region:	CENTRAL REGION
Regent:	ELIZABETH S. HAKANSON
Active Date:	7/1/2002
Authorizer:	NYS BOR
CEO:	TAMMY PUGH
CEO Phone:	(315) 476-3019
CEO Email:	44.tpugh@nhaschools.com
BOT President:	CAROL HILL
BOT President Phone:	(315) 476-3019
BOT President Email:	hillca@morrisville.edu
Institution ID:	800000040667

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

### BoR Charter School Office Information

Regional Liaison:	Vickie Smith
Performance Framework:	2019
Current Term:	7/1/20-6/30/23
2018-2019	Midterm
2019-2020	Renewal
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	8%	662	51
Student Survey (Grades 9-12)	Not Applicable	N/A	0	N/A
Teacher Survey	90% Confidence	84%	44	37

# 2022 NYSED Charter School Information Dashboard

## Benchmark 1 - Indicator 1: Similar Schools Comparison

### Charter School

SOUTHSIDE ACADEMY CHARTER SCHOOL

2022 3-8 Assessments; 2021 4 Year Graduations

Southside Academy CS			ELA Differential	Math Differential	Science Differential	Graduation Rate Differential
Elementary/Middle	+/- 5	Brownsville Ascend CS	-17	-27	-41	.
		CS of Inquiry	+19	+4	-1	.
		Dr Walter Cooper Academy	+16	+12	-11	.
		Joseph C Wilson Foundation Academy	+14	+7	+18	.
		KIPP Bronx CS III	-10	-7	+11	.
		Niagara CS	-3	-30	-15	.
		PS/IS 323	+11	+5	+18	.
		School 2-Clara Barton	+19	+5	+3	.
		School 34-Dr Louis A Cerulli	+22	+10	-3	.
		School 39-Andrew J Townson	+30	+13	+21	.
		School 54-Flower City Community School	+23	+12	+13	.
		Mean	+11	+0	+1	.
		+/- 7.5	Brooklyn Excelsior CS	-16	-6	-25
	Brooklyn Scholars CS		-20	-14	-13	.
	Buffalo United CS		+6	+2	+14	.
	Discovery CS		-16	-36	-37	.
	KIPP Always Mentally Prepared CS		-18	-24	-15	.
	PS 178 Saint Clair Mckelway		+14	+8	-1	.
	Rise Community School		+27	+10	+16	.
	School 16-John Walton Spencer		+23	+6	-6	.
	School 45-Mary Mcleod Bethune		+24	+12	+26	.
	School 8-Roberto Clemente		+25	+11	+20	.
	Mean		+5	-3	-2	.
	+/- 10		Boys Preparatory CS of New York	-8	-16	-1
		Bronx Academy of Promise CS	-26	-28	-33	.
		Bronx CS for the Arts	-13	-12	-5	.
		Cecil H Parker School	+10	+4	-24	.
		Central Brooklyn Ascend CS	-30	-35	-54	.
		Children's Aid College Preparatory CS	-18	-23	-27	.
		Citizenship and Science Academy of Syracuse CS	+11	+3	+19	.
		Community Partnership CS	-29	-42	-53	.
		East Harlem Scholars Academy CS II	-2	+1	-10	.
		Edward Williams School	+9	+2	-28	.
		Girls Preparatory CS of the Bronx	-25	-20	-16	.
		Harry F Abate ES	+12	0	0	.
		Harvey Austin School #97	+20	+6	+12	.
		Icahn CS 6	-45	-75	-53	.
		John F Hughes ES	+9	-6	-9	.
		KIPP Freedom CS	-23	-19	-7	.
		KIPP Star College Prep CS	-29	-33	-28	.
		King Center CS	+6	-4	-11	.
		Las Hermanas Mirabal Community School	0	-6	-25	.
		Leadership Preparatory Brownsville CS	-25	-34	-19	.
		MS 394	+11	+7	+6	.

# 2022 NYSED Charter School Information Dashboard

## Benchmark 1 - Indicator 1: Similar Schools Comparison

	PS 138	-14	-18	-31	.
	PS 41 Francis White	+7	+4	+9	.
	PS 43	+13	+6	-6	.
	PS 76 A Phillip Randolph	+12	+12	+13	.
	Renaissance Academy CS of the Arts	-2	0	-21	.
	School 23	+13	-5	-6	.
	School 9	+10	0	-22	.
	Thomas K Beecher School	+18	+9	-1	.
	True North Rochester Preparatory CS - West Campus	-13	-16	-22	.
	Westminster Community CS	+6	+4	0	.
	Mean	-4	-11	-15	.
	Mean	+1	-7	-9	.

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

# 2022 NYSED Charter School Information Dashboard

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

### Charter School

SOUTHSIDE ACADEMY CHARTER SCHOOL

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

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

Southside Academy CS	ELA				Math			
	All Students	SWD	ELL	ED	All Students	SWD	ELL	ED
2015-2016	38%	12%	60%	36%	31%	12%	60%	31%
2016-2017	49%	22%	60%	47%	36%	24%	22%	35%
2017-2018	45%	27%	24%	43%	44%	15%	24%	42%
2018-2019	41%	-	40%	39%	29%	-	27%	26%
2021-2022	52%	13%	17%	51%	18%	0%	14%	17%

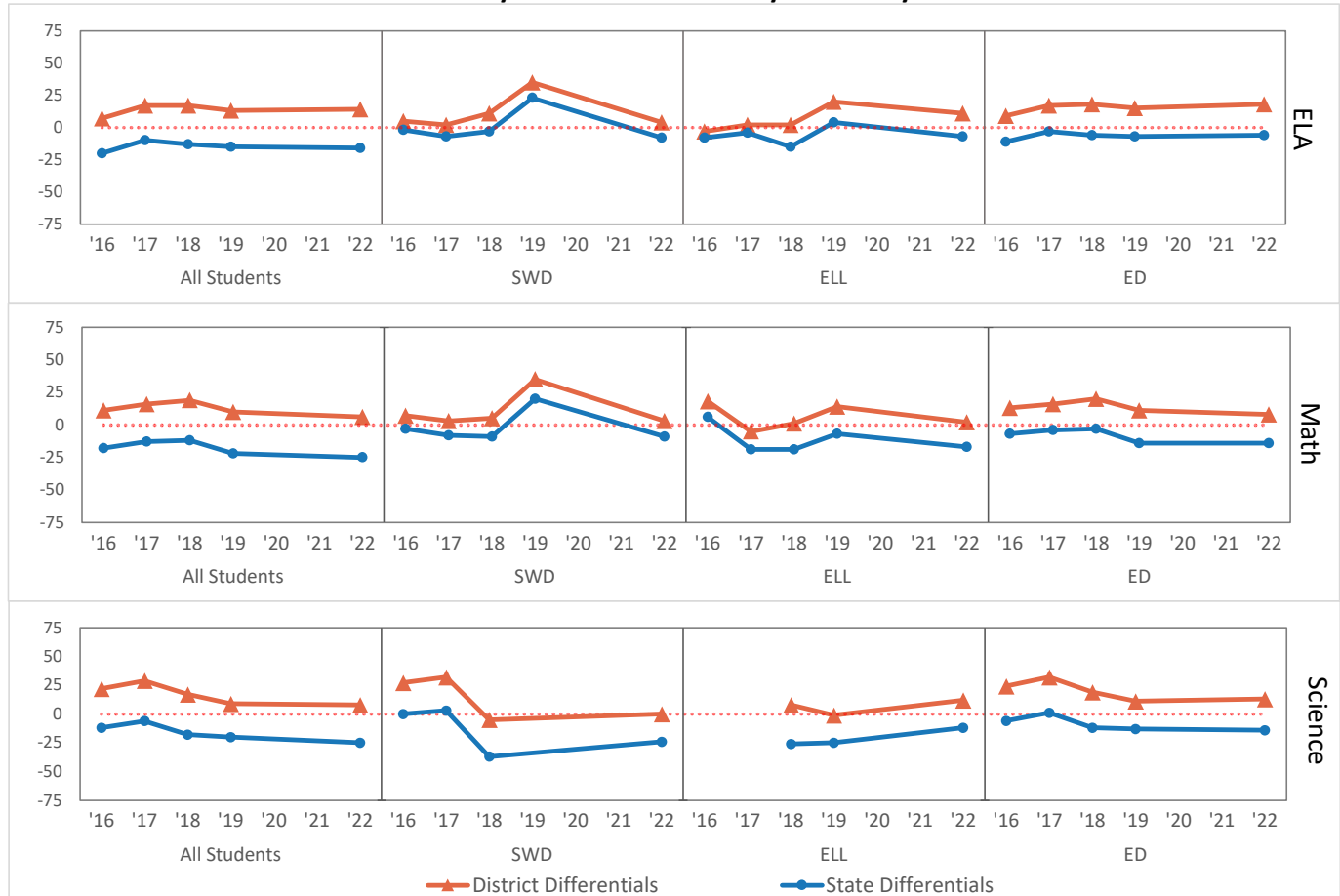
\*See NOTES (2), (3), (7), and (8).

# 2022 NYSED Charter School Information Dashboard

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

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

Elementary/Middle School Assessment Proficiency State and District Differentials Over Time  
Comparison of  
Southside Academy Charter School and Syracuse City School District



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

# 2022 NYSED Charter School Information Dashboard

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

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

		ELA					Math					Science				
		Southside Academy CS	Syracuse CSD	Differential to District	NYS	Differential to NYS	Southside Academy CS	Syracuse CSD	Differential to District	NYS	Differential to NYS	Southside Academy CS	Syracuse CSD	Differential to District	NYS	Differential to NYS
All Students	2015-2016	18%	11%	+7	38%	-20	21%	10%	+11	39%	-18	65%	43%	+22	77%	-12
	2016-2017	30%	13%	+17	40%	-10	27%	11%	+16	40%	-13	69%	40%	+29	75%	-6
	2017-2018	32%	15%	+17	45%	-13	33%	14%	+19	45%	-12	59%	42%	+17	77%	-18
	2018-2019	31%	18%	+13	46%	-15	25%	15%	+10	47%	-22	55%	46%	+9	75%	-20
	2021-2022	31%	17%	+14	47%	-16	14%	8%	+6	39%	-25	44%	36%	+8	69%	-25
SWD	2015-2016	7%	2%	+5	9%	-2	10%	3%	+7	13%	-3	56%	29%	+27	56%	0
	2016-2017	4%	2%	+2	11%	-7	6%	3%	+3	14%	-8	56%	24%	+32	53%	+3
	2017-2018	14%	3%	+11	17%	-3	9%	4%	+5	18%	-9	20%	25%	-5	57%	-37
	2018-2019	40%	5%	+35	17%	+23	40%	5%	+35	20%	+20	-	-	-	-	-
	2021-2022	8%	4%	+4	16%	-8	5%	2%	+3	14%	-9	22%	22%	0	46%	-24
ELL	2015-2016	0%	3%	-3	8%	-8	20%	2%	+18	14%	+6	-	-	-	-	-
	2016-2017	8%	6%	+2	12%	-4	0%	5%	-5	19%	-19	-	-	-	-	-
	2017-2018	10%	8%	+2	25%	-15	10%	9%	+1	29%	-19	33%	25%	+8	59%	-26
	2018-2019	29%	9%	+20	25%	+4	24%	10%	+14	31%	-7	33%	34%	-1	58%	-25
	2021-2022	22%	11%	+11	29%	-7	8%	6%	+2	25%	-17	38%	26%	+12	50%	-12
ED	2015-2016	17%	8%	+9	28%	-11	21%	8%	+13	28%	-7	64%	40%	+24	70%	-6
	2016-2017	27%	10%	+17	30%	-3	25%	9%	+16	29%	-4	69%	37%	+32	68%	+1
	2017-2018	30%	12%	+18	36%	-6	31%	11%	+20	34%	-3	58%	39%	+19	70%	-12
	2018-2019	29%	14%	+15	36%	-7	23%	12%	+11	37%	-14	54%	43%	+11	67%	-13
	2021-2022	31%	13%	+18	37%	-6	14%	6%	+8	28%	-14	45%	32%	+13	59%	-14

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

# 2022 NYSED Charter School Information Dashboard

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

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

#### All Students Grade-Level Proficiency

		ELA					Math					Science				
		Southside Academy CS	Syracuse CSD	Differential to District	NYS	Differential to NYS	Southside Academy CS	Syracuse CSD	Differential to District	NYS	Differential to NYS	Southside Academy CS	Syracuse CSD	Differential to District	NYS	Differential to NYS
Grade 3	2015-2016	21%	11%	+10	42%	-21	27%	16%	+11	44%	-17	-	-	-	-	-
	2016-2017	30%	15%	+15	43%	-13	34%	18%	+16	49%	-15	-	-	-	-	-
	2017-2018	23%	20%	+3	51%	-28	25%	24%	+1	54%	-29	-	-	-	-	-
	2018-2019	36%	22%	+14	52%	-16	38%	22%	+16	55%	-17	-	-	-	-	-
	2021-2022	29%	13%	+16	46%	-17	16%	13%	+3	48%	-32	-	-	-	-	-
Grade 4	2015-2016	23%	13%	+10	41%	-18	27%	14%	+13	45%	-18	96%	60%	+36	89%	+7
	2016-2017	32%	13%	+19	41%	-9	45%	13%	+32	43%	+2	89%	56%	+33	86%	+3
	2017-2018	31%	16%	+15	48%	-17	30%	14%	+16	48%	-18	71%	58%	+13	89%	-18
	2018-2019	29%	21%	+8	48%	-19	28%	18%	+10	51%	-23	73%	63%	+10	86%	-13
	2021-2022	33%	11%	+22	42%	-9	26%	8%	+18	43%	-17	61%	50%	+11	80%	-19
Grade 5	2015-2016	24%	9%	+15	34%	-10	35%	12%	+23	40%	-5	-	-	-	-	-
	2016-2017	36%	11%	+25	36%	0	43%	13%	+30	43%	0	-	-	-	-	-
	2017-2018	30%	12%	+18	37%	-7	43%	15%	+28	44%	-1	-	-	-	-	-
	2018-2019	19%	14%	+5	38%	-19	17%	14%	+3	46%	-29	-	-	-	-	-
	2021-2022	21%	13%	+8	38%	-17	10%	10%	0	37%	-27	-	-	-	-	-
Grade 6	2015-2016	12%	9%	+3	35%	-23	23%	8%	+15	40%	-17	-	-	-	-	-
	2016-2017	18%	10%	+8	33%	-15	14%	11%	+3	40%	-26	-	-	-	-	-
	2017-2018	38%	17%	+21	49%	-11	44%	11%	+33	44%	0	-	-	-	-	-
	2018-2019	29%	18%	+11	47%	-18	23%	15%	+8	47%	-24	-	-	-	-	-
	2021-2022	32%	24%	+8	57%	-25	9%	8%	+1	39%	-30	-	-	-	-	-
Grade 7	2015-2016	10%	11%	-1	36%	-26	7%	8%	-1	36%	-29	-	-	-	-	-
	2016-2017	31%	11%	+20	42%	-11	11%	5%	+6	38%	-27	-	-	-	-	-
	2017-2018	29%	12%	+17	40%	-11	22%	11%	+11	42%	-20	-	-	-	-	-
	2018-2019	39%	13%	+26	40%	-1	20%	11%	+9	44%	-24	-	-	-	-	-
	2021-2022	28%	21%	+7	48%	-20	7%	9%	-2	36%	-29	-	-	-	-	-
Grade 8	2015-2016	15%	13%	+2	41%	-26	6%	0%	+6	24%	-18	33%	18%	+15	61%	-28
	2016-2017	33%	18%	+15	46%	-13	11%	1%	+10	22%	-11	43%	13%	+30	59%	-16
	2017-2018	41%	15%	+26	48%	-7	31%	2%	+29	31%	0	48%	14%	+34	59%	-11
	2018-2019	38%	19%	+19	48%	-10	27%	4%	+23	34%	-7	35%	18%	+17	56%	-21
	2021-2022	46%	22%	+24	50%	-4	16%	2%	+14	27%	-11	18%	14%	+4	50%	-32

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

# 2022 NYSED Charter School Information Dashboard

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

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

#### Students with Disabilities Grade-Level Proficiency

		ELA					Math					Science				
		Southside Academy CS	Syracuse CSD	Differential to District	NYS	Differential to NYS	Southside Academy CS	Syracuse CSD	Differential to District	NYS	Differential to NYS	Southside Academy CS	Syracuse CSD	Differential to District	NYS	Differential to NYS
Grade 3	2015-2016	13%	2%	+11	13%	0	13%	7%	+6	18%	-5	-	-	-	-	-
	2016-2017	0%	3%	-3	15%	-15	0%	7%	-7	22%	-22	-	-	-	-	-
	2017-2018	0%	6%	-6	24%	-24	0%	8%	-8	28%	-28	-	-	-	-	-
	2021-2022	25%	6%	+19	20%	+5	17%	6%	+11	24%	-7	-	-	-	-	-
Grade 4	2015-2016	0%	3%	-3	12%	-12	0%	5%	-5	17%	-17	71%	39%	+32	74%	-3
	2016-2017	0%	1%	-1	13%	-13	0%	4%	-4	17%	-17	83%	34%	+49	69%	+14
	2017-2018	25%	4%	+21	19%	+6	13%	5%	+8	21%	-8	29%	34%	-5	75%	-46
	2021-2022	7%	3%	+4	14%	-7	7%	2%	+5	18%	-11	36%	33%	+3	60%	-24
Grade 5	2016-2017	29%	1%	+28	9%	+20	29%	3%	+26	15%	+14	-	-	-	-	-
	2017-2018	14%	1%	+13	11%	+3	29%	4%	+25	17%	+12	-	-	-	-	-
	2021-2022	7%	3%	+4	11%	-4	7%	3%	+4	13%	-6	-	-	-	-	-
Grade 6	2015-2016	0%	0%	0	7%	-7	0%	2%	-2	11%	-11	-	-	-	-	-
	2016-2017	0%	3%	-3	7%	-7	0%	3%	-3	11%	-11	-	-	-	-	-
	2017-2018	14%	2%	+12	16%	-2	14%	3%	+11	15%	-1	-	-	-	-	-
	2021-2022	0%	4%	-4	22%	-22	0%	2%	-2	11%	-11	-	-	-	-	-
Grade 7	2015-2016	8%	1%	+7	7%	+1	8%	1%	+7	8%	0	-	-	-	-	-
	2016-2017	0%	2%	-2	11%	-11	0%	1%	-1	10%	-10	-	-	-	-	-
	2017-2018	25%	3%	+22	12%	+13	0%	2%	-2	13%	-13	-	-	-	-	-
	2021-2022	0%	4%	-4	16%	-16	0%	1%	-1	10%	-10	-	-	-	-	-
Grade 8	2016-2017	0%	1%	-1	13%	-13	9%	0%	+9	5%	+4	40%	7%	+33	31%	+9
	2021-2022	13%	5%	+8	17%	-4	0%	0%	0	8%	-8	0%	7%	-7	25%	-25

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

# 2022 NYSED Charter School Information Dashboard

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

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

#### English Language Learners Grade-Level Proficiency

		ELA					Math					Science				
		Southside Academy CS	Syracuse CSD	Differential to District	NYS	Differential to NYS	Southside Academy CS	Syracuse CSD	Differential to District	NYS	Differential to NYS	Southside Academy CS	Syracuse CSD	Differential to District	NYS	Differential to NYS
Grade 4	2021-2022	43%	6%	+37	29%	+14	14%	7%	+7	31%	-17	43%	39%	+4	65%	-22
Grade 5	2021-2022	40%	10%	+30	22%	+18	20%	10%	+10	24%	-4	-	-	-	-	-
Grade 8	2017-2018	20%	9%	+11	21%	-1	0%	2%	-2	19%	-19	20%	6%	+14	31%	-11

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

# 2022 NYSED Charter School Information Dashboard

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

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

#### Economically Disadvantaged Grade-Level Proficiency

		ELA					Math					Science				
		Southside Academy CS	Syracuse CSD	Differential to District	NYS	Differential to NYS	Southside Academy CS	Syracuse CSD	Differential to District	NYS	Differential to NYS	Southside Academy CS	Syracuse CSD	Differential to District	NYS	Differential to NYS
Grade 3	2015-2016	20%	7%	+13	31%	-11	28%	12%	+16	33%	-5	-	-	-	-	-
	2016-2017	26%	12%	+14	32%	-6	30%	15%	+15	37%	-7	-	-	-	-	-
	2017-2018	21%	17%	+4	40%	-19	25%	21%	+4	43%	-18	-	-	-	-	-
	2018-2019	36%	19%	+17	42%	-6	36%	19%	+17	44%	-8	-	-	-	-	-
	2021-2022	31%	9%	+22	35%	-4	18%	10%	+8	36%	-18	-	-	-	-	-
Grade 4	2015-2016	23%	10%	+13	30%	-7	28%	11%	+17	33%	-5	95%	56%	+39	84%	+11
	2016-2017	30%	10%	+20	31%	-1	43%	10%	+33	32%	+11	88%	53%	+35	80%	+8
	2017-2018	30%	13%	+17	38%	-8	29%	11%	+18	37%	-8	70%	55%	+15	84%	-14
	2018-2019	27%	17%	+10	38%	-11	28%	16%	+12	40%	-12	71%	60%	+11	81%	-10
	2021-2022	32%	7%	+25	30%	+2	25%	5%	+20	31%	-6	60%	46%	+14	72%	-12
Grade 5	2015-2016	24%	7%	+17	23%	+1	31%	9%	+22	28%	+3	-	-	-	-	-
	2016-2017	34%	8%	+26	25%	+9	41%	10%	+31	31%	+10	-	-	-	-	-
	2017-2018	28%	9%	+19	27%	+1	41%	13%	+28	33%	+8	-	-	-	-	-
	2018-2019	21%	10%	+11	28%	-7	16%	10%	+6	36%	-20	-	-	-	-	-
	2021-2022	21%	9%	+12	27%	-6	9%	6%	+3	26%	-17	-	-	-	-	-
Grade 6	2015-2016	10%	7%	+3	25%	-15	20%	5%	+15	28%	-8	-	-	-	-	-
	2016-2017	12%	7%	+5	23%	-11	11%	8%	+3	28%	-17	-	-	-	-	-
	2017-2018	35%	13%	+22	39%	-4	42%	9%	+33	32%	+10	-	-	-	-	-
	2018-2019	25%	14%	+11	37%	-12	18%	12%	+6	36%	-18	-	-	-	-	-
	2021-2022	32%	18%	+14	47%	-15	8%	5%	+3	27%	-19	-	-	-	-	-
Grade 7	2015-2016	11%	8%	+3	25%	-14	8%	5%	+3	25%	-17	-	-	-	-	-
	2016-2017	31%	8%	+23	31%	0	8%	3%	+5	26%	-18	-	-	-	-	-
	2017-2018	26%	10%	+16	31%	-5	20%	8%	+12	30%	-10	-	-	-	-	-
	2018-2019	30%	10%	+20	31%	-1	14%	8%	+6	33%	-19	-	-	-	-	-
	2021-2022	29%	18%	+11	39%	-10	7%	6%	+1	25%	-18	-	-	-	-	-
Grade 8	2015-2016	14%	8%	+6	31%	-17	7%	0%	+7	19%	-12	30%	16%	+14	51%	-21
	2016-2017	31%	14%	+17	37%	-6	13%	1%	+12	18%	-5	41%	11%	+30	49%	-8
	2017-2018	38%	12%	+26	39%	-1	26%	2%	+24	26%	0	46%	12%	+34	50%	-4
	2018-2019	37%	16%	+21	39%	-2	23%	3%	+20	29%	-6	35%	15%	+20	47%	-12
	2021-2022	47%	18%	+29	42%	+5	15%	1%	+14	22%	-7	20%	13%	+7	41%	-21

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

# 2022 NYSED Charter School Information Dashboard

## Benchmark 9 - Indicator 1: Enrollment and Retention

### Charter School

SOUTHSIDE ACADEMY CHARTER SCHOOL

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

##### Aggregate Enrollment: Reported vs Contracted - Target = 100%

Southside Academy CS	Contracted Enrollment	Reported Enrollment	Percent of Contracted Enrollment
2017-2018	690	681	99%
2018-2019	690	675	98%
2019-2020	690	676	98%
2020-2021	690	683	99%
2021-2022	690	662	96%

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

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

	SWD			ELL			ED		
	Southside Academy CS	Syracuse CSD	Differential to District	Southside Academy CS	Syracuse CSD	Differential to District	Southside Academy CS	Syracuse CSD	Differential to District
2017-2018	12%	22%	-10	5%	21%	-16	96%	89%	+7
2018-2019	2%	23%	-21	5%	21%	-16	84%	88%	-4
2019-2020	12%	22%	-10	6%	21%	-15	94%	83%	+11
2020-2021	13%	22%	-9	6%	20%	-14	98%	83%	+15
2021-2022	17%	22%	-5	7%	20%	-13	96%	87%	+9

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

# 2022 NYSED Charter School Information Dashboard

## Benchmark 9 - Indicator 1: Enrollment and Retention

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

#### Retention - Aggregate and Subgroups

	All Students			SWD			ELL			ED		
	Southside Academy CS	Syracuse CSD	Differential to District	Southside Academy CS	Syracuse CSD	Differential to District	Southside Academy CS	Syracuse CSD	Differential to District	Southside Academy CS	Syracuse CSD	Differential to District
2017-2018	84%	89%	-5	79%	90%	-11	100%	89%	+11	84%	90%	-6
2018-2019	85%	90%	-5	80%	92%	-12	90%	90%	0	85%	90%	-5
2019-2020	81%	90%	-9	77%	91%	-14	88%	91%	-3	81%	91%	-10
2020-2021	87%	91%	-4	95%	92%	+3	72%	90%	-18	87%	91%	-4
2021-2022	82%	89%	-7	91%	91%	0	82%	89%	-7	82%	90%	-8

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

# 2022 NYSED Charter School Information Dashboard

## Notes

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

# Charter School Fiscal Accountability Summary

## SOUTHSIDE ACADEMY CHARTER SCHOOL

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

2017-18	2018-19	2019-20	2020-21	2021-22
K-8	K-8	K-8	K-8	K-8
690	690	690	690	690
690	690	690	690	690
681	675	676	683	662

### ASSETS

#### Current Assets

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

76,256	851	811	1,677	2,968
341,473	445,244	338,987	904,970	5,170,176
-	-	-	-	-
-	-	-	-	-

#### Total Current Assets

#### Non-Current Assets

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

43,128	31,356	19,584	8,116	-
-	76,653	77,266	77,287	77,310
-	-	-	-	-
-	-	-	-	-

#### Total Non - Current Assets

#### Total Assets

43,128	108,009	96,850	85,403	77,310
460,857	554,104	436,648	992,050	5,250,454

### LIABILITIES and NET ASSETS

#### Current Liabilities

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

-	-	-	-	2,149
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
383,444	472,079	380,588	951,910	5,043,305

#### Total Current Liabilities

#### Long-Term Liabilities

Deferred Rent  
Other Long-Term Liabilities

-	-	-	-	-
-	-	-	-	-

#### Total Long-Term Liabilities

#### Total Liabilities

383,444	472,079	380,588	951,910	5,045,454
---------	---------	---------	---------	-----------

### NET ASSETS

Unrestricted  
Restricted

77,413	82,025	56,060	40,140	205,000
-	-	-	-	-

#### Total Net Assets

#### Total Liabilities and Net Assets

77,413	82,025	56,060	40,140	205,000
460,857	554,104	436,648	992,050	5,250,454

### OPERATING REVENUE

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

8,505,357	8,855,766	8,885,226	8,743,475	8,706,912
250,264	317,716	315,969	332,026	411,519
-	-	-	-	-
593,046	572,973	484,929	952,979	971,519
-	185,048	-	-	-
502,897	506,862	314,367	132,668	578,792

#### Total Operating Revenue

### EXPENSES

#### Program Services

Regular Education  
Special Education  
Other Expenses

7,189,720	6,883,991	6,647,294	6,904,086	7,155,424
670,940	715,382	752,972	861,484	1,199,672
-	-	-	-	-

#### Total Program Services

#### Supporting Services

Management and General  
Fundraising

1,974,205	2,834,380	2,626,190	2,411,498	2,148,786
-	-	-	-	-

#### Total Support Services

#### Total Expenses

9,834,865	10,438,753	10,026,456	10,177,068	10,503,882
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#### Surplus/Deficit from Operations

16,699	4,612	(25,965)	(15,920)	164,860
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### SUPPORT AND OTHER REVENUE

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

-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-

#### Total Support and Other Revenue

#### Change in Net Assets

16,699	4,612	(25,965)	(15,920)	164,860
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#### Net Assets - Beginning of Year

60,714	77,413	82,025	56,060	40,140
--------	--------	--------	--------	--------

#### Net Assets - End of Year

77,413	82,025	56,060	40,140	205,000
--------	--------	--------	--------	---------

