New York State Education Department

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

The New American Academy Charter School

Renewal Site Visit Dates: November 14-15, 2022
Date of Final Draft Report: March 16, 2023
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SCHOOL DESCRIPTION

Charter School Summary[1]

Name of Charter School	The New American Academy Charter School
Board Chair	Varleton McDonald
District of location	NYC CSD 18
Opening Date	Fall 2013
Charter Terms	• Initial Charter Term: September 3, 2013 - June 30, 2018 • First Renewal Term: July 1, 2018 - June 30, 2020 • Second Renewal Term: July 1, 2020 - June 30, 2023
Current Term Authorized Grades/ Approved Enrollment	K - Grade 5 / 370 students
Proposed Renewal Term Authorized Grades/ Proposed Approved Enrollment	K - Grade 5 / 370 students
Facilities	9301 Avenue B, Brooklyn, NY 11236 - Public Space
Mission Statement	The New American Academy Charter School empowers learners and inspires leaders to make this a better world. Through our collaborative teacher-teams, mastery-based career ladder, and looping cycles, we offer personalized rigorous instruction that enables our students to succeed in high school, college, and their future lives.
Key Design Elements	• Four Person Teaching Team • Looping Cycles • Mastery-based Career Ladder • Multi-dimensional Teacher Evaluation System • Lower Teacher/Student Ratio • Embedded Master Teacher • Five Week Summer Training Program • Six-Step Hiring Process
Requested Revisions (Revisions are not approved unless approved by the Board of Regents)	• Amend its mission **from** "The New American Academy Charter School empowers learners and inspires leaders to make this a better world. Through our collaborative teacher teams, mastery-based career ladder, and looping cycles, we offer personalized rigorous instruction that enables our students to succeed in high school, college, and their future lives." **to** "The New American Academy Charter School builds strong relationships and creates an engaging community of lifelong learners" beginning in the 2023-2024 school year.

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

Noteworthy: The New American Academy Charter School (TNAACS) has, beginning in 2022-2023 school year, implemented a number of changes to their academic program in response to academic performance data, trends and survey results. The newly structured organizational team, composed of staff members that have stepped up the career ladder, prioritizes frequent observation and feedback cycles while recognizing the young teaching staff has the growth mindset to excel as teachers with the right support. With the new curriculum and structures in place, the school shares enthusiasm for a true re-set following two years of disruption due to the COVID-19 pandemic.

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

Renewal Outcomes

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

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

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

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

  (b) have compiled an overall record of meeting Benchmark 1 but falls far below meeting one or more of the other performance benchmarks in the Framework.

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

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

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

SCHOOL CHARACTERISTICS

Current Grade Levels and Approved Enrollment

	Year 1 2020 to 2021	**Year 2 2021 to 2022**	**Year 3 2022 to 2023**
Grade Configuration	K - Grade 5	K - Grade 5	K - Grade 5
Total Approved Enrollment	370	370	370

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

	Year 1 2023 to 2024	**Year 2 2024 to 2025**	**Year 3 2025 to 2026**	**Year 4 2026 to 2027**	**Year 5 2027 to 2028**
Grade Configuration	K - Grade 5	K - Grade 5	K - Grade 5	K - Grade 5	K - Grade 5
Total Proposed Enrollment	370	370	370	370	370

METHODOLOGY

A two-day renewal site visit was conducted at TNAACS on November 14-15, 2022 -. The New York State Education Department's Charter School Office (CSO) team conducted interviews with the board, school leadership team, educational leadership team, student support team, teachers (lower and upper loop), parents, teachers, and students. In cooperation with school leadership, the CSO administered anonymous online surveys to and parents.

[2] Although the proposed chart submitted by the school is different from the one above, the school did not submit an enrollment revision request so the enrollment for the renewal term remains the same as the current charter term. It is subject to change pending the final renewal recommendation and approval by the Board of Regents.

The team conducted twelve classroom observations in K - Grade 5. The observations were approximately 20 minutes in length and conducted jointly with the appropriate grade-level director of teaching and learning (DTL). The principal and/or assistant principal also joined a few classroom observations. NYSED utilizes the CSO's Classroom Observation Worksheet as a lens for classroom observations. It is shared with the school prior to the site visit, and can be found in the Renewal SV Protocol.

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

- **Current and proposed 2022-2023 organizational chart;**
- **A 2022-2023 master school schedule;**
- **Board materials (roster, minutes, and strategic plan, if applicable) and a narrative describing the board's self-evaluation process;**
- **Narrative describing the process used to evaluate school leadership;**
- **Narrative describing the process school leadership uses to evaluate teachers;**
- **NYCD0E School Quality Reports showing survey results (The CSO is unable to ascertain the validity of the aggregate results of the NYCDoE surveys as the response rates are not provided.);**
- **2021 CSO Annual Survey of Charter Schools Parents/Guardians, Teachers, and Students;**
- **Current school policies, including the discipline policy, complaint policy, enrollment and admissions policy, and by-laws;**
- **NYSED Attachment 1: 2021 NYSED Charter School Information Dashboard;**
- **NYSED Attachment 2: Charter School Fiscal Accountability Summary Dashboard;**
- **Narrative describing the school's progress and efforts made toward reaching its enrollment and retention targets;**
- **Admissions and Waitlist information;**
- **2021-2022 Faculty/Staff Roster;**
- **Fingerprint Clearance Certificates for all instructional and non-instructional staff;**
- **School-submitted Annual Reports during current charter term;**
- **School's 2022 Self-Evaluation Tool;**
- **Prior CSO monitoring reports (check-in, midterm, renewals);**
- **School's SY 22-23 renewal application;**
- **Any supplementary evidence or data submitted to NYSED by the school; and**
- **Lesson plans.**

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 November 14-15, 2022 at TNAACS see the following Performance Framework benchmark ratings and narrative.

New York State Education Department
2019 Charter School Performance Framework Rating[3]

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

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

Summary of Findings

- TNAACS is in year nine of operation and serves students in K - Grade 5. During its current charter term, the school is rated in the following manner: Meeting six benchmarks and Approaching four benchmarks. A summary of those ratings is provided below.

- **Summary of Areas of Growth and Strengths**:

  TNAACS has a documented curriculum that is aligned to the New York State learning standards. Mindful of academic performance results as well as trends in data and teacher input, the school, in the 2022-2023 school year has begun utilizing the *Amplify Core Knowledge Language Arts Curriculum (CKLA)* for both foundation reading comprehension and writing instruction in place of the *Teachers College Reading and Writing Units of Study.* In the fall of 2022, the school's transition to the *TERC Investigations 3* curriculum for math was finalized as it was implemented into the 5th grade classroom. (TERC was phased in starting in grades K- Grade 1 in 2017.)

  The school has restructured its organizational structure to utilize a shared leadership style. The educational leadership team is composed of staff members that have stepped up the career ladder at TNAACS.

  TNAACS has a well-established Student Support Team (SST) and Student Academic Support Team (SAS). The SST is composed of two guidance counselors and a behavior support specialist. The SAS includes two partner special education teachers, one lead special education partner teacher who provide push-in integrated co-teaching services and pull-out services and one ESL teacher.

  The school has processes and procedures in place to utilize Positive Behavior Intervention Supports (PBIS). The school's core values (HEARTS) are woven throughout the school program to complement PBIS and teach social emotional classes.

  The school has determined that a new mission statement would better articulate the school's commitment to building strong relationships. As stated in the renewal application, looping cycles allow for the development of trust and meaningful relationships. Relationships among staff are nurtured through ongoing meetings and collaboration among teaching teams. Relationships with families are developed through a varied opportunities for engagement and the school's open-door policy.

- **Summary of Areas in Need of Improvement**:

  While the school has begun to implement a number of changes, including but not limited to CKLA, Investigations, Cognitively Guided Instruction (CGI) and the mCLASS assessment across all grade levels, the impact on teaching and learning has not yet been ascertained to demonstrate an increase in student proficiency, particularly in math.

  To strengthen the board and to improve school oversight of the school's academics, operations and finances, the board is adding new members and is now implementing a committee structure. While school leaders stated that a law firm provides the school with legal advice, board members

stated they plan to add a member with legal expertise to prepare for upcoming policy shifts. The six-member board also stated they are looking to add a member with financial expertise.

Not all of the school's eight key design elements are implemented with fidelity. Four key design elements are being implemented with variations. The school will need to review these and discuss with CSO with regard to the need for potential revision requests.

TNAACS continues to employ recruitment strategies to meet its aggregate and subgroup enrollment and targets. During the 2021-2022 school year, the school's reported enrollment (235) was 64 percent of contracted enrollment.

Benchmark 1: Student Performance

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

Finding: Approaches

Summative Evidence for Benchmark 1:

Over this charter term, the trajectory for this benchmark has been consistent as an Approaches due to the school not meeting expectations articulated in Attachment 1.

See Attachment 1 for data tables and additional academic information.

Benchmark 2: Teaching and Learning

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

Finding: Meets

Element	*Indicators*
1. Curriculum	a. The school has a documented curriculum that is aligned to current New York State learning standards. b. The curriculum is aligned horizontally across classrooms at the same grade level and vertically between grades. c. The curriculum and corresponding materials are differentiated to provide opportunities for all students to master grade-level skills and concepts, including students with disabilities, English language learners/multi-lingual learners, economically disadvantaged students, and other subgroups. d. The curriculum is systematically reviewed and revised.
2. Instruction	a. The school staff has a shared understanding of high-quality instruction that supports all learners and observed instructional practices align to this understanding. b. Instructional delivery fosters engagement with all students. c. The school differentiates instruction to ensure equity and access for all students. d. The school provides staff with professional development opportunities that promote best practices and improves all students' success, including sub-groups.
3. Assessment and Program Evaluation	a. The school uses a system of formative, diagnostic, and summative assessments. b. The school uses qualitative and quantitative data to inform instruction and improve student outcomes. c. The school uses qualitative and quantitative data to evaluate the quality and effectiveness of the academic program and modifies the program accordingly for both individual students as well as subgroups. d. The school uses multiple measures to assess student progress toward State learning standards.
	a. The school follows the NYSED approved identification process for students with disabilities and English language learners/multi-lingual learners.

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

Academic Program for Elementary School:

- ES:
  - TNAACS utilizes the *TERC Investigations* curriculum for math.
  - Beginning in the Fall of 2022, TNAACS began utilizing the *Amplify Core Knowledge Language Arts Curriculum (CKLA)* for both foundation reading comprehension and writing instruction. CKLA replaced the *Teachers College Reading and Writing Units of Study.*
  - The school's interdisciplinary science and social studies units are designed by teachers.
  - *Project Lead the Way (PLTW*) curriculum is currently being incorporated into several classes as a pilot program.
  - The school also uses supplemental intervention programs including iReady, Fountas and Pinnell's Leveled Literacy Intervention.
  - To target instruction and increase engagement, TNAACS uses a variety of instructional methods (e.g., direct instruction, inquiry-based learning, cooperative learning, project-based learning, etc., designed to improve academic performance and engage all students.
  - TNAACS utilizes a variety of assessments to monitor student academic progress and to assess student academic needs, including the iReady for math and reading; Fountas & Pinnell Benchmark Assessments, mCLASS, TERC Investigations 3, SAVVAS Realize Math Assessments, exit slips as well as student work, notebooks and journals.

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

- SWDs:
  - The school's Special Education Teacher Support Services (SETTS)/Integrated Co-Teaching (ICT) supports a pull-out and push-in services in small, targeted-skills-based groups.
  - The Special Education team uses progress monitoring data to determine if a different approach, a more appropriate goal, or change in academic program is needed for students not making adequate progress toward their IEP goals.
  - There is a special education teacher on each teaching team at TNAACS, making each classroom an ICT class.
- ELLs:
  - TNAACS provides English as a New/Second Language (ENL/ESL) Services in English to develop English proficiency in reading, writing, speaking and listening.
  - ENL/ESL services are provided in standalone classes.
  - The ENL/ESL teacher works with each teaching team to help make lessons/classwork accessible to ELLs.

Summative Evidence for Benchmark 2:

Over this charter term, the trajectory for this benchmark has been consistent as a Meets. The school implements standards-aligned curriculum and utilizes multi-year looping cycles. Each loop is supported by a director of teaching and learning whose role is to observe classrooms, provide teachers with ongoing support, model lesson, co-teach and deliver feedback. The curriculum is differentiated for the purpose of providing opportunities for all students to master grade-level skills and concepts. The primary form of differentiation is small, targeted skills-based groups. The school delivers Special Education Teacher Support Services and an integrated co-teaching (ICT) model with push-in and pull-out services.

1. Element: ***Curriculum***:
    - **Indicator a:** According to the school's renewal application and interviews with the school's educational leadership team (ELT), all curricula purchased for use at TNAACS align to the New York State Next Generation Learning Standards. Ninety-five percent of teachers responding to the 2021 CSO Teacher Survey (20 of 21 responding for a 95 percent response rate) agreed that the school has a documented curriculum that is aligned to the New York State learning standards. Beginning in the Fall of 2022, TNAACS began utilizing the *Amplify Core Knowledge Language Arts Curriculum (CKLA)* for both foundation reading comprehension and writing instruction. In the fall of 2022, the school's transition to the *TERC Investigations 3* curriculum for math was finalized as it was implemented into the 5th grade classroom. (TERC was phased in starting in K – Grade 1 in 2017.) The DTL explained that teachers design the school's interdisciplinary units to align with the NYS Science Learning Standards and the New York State Social Studies Framework. In focus groups, teachers stated they may use FOSS resources, materials found online as well as the interdisciplinary features of Amplify CKLA to support planning for interdisciplinary lessons. When asked to describe the strength of each content area, teachers stated ELA and math were strong while interdisciplinary areas depended on the lesson and source.
    - **Indicator b:** In the 2021 CSO Teacher Survey, 95 percent of teachers responding to the survey agreed that the school's curriculum is aligned horizontally across same grade level classrooms while 85 percent agreed the school's curriculum is aligned vertically between grade levels. (20 teachers responded to the CSO Teacher Survey 2021, indicating a 95 percent response rate.) The school's renewal application describes methods used to ensure the curriculum is horizontally and vertically aligned. For example, the multi-year teaching loops plan for their K-2 or 3-5 cohort for three consecutive years; multi-person teaching teams vet and share lessons derived directly from the standards-aligned curriculum; and grade-level teams receive support from the DTL who ensures cohesive instruction across the grade. As discussed during the ELT focus group, the school is still working on vertical and horizontal alignment. Teachers in the focus group stated that adjusting the looping grades levels (moving away from K-5), has supported their ability to gain firmer understanding of standards.
    - **Indicator c:** Eighty percent of teachers responding to the 2021 CSO Teacher Survey agreed that the school's curriculum and corresponding materials are differentiated to provide opportunities for all students to master grade-level skills and concepts. In the open response section of the survey, teachers stated instruction is differentiated through small groups, scaffolding and modified worksheets. As described in the renewal application and by the DTL during the site visit, the school groups students into Houses and Universities. In the University, data informs grouping.

More than half of the lesson plans (provided prior to site visit observations), included space to note differentiation strategies (e.g., access to manipulatives for counting assistance). The majority of classrooms observed during the site visit included evidence of differentiated instruction. Most often, instruction was differentiated through small groups (3 or 4 students working with one teacher). In one classroom, students rotated through stations. In this classroom, two teachers worked with a group of five students while two groups of students worked independently. The DTL explained students were grouped according to need based on assessment data. However, in some classrooms, lessons were teacher led, whole group instruction with no evidence of differentiation.

- **Indicator d:** According to the school's renewal application and explained during the ELT focus group, the school utilizes qualitative and quantitative data to inform curricular decisions. For example, the ELT explained that ongoing review of iReady data and formative assessment data revealed phonics instruction delivered within implementation of the Teachers College Reading and Writing Units of Study was not sufficiently systematic to improve students' reading levels. Therefore, staff collaborated to review an assortment of curricular options to identify an ELA program proven to increase students' reading and vocab achievement before selecting CKLA, that includes supporting materials (e.g., workbooks and online materials). Similarly, student achievement data, prompted the school to prioritize math instruction and to partner with the CGI Math Teacher Learning Center to train their teachers to teach the math curriculum with an understanding of cognitively guided instruction. Seventy-five percent of teachers responding to the 2021 CSO Teacher Survey agreed the school uses qualitative and quantitative data to evaluate the quality and effectiveness of the academic program.