### REVENUE & EXPENSE BREAKDOWN

#### Revenue - Per Pupil

Operating  
Support and Other Revenue

14,466	15,464	14,794	14,877	16,116
-	-	-	-	-

#### Total Revenue

#### Expenses - Per Pupil

Program Services  
Management and General, Fundraising

11,543	11,258	10,947	11,370	12,621
2,899	4,199	3,885	3,531	3,246

#### Total Expenses

% of Program Services  
% of Management and Other

79.9%	72.8%	73.8%	76.3%	79.5%
20.1%	27.2%	26.2%	23.7%	20.5%

#### % of Revenue Exceeding Expenses

0.2%	0.0%	-0.3%	-0.2%	1.6%
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### FINANCIAL COMPOSITE SCORE

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

0.63	0.58	0.51	0.30	0.53
Needs Monitoring	Needs Monitoring	Needs Monitoring	Needs Monitoring	Needs Monitoring

### WORKING CAPITAL

Net Working Capital  
Working Capital (Current) Ratio

34,285	(25,984)	(40,790)	(45,263)	127,690
1.1	0.9	0.9	1.0	1.0

#### BENCHMARK and FINDING:

Ratio should be equal to or greater than 1.2

### DEBT TO ASSET

Debt to Asset Ratio

0.8	0.9	0.9	1.0	1.0
-----	-----	-----	-----	-----

BENCHMARK and FINDING:

Ratio should be equal to or less than 1.0

### CASH POSITION

Days of Cash

2.8	0.0	0.0	0.1	0.1
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BENCHMARK and FINDING:

Ratio should be equal to or greater than 60 days

### TOTAL MARGIN

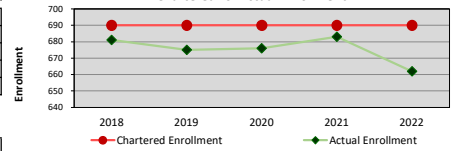
Total Margin Ratio

0.0	0.0	(0.0)	(0.0)	0.0
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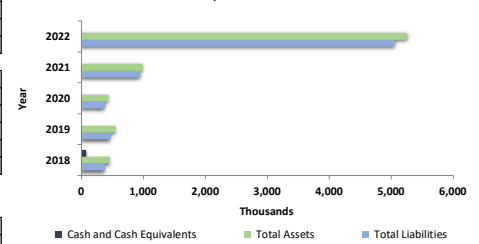
BENCHMARK and FINDING:

Ratio should be equal to or greater than 0.0

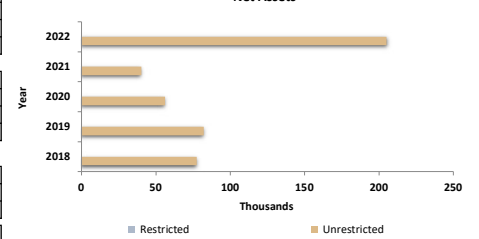
### Chartered vs. Actual Enrollment



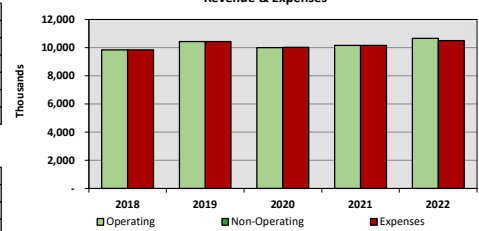
### Cash, Assets and Liabilities



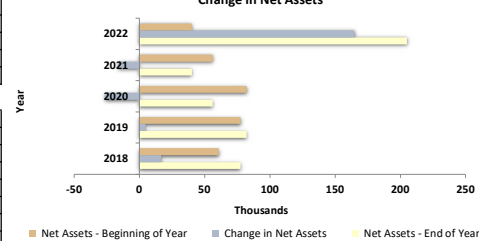
### Net Assets



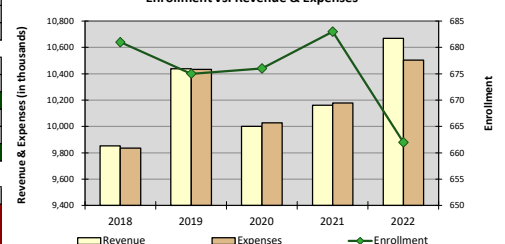
### Revenue & Expenses



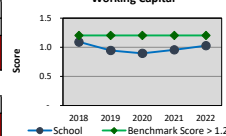
### Change in Net Assets



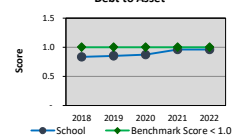
### Enrollment vs. Revenue & Expenses



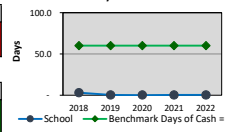
### Working Capital



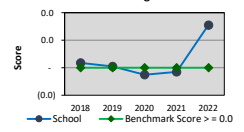
### Debt to Asset



### Days of Cash



### Total Margin





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 Southside Academy Charter School

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NYS Education Department Charter School Office



# *Introduction*

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

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

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

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

Sincerely,

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

David Frank  
Executive Director, Charter Schools Office

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

**Southside Academy CS    Response n = 54    Response Rate = 8%**

		<b>All Charter Schools</b>		<b>Southside Academy CS</b>		<b>Difference</b>
<b>Q1a The charter school has high academic expectations for my child.</b>	<b>Strongly Agree</b>	77%	7,064	74%	40	-3
	<b>Somewhat Agree</b>	18%	1,633	20%	11	2
	<b>Neither Agree nor Disagree</b>	4%	331	4%	2	0
	<b>Somewhat Disagree</b>	1%	96	0%	0	-1
	<b>Strongly Disagree</b>	1%	81	2%	1	1
<b>Q1b I am aware of the academic supports available to my child.</b>	<b>Strongly Agree</b>	71%	6,563	67%	36	-4
	<b>Somewhat Agree</b>	21%	1,916	17%	9	-4
	<b>Neither Agree nor Disagree</b>	4%	401	7%	4	3
	<b>Somewhat Disagree</b>	2%	198	6%	3	4
	<b>Strongly Disagree</b>	1%	127	4%	2	3
<b>Q1c The teaching quality at this school is very high.</b>	<b>Strongly Agree</b>	72%	6,617	61%	33	-11
	<b>Somewhat Agree</b>	20%	1,887	24%	13	4
	<b>Neither Agree nor Disagree</b>	5%	443	6%	3	1
	<b>Somewhat Disagree</b>	2%	154	6%	3	4
	<b>Strongly Disagree</b>	1%	104	4%	2	3
<b>Q2a The school's discipline policy is clear.</b>	<b>Strongly Agree</b>	72%	6,640	63%	34	-9
	<b>Somewhat Agree</b>	17%	1,557	19%	10	2
	<b>Neither Agree nor Disagree</b>	9%	792	15%	8	6
	<b>Somewhat Disagree</b>	1%	122	2%	1	1
	<b>Strongly Disagree</b>	1%	94	2%	1	1

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

**Southside Academy CS    Response n = 54    Response Rate = 8%**

		<b>All Charter Schools</b>		<b>Southside Academy CS</b>		<b>Difference</b>
<b>Q2b The school's discipline policy is fair to all students.</b>	<b>Strongly Agree</b>	67%	6,210	56%	30	-11
	<b>Somewhat Agree</b>	18%	1,628	17%	9	-1
	<b>Neither Agree nor Disagree</b>	11%	1,058	20%	11	9
	<b>Somewhat Disagree</b>	2%	159	4%	2	2
	<b>Strongly Disagree</b>	2%	150	4%	2	2
<b>Q2c The school's discipline policy is enforced by all teachers and staff.</b>	<b>Strongly Agree</b>	67%	6,147	56%	30	-11
	<b>Somewhat Agree</b>	17%	1,574	19%	10	2
	<b>Neither Agree nor Disagree</b>	13%	1,240	19%	10	6
	<b>Somewhat Disagree</b>	1%	133	4%	2	3
	<b>Strongly Disagree</b>	1%	111	4%	2	3
<b>Q2d I am aware of how the school supports student social-emotional development.</b>	<b>Strongly Agree</b>	67%	6,125	56%	30	-11
	<b>Somewhat Agree</b>	20%	1,835	13%	7	-7
	<b>Neither Agree nor Disagree</b>	9%	840	17%	9	8
	<b>Somewhat Disagree</b>	2%	218	9%	5	7
	<b>Strongly Disagree</b>	2%	187	6%	3	4
<b>Q2e The school has social, emotional, and mental health programs and supports for all students.</b>	<b>Strongly Agree</b>	61%	5,570	50%	27	-11
	<b>Somewhat Agree</b>	20%	1,873	17%	9	-3
	<b>Neither Agree nor Disagree</b>	15%	1,367	20%	11	5
	<b>Somewhat Disagree</b>	2%	207	9%	5	7
	<b>Strongly Disagree</b>	2%	188	4%	2	2

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

**Southside Academy CS    Response n = 54    Response Rate = 8%**

		<b>All Charter Schools</b>		<b>Southside Academy CS</b>		<b>Difference</b>
<b>Q3a The school provides a safe environment.</b>	<b>Strongly Agree</b>	76%	7,006	69%	37	-7
	<b>Somewhat Agree</b>	15%	1,366	17%	9	2
	<b>Neither Agree nor Disagree</b>	7%	677	13%	7	6
	<b>Somewhat Disagree</b>	1%	95	0%	0	-1
	<b>Strongly Disagree</b>	1%	61	2%	1	1
<b>Q3b The school has systems in place to ensure that the environment is free from bullying, harassment, and discrimination.</b>	<b>Strongly Agree</b>	66%	6,075	48%	26	-18
	<b>Somewhat Agree</b>	20%	1,801	33%	18	13
	<b>Neither Agree nor Disagree</b>	11%	1,018	17%	9	6
	<b>Somewhat Disagree</b>	2%	193	0%	0	-2
	<b>Strongly Disagree</b>	1%	118	2%	1	1
<b>Q3c Classroom environments support learning and are generally free from disruption.</b>	<b>Strongly Agree</b>	65%	5,997	61%	33	-4
	<b>Somewhat Agree</b>	21%	1,916	19%	10	-2
	<b>Neither Agree nor Disagree</b>	11%	1,026	15%	8	4
	<b>Somewhat Disagree</b>	2%	160	4%	2	2
	<b>Strongly Disagree</b>	1%	106	2%	1	1
<b>Q3d The school has high behavioral expectations for my child.</b>	<b>Strongly Agree</b>	75%	6,923	70%	38	-5
	<b>Somewhat Agree</b>	17%	1,570	22%	12	5
	<b>Neither Agree nor Disagree</b>	6%	581	6%	3	0
	<b>Somewhat Disagree</b>	1%	57	0%	0	-1
	<b>Strongly Disagree</b>	1%	74	2%	1	1

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

**Southside Academy CS    Response n = 54    Response Rate = 8%**

		<b>All Charter Schools</b>		<b>Southside Academy CS</b>		<b>Difference</b>
<b>Q4a The school provides opportunities for parent participation within the school community.</b>	<b>Strongly Agree</b>	69%	6,353	56%	30	-13
	<b>Somewhat Agree</b>	19%	1,753	22%	12	3
	<b>Neither Agree nor Disagree</b>	9%	827	17%	9	8
	<b>Somewhat Disagree</b>	2%	152	6%	3	4
	<b>Strongly Disagree</b>	1%	120	0%	0	-1
<b>Q4b I receive regular and timely information on my child's academic progress in my home language.</b>	<b>Strongly Agree</b>	77%	7,104	65%	35	-12
	<b>Somewhat Agree</b>	15%	1,398	17%	9	2
	<b>Neither Agree nor Disagree</b>	4%	354	7%	4	3
	<b>Somewhat Disagree</b>	2%	204	4%	2	2
	<b>Strongly Disagree</b>	2%	145	7%	4	5
<b>Q4c The school uses many methods of communication with families.</b>	<b>Strongly Agree</b>	80%	7,393	74%	40	-6
	<b>Somewhat Agree</b>	14%	1,274	13%	7	-1
	<b>Neither Agree nor Disagree</b>	4%	325	6%	3	2
	<b>Somewhat Disagree</b>	1%	119	0%	0	-1
	<b>Strongly Disagree</b>	1%	94	7%	4	6
<b>Q4d The school seeks feedback from parents through surveys, meetings, or some other way.</b>	<b>Strongly Agree</b>	76%	7,029	74%	40	-2
	<b>Somewhat Agree</b>	16%	1,508	20%	11	4
	<b>Neither Agree nor Disagree</b>	5%	418	4%	2	-1
	<b>Somewhat Disagree</b>	2%	159	2%	1	0
	<b>Strongly Disagree</b>	1%	91	0%	0	-1

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

**Southside Academy CS    Response n = 54    Response Rate = 8%**

		<b>All Charter Schools</b>		<b>Southside Academy CS</b>		<b>Difference</b>
<b>Q4e The school has a complaint policy that is easy to find.</b>	<b>Strongly Agree</b>	53%	4,900	35%	19	-18
	<b>Somewhat Agree</b>	20%	1,820	17%	9	-3
	<b>Neither Agree nor Disagree</b>	21%	1,970	39%	21	18
	<b>Somewhat Disagree</b>	3%	288	2%	1	-1
	<b>Strongly Disagree</b>	2%	227	7%	4	5
<b>Q4f The school has a complaint policy that is easy to understand.</b>	<b>Strongly Agree</b>	55%	5,098	43%	23	-12
	<b>Somewhat Agree</b>	19%	1,744	13%	7	-6
	<b>Neither Agree nor Disagree</b>	21%	1,970	37%	20	16
	<b>Somewhat Disagree</b>	2%	211	4%	2	2
	<b>Strongly Disagree</b>	2%	182	4%	2	2
<b>Q4g The school informs parents about how it performs compared to other schools in the district and New York State.</b>	<b>Strongly Agree</b>	54%	4,989	41%	22	-13
	<b>Somewhat Agree</b>	20%	1,803	19%	10	-1
	<b>Neither Agree nor Disagree</b>	19%	1,754	26%	14	7
	<b>Somewhat Disagree</b>	4%	364	4%	2	0
	<b>Strongly Disagree</b>	3%	295	11%	6	8
<b>Q5 Thinking about this school's board meetings, which of the following statements best applies to you?</b>	<b>I attend almost every board meeting</b>	15%	1,375	7%	4	-8
	<b>I occasionally attend board meetings</b>	27%	2,477	11%	6	-16
	<b>I know when board meetings take place, but do not attend</b>	31%	2,808	43%	23	12
	<b>I do not know when board meetings take place and I do not attend</b>	28%	2,545	39%	21	11

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

**Southside Academy CS    Response n = 54    Response Rate = 8%**

		<b>All Charter Schools</b>		<b>Southside Academy CS</b>		<b>Difference</b>
<b>Q6 Do you feel the school is fulfilling its mission?</b>	<b>Yes</b>	87%	7,969	87%	47	0
	<b>No</b>	4%	353	6%	3	2
	<b>I don't know the school's mission</b>	10%	883	7%	4	-3
<b>Q7a The school has clear instructions on cleaning procedures and practices used in the school's buildings.</b>	<b>Strongly Agree</b>	52%	4,758	48%	26	-4
	<b>Somewhat Agree</b>	12%	1,073	15%	8	3
	<b>Neither Agree nor Disagree</b>	7%	685	17%	9	10
	<b>Somewhat Disagree</b>	1%	57	0%	0	-1
	<b>Strongly Disagree</b>	0%	46	0%	0	0
	<b>Did not experience in-person learning</b>	28%	2,586	20%	11	-8
<b>Q7b I am confident the school is following the proper safety standards.</b>	<b>Strongly Agree</b>	58%	5,347	57%	31	-1
	<b>Somewhat Agree</b>	10%	953	7%	4	-3
	<b>Neither Agree nor Disagree</b>	6%	507	15%	8	9
	<b>Somewhat Disagree</b>	0%	43	0%	0	0
	<b>Strongly Disagree</b>	0%	39	0%	0	0
	<b>Did not experience in-person learning</b>	25%	2,316	20%	11	-5
<b>Q7c My child has difficulty learning in the current school setting.</b>	<b>Strongly Agree</b>	13%	1,186	11%	6	-2
	<b>Somewhat Agree</b>	13%	1,191	20%	11	7
	<b>Neither Agree nor Disagree</b>	11%	1,021	9%	5	-2
	<b>Somewhat Disagree</b>	7%	604	4%	2	-3
	<b>Strongly Disagree</b>	27%	2,455	33%	18	6
	<b>Did not experience in-person learning</b>	30%	2,748	22%	12	-8

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

**Southside Academy CS    Response n = 54    Response Rate = 8%**

		<b>All Charter Schools</b>		<b>Southside Academy CS</b>		<b>Difference</b>
<b>Q7d I worry my child will come in contact with COVID19 while in school.</b>	<b>Strongly Agree</b>	23%	2,082	20%	11	-3
	<b>Somewhat Agree</b>	15%	1,419	26%	14	11
	<b>Neither Agree nor Disagree</b>	13%	1,207	15%	8	2
	<b>Somewhat Disagree</b>	7%	631	9%	5	2
	<b>Strongly Disagree</b>	14%	1,301	9%	5	-5
	<b>Did not experience in-person learning</b>	28%	2,565	20%	11	-8
<b>Q8a The school has provided me with help to support my child's remote learning.</b>	<b>Strongly Agree</b>	69%	6,334	52%	28	-17
	<b>Somewhat Agree</b>	19%	1,739	24%	13	5
	<b>Neither Agree nor Disagree</b>	6%	552	9%	5	3
	<b>Somewhat Disagree</b>	3%	256	9%	5	6
	<b>Strongly Disagree</b>	2%	202	6%	3	4
	<b>Did not experience remote learning</b>	1%	122	0%	0	-1
<b>Q8b Handling remote learning platforms (Zoom, Google Meet, teacher apps, etc.) has been difficult.</b>	<b>Strongly Agree</b>	28%	2,552	30%	16	2
	<b>Somewhat Agree</b>	21%	1,913	30%	16	9
	<b>Neither Agree nor Disagree</b>	11%	1,004	6%	3	-5
	<b>Somewhat Disagree</b>	12%	1,094	6%	3	-6
	<b>Strongly Disagree</b>	27%	2,529	28%	15	1
	<b>Did not experience remote learning</b>	1%	113	2%	1	1

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All Charter Schools Response n = 9,205**

**Southside Academy CS    Response n = 54    Response Rate = 8%**

		<b>All Charter Schools</b>		<b>Southside Academy CS</b>		<b>Difference</b>
<b>Q8c Managing my work along with my child's remote learning schoolwork has been a challenge.</b>	<b>Strongly Agree</b>	42%	3,829	57%	31	15
	<b>Somewhat Agree</b>	25%	2,258	17%	9	-8
	<b>Neither Agree nor Disagree</b>	11%	974	7%	4	-4
	<b>Somewhat Disagree</b>	7%	656	13%	7	6
	<b>Strongly Disagree</b>	15%	1,381	6%	3	-9
	<b>Did not experience remote learning</b>	1%	107	0%	0	-1
<b>Q8d The internet in my home works when my child needs to access school materials for remote learning</b>	<b>Strongly Agree</b>	65%	6,023	70%	38	5
	<b>Somewhat Agree</b>	22%	2,003	24%	13	2
	<b>Neither Agree nor Disagree</b>	5%	479	6%	3	1
	<b>Somewhat Disagree</b>	4%	388	0%	0	-4
	<b>Strongly Disagree</b>	2%	227	0%	0	-2
	<b>Did not experience remote learning</b>	1%	85	0%	0	-1
<b>Q8e My child has access to a tech device for school when needed for remote learning.</b>	<b>Strongly Agree</b>	84%	7,747	83%	45	-1
	<b>Somewhat Agree</b>	10%	928	15%	8	5
	<b>Neither Agree nor Disagree</b>	3%	263	2%	1	-1
	<b>Somewhat Disagree</b>	1%	97	0%	0	-1
	<b>Strongly Disagree</b>	1%	88	0%	0	-1
	<b>Did not experience remote learning</b>	1%	82	0%	0	-1
<b>Q9a I have a clear idea how the school is educating my child.</b>	<b>Strongly Agree</b>	67%	6,173	56%	30	-11
	<b>Somewhat Agree</b>	24%	2,170	28%	15	4
	<b>Neither Agree nor Disagree</b>	6%	508	6%	3	0
	<b>Somewhat Disagree</b>	3%	234	6%	3	3
	<b>Strongly Disagree</b>	1%	120	6%	3	5

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

**Southside Academy CS    Response n = 54    Response Rate = 8%**

		<b>All Charter Schools</b>		<b>Southside Academy CS</b>		<b>Difference</b>
<b>Q9b I need to devote a great amount of time to support my child's school participation.</b>	<b>Strongly Agree</b>	39%	3,628	44%	24	5
	<b>Somewhat Agree</b>	27%	2,507	26%	14	-1
	<b>Neither Agree nor Disagree</b>	15%	1,420	15%	8	0
	<b>Somewhat Disagree</b>	9%	867	4%	2	-5
	<b>Strongly Disagree</b>	9%	783	11%	6	2
<b>Q9c I am concerned about my child's social or emotional well-being.</b>	<b>Strongly Agree</b>	35%	3,258	22%	12	-13
	<b>Somewhat Agree</b>	23%	2,123	20%	11	-3
	<b>Neither Agree nor Disagree</b>	14%	1,313	15%	8	1
	<b>Somewhat Disagree</b>	10%	877	11%	6	1
	<b>Strongly Disagree</b>	18%	1,634	31%	17	13
<b>Q9d I am more connected with my child's day-to-day education now than ever before.</b>	<b>Strongly Agree</b>	52%	4,773	50%	27	-2
	<b>Somewhat Agree</b>	24%	2,249	28%	15	4
	<b>Neither Agree nor Disagree</b>	15%	1,360	11%	6	-4
	<b>Somewhat Disagree</b>	5%	447	6%	3	1
	<b>Strongly Disagree</b>	4%	376	6%	3	2

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Open End Responses**

**Southside Academy CS**

<b>OPEN1 Why did you choose this school for your child to attend?</b>	Already have a grandchild who attends and I like the school curriculum
	Because I know they will help my son in the point that he need help on
	Because I want him to improve his life and education and have a better future.
	Because it's a charter school and my children will stay in same school till thy go to high school
	Been there since kindergarten
	Better chance to learning and discipline rules
	Better education
	Better education they are on point with my child education at they are number one concerned with my child
	Better learning and teacher communication skills. I love how the teachers love they students like they they own. The will come out to do a house visit . They will text / call u about your child
	City schools are not too good.
	For better safe and education for my children
	Great school
	He has cousins that goes to this school, I wish that I had attended charter school rather than a public school, and so my son wont be too concerned about what type of clothes he's wearing versus what other kids are wearing.
	Hearing from family and friends about how wonderful their academic team is.
	I choose side side academy because of the great feedback I have gotten from friends or relatives.
	I chose the school at first because it was highly recommended and it was a great school and my kids have been born here since kindergarten but now the school is not the same. It's hard to get any answers now the communication going back-and-forth. The school is not built on the same foundation as it was seven years ago.

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Parent Survey 2021  
Open End Responses**

**Southside Academy CS**

I chose this school for my kids because I was told this was a good school .I have two kids that go to this school, I have a niece that just started the school this year she started in eighth grade .I have a 4 year old that will be starting in September,my daughter has been going to the school for 8 years and I'm glad I picked the school because she's smart and they push your kid to achieve education goals they constantly test the kids throughout the months they're in school they encouragement,expect and push them to test higher than they scored from the last test. I think other people complain about the school because their child is not learning but their child don't want to learn and they don't help their kids at home either with their work so if their kids are doing bad learning they will blame the school.

I didn't like the school he was in, before this school

I felt my child could learn better. Than the city schools .

I heard nothing but great things from other parents so it made me want to sign my kids up.

I like it

I like it is quiet and helpful

I was informed of the education system, I did not want my child in a public school, and I believe they prepare students for the next level

I've heard nothing but good things about this school.

It's safe and provides the kids with structure.

Its a great school and my oldest son did attend the school

My kids have been at this school since it started. Unfortunately, my son will not finish in your school.

My older children attended the school and I wanted the same academic challenge for my younger child.

My older children attended this school

N/A

Not a public school

Overall I think this school is a great school

Quality of education and moral focus

She has been attending the school since kindergarten. After her 6th grade year she will no longer be enrolled. I'm very disappointed with the school, the setup the communication the staff and I honestly would not recommend anyone with a child attend this school

Southside is a alternate to the city schools. I originally sent my kids here to avoid public schools but later learned it's the city, our whole city is full of challenges, you can't get away from it.

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Open End Responses

Southside Academy CS

	The environment, the uniforms and well being of the children
	Their academic curriculum is a bit more challenging and i like that for him.
	To better her self with education then be in regular school for fashion
	Was hoping it would be better than any of the public schools in our district.
	Word mouth praise
	professionalism, i figured a charter school would discipline my child behavior. so i can do the other part home like parenting.

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

**Southside Academy CS**

<p><b>OPEN2</b> Please use the box below if you have any additional comments or concerns regarding this school or click <b>SUBMIT</b> to submit your survey.</p>	<p>Better communication on the schools behalf for the student would be awesome. I did not know my child failed a class until the report card came out. Not 1 teacher reached out with an issue concerning his work when it clearly stated he has missing work and did nit participate. I am truly saddened because now I feel as if the teachers do not care about my child's education</p>
	<p>I ask for more communication with parents, calls!! Communication is key!!!</p>
	<p>I feel the school is more concerned with testing and maintaining their charter funds than providing actual education to the students</p>
	<p>I feel when you have a question no one can seem to answer it. The protocol is you have to go through the deal but she never gets back to you and she's not very professional. I feel the school needs better communication moving forward to help other students because after this year my kids will no longer be going there</p>
	<p>I think the remote learning sucks the kids aren't really learning anything as they were when they were able to go to school. I don't understand what is the point of the morning meetings it's a total waste of time in my opinion. My child's laptop has been having issues since the beginning of school I've told everyone about it, many times my child gets kicked out from the sessions. There are class schedules but the classes never start on time so my kid often misses them no one has time to just sit around to see whenever the classes start especially when there's other children in the household that's remote or when you work.</p>
	<p>I'm not for sure what IEP mean I think it's when your child in special Ed or need extra help in school that's what it means my answer will be no.</p>
	<p>My child has been there for 3 years and have the same teacher working with her that knows her hats off to Mrs.Dart</p>
	<p>They are working so hard to meet my child needs</p>
	<p>This has been a very difficult year for my youngest son. We've had three children come thru the ranks of this school and I have seen a marked decline in communication and the benchmarks that we believed had given my other sons an advantage in their continued learning in both high school and now college. I am saddened that after this truly overly stressful school term to be sending my child to a public school in the area. There were just too many factors with the methods used this year to complete his learning that I am just not confident that this program has his best interests at heart. I have no idea who came up with the programs used to get through this school year but it's implementation and training provided to both teachers and students left a lot to be desired. Remote learning this year was an absolute disaster and I sincerely hope they're able to return to school (in person) fulltime in the near future.</p>

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**Southside Academy CS**

This school year I just didn't like or understand how they wanted virtual kids to come to school to take a test but didn't provide transportation. Slot of the kids take the bus .