2. Element: ***Instruction***:
   - **Indicator a:** Ninety-five percent of teachers responding to the 2021 CSO Teacher Survey agreed the school has a shared understanding of high-quality instruction that supports all learners. Eighty-eight percent of parents/guardians responding to the 2021 CSO Parent Survey agreed that the quality of teaching and learning at TNAACS is high. (Fifty-nine parents/guardians responded to the 2021 CSO Parent Survey, indicating a 21 percent response rate.) The school's renewal application states, TNAACS teachers utilize a variety of instructional strategies to meet the needs of their diverse learners. The renewal application included a bulleted list of strategies that were observed during the visit, including direct instruction, discovery/inquiry-based learning, cooperative learning, conferencing, accountable talk, word walls, flexible groupings, and modeling. While project-based learning was not observed during the visit, teachers in the focus group described recent projects (e.g., building a modern-day vehicle) that engaged students in research, writing, presentation skills, collaboration and creativity. Further, during the teacher focus group, teachers described the Investigations math program as kid-centered and hands-on.
   - **Indicator b:** One hundred percent of teachers responding to the 2021 CSO Teacher Survey agreed instructional delivery fosters engagement with all students. In the focus group discussion with teachers, teachers provided examples of how they promote student engagement in their classes. Some of the themes across responses include pair and share; turn and talk, small groups. More than half of students observed were engaged in their work. Positive reinforcement was frequently used across classrooms to build and sustain engagement. For example, "Give our friend some shine" or, "Let's put your name in the heart jar.") However, in some classrooms, teacher led direct instruction in whole group format left some students disengaged for part of the lesson. The DTL

stated feedback that may be provided to the teacher following the lesson would be designed to bring greater awareness to monitoring for engagement through the lesson.

- **Indicator c:** The renewal application as well as the members of the ELT and student support team (SST) focus groups explained the ICT model places a special education teacher on each teaching team to support the team in providing scaffolds and accommodations so that all students may
- access high quality, rigorous instruction. School leaders explained that Amplify materials include a culturally responsive lens. Focus group members stated teachers have attended training at the NYC Charter School Center that is designed to support teachers in building skills needed to sustain equitable learning for all students.
- **Indicator d.** During the focus group, members of the SST identified professional development opportunities that have been delivered to promote best practices and improve all students' success, including sub-groups. Topics staff reported were addressed during the two-week pre-opening session and during the school year include but are not limited to the Responsive Classroom, the Wilson program, Tier II instructional strategies, Amplify CKLA, and vocab development, that they stated benefit all students but, particularly, multi-lingual learners.

3. Element: ***Assessment and Program Evaluation***:
    - **Indicator a:** Ninety percent of teachers who responded to the 2021 CSO survey agreed that TNAACS teachers use a system of formative, diagnostic, and summative assessments. According to the renewal application and discussed by ELT focus group members, TNAACS utilizes a variety of assessments to monitor student academic progress and to assess student academic needs. For example, the school administers the iReady diagnostic in math and in reading three times per year; the SAVVAS math assessment at the end of each unit; Amplify's pre- and post-assessments; as well as, required state assessments and project-based learning rubrics. In 2022-2023, TNAACS introduced the mCLASS. School leaders explained using mCLASS as a universal screener will help them keep a close eye on their K - Grade 2 students' reading skills.
    - **Indicator b:** In the renewal application and during ELT and teacher focus groups, staff members stated TNAACS uses qualitative and quantitative data daily and throughout the school year to inform instruction, group students, plan lessons, deliver interventions, monitor progress, and identify students for additional supports (e.g., after school tutoring, Leveled Literacy Intervention (LLI), etc.). The director of data stated responsibilities within their role include leading regular data talks and meetings based on the DataWise Project to ensure staff are supported in reviewing academic, behavioral and recruitment data to inform action steps.
    - **Indicator c:** According to the 2021 CSO Teacher Survey, seventy-five percent of teachers who responded agreed that the school uses qualitative and quantitative data to evaluate the quality and effectiveness of the academic program and to modify the program accordingly. As stated above, the school described how data was used to inform their transition to Amplify CKLA.
    - **Indicator d:** The school leaders described assessments administered throughout the school year to monitor students' progress towards meeting grade level standards. For example, the iReady diagnostic provides them with scale scores that indicate mastery or the need to work on particular skills to demonstrate mastery. Summative assessments, provided within selected standards-aligned curriculum, are also used to evaluate student learning, knowledge and proficiency at the end of each unit.

4. Element: ***Supports for Diverse Learners***:
    - **Indicator a:** As stated in the renewal application, the principal's responsibilities include ensuring the school's three-tiered RTI process is monitored, and students are placed in appropriate interventions. Further outlined on the school's website, students who do not demonstrate improvement with intervention will be referred for evaluation for special education services. As stated in the renewal application and affirmed by the SST, the principal oversees the SST in identifying students for referral to the Committee on Special Education (CSE). According to the CSE, TNAACS collaborates well with the CSE, is knowledgeable about specially designed instruction (SDI) and shows evidence of ongoing communication with families of students with an individualized education program (IEP). Members of the SST agreed the school's focus on early and targeted interventions limits the number of student referrals. TNAACS uses the Home Language Survey and the NYSITELL exam to identify ELLs.
    - **Indicator b:** TNAACS has a well-established SST and Student Academic Support Team (SAS). According to renewal application materials and the SST focus group members, TNAACS employs a director of special education and student support to ensure students receive appropriate and mandated services, such as speech, occupational therapy, and physical therapy, in accordance with their IEP. The SAS includes two partner special education teachers, one lead special education partner teacher who provide push-in ICT services and pull-out SETSS services and one ESL teacher. The SST is composed of two guidance counselors and a behavior support specialist. The school serves a high percentage of ED students; supports provided to ED students include an early arrival program to support working parents and guardians, subsidized tuition or scholarships for the after-school program, partnerships with community organizations that provide experiences at no charge (e.g., coding classes and tickets to the Metropolitan Opera), etc.
    - **Indicator c:** The renewal application as well as ELT and SST members explained individual student data is collected in a Google drive spreadsheet to inform interventions and monitor student progress towards meeting IEP goals. Teachers affirmed during the focus group that the special education lead teachers support teaching teams, ensuring they have the data and information they need to meet the academic and social emotional needs of their students. Additionally, during the teacher focus group, teachers described how the director of data meets with grade level teams and SAS each month to review data; and organizes data to share classroom, cohort and/or schoolwide data trends. As per CSE feedback, the CSO received from the NYCDoE, the school appears to have a positive relationship with its families. At the IEP meetings, the parents are familiar with the teachers, and they seem to communicate regularly with the teachers. The school is knowledgeable about specially designed instruction (SDI) and is able to provide examples of SDI in the Present Levels of Performance section of the IEP. The school collaborates well with the CSE and does not typically have a significant number of student suspensions.

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

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

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

[5] Student Suspension rate is determined by dividing the number of students who were suspended from school (not including in-school suspensions) for one full day or longer anytime during the school year by the Basic Educational Data System (BEDS) day enrollments for that school year. A student is counted only once, regardless of whether the student was suspended one or more times during the school year. Data Source: L2RPT Report SIRS-351: Student Attendance Summary Report - http://www.p12.nysed.gov/irs/level2reports/documents/SIRS_351-360-361-370AttdnceAbsenceandDayCalRprtGuiderev3.6.18.pdf.

Element	*Indicators*
2. Behavior Management and Safety	a. The school has a clear approach to behavioral management, including a written discipline policy that is applicable to all students, includes a policy that addresses a school's stance toward in and out of school suspensions, and is implemented throughout the school by all school staff with fidelity. b. The school uses a tiered approach to behavioral interventions that support student social-emotional development. c. The school appears safe and all school constituents are able to articulate how the school community maintains a safe environment. 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. e. Classroom environments are conducive to learning and generally free from disruption.
3. Family Engagement and Communication	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. 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. 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. d. The school has a systematic and transparent process for responding to family or community concerns. e. The school shares NYSED school report card data with parents and the broader school community to promote transparency and accountability. f. The school shares its New York State exam participation rate compared to the district of location.
4. Social-Emotional and Mental Health Supports	a. The school has systems, programs, and curriculum in place to support the social-emotional and mental health needs of all students. b. School leaders collect and use data to track the social-emotional needs of all students, including students in subgroups. c. School leaders collect and use data regarding the impact of programs designed to support the social and emotional health of all students. d. The school provides staff with professional development opportunities to support the social-emotional and mental health of students in a culturally responsive manner.

Element	*Indicators*
	e. The school has processes and procedures in place to address the learning and social-emotional needs of McKinney-Vento eligible students such that all students are fully engaged within the school community and have access to the educational program. The school has a McKinney-Vento Coordinator that staff can identify.

Summative Evidence for Benchmark 3:

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

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

- **Indicator a:** According to the renewal application and SST members, the school's processes and procedures to address chronic absenteeism for all students and sub-groups has been supported by the office manager but is now supported by the parent coordinator (new to TNAACS in 2022-2023) who works to build relationships with families as they drop off or pick up their child. The parent coordinator (or office manager as needed) makes a phone call when a student is absent for more than one day. Once a student is absent for nearly 10 days, a call and a letter are used to alert the family of the negative consequences on student learning. The SST explained during the focus group that they work with families to find the best way to support improved attendance (e.g., finding alternative transportation and scholarship monies so the student may attend afterschool care). If absenteeism remains an issue, the case may be referred to Administration of Children Services (ACS) to see if they can address barriers needed to improve attendance.
- **Indicator b:** The school has processes and procedures in place to utilize Positive Behavior Intervention Supports (PBIS) to encourage positive behaviors and decrease punitive disciplinary. PBIS are evident throughout the school building, both posted and spoken. The school's HEARTS values complement PBIS. The SST also serves at the crisis support team whose members are trained in de-escalation practices and crisis intervention.
- **Indicator c:** The school uses surveys (parents, student and teacher) to evaluate the school culture. More specifically, the ELT explained the NYCDoE School Quality Survey results and the CSO Annual Survey is administered anonymously, permitting the school to gather honest feedback from parents and teachers. The ELT reported the school surveys students before and after tier-2 counseling groups to assess strength of relationships, attitudes to learn how safe they are, etc. ELT, SST members and parents attending the focus groups described the school's open-door policy that welcomes families into the school environment and welcomes feedback through discussion. School leaders spoke about ways survey results are used to inform practices. For example, emphasis on community outreach is being prioritized.

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

- **Indicator a:** As noted in the renewal application and in the school's code of conduct, TNAACS employs a positive discipline model, using their signature HEARTS values as well as incentives and rewards to recognize and honor students' appropriate use of the values. As stated by the principal

during the renewal site visit and as seen on the school website, the school posts the TNAACS code of conduct (provided in English within the 2021-2022 handbook). The discipline policy explains that the school believes a positive school culture and engaging academic program helps decrease punitive discipline measures, such as out-of-school suspensions. However, a traditional discipline approach, with clear consequences, including suspension, are outlined in the developmentally appropriate code of conduct. According to the 2021 CSO Parent Survey, 65 percent of parents agreed that the school's discipline policy is clear, and 75 percent strongly agreed it is fair to all students.

- **Indicator b:** As shown in the school's code of conduct and described in the SST focus group, the school uses a tiered approach to behavioral interventions that support student social-emotional development. The document shows the three tiers are designed to align with an action. For example, Tier I, implemented by the teacher team for the duration of the looping years, revolves around classroom management that is trauma informed and HEARTS aligned. Tier II escalation is to be covered by the Dean of Students and may include a detention, family communication while a Tier III matter can be referred to the school principal.
- **Indicator c:** According to the renewal application and SST focus group, to ensure a safe environment, TNAACS believes the school's positive disciplinary approach, engaging learning and HEARTS social emotional classes (taught within the weekly specials rotation and led by SST) help minimize negative need. During the SST focus group, staff explained that the school has a crisis support team. All SST members affirmed they are trained in de-escalation practices and crisis intervention through the Crisis Prevention Institute.
- **Indicator d:** As documented in the school's code of conduct and articulated in the school's Dignity for All Students Act (DASA) policy that was uploaded with renewal materials and includes definitions of bullying, hazing, discrimination and harassment, TNAACS, in accordance with New York State's DASA will not tolerate harassment, intimidation, coercion, bullying or cyberbullying. The renewal application explains a commitment to an environment free from harassment and discrimination that is communicated to the school through the HEARTS values, an annual anti-bullying assembly as well as, the annual Respect for All Week. As described during the SST focus group, the social emotional learning classes teach students about bullying, tolerance for others, etc. To address bullying or other disciplinary concerns as they rise, the SST meets weekly to discuss issues and will modify lessons accordingly. For example, a lesson on embracing others' differences was added to a weekly lesson in response to observation of student conversations.
- **Indicator e:** In each of the twelve classrooms that were observed during the site visit, the classroom atmosphere was conducive to learning and free from disruption and bullying. Students in all classrooms appeared to know and follow the rules. Reference to HEARTS values were frequently made by staff and students. The DTL also explained during shared classroom observations that teachers are trained to integrate social and emotional learning using RULER approach and *Conscious Classroom* management strategies. The school's low staff to student ratio (observed during the site visit) supports student engagement as did the positive relationships that were observed between staff and students as well as among students.

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

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

New American Academy CS (The)	Expected Responses	Total Responses	Response Rate	Target Response Rate	Differential
Parent Survey	287	59	21%	50%	-29
Student Survey (Grades 9-12)	N/A	N/A	N/A	80%	N/A
Teacher Survey	21	20	95%	80%	15

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

New American Academy Charter School (The)		Response Rate	Survey Population	Total Responses
Parent	*Does not meet 90% or 95% Confidence*	55%	235	107
Student	*Not Applicable*	.	0	.
Teacher	*Does not meet 90% or 95% Confidence*	43%	23	10

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

The 2021 response rate for the parent survey were below the target rates and the sample sizes for the 2022 surveys each failed to meet a 90 percent confidence level. The aggregate results for both years' parent surveys are not statistically dependable. The 2021 response rate for the teacher survey was above the target rate making the aggregate results statistically relevant, however, the sample size for the 2022 teacher survey failed to meet a 90 percent confidence level making the aggregate results undependable.

- **Indicator a:** As noted in the renewal application, exhibited through examples provided by the school leader and affirmed by parents attending the focus group, TNAACS utilizes several modes of communication to share positive news, progress and needs. The parents' first line of contact is TNAACS's student recruitment and family engagement coordinator (SC & FE Coordinator). In 2022-2023, the school added a parent coordinator to greet and communicate with families on a regular and ongoing basis. Progress reports are sent home three times per year in the families' preferred language. As shown on the calendar, parent teacher conferences are scheduled twice per year and curriculum celebrations are held quarterly (i.e., at the end of each interdisciplinary unit) so students may share what they learn. (In 2021-2022, these were virtual.) As stated in the renewal application, TNAACS plans to incorporate parents more into the Special Education evaluation and renewal process by getting their input on student progress and goals during the development of each student's IEP.
- **Indicator b:** As noted in the renewal application, exhibited through examples provided by the school leader and affirmed by parents attending the focus group, TNAACS utilizes several modes of communication to sustain ongoing communication with families, including text messages, phone calls, a weekly newsletter, robocalls from the principal, email, the school website, and through various apps, including Dojo, SeeSaw, and Remind. Review of newsletters

(dated 11.21.22 and emailed to CSO from the school leader following the visit and the June 20, 2022 newsletter that is posted to the school's website) demonstrates the newsletter includes a link to upcoming dates, the monthly calendar, photos from events or classrooms, links to resources (e.g., tutor.com parent forum video, etc.). The school invites families to special events (e.g., breast cancer walk, game or movie night) that are also posted on the school's website, where childcare is provided to increase attendance. Translators are made available as needed. According to TNAACS's November 21, 2022 newsletter or weekly bulletin, game night was well attended. Also, as reported during the ELT focus group, 34 families attended the tutor.com parent forum held earlier this school year; they stated school events have both some very regular and some new participants. The ELT described an assortment of clubs that are used to engage students. Examples provided (remotely during the COVID-19 pandemic) include jewelry making, chess, basketball, and art.

- **Indicator c:** The total number of responses to the 2021 and the 2022 CSO Parent Survey did not meet 90% or 95% confidence. More specifically, one hundred seven (107) or 55% of parents responded to the 2022 CSO Parent Survey. Fifty-nine (59) parents or 21% of parents responded to the 2021 CSO Parent Survey. According to the renewal application, parents and students participate in the NYC School Survey, as well as the school's own internal survey which is given out bi-annually (October and May) to provide feedback and to ensure concerns are addressed. The school leader stated the importance of administering these anonymously to capture honest feedback. Results are shared with board members. Following analysis of the most recent survey, the ELT is working to re-build the school community now that COVID restrictions have loosened and, rather than offer virtual opportunities, to gather people in-person. The principal reported that an outreach committee, including the principal, DSS, partner teacher has been formed and meets weekly.
- **Indicator d:** In addition to the school's open-door policy, described by school leaders and parents and posted on the school's website, the school's three-step complaint policy is outlined in the renewal application. Should complaints not be addressed at the school level, as preferred, the complaint policy within the renewal application states they may be brought to the school board followed by the NYC Chancellor and Commissioner of Education. This is inaccurate, as the NYC Chancellor is not involved in this process for BoR-authorized charter schools. The school's stand-alone complaint policy (included in other renewal documentation) states a complainant may present an inadequately addressed complaint to the school's authorizer, the New York State Board of Regents through the Commissioner of Education. The student family handbook does not include a complaint policy. The school's complaint policy should provide accurate information in all instances. NYSED data shows no complaints have been filed during the current charter term.
- **Indicator e:** The renewal application states the school posts its annual report and School Quality Report on its website. NYSED determined the website is in order based on the 2020-2021 review. The 2020-2021 Annual Report is the most recent annual report posted to the school's website. Sixty-nine percent of parents who responded to the 2021 CSO Parent Survey strongly agreed with the statement, "The school informs parents about how it performs compared to other schools in the district and New York State" on the most recent 2021 CSO Parent Survey.
- **Indicator f:** According to the renewal application and review of the 2021 Annual Report, TNAACS's New York State exam participation rate compared to the district of location.