You should do this survey every year.

n/a

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

**Southside Academy CS    Response n = 28**

		<b>All Charter Schools</b>		<b>Southside Academy CS</b>		<b>Difference</b>
<b>Q1a The school has a documented curriculum that is aligned to the New York State learning standards.</b>	<b>Strongly Agree</b>	75%	1,804	100%	28	25
	<b>Somewhat Agree</b>	19%	456	0%	0	-19
	<b>Neither Agree nor Disagree</b>	4%	87	0%	0	-4
	<b>Somewhat Disagree</b>	2%	41	0%	0	-2
	<b>Strongly Disagree</b>	1%	24	0%	0	-1
<b>Q1b The school's curriculum is aligned horizontally across same grade level classrooms.</b>	<b>Strongly Agree</b>	66%	1,602	93%	26	27
	<b>Somewhat Agree</b>	22%	528	4%	1	-18
	<b>Neither Agree nor Disagree</b>	8%	182	4%	1	-4
	<b>Somewhat Disagree</b>	3%	66	0%	0	-3
	<b>Strongly Disagree</b>	1%	34	0%	0	-1
<b>Q1c The school's curriculum is aligned vertically between grade levels.</b>	<b>Strongly Agree</b>	59%	1,413	79%	22	20
	<b>Somewhat Agree</b>	28%	664	14%	4	-14
	<b>Neither Agree nor Disagree</b>	9%	219	7%	2	-2
	<b>Somewhat Disagree</b>	3%	83	0%	0	-3
	<b>Strongly Disagree</b>	1%	33	0%	0	-1
<b>Q1d The curriculum and corresponding materials are differentiated to provide opportunities for all students to master grade-level skills and concepts.</b>	<b>Strongly Agree</b>	60%	1,436	82%	23	22
	<b>Somewhat Agree</b>	29%	692	14%	4	-15
	<b>Neither Agree nor Disagree</b>	5%	130	4%	1	-1
	<b>Somewhat Disagree</b>	4%	108	0%	0	-4
	<b>Strongly Disagree</b>	2%	46	0%	0	-2

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

**Southside Academy CS    Response n = 28**

		<b>All Charter Schools</b>		<b>Southside Academy CS</b>		<b>Difference</b>
<b>Q1e The curriculum is systematically reviewed and revised.</b>	<b>Strongly Agree</b>	61%	1,480	79%	22	18
	<b>Somewhat Agree</b>	24%	576	14%	4	-10
	<b>Neither Agree nor Disagree</b>	8%	196	7%	2	-1
	<b>Somewhat Disagree</b>	4%	101	0%	0	-4
	<b>Strongly Disagree</b>	2%	59	0%	0	-2
<b>Q1f The school has a strong science curriculum.</b>	<b>Strongly Agree</b>	42%	1,009	29%	8	-13
	<b>Somewhat Agree</b>	27%	660	43%	12	16
	<b>Neither Agree nor Disagree</b>	21%	509	14%	4	-7
	<b>Somewhat Disagree</b>	6%	135	14%	4	8
	<b>Strongly Disagree</b>	4%	99	0%	0	-4
<b>Q2a The school staff has a shared understanding of high-quality instruction that supports all learners.</b>	<b>Strongly Agree</b>	65%	1,572	79%	22	14
	<b>Somewhat Agree</b>	27%	650	21%	6	-6
	<b>Neither Agree nor Disagree</b>	4%	87	0%	0	-4
	<b>Somewhat Disagree</b>	3%	69	0%	0	-3
	<b>Strongly Disagree</b>	1%	34	0%	0	-1
<b>Q2b Instructional delivery fosters engagement with all students.</b>	<b>Strongly Agree</b>	61%	1,468	68%	19	7
	<b>Somewhat Agree</b>	31%	751	29%	8	-2
	<b>Neither Agree nor Disagree</b>	4%	104	0%	0	-4
	<b>Somewhat Disagree</b>	3%	69	4%	1	1
	<b>Strongly Disagree</b>	1%	20	0%	0	-1

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		<b>All Charter Schools</b>		<b>Southside Academy CS</b>		<b>Difference</b>
<b>Q2c The school differentiates instruction to ensure equity and access for all students.</b>	<b>Strongly Agree</b>	63%	1,509	86%	24	23
	<b>Somewhat Agree</b>	28%	673	11%	3	-17
	<b>Neither Agree nor Disagree</b>	5%	110	4%	1	-1
	<b>Somewhat Disagree</b>	4%	90	0%	0	-4
	<b>Strongly Disagree</b>	1%	30	0%	0	-1
<b>Q2d The school provides staff with professional development opportunities that promote best practices and improves all students' success, including subgroups: Students with disabilities (SWDs), English language learners (ELLs), and economically disadvantaged students (EDs)</b>	<b>Strongly Agree</b>	58%	1,405	68%	19	10
	<b>Somewhat Agree</b>	26%	634	14%	4	-12
	<b>Neither Agree nor Disagree</b>	6%	146	7%	2	1
	<b>Somewhat Disagree</b>	7%	166	7%	2	0
	<b>Strongly Disagree</b>	3%	61	4%	1	1
<b>Q2e There is a uniform expectation for teachers' implementation of academic rigor in the school.</b>	<b>Strongly Agree</b>	64%	1,535	93%	26	29
	<b>Somewhat Agree</b>	23%	560	4%	1	-19
	<b>Neither Agree nor Disagree</b>	6%	154	4%	1	-2
	<b>Somewhat Disagree</b>	5%	111	0%	0	-5
	<b>Strongly Disagree</b>	2%	52	0%	0	-2
<b>Q3a The school uses a system of formative, diagnostic, and summative assessments.</b>	<b>Strongly Agree</b>	69%	1,676	89%	25	20
	<b>Somewhat Agree</b>	25%	606	11%	3	-14
	<b>Neither Agree nor Disagree</b>	3%	77	0%	0	-3
	<b>Somewhat Disagree</b>	2%	37	0%	0	-2
	<b>Strongly Disagree</b>	1%	16	0%	0	-1

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		<b>All Charter Schools</b>		<b>Southside Academy CS</b>		<b>Difference</b>
<b>Q3b The school uses qualitative and quantitative data to inform instruction and improve student outcomes.</b>	<b>Strongly Agree</b>	67%	1,623	89%	25	22
	<b>Somewhat Agree</b>	26%	633	11%	3	-15
	<b>Neither Agree nor Disagree</b>	4%	89	0%	0	-4
	<b>Somewhat Disagree</b>	2%	41	0%	0	-2
	<b>Strongly Disagree</b>	1%	26	0%	0	-1
<b>Q3c The school uses qualitative and quantitative data to evaluate the quality and effectiveness of the academic program.</b>	<b>Strongly Agree</b>	63%	1,508	82%	23	19
	<b>Somewhat Agree</b>	26%	632	18%	5	-8
	<b>Neither Agree nor Disagree</b>	6%	152	0%	0	-6
	<b>Somewhat Disagree</b>	4%	87	0%	0	-4
	<b>Strongly Disagree</b>	1%	33	0%	0	-1
<b>Q3d The school modifies its academic program after using data measurements.</b>	<b>Strongly Agree</b>	59%	1,419	79%	22	20
	<b>Somewhat Agree</b>	26%	631	14%	4	-12
	<b>Neither Agree nor Disagree</b>	8%	190	4%	1	-4
	<b>Somewhat Disagree</b>	5%	124	4%	1	-1
	<b>Strongly Disagree</b>	2%	48	0%	0	-2
<b>Q3e The school uses multiple measures to assess student progress toward State learning standards.</b>	<b>Strongly Agree</b>	64%	1,555	89%	25	25
	<b>Somewhat Agree</b>	25%	614	7%	2	-18
	<b>Neither Agree nor Disagree</b>	6%	142	4%	1	-2
	<b>Somewhat Disagree</b>	3%	76	0%	0	-3
	<b>Strongly Disagree</b>	1%	25	0%	0	-1

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		<b>All Charter Schools</b>		<b>Southside Academy CS</b>		<b>Difference</b>
<b>Q4a The school follows the NYSED approved identification process for students with disabilities.</b>	<b>Strongly Agree</b>	72%	1,743	96%	27	24
	<b>Somewhat Agree</b>	16%	375	0%	0	-16
	<b>Neither Agree nor Disagree</b>	10%	238	4%	1	-6
	<b>Somewhat Disagree</b>	1%	30	0%	0	-1
	<b>Strongly Disagree</b>	1%	26	0%	0	-1
<b>Q4b The school follows the NYSED approved identification process for English language learners.</b>	<b>Strongly Agree</b>	68%	1,648	86%	24	18
	<b>Somewhat Agree</b>	17%	404	4%	1	-13
	<b>Neither Agree nor Disagree</b>	12%	296	11%	3	-1
	<b>Somewhat Disagree</b>	2%	38	0%	0	-2
	<b>Strongly Disagree</b>	1%	26	0%	0	-1
<b>Q4c The school provides supports to meet the academic needs for students with disabilities.</b>	<b>Strongly Agree</b>	67%	1,606	96%	27	29
	<b>Somewhat Agree</b>	23%	553	0%	0	-23
	<b>Neither Agree nor Disagree</b>	5%	128	4%	1	-1
	<b>Somewhat Disagree</b>	3%	83	0%	0	-3
	<b>Strongly Disagree</b>	2%	42	0%	0	-2
<b>Q4d The school provides supports to meet the academic needs for English language learners.</b>	<b>Strongly Agree</b>	63%	1,520	79%	22	16
	<b>Somewhat Agree</b>	23%	560	7%	2	-16
	<b>Neither Agree nor Disagree</b>	8%	181	14%	4	6
	<b>Somewhat Disagree</b>	4%	102	0%	0	-4
	<b>Strongly Disagree</b>	2%	49	0%	0	-2

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		<b>All Charter Schools</b>		<b>Southside Academy CS</b>		<b>Difference</b>
<b>Q4e The school provides supports to meet the academic needs for economically disadvantaged students.</b>	<b>Strongly Agree</b>	72%	1,725	89%	25	17
	<b>Somewhat Agree</b>	19%	466	11%	3	-8
	<b>Neither Agree nor Disagree</b>	6%	148	0%	0	-6
	<b>Somewhat Disagree</b>	2%	49	0%	0	-2
	<b>Strongly Disagree</b>	1%	24	0%	0	-1
<b>Q4f The school has systems to monitor the progress of individual students and to facilitate communication between interventionists and classroom teachers regarding the needs of individual students.</b>	<b>Strongly Agree</b>	67%	1,627	93%	26	26
	<b>Somewhat Agree</b>	22%	533	7%	2	-15
	<b>Neither Agree nor Disagree</b>	7%	159	0%	0	-7
	<b>Somewhat Disagree</b>	3%	67	0%	0	-3
	<b>Strongly Disagree</b>	1%	26	0%	0	-1
<b>Q5a The school has processes and procedures in place to address chronic absenteeism for all students.</b>	<b>Strongly Agree</b>	55%	1,337	71%	20	16
	<b>Somewhat Agree</b>	27%	644	21%	6	-6
	<b>Neither Agree nor Disagree</b>	8%	199	4%	1	-4
	<b>Somewhat Disagree</b>	7%	157	4%	1	-3
	<b>Strongly Disagree</b>	3%	75	0%	0	-3
<b>Q5b In general, attendance is not an issue at the school.</b>	<b>Strongly Agree</b>	32%	776	21%	6	-11
	<b>Somewhat Agree</b>	30%	719	29%	8	-1
	<b>Neither Agree nor Disagree</b>	15%	353	25%	7	10
	<b>Somewhat Disagree</b>	15%	353	18%	5	3
	<b>Strongly Disagree</b>	9%	211	7%	2	-2

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		<b>All Charter Schools</b>		<b>Southside Academy CS</b>		<b>Difference</b>
<b>Q5c The school has processes and procedures in place to address out of school suspension rates for all students and sub-groups such that all students are fully engaged within the school community and have access to the educational program.</b>	<b>Strongly Agree</b>	50%	1,202	57%	16	7
	<b>Somewhat Agree</b>	22%	541	29%	8	7
	<b>Neither Agree nor Disagree</b>	23%	547	14%	4	-9
	<b>Somewhat Disagree</b>	3%	75	0%	0	-3
	<b>Strongly Disagree</b>	2%	47	0%	0	-2
<b>Q5d The school has a process in place to measure and evaluate school climate culture.</b>	<b>Strongly Agree</b>	51%	1,240	64%	18	13
	<b>Somewhat Agree</b>	27%	642	18%	5	-9
	<b>Neither Agree nor Disagree</b>	12%	301	11%	3	-1
	<b>Somewhat Disagree</b>	6%	136	4%	1	-2
	<b>Strongly Disagree</b>	4%	93	4%	1	0
<b>Q6a The school's discipline policy is clear.</b>	<b>Strongly Agree</b>	54%	1,306	64%	18	10
	<b>Somewhat Agree</b>	29%	696	25%	7	-4
	<b>Neither Agree nor Disagree</b>	7%	178	7%	2	0
	<b>Somewhat Disagree</b>	7%	169	4%	1	-3
	<b>Strongly Disagree</b>	3%	63	0%	0	-3
<b>Q6b The school's discipline policy is fair to all students.</b>	<b>Strongly Agree</b>	57%	1,371	68%	19	11
	<b>Somewhat Agree</b>	25%	601	21%	6	-4
	<b>Neither Agree nor Disagree</b>	10%	248	11%	3	1
	<b>Somewhat Disagree</b>	6%	134	0%	0	-6
	<b>Strongly Disagree</b>	2%	58	0%	0	-2

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		<b>All Charter Schools</b>		<b>Southside Academy CS</b>		<b>Difference</b>
<b>Q6c The school's discipline policy is enforced by all teachers and staff.</b>	<b>Strongly Agree</b>	44%	1,067	54%	15	10
	<b>Somewhat Agree</b>	32%	766	29%	8	-3
	<b>Neither Agree nor Disagree</b>	12%	281	18%	5	6
	<b>Somewhat Disagree</b>	9%	216	0%	0	-9
	<b>Strongly Disagree</b>	3%	82	0%	0	-3
<b>Q6d The school's discipline policy is updated as necessary with feedback from faculty.</b>	<b>Strongly Agree</b>	49%	1,188	54%	15	5
	<b>Somewhat Agree</b>	25%	595	18%	5	-7
	<b>Neither Agree nor Disagree</b>	14%	337	29%	8	15
	<b>Somewhat Disagree</b>	7%	179	0%	0	-7
	<b>Strongly Disagree</b>	5%	113	0%	0	-5
<b>Q6e The school utilizes behavior intervention plans for students who require specific social and behavioral skills in an academic setting.</b>	<b>Strongly Agree</b>	62%	1,484	75%	21	13
	<b>Somewhat Agree</b>	25%	613	14%	4	-11
	<b>Neither Agree nor Disagree</b>	8%	185	11%	3	3
	<b>Somewhat Disagree</b>	4%	89	0%	0	-4
	<b>Strongly Disagree</b>	2%	41	0%	0	-2
<b>Q6f Teachers and staff interacting with students with disabilities are aware of and follow specific discipline and prevention protocols for these students.</b>	<b>Strongly Agree</b>	58%	1,409	68%	19	10
	<b>Somewhat Agree</b>	26%	626	29%	8	3
	<b>Neither Agree nor Disagree</b>	9%	229	4%	1	-5
	<b>Somewhat Disagree</b>	5%	110	0%	0	-5
	<b>Strongly Disagree</b>	2%	38	0%	0	-2

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		<b>All Charter Schools</b>		<b>Southside Academy CS</b>		<b>Difference</b>
<b>Q7a The school provides a safe environment.</b>	<b>Strongly Agree</b>	78%	1,879	96%	27	18
	<b>Somewhat Agree</b>	17%	409	4%	1	-13
	<b>Neither Agree nor Disagree</b>	3%	77	0%	0	-3
	<b>Somewhat Disagree</b>	1%	29	0%	0	-1
	<b>Strongly Disagree</b>	1%	18	0%	0	-1
<b>Q7b The school has systems in place to ensure that the environment is free from bullying, harassment, and discrimination.</b>	<b>Strongly Agree</b>	66%	1,596	71%	20	5
	<b>Somewhat Agree</b>	24%	590	25%	7	1
	<b>Neither Agree nor Disagree</b>	6%	141	0%	0	-6
	<b>Somewhat Disagree</b>	2%	57	4%	1	2
	<b>Strongly Disagree</b>	1%	28	0%	0	-1
<b>Q7c Classroom environments support learning and are generally free from disruption.</b>	<b>Strongly Agree</b>	61%	1,470	68%	19	7
	<b>Somewhat Agree</b>	27%	662	29%	8	2
	<b>Neither Agree nor Disagree</b>	5%	130	4%	1	-1
	<b>Somewhat Disagree</b>	5%	110	0%	0	-5
	<b>Strongly Disagree</b>	2%	40	0%	0	-2
<b>Q7d The school has high behavioral expectations for all students</b>	<b>Strongly Agree</b>	67%	1,627	82%	23	15
	<b>Somewhat Agree</b>	22%	528	14%	4	-8
	<b>Neither Agree nor Disagree</b>	6%	134	4%	1	-2
	<b>Somewhat Disagree</b>	3%	84	0%	0	-3
	<b>Strongly Disagree</b>	2%	39	0%	0	-2

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		<b>All Charter Schools</b>		<b>Southside Academy CS</b>		<b>Difference</b>
<b>Q7e Teacher-student interactions could typically be described as supportive and respectful.</b>	<b>Strongly Agree</b>	76%	1,836	82%	23	6
	<b>Somewhat Agree</b>	20%	480	18%	5	-2
	<b>Neither Agree nor Disagree</b>	2%	59	0%	0	-2
	<b>Somewhat Disagree</b>	1%	24	0%	0	-1
	<b>Strongly Disagree</b>	1%	13	0%	0	-1
<b>Q7f There is a uniform expectation for all teachers' classroom management in your school.</b>	<b>Strongly Agree</b>	66%	1,600	93%	26	27
	<b>Somewhat Agree</b>	23%	554	4%	1	-19
	<b>Neither Agree nor Disagree</b>	6%	138	4%	1	-2
	<b>Somewhat Disagree</b>	4%	85	0%	0	-4
	<b>Strongly Disagree</b>	1%	35	0%	0	-1
<b>Q8 What is the name of your school's Dignity for All Students Act (DASA) coordinator?</b>	<b>Name Given</b>	66%	1,597	93%	26	27
	<b>Don't Know</b>	34%	815	7%	2	-27
<b>Q9 When is the last time you received a copy of the school's DASA policy?</b>	<b>This school year</b>	61%	1,469	79%	22	18
	<b>The previous school year</b>	16%	381	11%	3	-5
	<b>Prior to the previous school year</b>	5%	121	7%	2	2
	<b>I'm not aware of any DASA policy</b>	18%	441	4%	1	-14
<b>Q10 When is the last time you received DASA training?</b>	<b>&lt;1 year ago</b>	48%	1,147	57%	16	9
	<b>1-2 years ago</b>	23%	549	25%	7	2
	<b>3-4 years ago</b>	11%	270	7%	2	-4
	<b>&gt;4 years ago</b>	9%	214	4%	1	-5
	<b>I've never received DASA training</b>	10%	232	7%	2	-3
<b>Q11_Open What is the name of your school's McKinney-Vento Coordinator?</b>	<b>Name Given</b>	49%	1,191	89%	25	40
	<b>Don't Know</b>	51%	1,221	11%	3	-40

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		<b>All Charter Schools</b>		<b>Southside Academy CS</b>		<b>Difference</b>
<b>Q11a The school provides opportunities for parent participation within the school community.</b>	<b>Strongly Agree</b>	66%	1,601	71%	20	5
	<b>Somewhat Agree</b>	24%	579	29%	8	5
	<b>Neither Agree nor Disagree</b>	6%	139	0%	0	-6
	<b>Somewhat Disagree</b>	3%	68	0%	0	-3
	<b>Strongly Disagree</b>	1%	25	0%	0	-1
<b>Q11b Parents receive regular and timely information on their child's academic progress in their home language.</b>	<b>Strongly Agree</b>	71%	1,721	82%	23	11
	<b>Somewhat Agree</b>	22%	528	14%	4	-8
	<b>Neither Agree nor Disagree</b>	4%	90	0%	0	-4
	<b>Somewhat Disagree</b>	2%	54	4%	1	2
	<b>Strongly Disagree</b>	1%	19	0%	0	-1
<b>Q11c The school uses many methods of communication with families.</b>	<b>Strongly Agree</b>	81%	1,960	89%	25	8
	<b>Somewhat Agree</b>	15%	365	11%	3	-4
	<b>Neither Agree nor Disagree</b>	2%	48	0%	0	-2
	<b>Somewhat Disagree</b>	1%	27	0%	0	-1
	<b>Strongly Disagree</b>	0%	12	0%	0	0
<b>Q11d The school seeks feedback from parents through surveys, meetings, or some other way.</b>	<b>Strongly Agree</b>	73%	1,772	89%	25	16
	<b>Somewhat Agree</b>	18%	443	11%	3	-7
	<b>Neither Agree nor Disagree</b>	6%	134	0%	0	-6
	<b>Somewhat Disagree</b>	2%	39	0%	0	-2
	<b>Strongly Disagree</b>	1%	24	0%	0	-1

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		<b>All Charter Schools</b>		<b>Southside Academy CS</b>		<b>Difference</b>
<b>Q11e The school has a systematic and transparent process for responding to family or community concerns.</b>	<b>Strongly Agree</b>	66%	1,599	75%	21	9
	<b>Somewhat Agree</b>	22%	536	21%	6	-1
	<b>Neither Agree nor Disagree</b>	7%	175	0%	0	-7
	<b>Somewhat Disagree</b>	3%	65	4%	1	1
	<b>Strongly Disagree</b>	2%	37	0%	0	-2
<b>Q11f The school informs parents about how it performs compared to other schools in the district and New York State.</b>	<b>Strongly Agree</b>	59%	1,425	64%	18	5
	<b>Somewhat Agree</b>	18%	437	21%	6	3
	<b>Neither Agree nor Disagree</b>	20%	475	14%	4	-6
	<b>Somewhat Disagree</b>	2%	43	0%	0	-2
	<b>Strongly Disagree</b>	1%	32	0%	0	-1
<b>Q12a The school has social, emotional, and mental health programs and supports for all students.</b>	<b>Strongly Agree</b>	68%	1,632	61%	17	-7
	<b>Somewhat Agree</b>	23%	553	32%	9	9
	<b>Neither Agree nor Disagree</b>	4%	106	4%	1	0
	<b>Somewhat Disagree</b>	3%	84	4%	1	1
	<b>Strongly Disagree</b>	2%	37	0%	0	-2
<b>Q12b School leaders collect and use data to track the social-emotional needs of all students, including students in subgroups.</b>	<b>Strongly Agree</b>	54%	1,299	50%	14	-4
	<b>Somewhat Agree</b>	24%	578	25%	7	1
	<b>Neither Agree nor Disagree</b>	14%	335	21%	6	7
	<b>Somewhat Disagree</b>	6%	144	4%	1	-2
	<b>Strongly Disagree</b>	2%	56	0%	0	-2

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		<b>All Charter Schools</b>		<b>Southside Academy CS</b>		<b>Difference</b>
<b>Q12c School leaders collect and use data regarding the impact of programs designed to support the social and emotional health of all students.</b>	<b>Strongly Agree</b>	53%	1,276	50%	14	-3
	<b>Somewhat Agree</b>	23%	552	21%	6	-2
	<b>Neither Agree nor Disagree</b>	17%	400	25%	7	8
	<b>Somewhat Disagree</b>	5%	129	4%	1	-1
	<b>Strongly Disagree</b>	2%	55	0%	0	-2
<b>Q12d The school provides staff with professional development opportunities to support the social-emotional and mental health of students in a culturally responsive manner.</b>	<b>Strongly Agree</b>	58%	1,409	57%	16	-1
	<b>Somewhat Agree</b>	26%	624	21%	6	-5
	<b>Neither Agree nor Disagree</b>	8%	189	11%	3	3
	<b>Somewhat Disagree</b>	6%	133	11%	3	5
	<b>Strongly Disagree</b>	2%	57	0%	0	-2
<b>Q12e The school has processes and procedures in place to address the learning and social-emotional needs of McKinney-Vento eligible students.</b>	<b>Strongly Agree</b>	46%	1,106	64%	18	18
	<b>Somewhat Agree</b>	16%	393	18%	5	2
	<b>Neither Agree nor Disagree</b>	32%	766	18%	5	-14
	<b>Somewhat Disagree</b>	3%	76	0%	0	-3
	<b>Strongly Disagree</b>	3%	71	0%	0	-3
<b>Q13 How many total years of K-12 teaching experience do you have?</b>	<b>Less than 1 year</b>	6%	146	0%	0	-6
	<b>1-3 years</b>	21%	513	29%	8	8
	<b>4-6 years</b>	29%	711	36%	10	7
	<b>7-10 years</b>	19%	466	0%	0	-19
	<b>More than 10 years</b>	24%	576	36%	10	12

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**Southside Academy CS    Response n = 28**

		<b>All Charter Schools</b>		<b>Southside Academy CS</b>		<b>Difference</b>
<b>Q14 How long have you been teaching in this school in your current grade level?</b>	<b>Less than 1 year</b>	25%	602	29%	8	4
	<b>1-3 years</b>	44%	1,065	32%	9	-12
	<b>4-6 years</b>	22%	523	29%	8	7
	<b>7-10 years</b>	6%	134	7%	2	1
	<b>More than 10 years</b>	4%	88	4%	1	0
<b>Q15 How long have you been teaching in this school in your current subject area/teaching assignment?</b>	<b>Less than 1 year</b>	19%	470	25%	7	6
	<b>1-3 years</b>	42%	1,016	29%	8	-13
	<b>4-6 years</b>	24%	584	29%	8	5
	<b>7-10 years</b>	7%	180	11%	3	4
	<b>More than 10 years</b>	7%	162	7%	2	0
<b>Q16a The school has an effective school leadership team that communicates a clearly defined mission and set of goals to staff and the school community.</b>	<b>Strongly Agree</b>	60%	1,439	54%	15	-6
	<b>Somewhat Agree</b>	26%	625	29%	8	3
	<b>Neither Agree nor Disagree</b>	6%	137	18%	5	12
	<b>Somewhat Disagree</b>	5%	121	0%	0	-5
	<b>Strongly Disagree</b>	4%	90	0%	0	-4
<b>Q16b The school has a clear and well-established communication systems and decision-making processes in place to ensure effective communication across the school.</b>	<b>Strongly Agree</b>	53%	1,273	46%	13	-7
	<b>Somewhat Agree</b>	27%	658	32%	9	5
	<b>Neither Agree nor Disagree</b>	7%	172	7%	2	0
	<b>Somewhat Disagree</b>	8%	185	7%	2	-1
	<b>Strongly Disagree</b>	5%	124	7%	2	2

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		<b>All Charter Schools</b>		<b>Southside Academy CS</b>		<b>Difference</b>
<b>Q16c The school successfully recruits, hires, and retains key personnel that meets the needs of all students and subgroups, and makes decisions – when warranted – to remove ineffective staff members.</b>	<b>Strongly Agree</b>	48%	1,154	39%	11	-9
	<b>Somewhat Agree</b>	26%	639	36%	10	10
	<b>Neither Agree nor Disagree</b>	12%	294	7%	2	-5
	<b>Somewhat Disagree</b>	8%	201	11%	3	3
	<b>Strongly Disagree</b>	5%	124	7%	2	2
<b>Q16d The school's leadership demonstrates a high level of accountability such that leadership takes responsibility for outcomes.</b>	<b>Strongly Agree</b>	56%	1,353	57%	16	1
	<b>Somewhat Agree</b>	24%	578	29%	8	5
	<b>Neither Agree nor Disagree</b>	8%	189	7%	2	-1
	<b>Somewhat Disagree</b>	7%	166	7%	2	0
	<b>Strongly Disagree</b>	5%	126	0%	0	-5
<b>Q17a Roles and responsibilities for leaders, staff, management, and the board of trustees are clearly defined and adhered to.</b>	<b>Strongly Agree</b>	54%	1,304	57%	16	3
	<b>Somewhat Agree</b>	26%	635	25%	7	-1
	<b>Neither Agree nor Disagree</b>	10%	251	11%	3	1
	<b>Somewhat Disagree</b>	6%	141	4%	1	-2
	<b>Strongly Disagree</b>	3%	81	4%	1	1
<b>Q17b The school ensures that staff has the requisite skills, expertise, and professional development necessary to meet all students' needs, including students in subgroups.</b>	<b>Strongly Agree</b>	57%	1,370	61%	17	4
	<b>Somewhat Agree</b>	27%	657	21%	6	-6
	<b>Neither Agree nor Disagree</b>	8%	194	14%	4	6
	<b>Somewhat Disagree</b>	5%	129	4%	1	-1
	<b>Strongly Disagree</b>	3%	62	0%	0	-3

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		<b>All Charter Schools</b>		<b>Southside Academy CS</b>		<b>Difference</b>
<b>Q17c The school is fully staffed with personnel who are able to meet all operational needs, including finance, human resources, and communications.</b>	<b>Strongly Agree</b>	60%	1,446	57%	16	-3
	<b>Somewhat Agree</b>	24%	575	21%	6	-3
	<b>Neither Agree nor Disagree</b>	8%	199	21%	6	13
	<b>Somewhat Disagree</b>	5%	121	0%	0	-5
	<b>Strongly Disagree</b>	3%	71	0%	0	-3
<b>Q18a The school has established procedures for effective collaboration among teachers.</b>	<b>Strongly Agree</b>	62%	1,501	75%	21	13
	<b>Somewhat Agree</b>	27%	645	18%	5	-9
	<b>Neither Agree nor Disagree</b>	5%	125	7%	2	2
	<b>Somewhat Disagree</b>	4%	92	0%	0	-4
	<b>Strongly Disagree</b>	2%	49	0%	0	-2
<b>Q18b The school has systems to monitor and maintain organizational and instructional quality through a formal evaluation process for teacher and other staff.</b>	<b>Strongly Agree</b>	65%	1,567	79%	22	14
	<b>Somewhat Agree</b>	26%	621	14%	4	-12
	<b>Neither Agree nor Disagree</b>	5%	129	7%	2	2
	<b>Somewhat Disagree</b>	2%	57	0%	0	-2
	<b>Strongly Disagree</b>	2%	38	0%	0	-2
<b>Q18c The school has mechanisms to solicit teacher and staff feedback and to gauge their satisfaction.</b>	<b>Strongly Agree</b>	58%	1,391	68%	19	10
	<b>Somewhat Agree</b>	25%	607	14%	4	-11
	<b>Neither Agree nor Disagree</b>	7%	171	14%	4	7
	<b>Somewhat Disagree</b>	6%	136	4%	1	-2
	<b>Strongly Disagree</b>	4%	107	0%	0	-4

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		<b>All Charter Schools</b>		<b>Southside Academy CS</b>		<b>Difference</b>
<b>Q18d The school provides you with the resources and support to do your job well when teaching remotely.</b>	<b>Strongly Agree</b>	63%	1,514	64%	18	1
	<b>Somewhat Agree</b>	24%	573	25%	7	1
	<b>Neither Agree nor Disagree</b>	6%	145	7%	2	1
	<b>Somewhat Disagree</b>	5%	123	4%	1	-1
	<b>Strongly Disagree</b>	2%	57	0%	0	-2
<b>Q18e The school provides you with the resources and support to do your job well when teaching in-person.</b>	<b>Strongly Agree</b>	64%	1,554	71%	20	7
	<b>Somewhat Agree</b>	22%	537	21%	6	-1
	<b>Neither Agree nor Disagree</b>	9%	219	7%	2	-2
	<b>Somewhat Disagree</b>	3%	65	0%	0	-3
	<b>Strongly Disagree</b>	2%	37	0%	0	-2
<b>Q18f The school provides you with the resources and support to do your job well when teaching concurrently.</b>	<b>Strongly Agree</b>	57%	1,365	61%	17	4
	<b>Somewhat Agree</b>	22%	529	25%	7	3
	<b>Neither Agree nor Disagree</b>	16%	390	14%	4	-2
	<b>Somewhat Disagree</b>	3%	71	0%	0	-3
	<b>Strongly Disagree</b>	2%	57	0%	0	-2
<b>Q19 How strongly do you agree or disagree that there is a long-term career pathway and opportunities for professional growth for you at this school?</b>	<b>Strongly Agree</b>	45%	1,077	50%	14	5
	<b>Somewhat Agree</b>	33%	804	43%	12	10
	<b>Neither Agree nor Disagree</b>	10%	244	4%	1	-6
	<b>Somewhat Disagree</b>	7%	180	0%	0	-7
	<b>Strongly Disagree</b>	4%	107	4%	1	0

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		<b>All Charter Schools</b>		<b>Southside Academy CS</b>		<b>Difference</b>
<b>Q20 Meetings, such as faculty, staff, grade-level, curricular, child study, and the like are:</b>	<b>Well organized</b>	78%	1,878	79%	22	1
	<b>Well attended</b>	83%	2,012	86%	24	3
	<b>Focused on relevant content</b>	70%	1,696	71%	20	1
	<b>Recognized by all faculty as valuable</b>	45%	1,092	54%	15	9
	<b>None of the above</b>	2%	60	4%	1	2
<b>Q21 Please select all types of meetings where faculty members collaborate with one another.</b>	<b>Team meetings</b>	94%	2,271	100%	28	6
	<b>Department meetings</b>	76%	1,834	71%	20	-5
	<b>Staff meetings</b>	86%	2,081	89%	25	3
	<b>Informal planning time</b>	78%	1,892	75%	21	-3
	<b>Teacher/professional leadership meetings</b>	73%	1,764	79%	22	6
	<b>Other</b>	9%	226	14%	4	5

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<b>Q2_Open1 Explain what an academically rigorous lesson looks like in your classroom:</b>	<b>100% engagement and participation. Students that are learning and showing progression.</b>
	<b>A Do Now question(s) that is review of the skill taught the previous day or in a previous lesson to activate students' prior knowledge. A lesson delivered with a focus and reiteration of common core standards. The lesson is preplanned with probing questions to promote student thinking and engagement. The lesson has time allotted for students to work together to solve problems. The lesson ends with an exit ticket with one or two questions that relate to the skill taught during the lesson.</b>
	<b>After reading a passage students will find comparisons with other passages to deepen their understanding of topics and standards.</b>
	<b>An academically rigorous lesson in my classroom would include lots of time to think, collaborate, and share ideas. We would incorporate a lot of academic vocabulary both subject specific and general academic terms. Students would be given ample opportunities to demonstrate higher level thinking (aka Bloom's Taxonomy). I would allow for the development of co-constructed knowledge that is student led and student centered.</b>
	<b>Consistent expectations, an energetic educator explaining not only high standards for students but also explaining why what I am teaching is important beyond the NYS Exam. During the lesson, students not only read and write, but they also pair, share, and create. Simply put, the students have a voice in the makeup of the classroom and the progress of my lesson.</b>
	<b>Data driven standards based lesson plans. I can statement and higher order thinking question is posted on the board and referred to throughout each lesson. There is a print rich classroom atmosphere with anchor charts. Student led discussion.</b>
	<b>Engaging students at all levels of learning. Challenging them.</b>

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Every teacher incorporates Higher Level Thinking question with every lesson. Teachers scaffold and build on lessons with next level pushing students to strive to do the best.

Focus on HOTS & I Can statements & elaborate to encourage independent thinking as well as complete goals.

HOTS, TPS, engagement,

In my classroom an academically rigorous lesson would involve building on what the students can do and moving to the next level of understanding. If they can answer a question, I want them to ask me a question, then I would want them to teach me their own version of a question from the same standard.

In our school, academic rigor in classrooms can be seen with "I can" statements (related to NYS standards) incorporated throughout instruction where students can articulate learning objectives. We also use engagement strategies such as think, pair, share, and cooperative learning strategies.

It would align with our objectives and desired outcomes. Then we would assess the desired outcomes.

Lessons within a classroom are planned and implemented based on the given curriculum, and the curriculum is directly aligned with NYS Common Core State Standards. In addition to that students are assessed with an exit ticket daily that is directly aligned to the standard of the day. Questions from previous NYS exams are pulled and used to ensure that the lessons are rigorous to teach students to apply skills to test questions.

Meeting students where they are at and pushing them to grow and achieve.

Rigor in my classroom is the ability to deliver the same curriculum in many formats in order to key in on strengths of each school but also opening instruction doors to others to learn in a variety of ways.

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Rigorous text provides many challenges: unfamiliar vocabulary, references to people, places, and events that students are unaware of, and complex syntax and structure

Standards aligned, connected to real-world situations, differentiated instruction/activities based on skill level

Students are actively engaged in the lesson by answering questions, participating, taking notes, and engaging in higher order thinking. Students are making connections with real world experiences and connecting it to background knowledge to help gain an understanding. Students are challenged enough to push forward at the right pace.

Students are engaged in the classroom. They are asked open ended questions and instruction is often led through student discussion. They are encouraged to collaborate with their peers through Think Pair Shares. I can statements, standards, and HOTS questions are visible to the students through the white board configurations both in person and online. Students are asked the high order thinking questions (HOTS) throughout lessons. Students are encouraged to actively participate in lessons, ask questions when they do not understand something, and take ownership for their own learning. Students are included in the process of tracking their own data, analyzing it and determining what steps they must take next to make growth in their learning.

Students review daily the CHAMPS and the SLANT expectations for the classroom. They have data folders that they use to keep track of their growth and areas of weakness. They have additional work in their data folders that is based on their skill levels and needs to continuously push them to the next level. I use higher order thinking questions to push their thinking and ideas. We have a structured classroom with little to know downtime and students are reminded of the expectations before every transition.

Teach PE and Health: Aligned with state and national standards. Up to date with the most current and innovative activities and topics.

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	The lesson looks standards based with an I can statement, Do Now, Hots, Think-Pair-Share and Exit Ticket that assesses what was learned that day.
	Think/Pair/Share, I Can..., H.O.T.S Questions, S.L.A.N.T., S.T.A.R. Champs, Social contract, scholar creed, moral focus virtue
	Use of higher order thinkin questions. Students encouraged to problem solve. Lessons are challenging, but not overwhelming to the point where a student gets frustrated and gives up.
	Using I can statements and alligning my lesson to the NYS standards. I also make sure to ask differentiated questions and use exit tickets to gage the level of understanding from the lesson.
	We use "I can" statements and "HOTS" questions. Anchor charts are posted everywhere, displayed and discussed. We use "Think, Pair, Shares", do student led discussions, and use scaffolded instruction. We use positive reinforcement, and data-driven, standards-based questions.
	When answering their HOT's question. The question gets them to think on their own.

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<b>Q2_Open2 Explain how you differentiate instruction for students in your classes:</b>	All students learn differently: model reinforce and repeat directions for each type of learner. Visual material for visual learners and hands on activities for Kinesthetic learners.
	Daily exit tickets are collected that are based on the NYS standard that was taught in each daily lesson. The exit ticket data is used to differentiate instruction based on student needs. Student's who did not demonstrate proficiency on the exit ticket are retaught the skills the following day. Student's who did show proficiency are also given the opportunity for enrichment activities. ELL students are Special Education students are supported with appropriate work that is still aligned to the standard but also has modifications individualized to each student.
	Data driven instruction that is scaffolded when needed. Intentional grouping for small group instruction. Monitor and adjust instruction based on formal and informal assessments.
	Design lessons based on students' learning styles. Group students by shared interest, topic, or ability for assignments. Assess students' learning using formative assessment. Manage the classroom to create a safe and supportive environment.
	Differentiated instruction in my class looks like a combination of small group and dyad groups designed based on student performance on both formative and summative assessments. These groups would target CCSS areas for growth as well as growth that supports the development of the child as a whole and as a part of the learning community. I would progress monitor students and allow students the opportunity to track their own progress.
	Differentiation is done according to iReady diagnostics, Aimsweb testing, NWEA testing and Interim testing. Students are also given weekly assessments that are dissected each week by the classroom teacher to see if students have moved into different ranges.

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Each student is tested with several benchmarks. These bench marks help teachers to differentiate their instruction for specific lessons. Teachers also collaborate with special education team to aid in the education of all students.

For me differentiation is my classroom. Resource is a differentiation in itself. Beyond entire classes being a differentiated lesson some students need a simple graphic organizer where others need very detailed graphic organizers to help them write. Some students need work read to them to stay focused where others can work at their own pace. The lessons themselves though are taken and differentiated from how they would look in a general setting.

Guided notes provided to students to promote organization When pairing students to work together, students are grouped with different academic levels so they can learn from each other. Provide more teacher support to struggling learners when students are working independently Rephrase questions for better understanding

I differentiate instruction by analyzing student data - (weekly assessments and progress monitoring, interim assessments, NWEA, Aims Web, iReady, Moby Max). Through the use of technology and the programs we have available to us at our school I can differentiate instruction. Using Moby Max and iReady in the classroom provide instantaneous differentiation as the lessons will adjust accordingly to students needs. Reading A-Z and Get Epic allow me to provide students with access to reading material at their independent reading level. Students are provided with personalized goals through Aims Web which are monitored weekly or biweekly. Lessons are also scaffolded based on daily exit tickets, observation and weekly assessments.

I know the students strengths and weaknesses and ability to recognize what may be needed for each lesson.

I use all the tools the schools give us to meet my students where they're at.

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I used leveled assignments, tools such as highlighting, underlining, reading levels etc.

In our school, teachers have a system for tracking data and use flexible small groups. During pre-planning we look for areas to challenge students and where misconceptions may occur to adjust quickly for corrections. During the week we use do nows and exit tickets to activate prior knowledge and assess the skill taught for the day. Formative assessment data is used weekly to determine instructional needs and is planned formative assessments.

In the classroom, differentiation looks like leveled texts for reading. It looks like students using a speech to text or text to speech software. Students are working in small groups that provides targeted instruction. Reading mastery groups are leveled towards student levels. Differentiation occurs with students being provided materials at their level such as texts, manipulatives, graphic organizers, visuals and sentence starters.

In the reading program students are broke into groups based on reading abilities which allows us to differentiate the level of text and questioning we use with them. For math I differentiate with the strategies that students use and that some students need access to manipulatives or number lines to help them solve problems.

Online lessons are read aloud to students. Reading speed can be slowed, and questions repeated. Captions are available in both English and Spanish. Skills are demonstrated, and then students are given the chance to complete the tasks on their own.

Personally, to differentiate instruction, I am in constant contact with my Special Education teacher and my Interventionist to support the students who are not understanding the material. I do this both before I teach my lessons and after I teach my lessons (pre-teach and re-teach).

Provide accommodations and modifications for all students to support them in all areas.

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	Reteach materials. Extension lessons. Visuals.
	Students have specific seating when necessary. I provide graphic organizers to students who have lower reading abilities. Some of my students receive pre-filled notes due to the lack of writing abilities. Students are paired with pre-planned partners. I provide students with desk size anchor charts or strategy reminders that they can have close to them while working. Visuals are provided or manipulatives for some students. Higher leveled students are provided with additional challenge questions or writing responses to continue their growth.
	The curriculum is differentiated to provide opportunities for all students to master grade-level skills and concepts. Modified lessons for all learners based on students' individual needs.
	The main way is putting students in breakout rooms based on achievement level. In instruction, making sure to read all prompts and then give students options to challenge themselves while other students can still work on the skill we are trying to master.
	There are additional activities that can be done independantly when the goals of the lesson are met.
	Through small groups/ using different levels of difficulty/scaffolding
	To incorporate learning at every level I want to teach the lesson and reach learners at their point of understanding. I give step-by-step processes, check for understanding, t-p-s, and give examples for on your own notetaking that will allow students to complete questions at low, medium, and high levels. After notetaking during the lesson, the tiered independent practice meets them at their level. Early finishers can be more productive by completing challenge questions while those who still don't understand can work in small group with myself and/or the interventionist to obtain a deeper depth of understanding.

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	Use of graphic organizers, manipulatives, leveled reading passages, computer curriculum programs such as IReady.
	Work is differentiated through small groups, questioning, and work given

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<b>Q3_Open How do you use data in your classroom to guide instruction?</b>	We use Interim exams to develop a more long term plan, and our weekly assessments and analyze it to develop reteaching or building on the efficient standards.
	"Data Dives" (Our data meetings) are held weekly where we break down testing from the previous week and identify areas of weakness and standards we need to reteach
	Daily exit tickets are used daily in combination with data from formative, diagnostic, and summative assessment data. This data directly guides instruction based on which students need reteaching in order to demonstrate instruction. Data driven teaching helps ensure all students are given the opportunity to excel and show proficiency on all standards and skills.
	Data binders. Data meetings
	Data in the classroom is used to drive instruction. It allows us to identify mastered skills and skills that need to be retaught or revisited. The reteaching is done in a different format for student success and mastery. Data from AIMS web drives the reading mastery groups or intervention blocks.
	Data is collected through AimsWeb Plus, NWEA Testing, Weekly Classroom Assessments/Interim assessments- data is used to determine the students needs/gaps of knowledge. Data-binders used to track student progress and standards mastery.
	Data is used often in the classroom. After lessons students are given quick exit tickets that assess the standard and help teachers determine fluid small groups for re-teaching the next day. We use weekly assessments that are standard base. We are becoming more fluent in deep-dive data analysis where we look at incorrect answers and decipher possible misconceptions. We also are looking into procedural and conceptual teaching strategies to better student understanding.
	Each week we have a data dive, we use this information to backwards plan and implement intervention where needed.

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Every day there is an assessment of student understanding to see if the next day needs to be a reteach. This is in the form of an exit ticket. If students do not show proficiency the lesson will be retaught in a new way. At the end of the week a small assessment is given to see if a standard as a whole needs to be retaught or if we can build on the standard in a higher level.

Exit tickets are used to guide the next day's instruction. Formative assessment data is used to create Do Nows as review of questions students struggled with. Summative assessment data (NWEA, Interim assessments) guides the types of preplanned questions asked during the lesson and on exit tickets. Summative assessment data is also used to determine which skills need retaught or reinforced in upcoming lessons.

I key in on nys standards that are lacking proficiency and work to bring students up to standard proficiency.

I use data collected from a variety of assessments including weekly assessments, unit assessments, exit tickets, and "Do Nows". I use these assessments to monitor the percentage of students in my class who perform at a level of proficiency expected by the state of NY in order to demonstrate success on the NYS assessment. I also use this data to form small groups to guide my instruction on particular skills. Additionally, I collect formative assessments by way of observation and conversations with students. This data is also used to inform my small groupings and conversations with parents.

I use my data to ensure student have mastered a standard, if the data says they haven't, I need to go back and reteach. I also use it to group students

I use the data from assessments to see what areas the students are struggling in and plan my instruction based around that information. This also helps when planning for small group instruction during intervention blocks.

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In my classroom the data guides my instruction by giving me an idea of the standards that students are struggling with. This helps me to develop reteaching lessons and know what to focus on. This also helps me form small groups based on the skill and the level the student is on. Data helps me to know what students will need additional supports during a lesson such as a graphic organizer, desk size anchor chart, or manipulatives.

Involve teachers in the process. Slowly scale your efforts. Set the right standards for assessments. Build routines for interim assessments. Collect only the data you need. Set goals that are visible for students.

Reiterate & review areas that are not thoroughly understood via data results.

So far, my data has helped me to diagnose what is not working, and the data has allowed me as an educator time to reflect to improve my teaching practices. All of my data drives me to tighten up each lesson, especially when it comes to the "re-teach" portion of my lessons.

Students must meet a proficiency threshold to move on to the next lesson. If the threshold is not met by a student, this indicate that reteaching may be needed.

The data allows me to see who understands and who doesn't which drives the lesson going forward. If that standard was mastered according to the data, I do not need to reteach it. If it was not mastered by the majority and there are little pockets of confusion, I reteach in small group and reassess after.

This is how I group my students for small group.

To assess students performance and focus on areas of weakness.

To group students for small groups. To gauge understanding of grade level standards.

We have data meetings every week where us educators talk about outcomes from previous week and what to revisit.

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We have weekly data meetings amongst our wings (6-8, 3-5, K-2 and SPED) to determine next steps for grade levels as a whole. Teachers are required to keep track of data weekly (including maintaining binders) to determine whether or not reteaching is necessary or we can proceed with the next lesson. This also shows us whether or not students are making growth or if we must change the way we are delivering content to them. Using analytics in our Gradebook system helps tremendously to pin point exactly which standards individual students or classrooms as a whole are having difficulty mastering to help guide instruction as well. Students are exposed to many visuals, manipulatives, and modeling of instruction if it is needed.

We review our assessment data weekly. We look at individual standards that were passed or not and pick apart the question and the answers and try to figure out why a student would pick one answer over another and then how we can better teach that standard in class.

We use data every day. We give exit tickets that inform our next day's lesson. We track data on everything so we know where students are and how to modify our lessons. Data also gives us out student clusters so we can instruct most effectively

Weekly assessments help to drive further instruction based on outcomes. Lowest performing standards are retaught and re assessed.

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**Southside Academy CS**

<b>Q6_Open Describe the methods available for teachers to raise student discipline concerns. If no such methods exist, write "none" in the space below.</b>	Because students are in this hybrid model, I am not sure.
	Concerns can be raised with deans and with the principal.
	Deans are readily available.
	Documentation and dean support. Call to parents and develop a record and paper trail.
	Documentation in the form of referrals. SBIT behavior committee to address concerns.
	Go to dean first to voice concern.
	I have a lot of support from my dean and my fellow teachers to take time to deescalate students and build relationships with students prior to any disciplinary action against a student. I am encouraged to talk with students and parents frequently to minimize any negative behaviors and to encourage good behaviors. I feel very supported by my dean in doing this. She will often make calls or sit in on meetings to support me as a teacher. If things escalate to an issue larger than that which can be resolved on a classroom level, my dean does an exceptional job stepping in to follow through with Student Behavioral Intervention Team (SBIT) protocol in which we refer students for review. Possible solutions for children with behavioral issues are to seek out peer or teacher mentors, get them involved in extra classroom activities to build leadership skills, etc. As a last resort, we consider the possibility for detention or suspension.
	If concerns are had teachers can speak freely with deans.
	Inform the dean
	Meeting with our dean
	NHA Schoolwide Behavior System Referral to SBIT Behavior Committee Behave with care
	SBIT behavior team

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**Southside Academy CS**

	SBIT referrals: academic and behavioral. Weekly meetings. If necessary, behavior intervention plans. Internal write ups. Constant communication between teachers.
	SBIT- School based intervention team behavioral.
	Sbit behavior. Deans. Behave with care
	Student discipline concerns can be reported in our NHA system, as well as being addressed with the dean.
	Teachers always try to correct situations or concerns within their classroom. If things escalate, they are to call for assistance with their dean. From there a plan is made and parents and school meet.
	Teachers are on the front lines with behavior at first. There are behavior charts in the classrooms. We follow the 4:1 policy. If behavior escalates beyond the classroom teacher, assistance is called to the administration team. If behavior is chronic, students are referred to the SBIT behavior committee to develop a behavioral plan.
	Teachers can discuss student concerns during weekly wing meetings as well as during one-on-one meetings with their Dean.
	Teachers follow a 3 level warning system - red, yellow, blue. These levels indicate the disciplinary action required including parent contact, detention, written referral, etc.
	We can bring concerns to the SBIT behavior committee who will then discuss strategies such as classroom interventions or a BIP for the student.
	We can contact our dean at anytime during our weekly one-on-one sessions if we are unsure of what to do for a student, but we have a discipline program that lays everything out for us and we can input the behavior into the system, contact guardians, document, and email all important parties.

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	We have Behave with Care training and can log behaviors in the NHA system. Our deans and principal are always available to discuss student discipline concerns. We also meet regularly with our deans in O3s where we can ask questions or address concerns as well. There is an SBIT committee to assist with addressing student behavior as well.
	We have a dean model that allows for optimal coaching, especially with behaviors. We also have a behave with care approach that has learning modules to help teachers approach behavior in a proactive way and that allows students who do not act appropriately to reintegrate smoothly into the classroom again. If a behavior is a concern we also have SBIT Behavior, which is a committee that meets with teachers to discuss behavior and alternative adjustments.
	We have the ability to enter behavior issues.
	We would contact our deans and complete retention or success forms
	You can speak to your Dean if you have concerns
	referrals

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**Southside Academy CS**

<b>Q7_Open Describe how the school addresses issues of bullying, discrimination, and harassment. If you don't know, write "don't know."</b>	<b>Any issues regarding bullying, discrimination, and harassment are investigated and handled by the deans.</b>
	<b>Bullying incidents are documented in the school computer system and investigated by an administrator.</b>
	<b>Bullying is not tolerated. There are lunch detentions with mediation between students with teacher, dean or Staci Mills. Depending on the situation, there may be suspension involved.</b>
	<b>Bullying, discrimination and harassment are not tolerated. Our deans are readily available to address these issues and investigate any bullying that may be occurring.</b>
	<b>Bullying, discrimination and harassment is handled by our leadership team.</b>
	<b>Bullying, discrimination, and harassment is taken seriously and should be reported to the dean immediately.</b>
	<b>Call home and parent meeting</b>
	<b>DASA protocol and policy. Deans investigate bullying.</b>
	<b>Dean support</b>
	<b>Deans are readily available and address issues immediately.</b>
	<b>Deans investigate bullying</b>
	<b>Deans investigate bullying.</b>
	<b>Don't know</b>
	<b>I don't know.</b>

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**Southside Academy CS**

It depends on the situation. If it is mild, there is a teacher-student conference. Moving up, there are options for internal write ups, parent-teacher conferences, in school suspension, etc. Within the classroom, teachers are very aware that we work with at-risk youth, and that there are specific sensitivities we need to be aware of. Whenever there is an instance of blatant bullying, discrimination or harassment, the teacher will stop the class and address the situation immediately. If there is a significant situation, there are higher options available.

Ms. Tammy Curry is our DASA coordinator. Deans are trained to handle any instance where bullying is cited. As soon as it is reported a DASA investigation is started and Deans begin the process.

Our DASA coordinator is Ms. Curry and the deans investigate bullying concerns that are brought to them by teachers, parents or even the students.

Our policies and procedures are clear here at Southside. The issues stated in the question above will not be tolerated , but if they happen to occur, we do have a platform to address the issue.

Reports of bullying are investigated by deans. Teachers receive regular training about bullying and how to respond.

The school deans investigate all bullying.

There is a No Bullying Policy. When it is evident that there is a problem it is addressed with parents, student and staff.

These issues are not tolerated and appropriate disciplinary action is taken.

They have a lot of decorations around the school that explain the problems with bullying and how to navigate it.

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	We address bullying largely on an individual and classroom level. Teacher do their best to build relationships with students that aid to mitigate issues of bullying. We are encouraged to have "sentimental circles" or some form of healing discussions with our students. We are also encouraged to help students problem solve with guidance from a neutral adult.
	We face issues head on. Bullying is not tolerated by any means.
	We have discussions about the issues
	Zero tolerance
	restorative circles/discussions

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**Southside Academy CS**

<b>Q12_Open</b> Provide examples of how the school supports students' social-emotional and mental health needs:	At this school, teachers build relationships. The key is motivating the students to return to five-days a week in-person.
	By providing student groups that monitor wellness by teachers, families, and occasionally community groups.
	Check ins and scheduled time with social worker.
	Having a positive environment in all classrooms. Welcoming students every morning. Having a social worker in the building for students. Having a moral focus block for students to be taught skills such as perseverance and encouragement.
	I cannot honestly say a lot about this only because I do not know a lot about the program just yet. I started teaching in November of 2019, and Covid happened in March and we were sent home. Then we started back up, then went virtual again, and now we are back. I have not had a lot of experience with the program yet. I know that Staci Mills is an amazing person who coordinates any family help that may be needed within our school community, meets with students who are at risk for mental health on a regular basis, has special lunches with the students, etc.
	Lunch club, weekly meetings/check-ins
	Not sure
	Our social worker has an open door policy where any student can come and receive the help they need. If a student feels comfortable enough to share with the teacher, the teacher will then share with the social worker here at Southside.
	School Social worker that has great relationship with students and families.
	School so l'll worker and interventionists
	Social worker
	Students are able to see a counselor at any point for social-emotional needs. Classroom teachers support social emotional health on a daily basis.

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**Southside Academy CS**

Students are provided opportunities to meet with the school social worker when they need. Students have a lot of supports in the building. Students often have previous teachers as "support coaches". The deans are also available for students to talk to. I have a chart that my students move their clip to throughout the day representing how they feel during the day. I also have a worry monster where they write a note about what is on their mind and put in the worry monster to discuss with them.

Students are set up with the school social worker for meetings and support.

Students that are identified with needs are given an individual time to meet with a school counselor and if they have more needs, they are addressed there.

Teachers are very caring and behavior plans include a lot of positive reinforcements.

Teachers build relationships with students and their families. In house social worker provides support to students.

There are small group sessions with our social worker for lunches that students get to interact with each other. Students are provided at risk counseling if identified or counseling through their IEP. Home visits are conducted if needed.

Through teachers, Mills and counseling

Unsure

We can refer students to our school social worker for counseling and we provide families with contact information for outside mental health programs. We do discuss social-emotional health in the classroom through our moral focus program.

We do check ins with our students daily as teachers

We have a school counselor and teachers have the opportunity to talk with students on a one on one basis. We also invite speakers to talk with our students as a group.

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**Southside Academy CS**

	We have a social working who works with high risk/need students and as teachers we have relationships with the students
	We have a wonderful social worker, Stacie Mills, who always makes herself available to help support students' social-emotional and mental health. She does meet with students who have counseling on their IEPs as well as provides groups and 1:1 sessions with at-risk students. We have Scholar Life as well, a committee specifically geared towards providing opportunities for students socially and making community connections aimed at supporting their social-emotional and mental health. I feel a lot of our teachers, myself included, go above and beyond to make sure our students are supported through frequent contact with families, even doing home visits. We often help students in need whether it be helping them to obtain uniforms, backpacks, school supplies etc... We also can utilize NHA gives if we have a family that has experienced a crisis situation (example - when a student experiences a house fire, helping that family obtain furniture, clothing, etc...)
	We have begun the process of incorporating social justice in our school. Miss Mills, our counselor works with high-needs students to help build emotional and social supports with classmates as well. This includes lunch gatherings that may focus on how to deal with emotions like anger or feeling like and outcast.
	We have groups that meet during lunch to discuss social=emotional issues and needs with students.
	social worker availability for one on one

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**Southside Academy CS**

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

03's observations

Entered in computer system by the schools Deans.

Evals by supervisor and post observ. Conversatile

Evaluations are based on observations that occur in our classrooms be that short or full observations. They are also based on 03 sessions.

Evaluations are based on short observations, full observations and 03 sessions with the staff.

Evaluations are based on short observations, full observations and 03s.

Evaluations are based on short observations, full observations, and 03s.

Evaluations are based on short observations, long observations and 03s.

I have been observed several times, and many friendly adults have visited my classroom on a daily basis. I love it! Also, we recently received reflection rubrics for our development.

Informal and formal evaluations. 2 formal per year. Informal happen randomly

It is very through and conducive to teaching improvement.

My dean observes me during instruction.

Short observations, Full lesson observations, and weekly 03 meetings

Short observations, full observations and 03

Teachers are evaluated based on classroom observations-both pop-ins and full observations. 03s are designated to provide teachers feedback based on those observations to improve lesson delivery and increase student rigor.

Teachers are evaluated using Classroom Framework Guidance rubric. The framework includes the areas of classroom culture, planning, teaching, and assessing. Teachers have both formal and informal observations.

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Teachers are observe formally and informally throughout the year. Teachers are then coached throughout the year on areas of weakness and praised for areas of strength. The final observation will measure your growth throughout the year.

Teachers are observed weekly for about 15 minutes. This observation is discussed in a weekly O3. Teachers have 2 full observations, one announced and one unannounced. The announced is planned with a preconference and a post conference to discuss the planning process, answer questions, and develop plans where there are weaknesses. Leadership follows a rubric and it is discussed every year and followed through with these observations.

Teachers have several short observations, full observations, and O3's with their dean.

The teacher evaluation process is rigorous and sets very high expectations for teachers. That being said, my dean is very supportive in helping coach up teachers in areas of weakness as well as providing valuable positive feedback.

We are observed and have one on one meetings once a week

We have both short and long observations that can be announced or unannounced. Deand discuss the evaluations with us and they are submitted through our EQEs.