4. Element: ***Social-Emotional and Mental Health Supports***:
    - **Indicator a:** The school reports (in the renewal application and SST as well as ELT and teacher focus groups) that TNAACS support the social needs of students through trauma-informed practices, the RULER Program, HEARTS social emotional classes, small group counseling (in the SEL classes or with the school's guidance counselors), behavior support services (in collaboration with the Behavior Support Specialist) and schoolwide programming led by the SST. As observed during the visit, students are actively engaged with the SEL curriculum delivered by the SST as part of the specials' rotation. The values permeate the learning environment in visuals and spoken words.
    - **Indicator b:** As stated in the renewal application and described during the SST focus group, TNAACS administers pre- and post-assessments to assess how programming meets students' needs and to determine modifications. TNAACS reports using the Skedula data dashboard to track student behavior; staff stated anecdotal records are organized here and results are shared with the ELT at least weekly to identify trends and track progress.
    - **Indicator c:** As described in the renewal application and in the SST focus group, TNAACS uses data to inform social emotional programming. For example, data has resulted in the formation of counseling groups and in the development of individual behavior plans. Teachers participating in the focus group described a chain of command when seeking support with student behavior with the DLT being the first point of contact. Should the concern move from the DLT to the SST, teachers stated the SST will complete a check-in; a Pupil Personnel Team will meet to review data to identify the skill that may need attention and work to determine the root cause for the behavior; establish strategies (e.g., a reward system, modify environmental factors) to address missing skills as well as to identify which staff will offer support. Six weeks post implementation of the intervention, the team states they will meet again to assess impact of the intervention and determine next steps.
    - **Indicator d:** Teachers and SST focus group members identified professional topics that have been addressed to support the social-emotional and mental health of students. For example, staff were trained to implement trauma-informed practices and integrate RULER practices through lessons. Staff shared understanding of the school's core values and stated pre-opening professional development does address the HEARTS values.
    - **Indicator e**. The school's supervising guidance counselor affirmed role as the McKinney-Vento Coordinator. During the site visit, the SST stated the school is currently serving eleven students that are living in shelters. Students are provided with support, including uniforms and/or afterschool scholarships. The guidance counselor communicates with each homeless student's teacher to bring awareness to the students' living situation so they may collaborate and support mindfully.

Benchmark 4: Financial Condition

The school is in sound and stable financial condition as evidenced by performance on key financial indicators.

Finding: Meets

Over this charter term, the trajectory for this benchmark has been consistent as Meets, due to the record of composite scores indicating good financial health.

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

The New American Academy Charter School appears to be in very good financial condition as evidenced by performance on key indicators derived from the school's independently audited financial statements.

Overall Financial Outlook

A financial composite score is an overall measure of financial health based on a weighting of primary reserves, equity, and net income. A charter school with a score between 1.5 and 3.0 is generally considered to be in good financial health. The New American Academy Charter School's 2021-2022 composite score is 2.68.

Composite Scores
2017-2018 to 2021-2022

Year	*Composite Score*
2017-2018	2.17
2018-2019	1.91
2019-2020	2.81
2020-2021	3.00
2021-2022	2.68

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. The independent auditor did not identify deficiencies in internal controls that could be considered material weaknesses.

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 The New American 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: Approaches

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

Summative Evidence for Benchmark 6:

Over this charter term, the trajectory for this benchmark has been consistent as an Approaches, due to the board's need to add members with identified expertise, identify a board treasurer, set board goals, and be able to clearly describe how it works to ensure that the school is meeting the standards of the NYSED Charter School Performance Framework.

1. Element: ***Board Oversight and Governance:***
    - **Indicator a:** According to the renewal application, the board has developed and utilizes an annual written performance-based evaluation for evaluating school leadership, itself, and providers. The application explains the board evaluation survey of the principal includes questions developed by BoardonTrack (BoT) to evaluate the school leader across nine domains. Similarly, the board uses a survey, developed by BoT to evaluate its own effectiveness across five key areas. During the board focus group, the board stated results were reviewed and used to set preliminary goals for the renewal term. While the annual report includes goals, the board stated they plan to finalize goals, including 2-3 short term and 2-3 long-term goals once renewal processes are finalized and they are in the process of revisiting board goals to set benchmarks. Following review of current board membership, two members in the focus group were not included on the board roster provided to NYSED in September 2022 but stated they had been members since 2013 and 2021; one member's last name has changed.
    - **Indicator b:** Eight members currently sit on the TNAACS board. According to the renewal application and board member focus group, the board is in the process of adding an additional member although this is the largest the board has been in the life of the school. Board members described areas of expertise, indicating members possess a range of skills relevant to education (particularly literacy, special education and principal coaching), business, recruitment, community outreach (within the performing arts sector) and executive leadership. The board chair has been with the school, as chair, since inception. The board reports three members left the board between April and July 2022. Two of the three members resigned for personal career purposes (including an out of state move); one member was terminated by unanimous vote due to consistent lack of participation. As stated in the focus group with board members, the board, expecting upcoming policy shifts, is seeking to add members with legal and with financial expertise. The board stated a need to identify a board treasurer.
    - **Indicator c:** Not applicable. TNAACS does not have a charter school management, comprehensive service provider.
    - **Indicator d:** During the focus group, the board explained that the board's role is to support the principal, ensure the school mission is sustainable and woven throughout all school components to transfer into success and desired outcomes. Board members stated that committees monitor the school's implementation of its key design elements. The board reported it has an active finance committee that reviews financial information monthly and, as confirmed by review of board meeting minutes posted to the school's website, the full board receives a monthly update from the finance committee. When asked to describe how the board oversees the school's academic and operational performance, board members stated the principal provides data; more specifically, testing and survey results. Review of board meeting minutes shows iReady updates were addressed at the February 2022; iReady, SAVVAS and Reading Rescue data was addressed at the December 2021 meeting. Enrollment data is listed within the March 2022 and May 2022 board meeting minutes.
    - **Indicator e:** As stated in the renewal application and in the board member focus group, the board reviews existing school policies each summer; however, board meeting minutes indicate the governance committee addressed board policy review and reviewed to revise by-laws at the January 2022 meeting. During the focus group, board members reported that it would like to identify a member with legal expertise to garner support with review of policies, including by-laws. A copy of the revised by-laws is included with the school's renewal materials.

- **Indicator f:** The board members stated they participated in a board retreat to set goals (which, as stated above, they are still working on). April 2022 board meeting minutes indicated a webinar with Board on Track, "Annual Charter School Assessments & Retreats" was scheduled for May 25, 2022.
- **Indicator g:** Compliance data collected by the NYSED shows no notices of deficiency/corrective action plan or notices of concern issued during the charter term.
- **Indicator h:** The board, when asked how the NYSED Charter School Performance Framework was used stated everything is data-based but did not describe how it works to ensure that the school meets these standards.

Benchmark 7: Organizational Capacity

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

Finding: Meets

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

Element	*Indicators*
3. Contractual Relationships (if applicable)	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 due to having defined roles for leadership team members; scheduled opportunities for ongoing collaboration and systems to ensure communication across the school.

1. Element: ***School Leadership:***
   - **Indicator a:** As provided in the TNAACS organizational chart, the school restructured its organizational chart following the director of operation's resignation in January 2020. According to the organizational chart, TNAACS is led by the principal who oversees an assistant principal (AP); the document and renewal application note a name change from headmaster to principal and assistant headmaster to AP. The ELT members participated in the focus group, including the principal, AP, director of special education and student support, two DTLs (one to oversee the K-Grade 2 teacher and one to oversee the Grade 3-5 teachers) and one director of data and finance. The ELT, according to the renewal application and ELT focus group, practices a shared leadership model with each member explaining how their role contributes to the school's mission and goals.
   - **Indicator b:** TNAACS ELT has systems in place for clear communication and decision-making processes, including cell phones that are used by staff throughout the day to effortlessly collaborate (e.g., request for or to provide support, etc.). According to members of the ELT focus group, the shared leadership model is sustained through ongoing communication, including a weekly two-hour ELT meetings for which ELT members alternate roles (e.g., agenda builder, note taker, facilitator, etc.); a weekly loop meetings with the DLT and grade band teaching teams; daily 90-minute team meetings that provides time for teachers to meet with SST, SAS, interventionists and/or ELT members (who join to provide support as needed).
   - **Indicator c:** Evidence was not collected during the site visit to affirm the evaluation process described in the renewal application, particularly the TNAACS self-assessment checklist was being implemented. However, teachers participating in the focus groups, when asked about the evaluation system, highlighted the observation cycle as a process for the ELT to evaluate instruction and to provide feedback and support. Teachers stated the principal visits periodically with approximately 1-2 visits per month (or two within ten weeks of school so far this year). Sample feedback provided by the principal demonstrates teachers are provided with a written summary of what was observed during the observation, items discussed during the post-observation visit and next steps. NYSED (as submitted into the SIRS system) shows an 83 percent teacher retention rate for 2020-2021.
   - **Indicator d:** The board and ELT stated the board is provided with information that aligns with the 2019 NYSED Charter School Performance Framework.