We have frequently, almost weekly, short observations by our leadership team and 2 full observations yearly, one announced and one unannounced. We are evaluated based on categories from the interactive framework.

We have short weekly observations (20-30 min) and 2 full observations lasting an hour or so during the school year. We have weekly O-3 sessions with our dean where we discuss the observations and reflect on the lesson as to what went well and how it could be even better.

Weekly short observations and monthly full observations. Weekly meetings with dean to discuss teaching styles and progress.

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**Southside Academy CS**

	Weekly short observations are conducted and full observations are completed twice a year.
	multiple in-person observations. Weekly 03 meetings one on one with our deans. Announced and unannounced observations
	observations, evaluations with feedback

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Open End Responses**

**Southside Academy CS**

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

**Engagement Survey**

**Feedback in given by the deans in 03 meetings.**

**From my experience leadership gets feedback simply by asking. I have great communication with my dean so feedback just needs to be asked for if wanted and the same goes in the other direction.**

**Glnt survey**

**I am in constant contact with my Dean. Mrs. Guarasci has been nothing short of amazing, encouraging, and so helpful as I transition into this building. She deserves a ton of credit!**

**Interactive framework. 03**

**I'm not sure how it works but it occurs**

**Leadership is always open to questions & suggestions**

**Leadership will ask at the end of meetings if staff have any questions or feedback for them on the content delivered in the meeting. Leadership will send out surveys to staff when a new policy change is upcoming to get more ideas from staff.**

**My dean observes me during instruction. During our 03 meetings.**

**None**

**03s, staff meetings, staff satisfaction surveys,**

**Staff Meetings, Surveys, or daily when they come to your room.**

**Staff complete employment satisfaction surveys 1-2 times a year.**

**Staff is provided with glint surveys 2 times a year for staff feedback. Staff also have daily communication with their dean to provide feedback as needed.**

**Surveys, emails, etc.**

**Surveys, meetings.**

**Surveys, staff meetings, weekly meetings with dean**

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**Southside Academy CS**

	Surveys, team meetings, suggestion box.
	Teachers receive weekly O3s that are based on our observations and lesson plan feedback. From there we work on 1 - 2 key focus areas, such as classroom culture or rigor, to master those teaching skills.
	They do surveys or wing meetings to discuss concerns/ideas, and then the deans bring back our ideas to leadership.
	Through emails, O3's, text
	Through surveys, staff meetings, O3's
	We discuss issues during weekly team and wing meetings and we also bring issues to our deans during our O3s.
	We have weekly O3 meetings with our Deans to get feedback.
	We take occasional surveys seeking our input on a variety of topics. Otherwise, our dean is very receptive to our questions and she helps us improve.
	When they meet they ask question concerns. Weekly meetings to support staff.
	emails, surveys, weekly team, and individual meetings with deans.

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**Southside Academy CS**

<b>Q22_Open Describe your understanding of the mission and key design elements of the school:</b>	As teachers we can work together, expect more from our students, and reach higher.
	Career and college preparedness
	Excellence
	I have not been introduced to any specific "Mission Statement," but it is clear that this school wants kids to be their best inside of the classroom.
	I understand that mission is to develop future leaders and better prepare the students for high school etc.
	It is to give a solid foundation to the purpose & goals of our school; staff & scholars included.
	My understanding of the mission and key design of the school is offer everyone with challenging academic program that focuses on high-achievement while instilling a sense of family through teaching of moral focus.
	Our mission is to provide all of our scholars and their families a challenging academic program, with a focus on high achievement, and to encourage a sense of family, community, and leadership within all of our scholars. The Four Pillars of NHA include moral focus, academic excellence, parental partnership, and student responsibility.
	Our mission is to provide students with an academic program that focuses on high-achievement while establishing a sense of family, community and leadership within our students. We expect our students to achieve academic excellence and prepare them to be college ready. We expect students to take responsibility and ownership for their education and we work with parents to establish this success. We also have a moral focused based curriculum.
	Parents and staff come together to ensure that students achieve high academic success.
	Preparing our students for success and college readiness

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**Southside Academy CS**

	Provide students and families with rigorous academics. Promote achievement and community
	Students that are well prepared in areas of academics as well as morality will excel in multiple areas of life and it is our job it get them there. Southside has high expectations because we believe in the best of our students and believe they all can achieve greatness. Through educational staff working together all students will be able to "reach higher."
	The mission is to provide a quality education to ALL students that will prepare them for success outside of the school.
	The mission is to provide all families and scholars a challenging academic program with a focus in high achievement.
	The mission statement of our school is offering families and students a community public charter school which provides a challenging academic program and focuses on high-achievement and instilling a sense of family, community, and leadership within all our students. The challenging academic program is preparing our scholars for college readiness. We have adopted a balanced literacy model and Bridges for math to help close the gaps and prepare students with more rigorous experiences. We want to work with families and have weekly communication with them. We encourage families to come to different events after school and be involved in their scholar's education. We also instill moral focus virtues by providing a moral focus curriculum. Students take responsibility for their learning.
	The school's mission is, essentially, to empower students and families to work toward great academic success as well as pushing students to be their best selves on a personal and social level. Southside does this by holding high standards for excellence and providing opportunities to celebrate and encourage student success.
	To ensure that students are learning, to be proficient, Grow students, ensure proficiency, address academic gaps and ensure college/career readiness.

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**Southside Academy CS**

To provide a quality learning experience for students and their families. To help prepare them for their future and be college ready.

To provide all students with the ability to reach their potential, despite their home situation. Working with all elements to ensure the scholars learn to love learning and excel, wherever it may be.

To provide the students with challenges and high achievement levels. Families should feel a sense of encouragement and we all work together as a community for the best interest of the scholars.

To transform the lives of students and enrich communities by delivering high quality educational choices to families. Our Vision: We will be recognized by communities and parents as the leader in public education based on the academic success and moral character of our students. Our four pillars - academic excellence, moral focus, parent engagement, and student responsibility are extremely important. Take ownership for the success of our students • Do the right thing always • Behave with care • Make our schools the best choice for parents and students • Act with discipline to sustain our academic success and financial viability

We become a family overtime which is incredible in itself as we come from so many different backgrounds, but our classrooms are families in a sense. We focus on academics that increase in rigor for in depth knowledge encouraging the scholars to achieve greatness. Reach your goals. The end result is to hopefully put leaders back into the community who will have an impact later on in life.

We believe in academic excellence, moral focus, parent engagement, and student responsibility. Our ultimate goal is to ensure 90 percent of students who have been with us for three or more years will be on the path to college readiness thresholds in reading and math.

We focus on a academically rigorous program that includes families.

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**Southside Academy CS**

	Work with families to help students be successful in school, college and community
	Working with children and their families to meet their academic, social and emotional needs and ensuring success for all students.
	encourage and teach value to high moral character while growing students academically

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**Southside Academy CS**

<p><b>Q23_Open</b> Please use this space to provide any additional information you feel is relevant to better inform the NYSED Charter School Office about this school and/or to make suggestions for areas the school can improve upon.</p>	<p>Great school and structure to gives students the support they need to move on to the next level. Overall a great school!</p>
	<p>I feel our school is an amazing place to work. Flexibility, teamwork and dedication to our students and to each other are evident in our community. There are Our teachers have a close bond and work well together to help each other be successful. We mentor each other and provide information for each other when needed. I love our school and our community and I feel that it transfers to our students too. They can feel the warmth and "family-like" atmosphere among us and I feel like it makes the students feel safe and know they are cared about and are important and that we have their best interests at heart.</p>
	<p>I feel that we are the better option, hands down, all the time.</p>
	<p>I love working at Southside and have grown so much as a teacher.</p>
	<p>If we could recruit energetic, motivated teachers and provide a culture and climate that encourages these teachers to stay, this school would hands-down be the best school in the CNY area. Having worked in multiple schools and multiple districts throughout my career, I am certain of this. The kids are extremely bright and extremely coachable!</p>
	<p>N/A</p>
	<p>None</p>

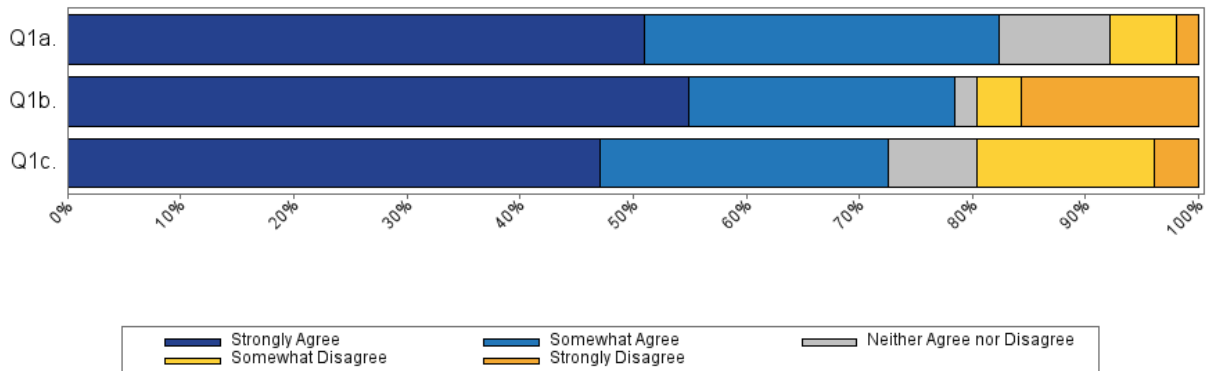
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Southside Academy CS

This summer will be my 5th year working at Southside. We have had a lot of changes in staffing in the last year, including a new principal. With that said, Mrs. Pugh has come in setting high expectations for staff and students. She is always present and supportive of both staff and students and I believe this has attributed to our success in teaching during the pandemic. Southside has an excellent and committed leadership team who have always gone above and beyond to support staff and students as well. The culture amongst the staff, especially many of us who have been in the building for years is strong. I now consider many of my coworkers like family after working with them over the last several years. Many of us communicate frequently not only in school, but outside of school as well. We have been able to come together and collaborate to support our students during such a challenging time. We are seeing growth academically not only from our students who attend school in person, but also our virtual students as well. We have worked hard to encourage good attendance and student/family participation. Many of our students have shown growth on exams this year. Parent participation has also increased and that is evident through the increased presence and participation during virtual events we have held. I think the area the school has been working hard at improving this year is making sure all staff positions maintained filled. We also could always use more hands on deck too. For instance, our social worker, speech therapist and ELLs teacher all carry a high caseload and having additional support in those areas could be beneficial. Overall, Southside has been a great place to work at and it is a safe space and second home for many of the children in the Syracuse community.

**NYSED CSO Parent Survey 2022**  
**SOUTHSIDE ACADEMY CHARTER SCHOOL**  
**51 RESPONSES**  
**8% RESPONSE RATE**

**Academics**

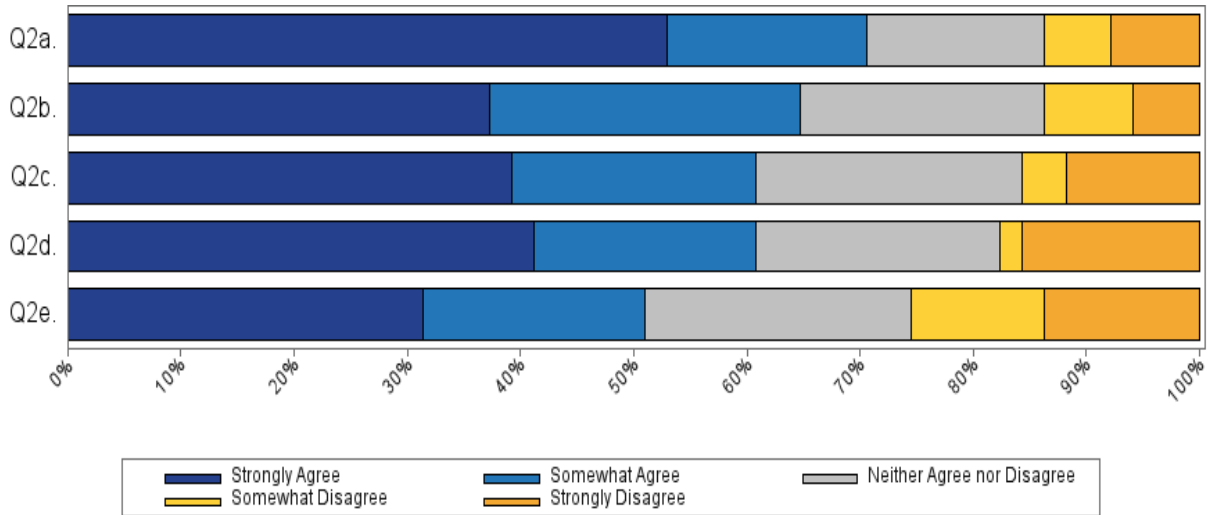


Academics		% by School	Total by School	% All Schools	Total All Schools
Q1a. The charter school has high academic expectations for my child.	Strongly Agree	51%	26	74%	4,204
	Somewhat Agree	31%	16	19%	1,080
	Neither Agree nor Disagree	10%	5	4%	225
	Somewhat Disagree	6%	3	2%	97
	Strongly Disagree	2%	1	2%	89
Q1b. I am aware of the academic supports available to my child.	Strongly Agree	55%	28	70%	3,988
	Somewhat Agree	24%	12	20%	1,166
	Neither Agree nor Disagree	2%	1	4%	254
	Somewhat Disagree	4%	2	3%	143
	Strongly Disagree	16%	8	3%	144

<b>Academics</b>		<b>% by School</b>	<b>Total by School</b>	<b>% All Schools</b>	<b>Total All Schools</b>
Q1c. The teaching quality at this school is very high.	Strongly Agree	47%	24	67%	3,790
	Somewhat Agree	25%	13	23%	1,335
	Neither Agree nor Disagree	8%	4	5%	309
	Somewhat Disagree	16%	8	3%	148
	Strongly Disagree	4%	2	2%	113

**NYSED CSO Parent Survey 2022**  
**SOUTHSIDE ACADEMY CHARTER SCHOOL**  
**51 RESPONSES**  
**8% RESPONSE RATE**

**Behavior Management and Safety**

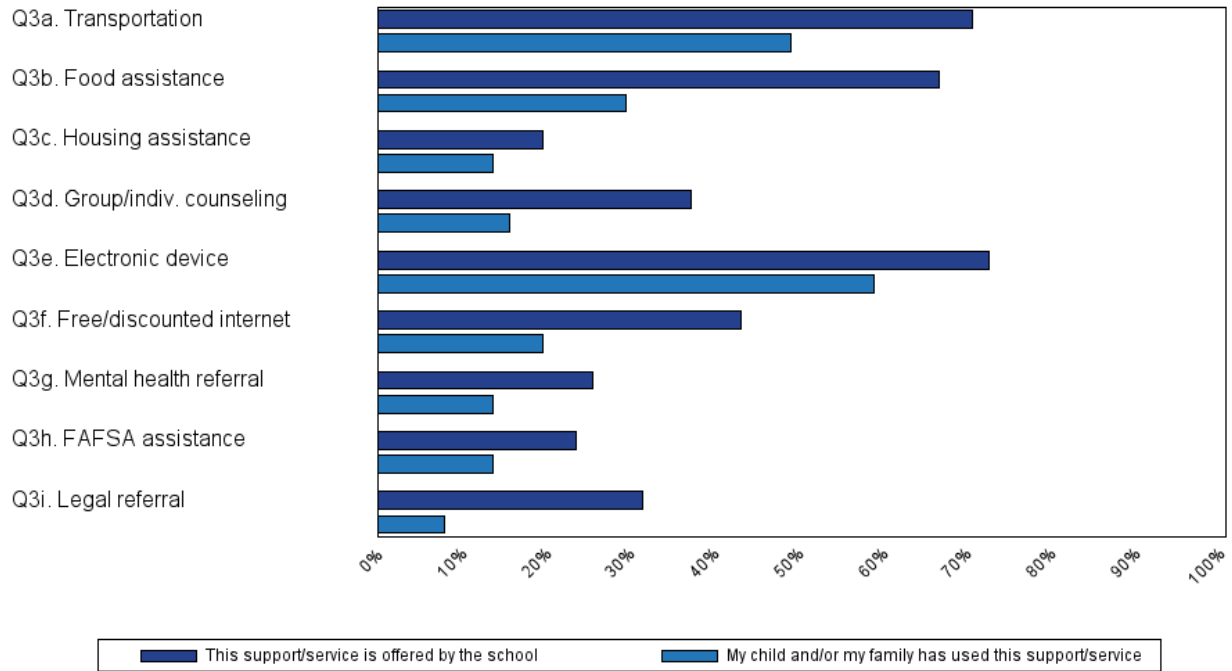


Behavior Management and Safety		% by School	Total by School	% All Schools	Total All Schools
Q2a. The school's discipline policy is clear.	Strongly Agree	53%	27	68%	3,849
	Somewhat Agree	18%	9	18%	1,051
	Neither Agree nor Disagree	16%	8	8%	456
	Somewhat Disagree	6%	3	3%	173
	Strongly Disagree	8%	4	3%	166
Q2b. The school's discipline policy is fair to all students.	Strongly Agree	37%	19	63%	3,610
	Somewhat Agree	27%	14	19%	1,068
	Neither Agree nor Disagree	22%	11	10%	593
	Somewhat Disagree	8%	4	4%	205
	Strongly Disagree	6%	3	4%	219

<b>Behavior Management and Safety</b>		<b>% by School</b>	<b>Total by School</b>	<b>% All Schools</b>	<b>Total All Schools</b>
Q2c. The school's discipline policy is enforced by all teachers and staff.	Strongly Agree	39%	20	61%	3,481
	Somewhat Agree	22%	11	20%	1,132
	Neither Agree nor Disagree	24%	12	12%	703
	Somewhat Disagree	4%	2	3%	189
	Strongly Disagree	12%	6	3%	190
Q2d. I am aware of how the school supports student social-emotional development.	Strongly Agree	41%	21	63%	3,610
	Somewhat Agree	20%	10	22%	1,233
	Neither Agree nor Disagree	22%	11	9%	498
	Somewhat Disagree	2%	1	3%	172
	Strongly Disagree	16%	8	3%	182
Q2e. The school has social, emotional, and mental health programs and supports for all students.	Strongly Agree	31%	16	59%	3,372
	Somewhat Agree	20%	10	21%	1,183
	Neither Agree nor Disagree	24%	12	14%	809
	Somewhat Disagree	12%	6	3%	159
	Strongly Disagree	14%	7	3%	172

**NYSED CSO Parent Survey 2022**  
**SOUTHSIDE ACADEMY CHARTER SCHOOL**  
**51 RESPONSES**  
**8% RESPONSE RATE**

**Support Services**



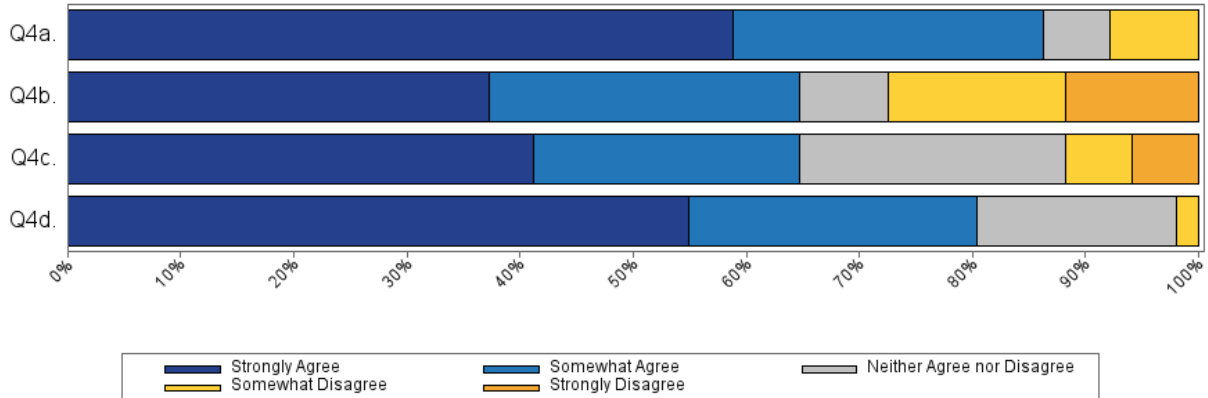
Support Services		% by School	Total by School	% All Schools	Total All Schools
Q3a. Transportation	This support/service is offered by the school	71%	36	68%	3,897
	My child and/or my family has used this support/service	49%	25	28%	1,601

Support Services		% by School	Total by School	% All Schools	Total All Schools
Q3b. Food assistance	This support/service is offered by the school	67%	34	63%	3,572
	My child and/or my family has used this support/service	29%	15	25%	1,442
Q3c. Housing assistance	This support/service is offered by the school	20%	10	26%	1,475
	My child and/or my family has used this support/service	14%	7	8%	449
Q3d. Group/individ. counseling	This support/service is offered by the school	37%	19	56%	3,182
	My child and/or my family has used this support/service	16%	8	16%	905
Q3e. Electronic device	This support/service is offered by the school	73%	37	70%	3,986
	My child and/or my family has used this support/service	59%	30	46%	2,624
Q3f. Free/discounted internet	This support/service is offered by the school	43%	22	43%	2,429
	My child and/or my family has used this support/service	20%	10	14%	799
Q3g. Mental health referral	This support/service is offered by the school	25%	13	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	14%	7	8%	437
Q3h. FAFSA assistance	This support/service is offered by the school	24%	12	34%	1,957
	My child and/or my family has used this support/service	14%	7	8%	470
Q3i. Legal referral	This support/service is offered by the school	31%	16	27%	1,523
	My child and/or my family has used this support/service	8%	4	5%	281

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**Behavior Management**

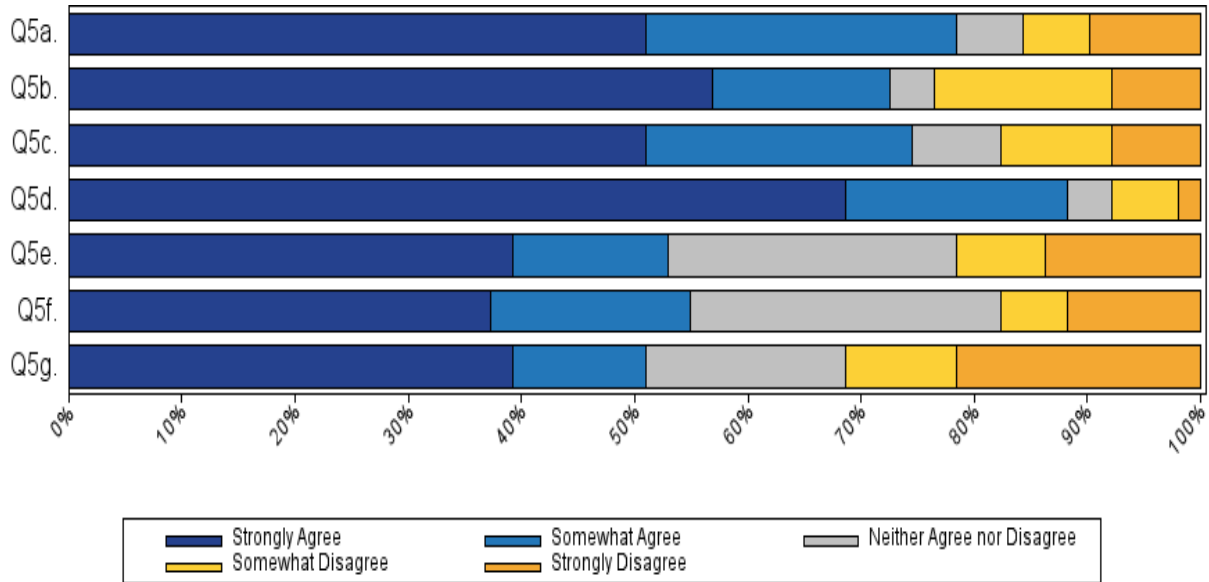


Behavior Management		% by School	Total by School	% All Schools	Total All Schools
Q4a. The school provides a safe environment.	Strongly Agree	59%	30	70%	3,988
	Somewhat Agree	27%	14	20%	1,160
	Neither Agree nor Disagree	6%	3	5%	296
	Somewhat Disagree	8%	4	3%	143
	Strongly Disagree	0%	0	2%	108
Q4b. The school has systems in place to ensure that the environment is free from bullying, harassment, and discrimination.	Strongly Agree	37%	19	60%	3,406
	Somewhat Agree	27%	14	23%	1,293
	Neither Agree nor Disagree	8%	4	10%	546
	Somewhat Disagree	16%	8	4%	255
	Strongly Disagree	12%	6	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	41%	21	59%	3,369
	Somewhat Agree	24%	12	24%	1,383
	Neither Agree nor Disagree	24%	12	10%	568
	Somewhat Disagree	6%	3	4%	221
	Strongly Disagree	6%	3	3%	154
Q4d. The school has high behavioral expectations for my child.	Strongly Agree	55%	28	71%	4,023
	Somewhat Agree	25%	13	20%	1,129
	Neither Agree nor Disagree	18%	9	7%	379
	Somewhat Disagree	2%	1	1%	84
	Strongly Disagree	0%	0	1%	80

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**Family Engagement and Communication**



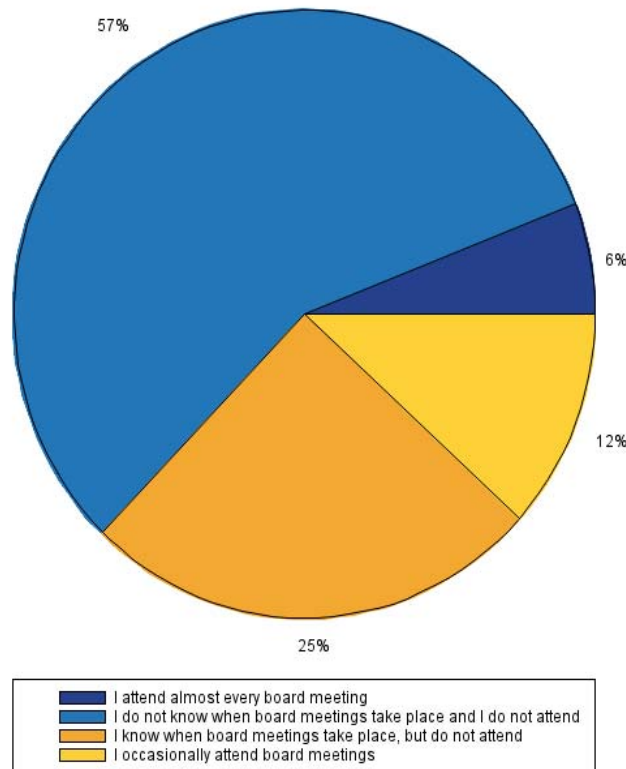
Family Engagement and Communication		% by School	Total by School	% All Schools	Total All Schools
Q5a. The school provides opportunities for parent participation within the school community.	Strongly Agree	51%	26	63%	3,613
	Somewhat Agree	27%	14	21%	1,172
	Neither Agree nor Disagree	6%	3	10%	582
	Somewhat Disagree	6%	3	3%	175
	Strongly Disagree	10%	5	3%	153
Q5b. I receive regular and timely information on my child's academic progress in my home language.	Strongly Agree	57%	29	74%	4,219
	Somewhat Agree	16%	8	16%	937
	Neither Agree nor Disagree	4%	2	4%	235
	Somewhat Disagree	16%	8	3%	157
	Strongly Disagree	8%	4	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	51%	26	77%	4,411
	Somewhat Agree	24%	12	15%	875
	Neither Agree nor Disagree	8%	4	4%	213
	Somewhat Disagree	10%	5	2%	96
	Strongly Disagree	8%	4	2%	100
Q5d. The school seeks feedback from parents through surveys, meetings, or some other way.	Strongly Agree	69%	35	72%	4,123
	Somewhat Agree	20%	10	18%	1,003
	Neither Agree nor Disagree	4%	2	6%	324
	Somewhat Disagree	6%	3	2%	126
	Strongly Disagree	2%	1	2%	119
Q5e. The school has a complaint policy that is easy to find.	Strongly Agree	39%	20	51%	2,911
	Somewhat Agree	14%	7	19%	1,055
	Neither Agree nor Disagree	25%	13	22%	1,271
	Somewhat Disagree	8%	4	4%	209
	Strongly Disagree	14%	7	4%	249
Q5f. The school has a complaint policy that is easy to understand.	Strongly Agree	37%	19	53%	3,016
	Somewhat Agree	18%	9	18%	1,018
	Neither Agree nor Disagree	27%	14	23%	1,295
	Somewhat Disagree	6%	3	3%	150
	Strongly Disagree	12%	6	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	39%	20	51%	2,877
	Somewhat Agree	12%	6	19%	1,107
	Neither Agree nor Disagree	18%	9	20%	1,162
	Somewhat Disagree	10%	5	5%	261
	Strongly Disagree	22%	11	5%	288

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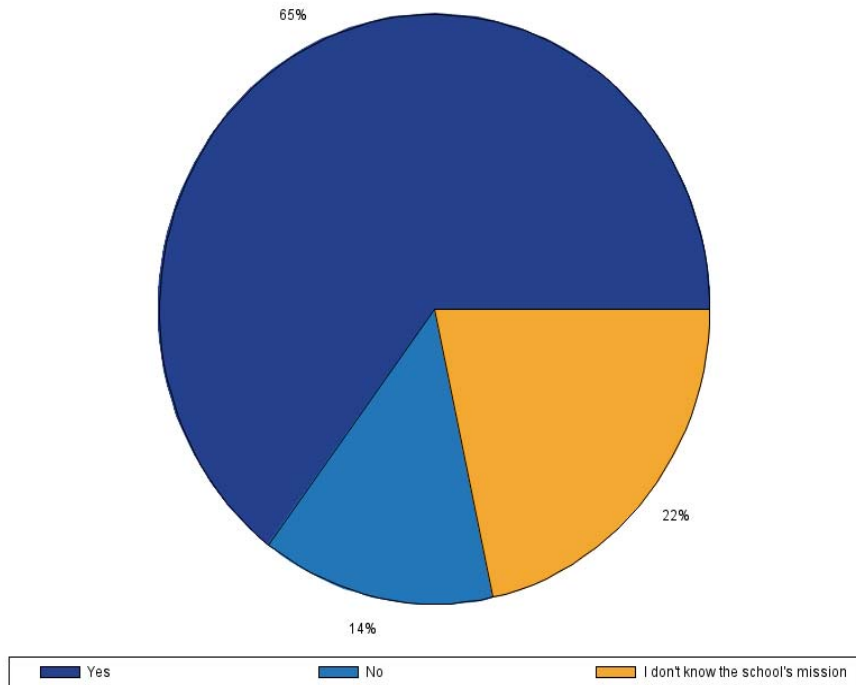
**Q6. Thinking about this school's board meetings, which of the following statements best applies to you?**



Board Meetings		% by School	Total by School	% All Schools	Total All Schools
Q6. Thinking about this school's board meetings, which of the following statements best applies to you?	I attend almost every board meeting	6%	3	14%	808
	I occasionally attend board meetings	12%	6	23%	1,314
	I know when board meetings take place, but do not attend	25%	13	35%	1,975
	I do not know when board meetings take place and I do not attend	57%	29	28%	1,598

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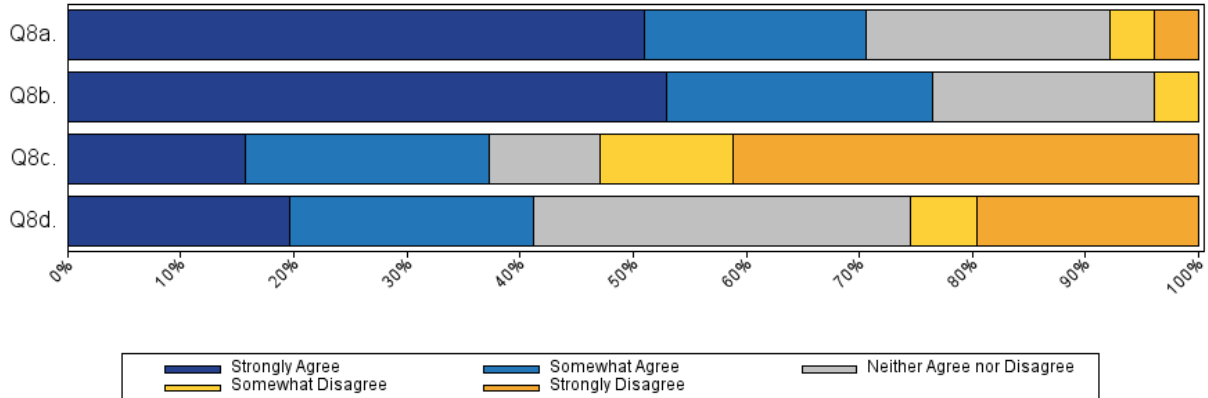
**Q7. Do you feel the school is fulfilling its mission?**



School Mission		% by School	Total by School	% All Schools	Total All Schools
Q7. Do you feel the school is fulfilling its mission?	Yes	65%	33	83%	4,724
	No	14%	7	6%	328
	I don't know the school's mission	22%	11	11%	643

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

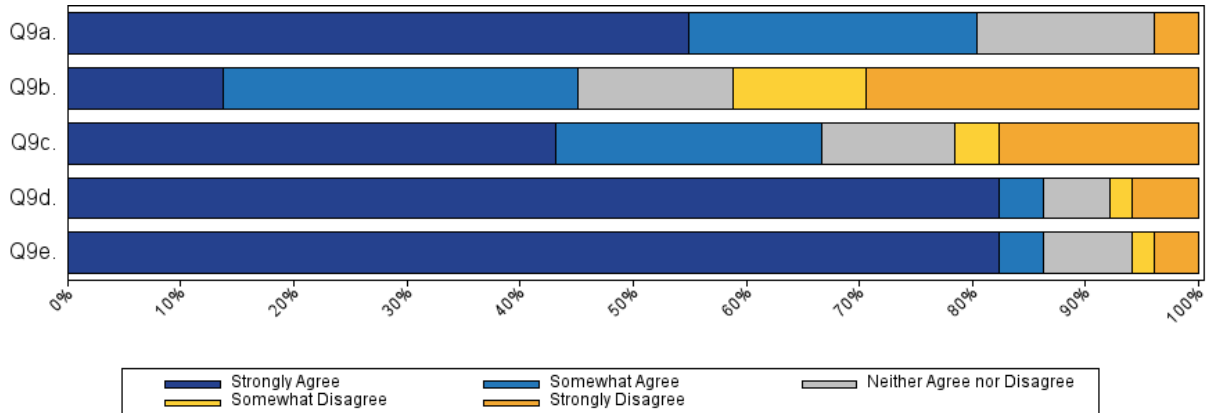


COVID-19 Learning Environment		% by School	Total by School	% All Schools	Total All Schools
Q8a. The school has clear instructions on cleaning procedures and practices used in the school's buildings.	Strongly Agree	51%	26	64%	3,665
	Somewhat Agree	20%	10	18%	1,042
	Neither Agree nor Disagree	22%	11	14%	798
	Somewhat Disagree	4%	2	2%	97
	Strongly Disagree	4%	2	2%	93
Q8b. I am confident the school is following the proper safety standards.	Strongly Agree	53%	27	70%	3,979
	Somewhat Agree	24%	12	19%	1,060
	Neither Agree nor Disagree	20%	10	8%	457
	Somewhat Disagree	4%	2	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	16%	8	14%	779
	Somewhat Agree	22%	11	12%	663
	Neither Agree nor Disagree	10%	5	14%	790
	Somewhat Disagree	12%	6	9%	523
	Strongly Disagree	41%	21	52%	2,940
Q8d. I worry my child will come in contact with COVID19 while in school.	Strongly Agree	20%	10	19%	1,085
	Somewhat Agree	22%	11	21%	1,194
	Neither Agree nor Disagree	33%	17	24%	1,384
	Somewhat Disagree	6%	3	11%	623
	Strongly Disagree	20%	10	25%	1,409

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**COVID-19 Remote Learning Environment**

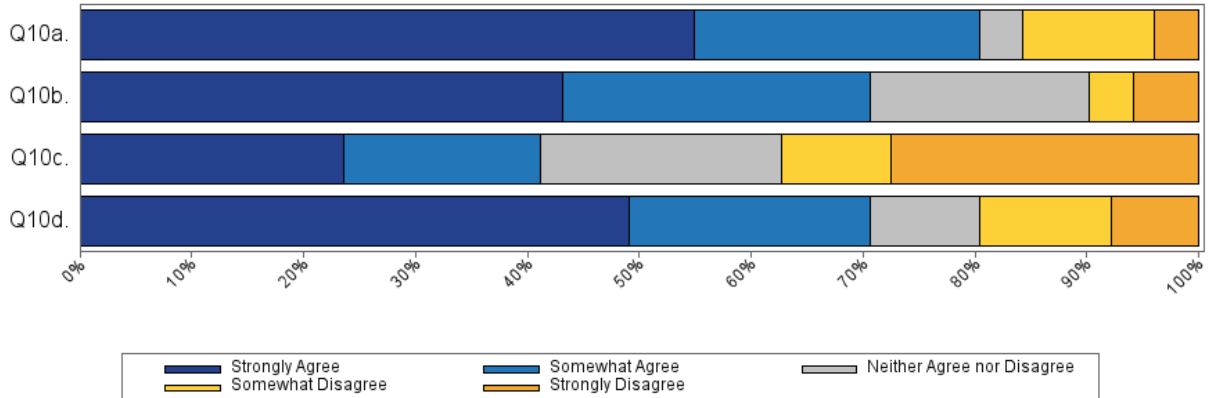


COVID-19 Remote Learning Environment		% by School	Total by School	% All Schools	Total All Schools
Q9a. The school has provided me with help to support my child's remote learning.	Strongly Agree	55%	28	58%	3,325
	Somewhat Agree	25%	13	17%	943
	Neither Agree nor Disagree	16%	8	21%	1,204
	Somewhat Disagree	0%	0	2%	97
	Strongly Disagree	4%	2	2%	126
Q9b. Handling remote learning platforms (Zoom, Google Meet, teacher apps, etc.) has been difficult.	Strongly Agree	14%	7	26%	1,463
	Somewhat Agree	31%	16	16%	888
	Neither Agree nor Disagree	14%	7	24%	1,359
	Somewhat Disagree	12%	6	11%	603
	Strongly Disagree	29%	15	24%	1,382

<b>COVID-19 Remote Learning Environment</b>		<b>% by School</b>	<b>Total by School</b>	<b>% All Schools</b>	<b>Total All Schools</b>
Q9c. Managing my work along with my child's remote learning schoolwork has been a challenge.	Strongly Agree	43%	22	29%	1,657
	Somewhat Agree	24%	12	20%	1,153
	Neither Agree nor Disagree	12%	6	26%	1,500
	Somewhat Disagree	4%	2	8%	434
	Strongly Disagree	18%	9	17%	951
Q9d. The internet in my home works when my child needs to access school materials for remote learning	Strongly Agree	82%	42	64%	3,669
	Somewhat Agree	4%	2	14%	824
	Neither Agree nor Disagree	6%	3	16%	939
	Somewhat Disagree	2%	1	2%	142
	Strongly Disagree	6%	3	2%	121
Q9e. My child has access to a tech device for school when needed for remote learning.	Strongly Agree	82%	42	73%	4,151
	Somewhat Agree	4%	2	10%	585
	Neither Agree nor Disagree	8%	4	14%	814
	Somewhat Disagree	2%	1	1%	57
	Strongly Disagree	4%	2	2%	88

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**COVID-19 Learning Environment**



COVID-19 Learning Environment		% by School	Total by School	% All Schools	Total All Schools
Q10a. I have a clear idea how the school is educating my child.	Strongly Agree	55%	28	66%	3,744
	Somewhat Agree	25%	13	24%	1,354
	Neither Agree nor Disagree	4%	2	6%	335
	Somewhat Disagree	12%	6	3%	165
	Strongly Disagree	4%	2	2%	97
Q10b. I need to devote a great amount of time to support my child's school participation.	Strongly Agree	43%	22	32%	1,812
	Somewhat Agree	27%	14	25%	1,437
	Neither Agree nor Disagree	20%	10	23%	1,332
	Somewhat Disagree	4%	2	11%	621
	Strongly Disagree	6%	3	9%	493

<b>COVID-19 Learning Environment</b>		<b>% by School</b>	<b>Total by School</b>	<b>% All Schools</b>	<b>Total All Schools</b>
Q10c. I am concerned about my child's social or emotional well-being	Strongly Agree	24%	12	27%	1,564
	Somewhat Agree	18%	9	18%	1,028
	Neither Agree nor Disagree	22%	11	17%	947
	Somewhat Disagree	10%	5	14%	771
	Strongly Disagree	27%	14	24%	1,385
Q10d. I am more connected with my child's day-to-day education now than ever before.	Strongly Agree	49%	25	48%	2,721
	Somewhat Agree	22%	11	24%	1,389
	Neither Agree nor Disagree	10%	5	19%	1,075
	Somewhat Disagree	12%	6	5%	284
	Strongly Disagree	8%	4	4%	226

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

Question Answer
A better education and a better challenge
I heard great things about it & I have been satisfied with my decision
Close to homes and the uniforms, also heard they were really good
It will help my child achieve her educational needs
Was recommended by another parent that it was a good school
I chose this school because I want my child to learn in better ways and good environment.
The Great teaching staff!
Great school also the staff is terrific
I was hoping for better education and better life skills
I was told it was a great school for education. They have done a great job being on top of teaching
I felt it was a better environment than the city school district
Thought it would be. Great hands on school
I love the school
I was informed that it would be a better learning environment for him
Recommended by other family members
I feel this school challenges my child academically
Because it's one of the best schools in the city of Syracuse.
I liked that it was a uniform school. I did not know how academically expected of the children they were when 1st attended. Now that I know. For one child it was too tough. I chose to have him attend a different school. For my daughter she seems to be doing good.
Didn't want SCSD but it's the same thing now
My daughter went to that school and I thought it will be better like a public school, that it would have the private school environment and treatment with the kids but, things have changed a lot
My other kids went through this school and did really well. Some of the teachers are very good.
I heard great things about it and someone reached out to us and asked if he would like to attend
I choose this school, because it was what was right for my child. My child's education levels went very high when I took her from public school to charter school.
I had heard great things about it.
They have great education.
It used to be a great school. However the dean for 4th grade students have issues with the kids and will argue and yell at students. She also acts as if she doesn't like black children. She treats them different and unfair.
Her father chose this school when she was 4 years young. I like the school, but what I dislike is the school is quick to retain a student then offering 1 on 1 help first, extra time on whatever the child is struggling with. I have a niece that goes to a school in Mattydale and they went above and beyond helping her reach their expectations to pass. This school offers no extra help and quickly says a child isn't passing without trying to help them first.
I want my son to receive a good education and hopefully learn things that he would not in a city school.
Better structure than public schools

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

Question Answer
More diverse than her former school
They have a lot more to offer and it's just not feeling like you're going to school but also feeling like their family
I chose this school for my child because I thought it will be a good environment for her to learn
We had just move to the state and moved closer by the school. It was referred by a family member.
My child has been there since she was in kindergarten. Thankfully she is almost done.
Recommendation from a friend
Smaller settings.
It's a great school and want my child to have opportunities to prepare for college
The education is great
I don't like public schooling

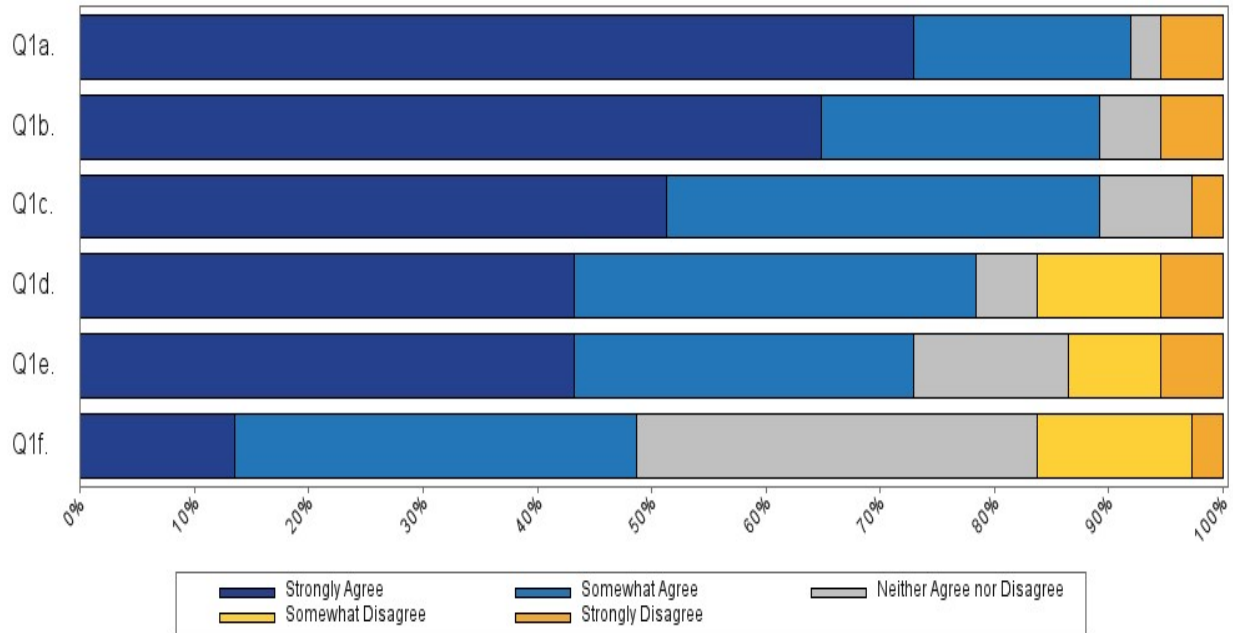
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**Q12. Do you have any additional comments or concerns regarding this school?**

Question Answer
I wish the school had more after school activities for all children. I also wish they had more sport opportunities for all children.
I feel that my child education level is very thanks to Southside. But over the years they have changed. I feel that the school teachers see what they want to see. They pick on my child and yet she could be doing something that another person is doing, yet she always is the one in trouble. That school has it's favorite kids. And as my child's grades are excellent , I can not wait til she is out of that school!
I just don't like when u call to speak to the principle. She never around or call u back to answer your question or concerns.
Need to be able to see the what is going on inside the class
Communication is key. The principal doesnt do that. And alot of the teachers that ive called to call me back to speak about my daughters progression in class, NEVERR RETURNED MY CALLS. They are missing COMMUNICATION with parents!! I think children in the school should have more then 15 minutes to eat their lunches and teachers shouldn't stop them to use the bathroom if they really have to go. Disappointed.
I would like for the teacher to reach out to me more. I have sent text messages that go unanswered sometimes. There also have been times where my son has told me that other students were hitting him and I never received any call from the teacher to left me know of these events. I should not have to feel that my child is unsafe. If there is anything that goes on with my son I would like to be informed. Also, if my son misses a day of school, I do not get a notification call until afternoon. Attendance is supposed to be taken first thing in the morning. If my son were to be missing and I sent him to school, I wouldn't be aware until it is completely too late. Calls should go out in regards to a child's absence as soon as attendance is taken.
Communication from the teacher if the child is falling behind on grades earlier then to let them know that the kids is not making progress on the level that they should be before the third quarter
I have had problems getting in contact with anyone at this school because no one answers the phone and they never return your calls when messages are left I have been to the school and an employee had her screaming toddler grandchild with while working i have never witnessed anything more unprofessional I am not happy at all with the staff at this school and I'm considering removing my child from here
What they are feeding the kids should be important also. You got kids ordering food from Grubhub, but now that's a distraction and y'all are going to stop that?! Let's us know how we can help or what the plan is to getting better food served at this school. Thank you
I also gave a daughter that is in 6th grade at Southside
I also have a child in the 5th grade
Somehow the communication kind of not strong enough

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**Curriculum**

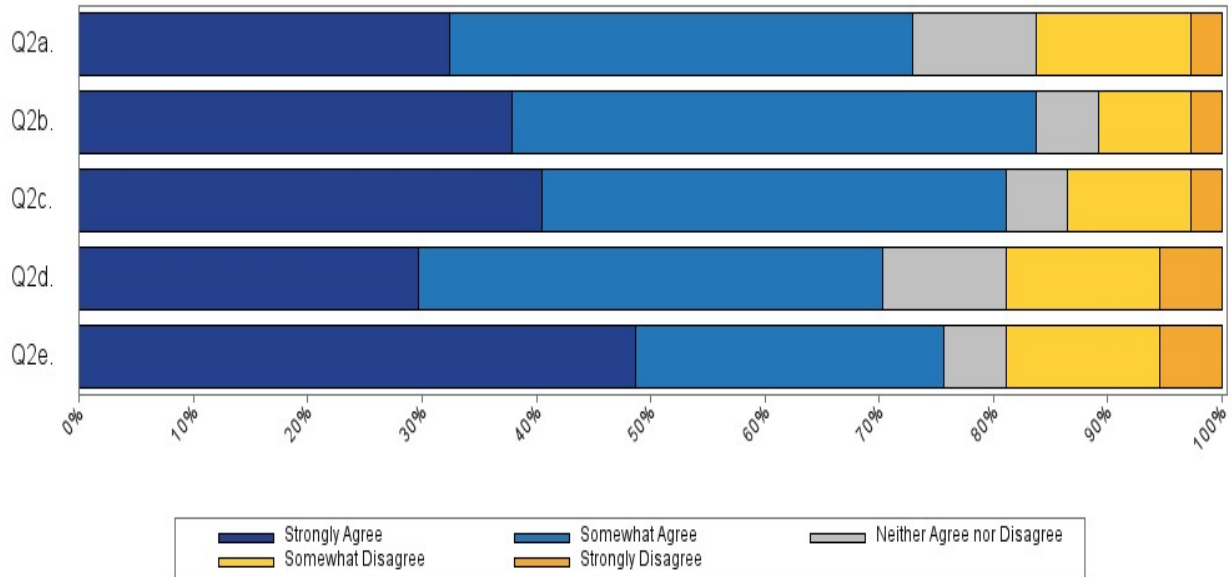


Curriculum		% by School	Total by School	% All Schools	Total All Schools
Q1a. The school has a documented curriculum that is aligned to the New York State learning standards.	Strongly Agree	73%	27	68%	1,310
	Somewhat Agree	19%	7	24%	460
	Neither Agree nor Disagree	3%	1	4%	74
	Somewhat Disagree	0%	0	3%	49
	Strongly Disagree	5%	2	2%	38
Q1b. The school's curriculum is aligned horizontally across same grade level classrooms.	Strongly Agree	65%	24	58%	1,113
	Somewhat Agree	24%	9	26%	506
	Neither Agree nor Disagree	5%	2	10%	190
	Somewhat Disagree	0%	0	4%	82
	Strongly Disagree	5%	2	2%	40

Curriculum		% by School	Total by School	% All Schools	Total All Schools
Q1c. The school's curriculum is aligned vertically between grade levels.	Strongly Agree	51%	19	51%	978
	Somewhat Agree	38%	14	32%	612
	Neither Agree nor Disagree	8%	3	11%	212
	Somewhat Disagree	0%	0	4%	85
	Strongly Disagree	3%	1	2%	44
Q1d. The curriculum and corresponding materials are differentiated to provide opportunities for all students to master grade-level skills and concepts.	Strongly Agree	43%	16	50%	975
	Somewhat Agree	35%	13	34%	651
	Neither Agree nor Disagree	5%	2	8%	146
	Somewhat Disagree	11%	4	5%	106
	Strongly Disagree	5%	2	3%	53
Q1e. The curriculum is systematically reviewed and revised.	Strongly Agree	43%	16	50%	966
	Somewhat Agree	30%	11	28%	545
	Neither Agree nor Disagree	14%	5	11%	222
	Somewhat Disagree	8%	3	7%	127
	Strongly Disagree	5%	2	4%	71
Q1f. The school has a strong science curriculum.	Strongly Agree	14%	5	35%	683
	Somewhat Agree	35%	13	30%	574
	Neither Agree nor Disagree	35%	13	23%	436
	Somewhat Disagree	14%	5	7%	136
	Strongly Disagree	3%	1	5%	102

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**Instruction**

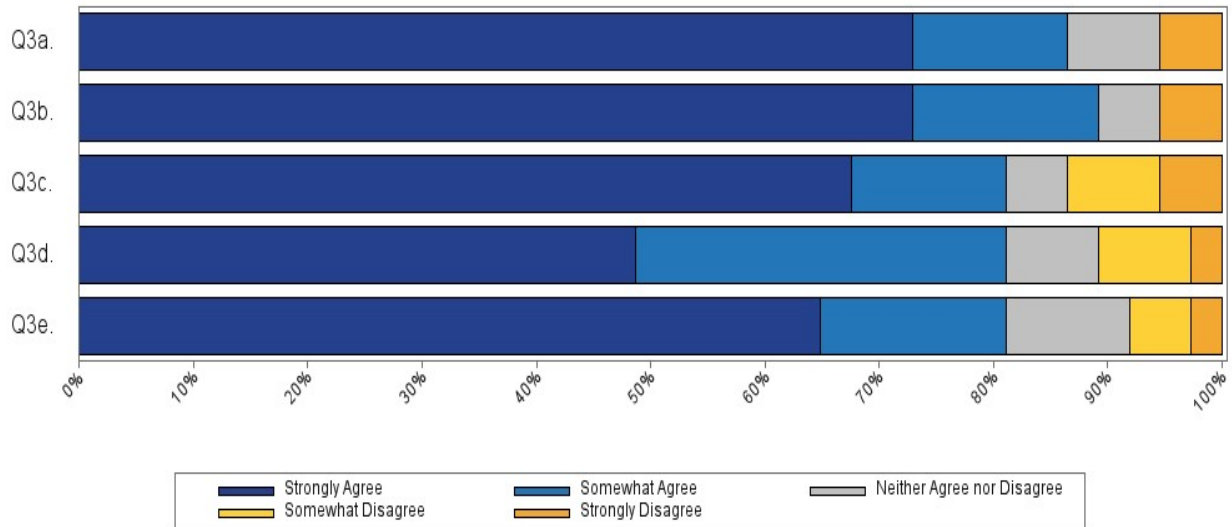


Instruction		% by School	Total by School	% All Schools	Total All Schools
Q2a. The school staff has a shared understanding of high-quality instruction that supports all learners.	Strongly Agree	32%	12	54%	1,038
	Somewhat Agree	41%	15	34%	653
	Neither Agree nor Disagree	11%	4	4%	86
	Somewhat Disagree	14%	5	6%	113
	Strongly Disagree	3%	1	2%	41
Q2b. Instructional delivery fosters engagement with all students.	Strongly Agree	38%	14	52%	1,008
	Somewhat Agree	46%	17	36%	691
	Neither Agree nor Disagree	5%	2	6%	114
	Somewhat Disagree	8%	3	5%	94
	Strongly Disagree	3%	1	1%	24

Instruction		% by School	Total by School	% All Schools	Total All Schools
Q2c. The school differentiates instruction to ensure equity and access for all students.	Strongly Agree	41%	15	52%	999
	Somewhat Agree	41%	15	34%	654
	Neither Agree nor Disagree	5%	2	6%	124
	Somewhat Disagree	11%	4	6%	115
	Strongly Disagree	3%	1	2%	39
Q2d. The school provides staff with professional development opportunities that promote best practices and improves all students' success, including subgroups: Students with disabilities (SWDs), English language learners (ELLs), and economically disadvantaged students (EDs).	Strongly Agree	30%	11	48%	922
	Somewhat Agree	41%	15	30%	570
	Neither Agree nor Disagree	11%	4	9%	170
	Somewhat Disagree	14%	5	8%	162
	Strongly Disagree	5%	2	6%	107
Q2e. There is a uniform expectation for teachers' implementation of academic rigor in the school.	Strongly Agree	49%	18	53%	1,022
	Somewhat Agree	27%	10	29%	566
	Neither Agree nor Disagree	5%	2	8%	159
	Somewhat Disagree	14%	5	6%	114
	Strongly Disagree	5%	2	4%	70

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**Assessment and Program Evaluation**

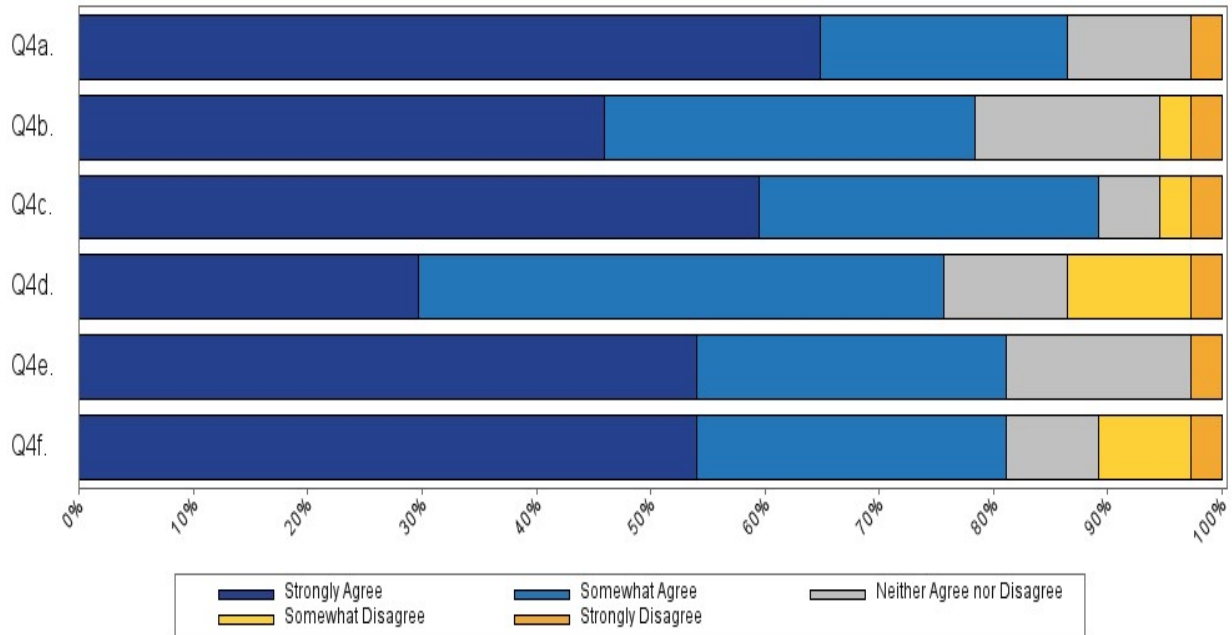


Assessment and Program Evaluation		% by School	Total by School Answer Count	% All Schools	Total All Schools
Q3a. The school uses a system of formative, diagnostic, and summative assessments.	Strongly Agree	73%	27	66%	1,267
	Somewhat Agree	14%	5	27%	522
	Neither Agree nor Disagree	8%	3	5%	88
	Somewhat Disagree	0%	0	2%	37
	Strongly Disagree	5%	2	1%	17
Q3b. The school uses qualitative and quantitative data to inform instruction and improve student outcomes.	Strongly Agree	73%	27	62%	1,200
	Somewhat Agree	16%	6	28%	532
	Neither Agree nor Disagree	5%	2	6%	125
	Somewhat Disagree	0%	0	3%	50
	Strongly Disagree	5%	2	1%	24