2. Element: ***Professional Climate:***
    - **Indicator a:** Roles and responsibilities for leaders, staff, management, and the board of trustees were clearly described in alignment with the current organizational chart. For example, the principal serves as the primary liaison between the school and the board.
    - **Indicator b:** Professional development opportunities, including a two-week pre-opening session and half days for PD throughout the school year (as included in the school calendar), as well as the observation and feedback cycle is, as affirmed by ELT members, designed to ensure staff are supported and build the skills needed to meet all students' needs. PD aligned to the new curriculum and instructional programming (e.g., Amplify, CGI) were identified as ongoing topics. PD that staff members identified as recently completed, include trauma informed training, the Responsive Classroom, anxiety and stress management, Wilson program, selective mutism, etc.
    - **Indicator c:** As stated above, the school structure has been restructured to support the school's academic, financial and operational needs. According to the 2020-2021 Teacher Certification Summary Report, 7 out of 21 teachers are uncertified teachers; TNAACS is within statutory limits. As stated during the ELT focus group and in conversation with the DLT, there are some vacancies and while teaching positions have become harder to fill and the staff is described as young, the principal explained that the supportive nature of the organizational structure lends itself to helping teachers become strong educators. The student to teacher ratio observed during the site visit was higher than the ratio articulated in the school's list of key design elements with 18-20 students to 1 in some classrooms rather than 15:1. Numerous examples of staff climbing the school's career ladder were given. For example, one DTL began as a teacher that looped with students from grade K-5 before becoming a master teacher and then assuming the DTL position.
    - **Indicator d:** As shown in the schedule and affirmed by teachers as well as ELT members, each day, teaching teams have a 90-minute opportunity to collaborate before classes begin for students. Teachers explained they use the time to plan, review data, etc. Communication systems described in the renewal application include a weekly team newsletter, staff conferences, and a monthly newsletter.
    - **Indicator e:** Ninety percent of respondents to the 2021 CSO Teacher Survey agreed that the school has systems to monitor and maintain organizational and instructional quality through a formal evaluation process for teachers and other staff. During the school year, the DTL explained, formal and informal classroom observations are conducted to maintain and monitor instructional quality. For example, the principal and the DTL conduct daily informal observations. Following classroom observations, the observer shares feedback with the observed teacher(s). As stated by the DTL, implementation of feedback provided is observed during subsequent observations and, the teacher is provided with ongoing support from the DTL.
    - **Indicator f:** TNAACS solicits ongoing feedback and gauges teacher satisfaction through surveys that are administered at least once per year. Eighty-five percent of respondents to the 2021 CSO Teacher Survey agreed that the school has mechanisms to solicit teacher and staff feedback and to gauge their satisfaction. As stated by teachers in the focus group, ELT members solicit input during weekly meetings and maintain office hours in which teachers are welcome to share concerns, successes, etc.

3. Element: ***Contractual Relationships***:
    - **Indicator a:** N/A
    - **Indicator b:** N/A

Benchmark 8: Mission and Key Design Elements

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

Finding: Approaches

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

Summative Evidence for Benchmark 8:

Over this charter term, the trajectory for this benchmark has declined from a Meets to an Approaches due to the lack of full implementation of all key design elements, including the four-person teaching team, lower student/teacher ratio, embedded master teacher, and five-week summer training program.

1. Element: ***Missions and Key Design Elements:***
   - **Indicator a:** Over the charter term (in spring 2019), TNAACS changed its mission to better reflect school priorities (e.g., relationships and community); notification of the change is incorporated into the school's renewal application. As per the CSO Revision Guidance, the school needed to submit a revision request in Section IV of its renewal application, and not use a new mission statement until it received approval from either the Board of Regents or the NYS Education Department. The school wants the mission statement to read: *TNAACS builds strong relationships and creates an engaging community of lifelong learners.* In each focus group, stakeholders were able to articulate the mission, that is posted on the school website, and aspects of the school's KDEs. Participants were able to provide examples of how the school has remained faithful to its mission. Implementation of its KDEs was evident throughout classroom observations made during the site visit.
   - **Indicator b:** Over the course of the charter term, TNAACS has implemented some of its KDEs with fidelity. As noted below, at the time of renewal, four (or 50%) of the KDEs are being implemented with fidelity while four are being implemented with variations.
     - **Four Person Teaching Team**: During the ELT focus group, TNAACS stated K - Grade 4 have a two-person teaching team and in Grade 5, there is a third person on the teaching team. In addition to a master teacher (now DTL that support each teaching team), each team includes both the general education and licensed special education and/or English Second Language (ESL) teacher. As reported in the school's renewal application, each multi-person teaching

team holds responsibility for one grade level cohort; teaching teams do not include four persons.

- **Looping Cycles:** As discussed during the teacher focus groups, teachers loop with students for three years (as possible, pending staff retention). Since 2017-2018, the loops serve students in two grade bands (rather than K-5), a lower grade band (K-2) and an upper grade band (3-5). During the teacher focus group, teachers explained that planning documents are shared in a Google drive; teachers within the grade band loop may share resources and this alleviated having to reinvent the wheel. ELT members stated the truncated grade band levels support teachers' familiarity with the NYS Learning Standards. As students transition from the lower to upper loop, the DLT explained, teachers meet to share notes about each student (strengths, needs, growth, etc.), to support a more seamless transition.
- **Mastery-based Career Ladder**: Many TNAACS staff members described their progression through the TNAACS four-step career ladder (apprentice, associate, partner, master). For example, each ELT member explained their movement. For example, the AP was previously a master teacher and the director of data and finance, employed at TNAACS since opening, moved from partner teacher to master teacher before joining the ELT. One DTL began as a K Master Teacher, looped with students through grade 5 and looped with students in the upper loop (3-5) before becoming a DTL.
- **Multi-dimensional Teacher Evaluation System:** Teachers in the focus group spoke about the observation cycle as a means for ELT members to evaluate their teaching. ELT and SST members that had climbed the TNAACS career ladder affirmed the evaluation system informed the progression.
- **Lower Teacher/Student Ratio:** Each teaching team works with a group of 60-65 students. While the KDE states the school will maintain a 15:1 teacher student ratio, the ratio observed during classroom observations was slightly higher, with 18 or 20:1 in some classrooms. The school, in the renewal application, explains the ratio is lower than the average class size in New York City public schools (24:1). As observed, when teaching assistants support and students receive push-in services, the ratio decreases.
- **Embedded Master Teacher:** According to the renewal application and organizational chart, master teachers have been re-organized to serve as directors. Directors serve teaching teams within the lower or upper loop, providing coaching, support and feedback. Each team does not have its own dedicated master teacher; however, one DTL has been assigned to each loop.
- **Five Week Summer Training Program:** As shown in the calendar and described by focus group members, employees are required to attend a two-week summer training program at the school not a five-week summer training program that begins with a week-long seminar at Harvard. As stated in the renewal application and affirmed by teachers, topics covered during PD, which is delivered in partnership with CKLA and internally led by three teachers and one DTL, includes general topics as well as those customized to meet specific needs. Topics identified include HEARTS values, curricular programming (Amplify and PLTW), CGI, Responsive Classroom, classroom management, etc. An ELT member stated that feedback received following this year's training (2022) will likely bring greater differentiation to future sessions. The mid-term site visit report states the school has not offered five weeks of summer training since before the COVID-19 pandemic and additional training has been embedded through the school year for new teachers.

- **Six-Step Hiring Process:** According to the renewal application and as explained by ELT members, the school's six step hiring process continues to include six steps with more attention, since spring 2017, to assessing a candidate's skill and coachability as the ELT expressed value in developing new teachers. As shown in documentation, including board minutes, filling teaching vacancies is a lengthy process. Staffing updates are provided to the board at meetings in accordance with vacancies.

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

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

Summative Evidence for Benchmark 9:

Over this charter term, the trajectory for this benchmark has been consistent as an Approaches due to the school's ELL enrollment continuing to be below the district of location, not meeting its SWD and ED subgroup enrollment targets, and not serving at least 85% of its maximum authorized enrollment in the past two years.