<b>Assessment and Program Evaluation</b>		<b>% by School</b>	<b>Total by School Answer Count</b>	<b>% All Schools</b>	<b>Total All Schools</b>
Q3c. The school uses qualitative and quantitative data to evaluate the quality and effectiveness of the academic program.	Strongly Agree	68%	25	58%	1,129
	Somewhat Agree	14%	5	29%	555
	Neither Agree nor Disagree	5%	2	7%	134
	Somewhat Disagree	8%	3	5%	87
	Strongly Disagree	5%	2	1%	26
Q3d. The school modifies its academic program after using data measurements.	Strongly Agree	49%	18	50%	964
	Somewhat Agree	32%	12	30%	583
	Neither Agree nor Disagree	8%	3	11%	218
	Somewhat Disagree	8%	3	7%	126
	Strongly Disagree	3%	1	2%	40
Q3e. The school uses multiple measures to assess student progress toward State learning standards.	Strongly Agree	65%	24	59%	1,144
	Somewhat Agree	16%	6	28%	532
	Neither Agree nor Disagree	11%	4	8%	156
	Somewhat Disagree	5%	2	4%	69
	Strongly Disagree	3%	1	2%	30

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**Supports for Diverse Learners**

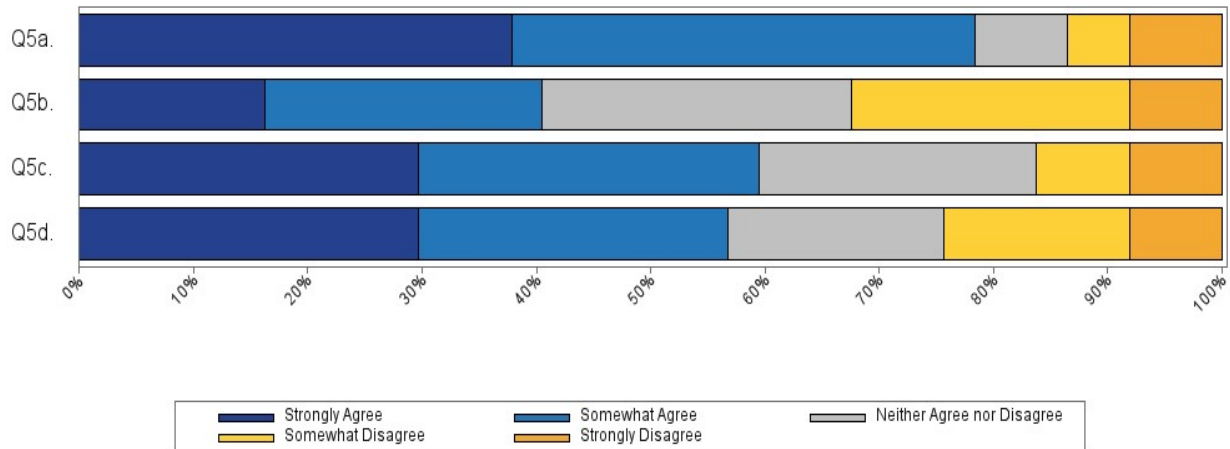


Supports for Diverse Learners		% by School	Total by School	% All Schools	Total All Schools
Q4a. The school follows the NYSED approved identification process for students with disabilities.	Strongly Agree	65%	24	62%	1,194
	Somewhat Agree	22%	8	20%	391
	Neither Agree nor Disagree	11%	4	14%	262
	Somewhat Disagree	0%	0	3%	55
	Strongly Disagree	3%	1	2%	29
Q4b. The school follows the NYSED approved identification process for English language learners.	Strongly Agree	46%	17	61%	1,181
	Somewhat Agree	32%	12	20%	393
	Neither Agree nor Disagree	16%	6	15%	286
	Somewhat Disagree	3%	1	3%	50
	Strongly Disagree	3%	1	1%	21

<b>Supports for Diverse Learners</b>		<b>% by School</b>	<b>Total by School</b>	<b>% All Schools</b>	<b>Total All Schools</b>
Q4c. The school provides supports to meet the academic needs for students with disabilities.	Strongly Agree	59%	22	56%	1,079
	Somewhat Agree	30%	11	27%	516
	Neither Agree nor Disagree	5%	2	9%	172
	Somewhat Disagree	3%	1	6%	115
	Strongly Disagree	3%	1	3%	49
Q4d. The school provides supports to meet the academic needs for English language learners.	Strongly Agree	30%	11	55%	1,053
	Somewhat Agree	46%	17	26%	511
	Neither Agree nor Disagree	11%	4	10%	200
	Somewhat Disagree	11%	4	6%	117
	Strongly Disagree	3%	1	3%	50
Q4e. The school provides supports to meet the academic needs for economically disadvantaged students.	Strongly Agree	54%	20	61%	1,169
	Somewhat Agree	27%	10	25%	477
	Neither Agree nor Disagree	16%	6	10%	201
	Somewhat Disagree	0%	0	3%	59
	Strongly Disagree	3%	1	1%	25
Q4f. The school has systems to monitor the progress of individual students and to facilitate communication between interventionists and classroom teachers regarding the needs of individual students.	Strongly Agree	54%	20	54%	1,050
	Somewhat Agree	27%	10	28%	533
	Neither Agree nor Disagree	8%	3	9%	183
	Somewhat Disagree	8%	3	6%	110
	Strongly Disagree	3%	1	3%	55

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

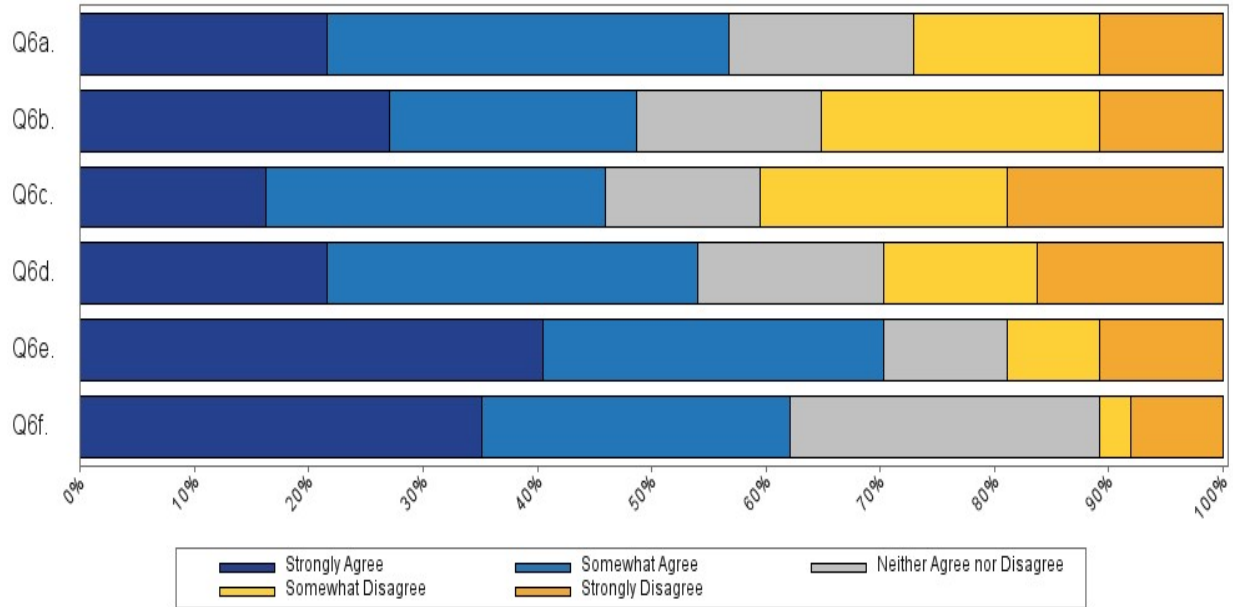


Measures of Culture, Climate, and Student Engagement		% by School	Total by School	% All Schools	Total All Schools
Q5a. The school has processes and procedures in place to address chronic absenteeism for all students.	Strongly Agree	38%	14	38%	725
	Somewhat Agree	41%	15	30%	577
	Neither Agree nor Disagree	8%	3	12%	238
	Somewhat Disagree	5%	2	12%	225
	Strongly Disagree	8%	3	9%	166
Q5b. In general, attendance is not an issue at the school.	Strongly Agree	16%	6	24%	456
	Somewhat Agree	24%	9	27%	512
	Neither Agree nor Disagree	27%	10	15%	293
	Somewhat Disagree	24%	9	21%	405
	Strongly Disagree	8%	3	14%	265

<b>Measures of Culture, Climate, and Student Engagement</b>		<b>% by School</b>	<b>Total by School</b>	<b>% All Schools</b>	<b>Total All Schools</b>
Q5c. The school has processes and procedures in place to address out of school suspension rates for all students and sub-groups such that all students are fully engaged within the school community and have access to the educational program.	Strongly Agree	30%	11	37%	717
	Somewhat Agree	30%	11	29%	569
	Neither Agree nor Disagree	24%	9	21%	407
	Somewhat Disagree	8%	3	7%	141
	Strongly Disagree	8%	3	5%	97
Q5d. The school has a process in place to measure and evaluate school climate culture.	Strongly Agree	30%	11	38%	738
	Somewhat Agree	27%	10	31%	589
	Neither Agree nor Disagree	19%	7	16%	306
	Somewhat Disagree	16%	6	8%	161
	Strongly Disagree	8%	3	7%	137

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**Behavior Management and Safety**

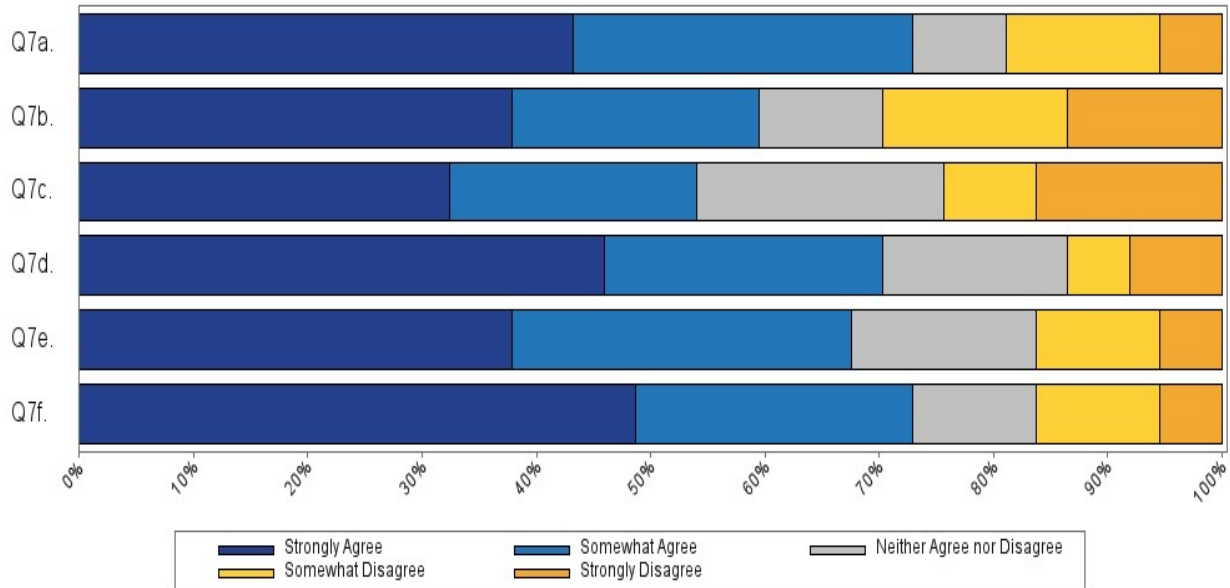


Behavior Management and Safety		% by School	Total by School	% All Schools	Total All Schools
Q6a. The school's discipline policy is clear.	Strongly Agree	22%	8	35%	674
	Somewhat Agree	35%	13	30%	580
	Neither Agree nor Disagree	16%	6	10%	190
	Somewhat Disagree	16%	6	14%	270
	Strongly Disagree	11%	4	11%	217
Q6b. The school's discipline policy is fair to all students.	Strongly Agree	27%	10	39%	751
	Somewhat Agree	22%	8	26%	509
	Neither Agree nor Disagree	16%	6	13%	257
	Somewhat Disagree	24%	9	13%	256
	Strongly Disagree	11%	4	8%	158

<b>Behavior Management and Safety</b>		<b>% by School</b>	<b>Total by School</b>	<b>% All Schools</b>	<b>Total All Schools</b>
Q6c. The school's discipline policy is enforced by all teachers and staff.	Strongly Agree	16%	6	28%	545
	Somewhat Agree	30%	11	30%	581
	Neither Agree nor Disagree	14%	5	13%	244
	Somewhat Disagree	22%	8	18%	352
	Strongly Disagree	19%	7	11%	209
Q6d. The school's discipline policy is updated as necessary with feedback from faculty.	Strongly Agree	22%	8	33%	641
	Somewhat Agree	32%	12	26%	509
	Neither Agree nor Disagree	16%	6	16%	310
	Somewhat Disagree	14%	5	14%	273
	Strongly Disagree	16%	6	10%	198
Q6e. The school utilizes behavior intervention plans for students who require specific social and behavioral skills in an academic setting.	Strongly Agree	41%	15	42%	818
	Somewhat Agree	30%	11	32%	617
	Neither Agree nor Disagree	11%	4	11%	209
	Somewhat Disagree	8%	3	9%	181
	Strongly Disagree	11%	4	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	35%	13	42%	811
	Somewhat Agree	27%	10	33%	628
	Neither Agree nor Disagree	27%	10	14%	265
	Somewhat Disagree	3%	1	8%	145
	Strongly Disagree	8%	3	4%	82

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**Behavior Management and Safety**

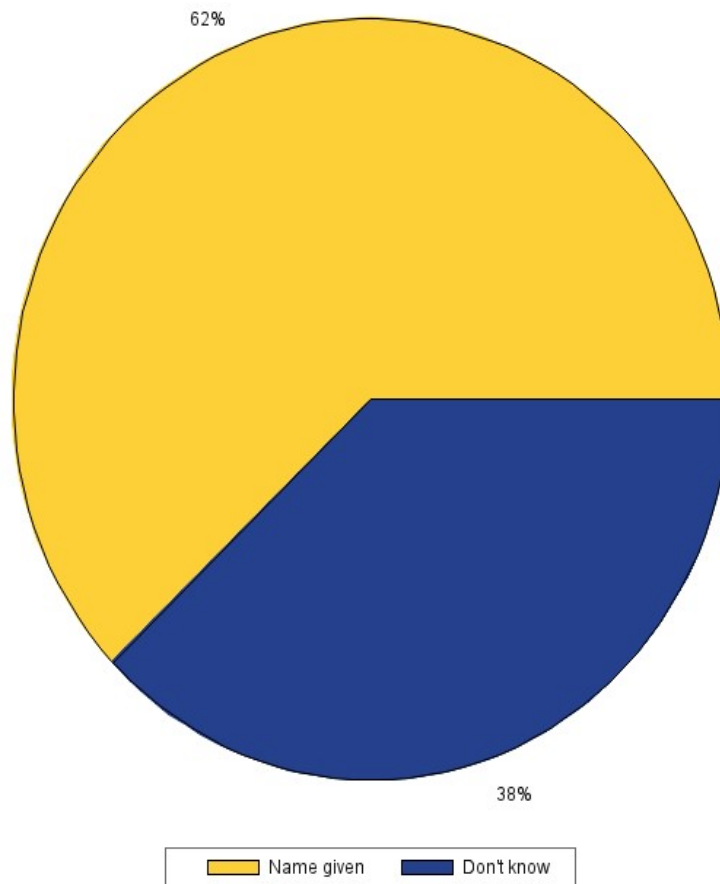


Behavior Management and Safety		% by School	Total by School	% All Schools	Total All Schools
Q7a. The school provides a safe environment.	Strongly Agree	43%	16	60%	1,162
	Somewhat Agree	30%	11	27%	523
	Neither Agree nor Disagree	8%	3	5%	103
	Somewhat Disagree	14%	5	5%	104
	Strongly Disagree	5%	2	2%	39
Q7b. The school has systems in place to ensure that the environment is free from bullying, harassment, and discrimination.	Strongly Agree	38%	14	49%	945
	Somewhat Agree	22%	8	30%	586
	Neither Agree nor Disagree	11%	4	8%	155
	Somewhat Disagree	16%	6	9%	165
	Strongly Disagree	14%	5	4%	80

<b>Behavior Management and Safety</b>		<b>% by School</b>	<b>Total by School</b>	<b>% All Schools</b>	<b>Total All Schools</b>
Q7c. Classroom environments support learning and are generally free from disruption.	Strongly Agree	32%	12	38%	741
	Somewhat Agree	22%	8	34%	654
	Neither Agree nor Disagree	22%	8	9%	180
	Somewhat Disagree	8%	3	12%	233
	Strongly Disagree	16%	6	6%	123
Q7d. The school has high behavioral expectations for all students.	Strongly Agree	46%	17	47%	899
	Somewhat Agree	24%	9	30%	570
	Neither Agree nor Disagree	16%	6	9%	171
	Somewhat Disagree	5%	2	10%	194
	Strongly Disagree	8%	3	5%	97
Q7e. Teacher-student interactions could typically be described as supportive and respectful.	Strongly Agree	38%	14	55%	1,062
	Somewhat Agree	30%	11	33%	637
	Neither Agree nor Disagree	16%	6	7%	126
	Somewhat Disagree	11%	4	4%	79
	Strongly Disagree	5%	2	1%	27
Q7f. There is a uniform expectation for all teachers' classroom management in your school.	Strongly Agree	49%	18	48%	933
	Somewhat Agree	24%	9	31%	598
	Neither Agree nor Disagree	11%	4	9%	174
	Somewhat Disagree	11%	4	8%	149
	Strongly Disagree	5%	2	4%	77

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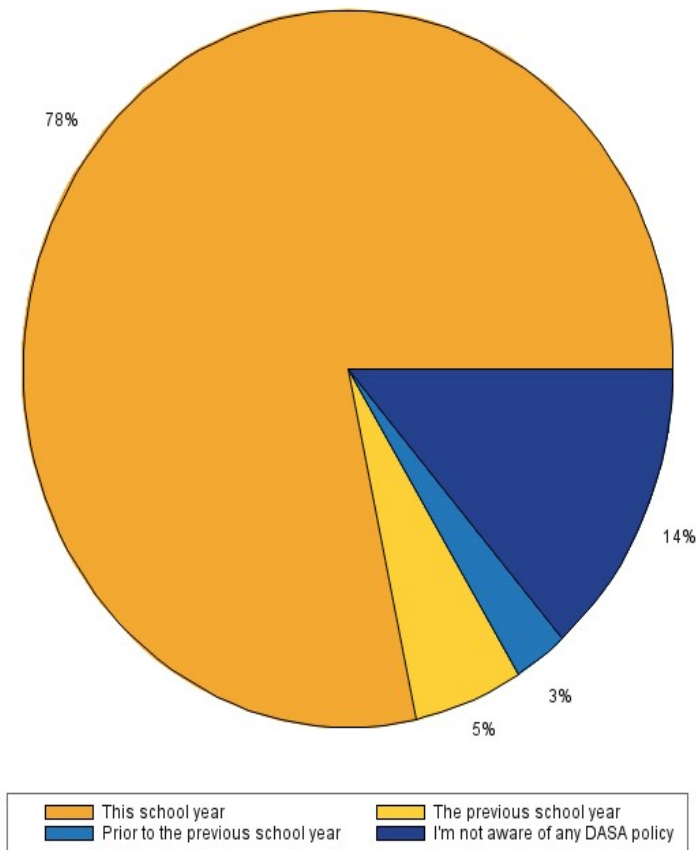
**Q8. What is the name of your school's Dignity for All Students Act (DASA) coordinator?**



Dignity for All Students Act (DASA)		% by School	Total by School	% All Schools	Total All Schools
Q8. What is the name of your school's Dignity for All Students Act (DASA) coordinator?	Name given	62%	23	59%	1,144
	Don't know	38%	14	41%	787

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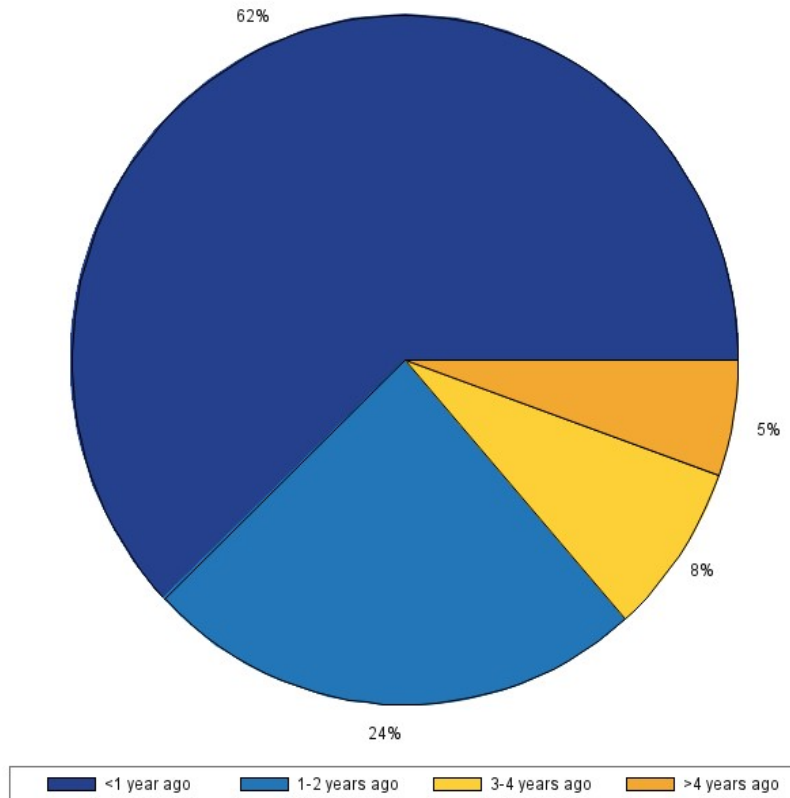
**Q9. When is the last time you received a copy of the school's DASA policy?**



Dignity for All Students Act (DASA)		% by School	Total by School	% All Schools	Total All Schools
Q9. When is the last time you received a copy of the school's DASA policy?	This school year	78%	29	62%	1,204
	The previous school year	5%	2	9%	176
	Prior to the previous school year	3%	1	6%	117
	I'm not aware of any DASA policy	14%	5	22%	434

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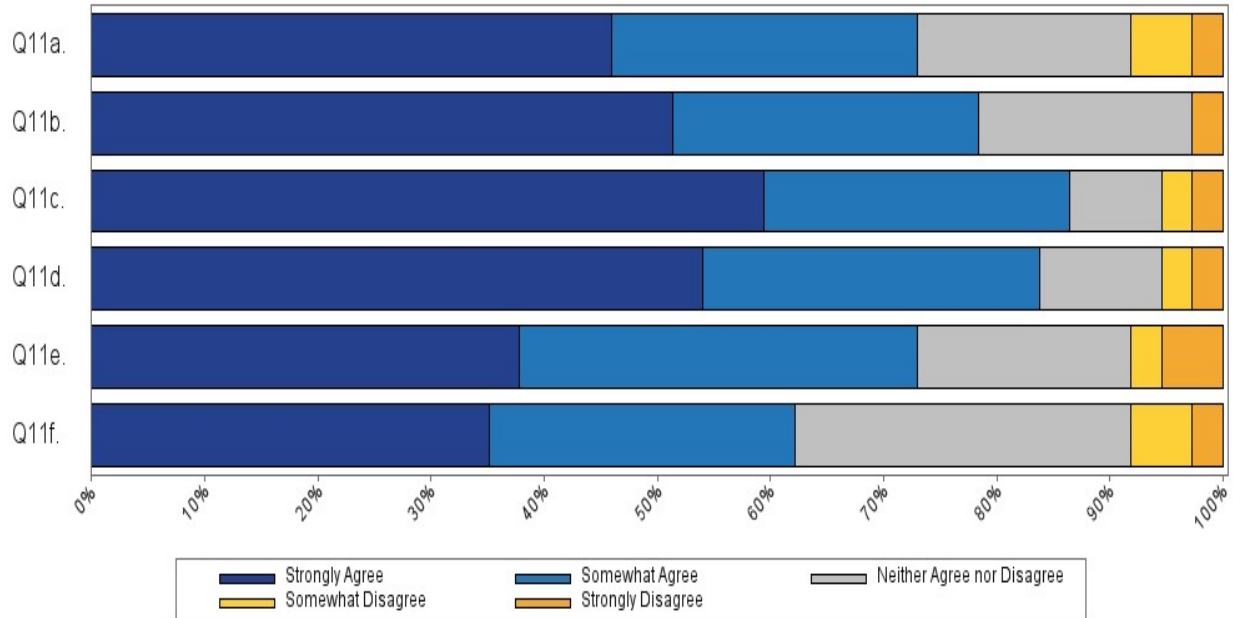
**Q10. When is the last time you received DASA training?**



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	62%	23	48%	927
	1-2 years ago	24%	9	21%	399
	3-4 years ago	8%	3	10%	193
	>4 years ago	5%	2	10%	195
	I've never received DASA training	0%	0	11%	217

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**Family Engagement and Communication**

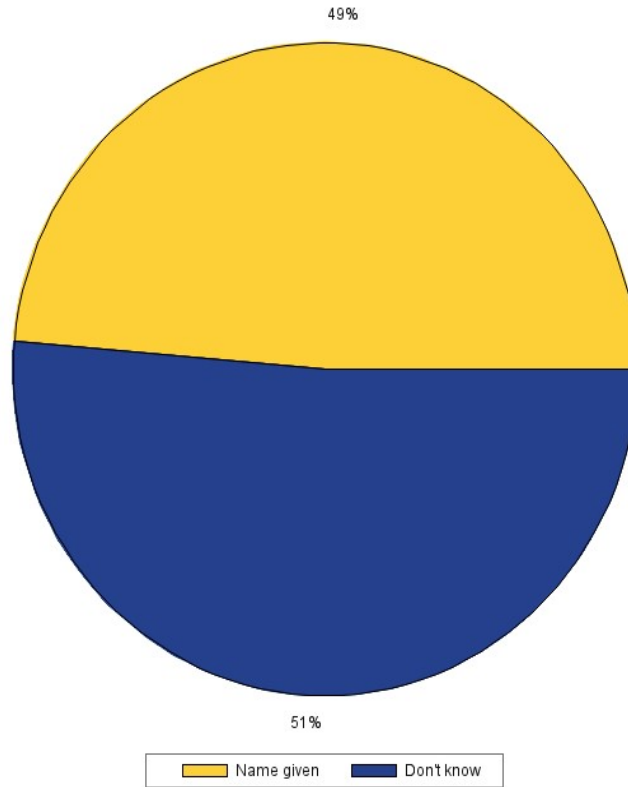


Family Engagement and Communication		% by School	Total by School	% All Schools	Total All Schools
Q11a. The school provides opportunities for parent participation within the school community.	Strongly Agree	46%	17	50%	961
	Somewhat Agree	27%	10	30%	585
	Neither Agree nor Disagree	19%	7	11%	214
	Somewhat Disagree	5%	2	6%	117
	Strongly Disagree	3%	1	3%	54
Q11b. Parents receive regular and timely information on their child's academic progress in their home language.	Strongly Agree	51%	19	57%	1,100
	Somewhat Agree	27%	10	31%	601
	Neither Agree nor Disagree	19%	7	7%	135
	Somewhat Disagree	0%	0	3%	60
	Strongly Disagree	3%	1	2%	35

Family Engagement and Communication		% by School	Total by School	% All Schools	Total All Schools
Q11c. The school uses many methods of communication with families.	Strongly Agree	59%	22	67%	1,295
	Somewhat Agree	27%	10	26%	511
	Neither Agree nor Disagree	8%	3	4%	79
	Somewhat Disagree	3%	1	1%	26
	Strongly Disagree	3%	1	1%	20
Q11d. The school seeks feedback from parents through surveys, meetings, or some other way.	Strongly Agree	54%	20	56%	1,088
	Somewhat Agree	30%	11	29%	567
	Neither Agree nor Disagree	11%	4	10%	196
	Somewhat Disagree	3%	1	3%	54
	Strongly Disagree	3%	1	1%	26
Q11e. The school has a systematic and transparent process for responding to family or community concerns.	Strongly Agree	38%	14	52%	996
	Somewhat Agree	35%	13	30%	572
	Neither Agree nor Disagree	19%	7	12%	240
	Somewhat Disagree	3%	1	4%	82
	Strongly Disagree	5%	2	2%	41
Q11f. The school informs parents about how it performs compared to other schools in the district and New York State.	Strongly Agree	35%	13	45%	873
	Somewhat Agree	27%	10	23%	448
	Neither Agree nor Disagree	30%	11	25%	484
	Somewhat Disagree	5%	2	4%	80
	Strongly Disagree	3%	1	2%	46

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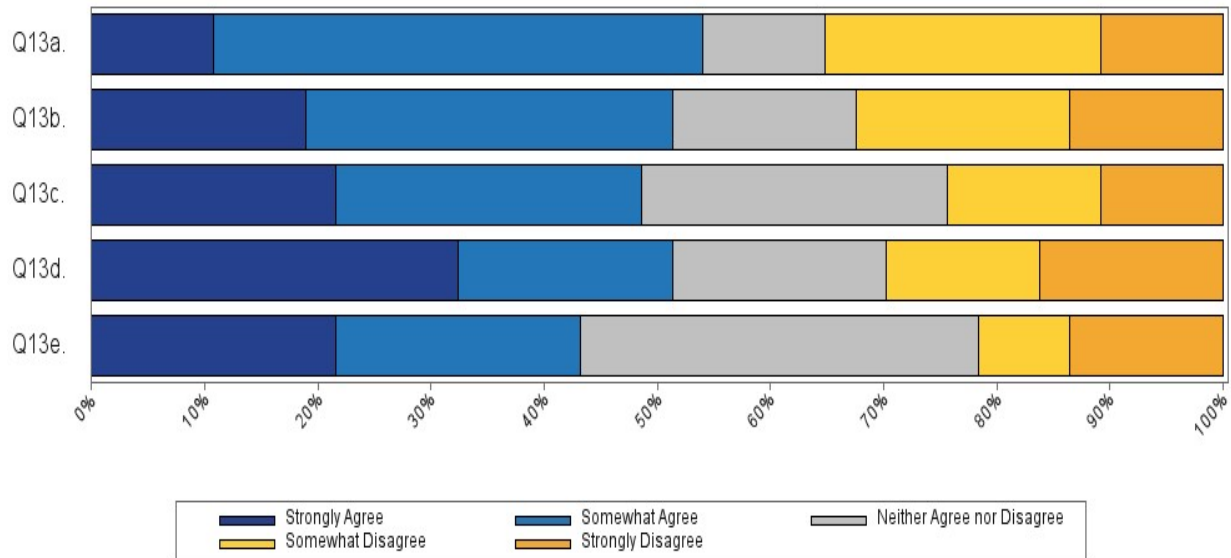
**Q12. What is the name of your school's McKinney-Vento Coordinator?**



McKinney-Vento		% by School	Total by School	% All Schools	Total All Schools
Q12. What is the name of your school's McKinney-Vento Coordinator?	Name given	49%	18	40%	780
	Don't know	51%	19	60%	1,151

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**Social-Emotional and Mental Health Support**

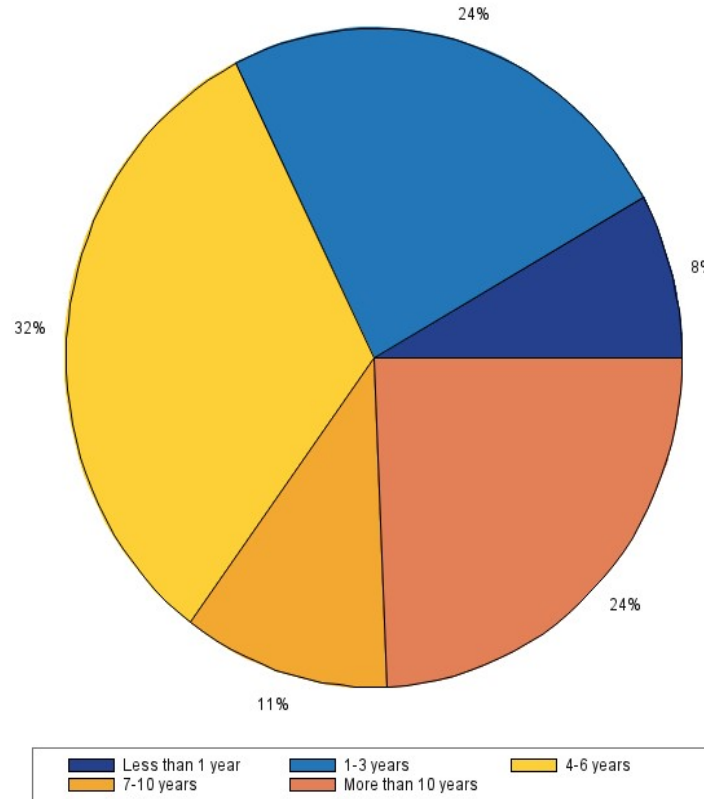


Social-Emotional and Mental Health Support		% by School	Total by School	% All Schools	Total All Schools
Q13a. The school has social, emotional, and mental health programs and supports for all students.	Strongly Agree	11%	4	53%	1,023
	Somewhat Agree	43%	16	32%	618
	Neither Agree nor Disagree	11%	4	6%	111
	Somewhat Disagree	24%	9	6%	122
	Strongly Disagree	11%	4	3%	57
Q13b. School leaders collect and use data to track the social-emotional needs of all students, including students in subgroups.	Strongly Agree	19%	7	43%	831
	Somewhat Agree	32%	12	29%	552
	Neither Agree nor Disagree	16%	6	16%	314
	Somewhat Disagree	19%	7	8%	155
	Strongly Disagree	14%	5	4%	79

<b>Social-Emotional and Mental Health Support</b>		<b>% by School</b>	<b>Total by School</b>	<b>% All Schools</b>	<b>Total All Schools</b>
Q13c. School leaders collect and use data regarding the impact of programs designed to support the social and emotional health of all students.	Strongly Agree	22%	8	43%	829
	Somewhat Agree	27%	10	27%	526
	Neither Agree nor Disagree	27%	10	18%	352
	Somewhat Disagree	14%	5	8%	145
	Strongly Disagree	11%	4	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	32%	12	46%	892
	Somewhat Agree	19%	7	30%	583
	Neither Agree nor Disagree	19%	7	10%	202
	Somewhat Disagree	14%	5	8%	145
	Strongly Disagree	16%	6	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	22%	8	36%	688
	Somewhat Agree	22%	8	20%	392
	Neither Agree nor Disagree	35%	13	35%	676
	Somewhat Disagree	8%	3	4%	78
	Strongly Disagree	14%	5	5%	97

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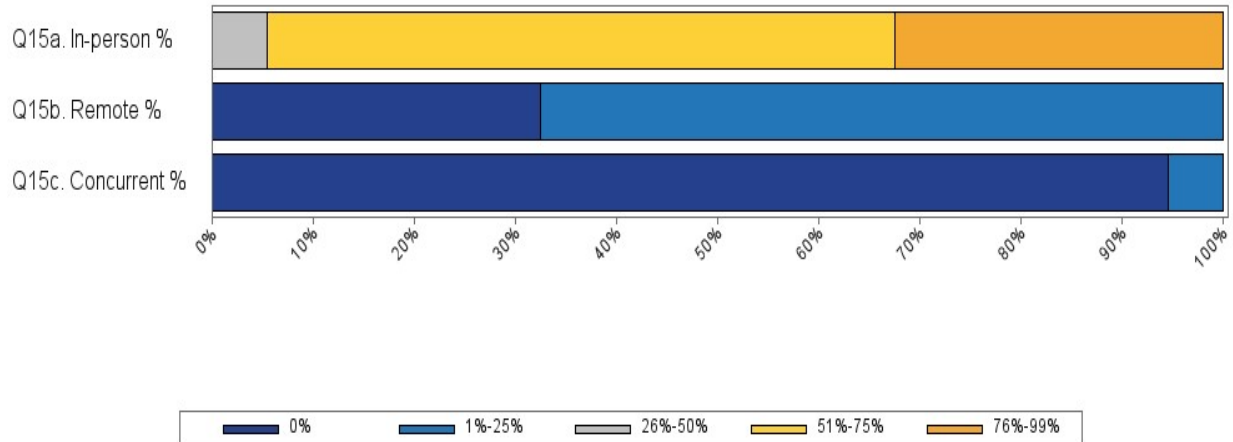
**Q14. How many total years of K-12 teaching experience do you have?**



Teaching Experience		% by School	Total by School	% All Schools	Total All Schools
Q14. How many total years of K-12 teaching experience do you have?	Less than 1 year	8%	3	7%	137
	1-3 years	24%	9	21%	401
	4-6 years	32%	12	26%	499
	7-10 years	11%	4	21%	408
	More than 10 years	24%	9	25%	486

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**Teaching Modality**

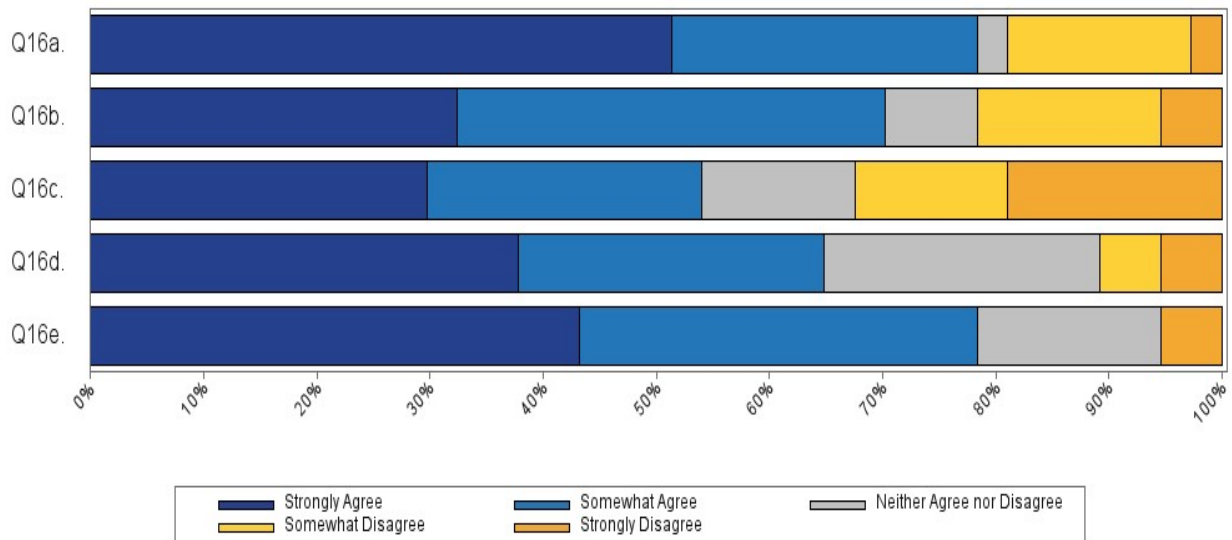


Teaching Modality		% by School	Total by School	% All Schools	Total All Schools
Q15a. In-person %	0%	0%	0	4%	69
	1% to 25%	0%	0	1%	15
	26% to 50%	0%	0	3%	63
	51% to 75%	5%	2	5%	92
	76% to 99%	62%	23	52%	1,002
	100%	32%	12	36%	690
Q15b. Remote %	0%	32%	12	42%	804
	1% to 25%	68%	25	55%	1,054
	26% to 50%	0%	0	3%	50
	51% to 75%	0%	0	0%	9
	76% to 99%	0%	0	0%	7
	100%	0%	0	0%	7

Teaching Modality		% by School	Total by School	% All Schools	Total All Schools
Q15c. Concurrent %	0%	95%	35	79%	1,522
	1% to 25%	5%	2	16%	311
	26% to 50%	0%	0	2%	38
	51% to 75%	0%	0	0%	3
	76% to 99%	0%	0	1%	13
	100%	0%	0	2%	44

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**School Leadership**

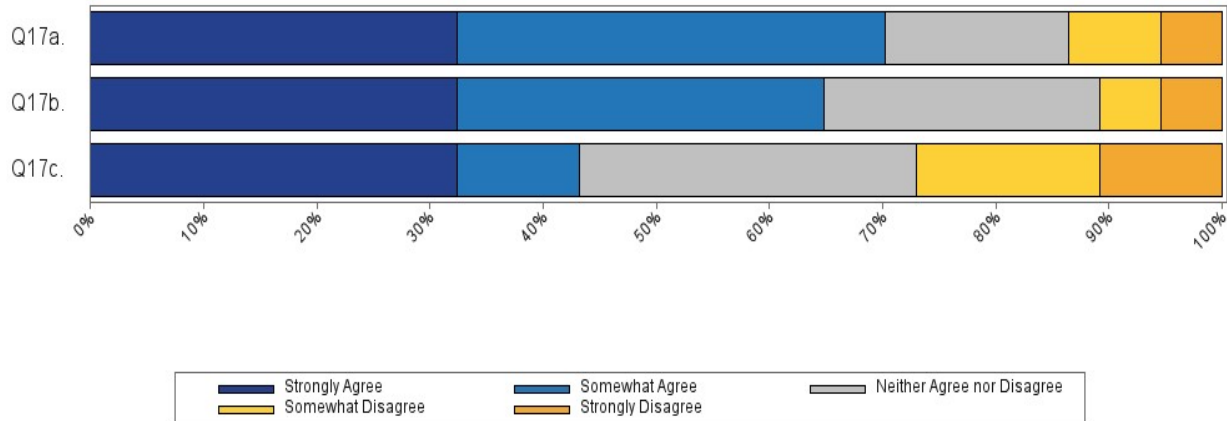


School Leadership		% by School	Total by School	% All Schools	Total All Schools
Q16a. The school has an effective school leadership team that communicates a clearly defined mission and set of goals to staff and the school community.	Strongly Agree	51%	19	47%	914
	Somewhat Agree	27%	10	29%	565
	Neither Agree nor Disagree	3%	1	9%	173
	Somewhat Disagree	16%	6	8%	159
	Strongly Disagree	3%	1	6%	120
Q16b. The school has a clear and well-established communication systems and decision-making processes in place to ensure effective communication across the school.	Strongly Agree	32%	12	42%	811
	Somewhat Agree	38%	14	30%	570
	Neither Agree nor Disagree	8%	3	10%	192
	Somewhat Disagree	16%	6	11%	217
	Strongly Disagree	5%	2	7%	141

School Leadership		% by School	Total by School	% All Schools	Total All Schools
Q16c. The school successfully recruits, hires, and retains key personnel that meets the needs of all students and subgroups.	Strongly Agree	30%	11	34%	655
	Somewhat Agree	24%	9	28%	539
	Neither Agree nor Disagree	14%	5	15%	280
	Somewhat Disagree	14%	5	15%	295
	Strongly Disagree	19%	7	8%	162
Q16d. The school makes decisions – when warranted – to remove ineffective staff members.	Strongly Agree	38%	14	37%	709
	Somewhat Agree	27%	10	26%	508
	Neither Agree nor Disagree	24%	9	21%	411
	Somewhat Disagree	5%	2	10%	184
	Strongly Disagree	5%	2	6%	119
Q16e. The school's leadership demonstrates a high level of accountability such that leadership takes responsibility for outcomes.	Strongly Agree	43%	16	42%	810
	Somewhat Agree	35%	13	28%	539
	Neither Agree nor Disagree	16%	6	14%	271
	Somewhat Disagree	0%	0	9%	166
	Strongly Disagree	5%	2	8%	145

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**37 RESPONSES**  
**84% RESPONSE RATE**

**Professional Climate**

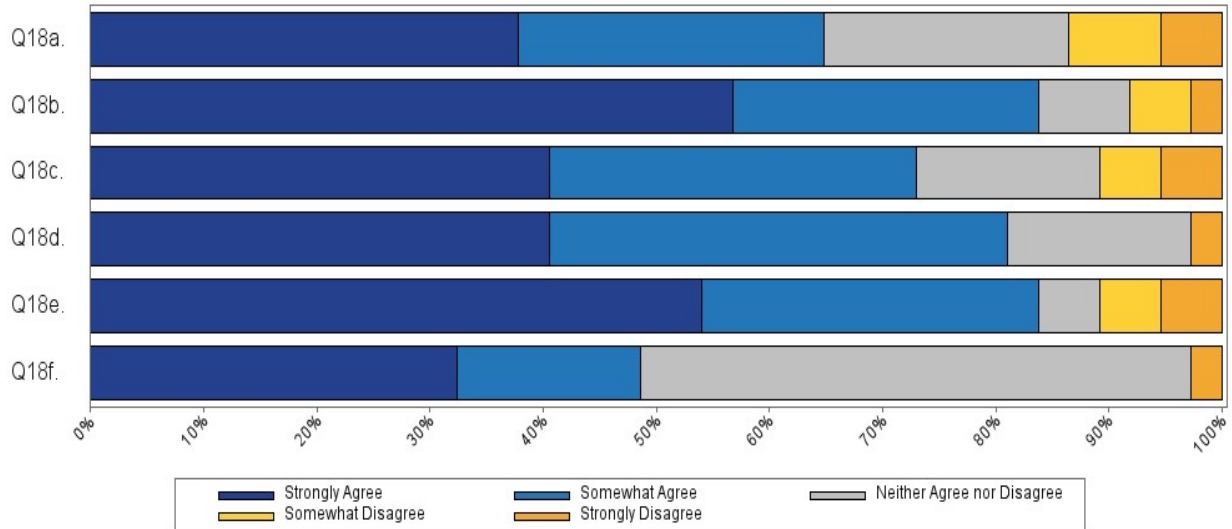


Professional Climate		% by School	Total by School	% All Schools	Total All Schools
Q17a. Roles and responsibilities for leaders, staff, management, and the board of trustees are clearly defined and adhered to.	Strongly Agree	32%	12	43%	838
	Somewhat Agree	38%	14	30%	585
	Neither Agree nor Disagree	16%	6	13%	249
	Somewhat Disagree	8%	3	8%	158
	Strongly Disagree	5%	2	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	32%	12	44%	843
	Somewhat Agree	32%	12	32%	623
	Neither Agree nor Disagree	24%	9	12%	228
	Somewhat Disagree	5%	2	8%	153
	Strongly Disagree	5%	2	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	32%	12	42%	813
	Somewhat Agree	11%	4	27%	527
	Neither Agree nor Disagree	30%	11	14%	267
	Somewhat Disagree	16%	6	10%	192
	Strongly Disagree	11%	4	7%	132

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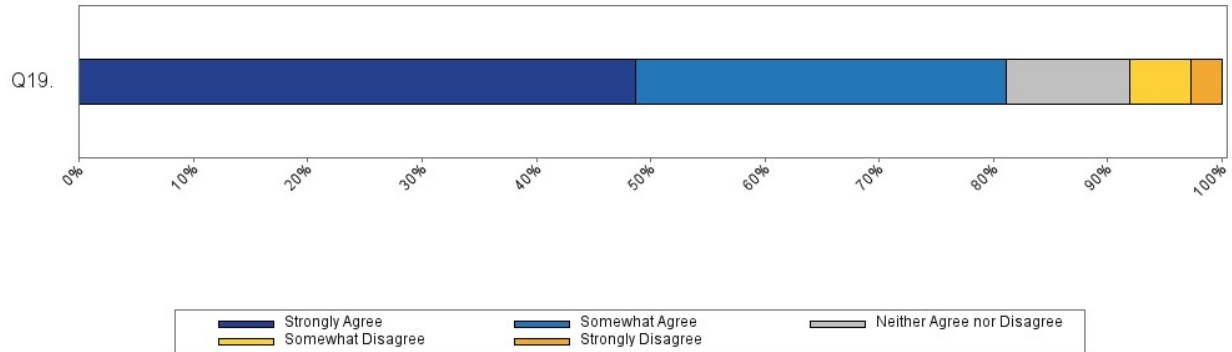


Professional Climate		% by School	Total by School	% All Schools	Total All Schools
Q18a. The school has established procedures for effective collaboration among teachers.	Strongly Agree	38%	14	48%	922
	Somewhat Agree	27%	10	34%	656
	Neither Agree nor Disagree	22%	8	8%	151
	Somewhat Disagree	8%	3	7%	141
	Strongly Disagree	5%	2	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	57%	21	52%	1,001
	Somewhat Agree	27%	10	32%	615
	Neither Agree nor Disagree	8%	3	9%	165
	Somewhat Disagree	5%	2	5%	90
	Strongly Disagree	3%	1	3%	60

Professional Climate		% by School	Total by School	% All Schools	Total All Schools
Q18c. The school has mechanisms to solicit teacher and staff feedback and to gauge their satisfaction.	Strongly Agree	41%	15	45%	870
	Somewhat Agree	32%	12	31%	599
	Neither Agree nor Disagree	16%	6	11%	207
	Somewhat Disagree	5%	2	8%	155
	Strongly Disagree	5%	2	5%	100
Q18d. The school provides you with the resources and support to do your job well when teaching remotely.	Strongly Agree	41%	15	47%	913
	Somewhat Agree	41%	15	27%	522
	Neither Agree nor Disagree	16%	6	18%	356
	Somewhat Disagree	0%	0	5%	90
	Strongly Disagree	3%	1	3%	50
Q18e. The school provides you with the resources and support to do your job well when teaching in-person.	Strongly Agree	54%	20	53%	1,030
	Somewhat Agree	30%	11	33%	633
	Neither Agree nor Disagree	5%	2	7%	128
	Somewhat Disagree	5%	2	5%	91
	Strongly Disagree	5%	2	3%	49
Q18f. The school provides you with the resources and support to do your job well when teaching concurrently.	Strongly Agree	32%	12	39%	759
	Somewhat Agree	16%	6	22%	434
	Neither Agree nor Disagree	49%	18	32%	610
	Somewhat Disagree	0%	0	4%	78
	Strongly Disagree	3%	1	3%	50

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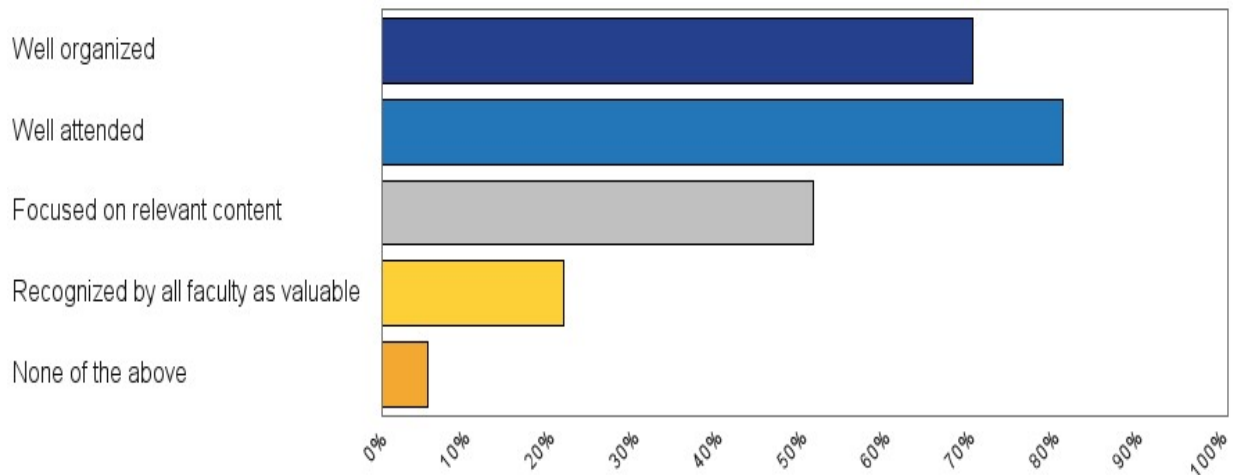
**Professional Climate**



Professional Climate		% by School	Total by School	% All Schools	Total All Schools
Q19. How strongly do you agree or disagree that there is a long-term career pathway and opportunities for professional growth for you at this school?	Strongly Agree	49%	18	40%	764
	Somewhat Agree	32%	12	35%	683
	Neither Agree nor Disagree	11%	4	12%	225
	Somewhat Disagree	5%	2	8%	148
	Strongly Disagree	3%	1	6%	111

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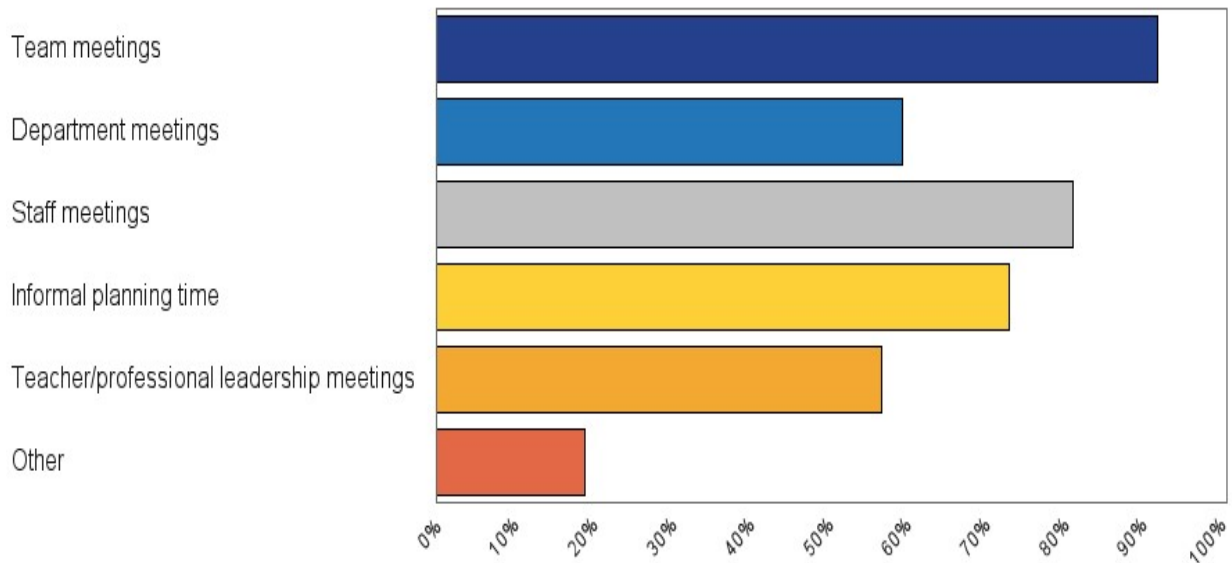
**Q20. Meetings, such as faculty, staff, grade-level, curricular, child study, and the like are:**



<b>Q20. Meetings, such as faculty, staff, grade-level, curricular, child study, and the like are:</b>	<b>% by School</b>	<b>Total by School</b>	<b>% All Schools</b>	<b>Total All Schools</b>
Well organized	70%	26	68%	1,314
Well attended	81%	30	78%	1,500
Focused on relevant content	51%	19	63%	1,217
Recognized by all faculty as valuable	22%	8	36%	700
None of the above	5%	2	5%	105

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



<b>Q21. Select all types of meetings where faculty members collaborate with one another:</b>	<b>% by School</b>	<b>Total by School</b>	<b>% All Schools</b>	<b>Total All Schools</b>
Team meetings	92%	34	90%	1,739
Department meetings	59%	22	67%	1,297
Staff meetings	81%	30	80%	1,553
Informal planning time	73%	27	73%	1,419
Teacher/professional leadership meetings	57%	21	65%	1,257
Other	19%	7	5%	95

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

Question Answer
Great school, leadership and staff!
New to school. Staff are fantastic. Very informative and helpful. I feel very welcome!
After working at several charter schools in my [years] of teaching, this charter school is not what I expected. Teachers are not held accountable for their teaching and when their interventionist is not able to be in the classroom to pull a small group, teachers do not teach the curriculum. This school shuts down for the entire day when a NYS or interim assessment happens. Students in K-2 do not receive their physical education, music, art or technology time. Teachers do get a break from various other teachers who are relieving teachers for breaks but other students who are taking the test are stuck in a classroom or area with their proctor expected to be quiet until EVERYONE in the building is finished with the test. That's insane for a child to remain in an area with other children and their proctor all day long. The proctor and children get a 30 minute break for lunch and then are put back together again. In my [years] of teaching, I have been through more lockdowns at this school than I have in my entire career and I just started at this school [this year]. The school now has a security officer but the amount of fights that happen in the upper grades on a daily basis is ridiculous.
Given the instability and stress of the last few years, our school could greatly benefit from more social/emotional support staff. We have one social worker for the K-8 school, but we have an abundance of kids that have/are actively experiencing trauma that need help.