1. Element: ***Target are met:***
   - **Indicator a:** The school consistently approaches or exceeds the district of location (DoL), NYC CSD 18, in the enrollment of subgroups. Currently, 2021-2022, the differentials to the DoL are -2 percentage points for SWDs, -4 for ELLs, and +2 for ED students. The school has also consistently approached or exceeded the DoL for retention of all students and subgroups throughout the current charter and is currently -2 percentage points for all students, -4 for SWDs, +16 for ELLs, and -4 for ED students.

2. Element: ***Targets are not met:***
    - **Indicator a:** The school is authorized to serve 370 students in kindergarten through Grade 5. For the 2021-2022 school year there were 235 students enrolled with the school serving 64 percent of its maximum authorized enrollment, which is less than the 85 percent threshold. In 2020-2021, the school was also below that threshold, at 78 percent.
    - **Indicator b:** The renewal application describes recruitment strategies that ELT and board members states are slowly working to increase enrollment. These include but are not limited to:
        - establishment of a "street team" to share flyers throughout the community and connect with residents;
        - attendance at community events;
        - formation of an outreach committee;
        - relationship building with community-based organizations.
        - Efforts to target special populations of students include:
            - ✓ staffing native speakers (Spanish and Creole);
            - ✓ printing applications in multiple languages; providing translators at open house events;
            - ✓ connecting potential families with the director of special education;
            - ✓ highlighting special education programming during information sessions;
            - ✓ establishing an early arrival program to support working parents/guardians; and
            - ✓ subsidizing afterschool tuition fees; etc.
    - **Indicator c:** As shown in board meeting minutes, TNAACS reports enrollment data and discusses enrollment strategies with the board. According to ELT members and the renewal application, the strategies are garnering positive results (evidenced by number of student registrations).

See Attachment 1 for data tables and additional information.

Benchmark 10: Legal Compliance
The school complies with applicable laws, regulations, and the provisions of its charter.

Finding: Meets

Element	*Indicators*
1. Legal Compliance	a. The school has compiled a record of substantial compliance with applicable State and federal laws and regulations and the provisions of its charter including, but not limited to: those related to student admissions and enrollment; FOIL and Open Meetings Law; protecting the rights of students and employees; addressing complaints; financial management and oversight; governance and reporting; and health, safety, civil rights, and student assessment requirements. b. The school has undertaken appropriate corrective action when required, and/or as requested by the Board of Regents and/or the NYSED Charter School Office and has implemented necessary safeguards to maintain compliance with all legal requirements. c. The school has a plan to ensure that teachers are certified in accordance with applicable laws and regulations. d. The school has sought Board of Regents and/or the NYSED Charter School Office approval for material and non-material revisions. e. The school maintains sufficient enrollment demand for the school to meet the expectations detailed in the enrollment plan outlined in the charter and within the parameters set forth in the charter agreement. f. The school seeks guidance from its legal counsel when updating documents and handling issues that arise.

Summative Evidence for Benchmark 10:

Over this charter term, the trajectory for this benchmark has improved from an Approaches to a Meets due to the school addressing the teacher certification issue and by requesting some revisions as part of its renewal application.

1. Element: ***Legal Compliance:***
   - **Indicator a:** The school has generally been in compliance with applicable state and federal laws and the provisions of its charter based on a review of CSO documents. A November 15, 2022, email from the principal to the CSO site visit team member includes evidence of fingerprint clearance (e.g., notice of clearance from the Office of School Personnel Review and

     Accountability) for the two staff members that were identified as not having received clearance. One board member listed on the board roster (dated September 2, 2022) and noted as not having

secured approval, is no longer on the board. See BM 9 for details regarding a pattern of significant under-enrollment of the school's maximum authorized enrollment. While this is mentioned in this indicator, it does not affect the BM 10 rating.

- **Indicator b:** No corrective actions have been recorded over the charter term.
- **Indicator c:** The school has a plan to ensure that teachers are certified in accordance with applicable laws and regulations. The 2020-2021 Teacher Certification Summary Report indicates the school is within statutory limits with seven of twenty-one teachers holding certification. As stated during conversation and in email exchange (November 15, 2022) with the principal, including a screenshot of the teacher's TEACH account, one teacher applied on August 23, 2022, for SWD (Grades 1-6) initial certification; three teachers listed as uncertified are no longer employed at the school.
- **Indicator d:** TNAACS made two revisions to its charter without receiving Board of Regents approval of a material revision request. The school revised its mission statement in the fall of 2019 and, after losing the director of operations, reorganized the school's organizational structure. The request for these changes has been incorporated into this renewal. As part of this renewal, the school seeks a non-material revision to the school's bylaws and code of discipline. (A copy of the code of conduct as well as the amended and restated by-laws was submitted; however, they are not red lined as per the CSO Revision Guidelines.). The school needs to review its key design elements, as all are not being fully implemented, and, as necessary, submit a revision request to revise them. See BM 8 for details. While this is mentioned in this indicator, it does not affect the BM 10 rating.
- **Indicator e:** As stated above in BM 9, the school has not maintained sufficient enrollment demand for the school to meet the expectations detailed in its enrollment plan outlined in the charter and within the parameters set forth in the charter agreement.
- **Indicator f:** While the renewal application states the school has partnered with a law firm that has handled legal matters and offered guidance, board members stated (during the focus group) that they are looking to add a member with legal expertise to prepare for upcoming policy shifts as well as a member with financial expertise.

2022 NYSED Charter School Information Dashboard

Overview

Charter School Selection	BEDS Code	2021-2022 Enrollment
NEW AMERICAN ACADEMY CHARTER SCHOOL (THE)	331800861057	235

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

Charter School Information

School District of Location:	NEW YORK CITY GEOGRAPHIC DISTRICT #18
Total Public School Enrollment of Resident Students attending Charter	32%
Additional School District: (if applicable)*	N/A
Total Public School Enrollment of Resident Students attending Charter	-
Grades Served:	K-5
Address:	9301 AVE B BROOKLYN NY 11236
Website:	www.tnaacs.org
RIC:	NEW YORK CITY
Regents Region:	NEW YORK CITY REGION - BROOKLYN
Regent:	KATHLEEN M. CASHIN
Active Date:	7/1/2013
Authorizer:	NYS BOR
CEO:	LISA PARQUETTE SILVA
CEO Phone:	(718) 385-1709
CEO Email:	lsilva@thenewamericanacademy.org
BOT President:	VALERTON MCDONALD
BOT President Phone:	(718) 968-6520
BOT President Email:	sjfcedu@gmail.com
Institution ID:	800000075846

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

BoR Charter School Office Information

Regional Liaison:	Kimberly Santiago
Performance Framework:	2019
Current Term:	7/1/20-6/30/23
2018-2019	Check-in
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	55%	235	107
Student Survey (Grades 9-12)	Not Applicable	N/A	0	N/A
Teacher Survey	Does not meet 90% or 95% Confidence	43%	23	10

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 1: Similar Schools Comparison

Charter School

NEW AMERICAN ACADEMY CHARTER SCHOOL (THE)

2022 3-8 Assessments; 2021 4 Year Graduations

New American Academy CS (The)			ELA Differential	Math Differential	Science Differential	Graduation Rate Differential
Elementary	+/- 5	Brocton ES	+17	-2	-10	.
		Bronx CS for Excellence 4	-15	-34	-9	.
		Brooklyn Landmark ES	-19	-38	-24	.
		Calvin Coolidge School	+13	+6	+29	.
		Carlyle C Ring ES	+4	-8	+17	.
		Clinton V Bush ES	+17	-7	+28	.
		Cultural Arts Academy CS At Spring Creek	+4	+9	-12	.
		Cynthia Jenkins School	+15	+7	+1	.
		Enfield School	+29	+17	+5	.
		Fairley School	+10	-3	+8	.
		Fe Smith Intermediate School	+15	-10	+8	.
		Flatbush Ascend CS	-15	-44	+76	.
		George L Cooke School	+37	+23	+76	.
		John F Kennedy School	+27	+13	+25	.
		Kenneth L Rutherford School	+23	+11	+22	.
		Kingsborough School	+37	+23	+76	.
		Marie Curie Institute of Engineering and Communicat	+13	+1	+9	.
		Milton J Fletcher ES	+21	+5	+11	.
		Ohio Street School	+16	0	+13	.
		PS 108 Captain Vincent G Fowler	-19	-30	-18	.
		PS 118 Lorraine Hansberry	+6	0	-4	.
		PS 121	-36	-54	-17	.
		PS 132 Ralph Bunche	-10	-24	-12	.
		PS 136 Roy Wilkins	+2	-2	+1	.
		PS 14	+9	-14	-12	.
		PS 15 Jackie Robinson	+3	-10	-13	.
		PS 208 Elsa Ebeling	+2	-14	-16	.
		PS 279 Herman Schreiber	-10	-33	-12	.
		PS 61 Arthur O Eve School of Distinction	+14	+6	+9	.
		PS 93 Albert G Oliver	+26	+3	+26	.
		Success Academy CS - Bronx 4	-32	-63	+76	.
		Success Academy CS-Bed Stuy 2	-16	-51	+76	.
		Success Academy CS-Fort Greene	-8	-57	+76	.
		Success Academy CS-Harlem 4	-40	-73	+76	.
		Theodore Roosevelt School	+17	+13	+28	.
		Van Corlaer ES	+25	+16	+40	.
		West Street ES	+37	+23	+76	.
		Yonkers Early Childhood Academy	+37	+23	+76	.
		Zeta CS - Inwood	-31	-57	-24	.
		Zeta CS -South Bronx	-22	-36	-21	.
		Mean	+5	-12	+19	.
	+/- 7.5	Baychester Academy	-30	-46	-7	.
		Benjamin Franklin ES	+27	+15	+26	.
		Boulevard School	+15	+6	+2	.

	Bronx Arts and Science CS	+24	+16	+25	.
	Bronx CS for Better Learning	-8	-25	-11	.
	Bronx Delta School	+3	-18	-11	.
	Brooklyn Arts and Science ES	+9	-2	+14	.
	Carroll Hill School	+21	+5	+20	.
	Cornerstone Academy for Social Action	+19	+2	+10	.
	East Flatbush Ascend CS (Efacs)	-26	-43	+76	.
	Gov George Clinton School	+14	+6	-1	.
	Jackson Heights School	-3	-2	-7	.
	Jermaine L Green Stem Institute of Queens (The)	+18	+7	-5	.
	Lincoln ES	+34	+20	+49	.
	Our World Neighborhood CS 2	+11	-1	+18	.
	PS 114 Ryder Elementary	-15	-19	-12	.
	PS 123	-4	-21	-2	.
	PS 140 Edward K Ellington	-14	-50	-24	.
	PS 15 Roberto Clemente	+8	-3	+28	.
	PS 155	-26	-36	-5	.
	PS 156 Laurelton	-1	-5	+19	.
	PS 160 Walt Disney	+12	+8	+1	.
	PS 178 Dr Selman Waksman	+17	+1	-2	.
	PS 182	+14	+4	-13	.
	PS 195 William Haberle	+3	-3	-3	.
	PS 20 Anna Silver	+15	-8	+22	.
	PS 21 Crispus Attucks	-14	-27	-24	.
	PS 223 Lyndon B Johnson	+17	-3	+3	.
	PS 251 Paerdegat	+12	+9	-8	.
	PS 36 Saint Albans School	+1	-1	-10	.
	PS 38 Rosedale	-7	-28	+4	.
	PS 397 Foster-Laurie	-19	-25	-11	.
	PS 52	+20	+8	+11	.
	PS 55 Maure	-10	-25	-19	.
	PS 78 Anne Hutchinson	+12	+6	+18	.
	PS 80 Thurgood Marshall Magnet School of Multimed	+11	-3	+4	.
	PS 97	+3	-4	0	.
	Paige ES	+22	+6	+4	.
	Pleasant Valley ES	+21	+15	+40	.
	Queens Explorers ES	-12	-24	-14	.
	Raphael J Mcnulty Academy for Intern Studies & Liter	+24	+11	+26	.
	Rensselaer Park ES	+19	+7	+16	.
	Starbuck ES	+14	+6	+1	.
	Success Academy CS-Bronx 1	-16	-57	+76	.
	Success Academy CS-Harlem 6	-30	-53	+76	.
	Thomas S O'brien Academy of Science & Technology	+9	0	+3	.
	Turnpike ES	+37	+23	+76	.
	Watervliet ES	+12	+2	-3	.
	William B Tecler Arts In Education	+10	-3	-4	.
	Yates ES	+14	+10	+17	.
	Mean	+6	-7	+10	.
+/- 10	Achievement First Legacy CS	+37	+23	+76	.
	Arbor Hill ES	+35	+14	+42	.
	Brighter Choice CS for Boys	+2	-2	-6	.

Bronx CS for Better Learning II	-1	-16	-10	.
Bronx CS for Excellence 3	-14	-22	-21	.
Bronx Stem and Arts Academy (The)	+18	+15	+29	.
Brooklyn CS (The)	+12	+3	+16	.
Charles F Johnson Jr ES	+11	+5	+10	.
Deauville Gardens East ES	-9	-15	-7	.
Deauville Gardens West ES	+10	-9	-13	.
Dr Martin Luther King School Jr ES	+22	+18	+43	.
East Syracuse ES	+24	-2	+4	.
Exploration Elementary CS for Science and Technolog	+7	+6	+44	.
Gouverneur ES	+16	+13	+7	.
Greece Community Early Learning Center	+35	+19	+76	.
Hamilton ES	+28	+18	+32	.
Harlem Village Academy West 2 CS	-22	-40	+76	.
Henry J Kalfas Magnet School	+37	+23	+76	.
Herkimer ES	+10	-12	-6	.
Horizon-On-The-Hudson Magnet School	+20	+10	+31	.
Jamaica Children's School	+9	0	+33	.
Johnson City Elementary/Intermediate School	+14	+1	+4	.
Johnson City Elementary/Primary School	+37	+23	+76	.
Lemoyne ES	+12	-2	+3	.
Locke School of Arts and Engineering (The)	+9	0	+30	.
New Bridges Elementary	+2	-12	-7	.
North ES	+10	-10	+4	.
North Street ES	+17	+3	+17	.
PS 100 Isaac Clason	+17	+6	+15	.
PS 108 Philip J Abinanti	-11	-34	-19	.
PS 121 Throop	+10	-7	+4	.
PS 135 Sheldon A Brookner	-5	-13	+4	.
PS 138 Samuel Randall	+12	+5	+10	.
PS 145 Bloomingdale School (The)	+10	-12	+13	.
PS 147 Issac Remsen	-2	0	-16	.
PS 153 Helen Keller	-17	-26	-19	.
PS 160 Walter Francis Bishop	+7	+4	-5	.
PS 181 Brookfield	-14	-15	+11	.
PS 196 Ten Eyck	+6	-10	-21	.
PS 198	-13	-6	-8	.
PS 201 Discovery School for Inquiry and Research (Th	+5	-2	0	.
PS 203 Floyd Bennett School	+2	-23	+6	.
PS 21 Philip H Sheridan	+19	+8	+7	.
PS 229 Emanuel Kaplan	-17	-30	-13	.
PS 233 Langston Hughes	-6	-16	-2	.
PS 241 Emma L Johnston	-11	-18	-13	.
PS 244 Richard R Green	-7	-21	+5	.
PS 250 George H Lindsay	+11	-17	+23	.
PS 268 Emma Lazarus	-2	-16	-15	.
PS 272 Curtis Estabrook	+16	+10	-21	.
PS 273 Wortman	+20	+8	+45	.
PS 309 George E Wibecan Preparatory Academy (The	+17	+10	+28	.
PS 31 Samuel F Dupont	-49	-65	-24	.
PS 346 Abe Stark	+5	-15	+18	.

Benchmark 1 - Indicator 1: Similar Schools Comparison

		PS 40 Samuel Huntington	-7	-23	-24	.
		PS 54 Samuel C Barnes	+24	+17	+6	.
		PS 583	-6	-10	+12	.
		PS 68	-12	-18	-11	.
		PS 72 Dr William Dorney	+7	-4	-1	.
		PS 87	+18	+6	+13	.
		PS 96 Richard Rodgers	-9	-37	-11	.
		Rebecca Turner ES	-17	-14	-7	.
		Sisulu-Walker CS of Harlem	-27	-41	-24	.
		Sodus ES	+11	0	+76	.
		Success Academy CS - Washington Heights	-28	-58	+76	.
		Success Academy CS-Flatbush	-23	-51	+76	.
		Truman ES	+37	+23	+76	.
		Woodlawn ES	+14	-7	+11	.
		Mean	+6	-7	+14	.
		Mean	+5	-8	+14	.

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

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

Charter School

NEW AMERICAN ACADEMY CHARTER SCHOOL (THE)

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%

New American Academy CS (The)	ELA				Math			
	All Students	SWD	ELL	ED	All Students	SWD	ELL	ED
2016-2017	38%	17%	-	31%	18%	17%	-	17%
2017-2018	55%	32%	-	56%	45%	22%	-	43%
2018-2019	47%	11%	-	51%	43%	23%	-	44%

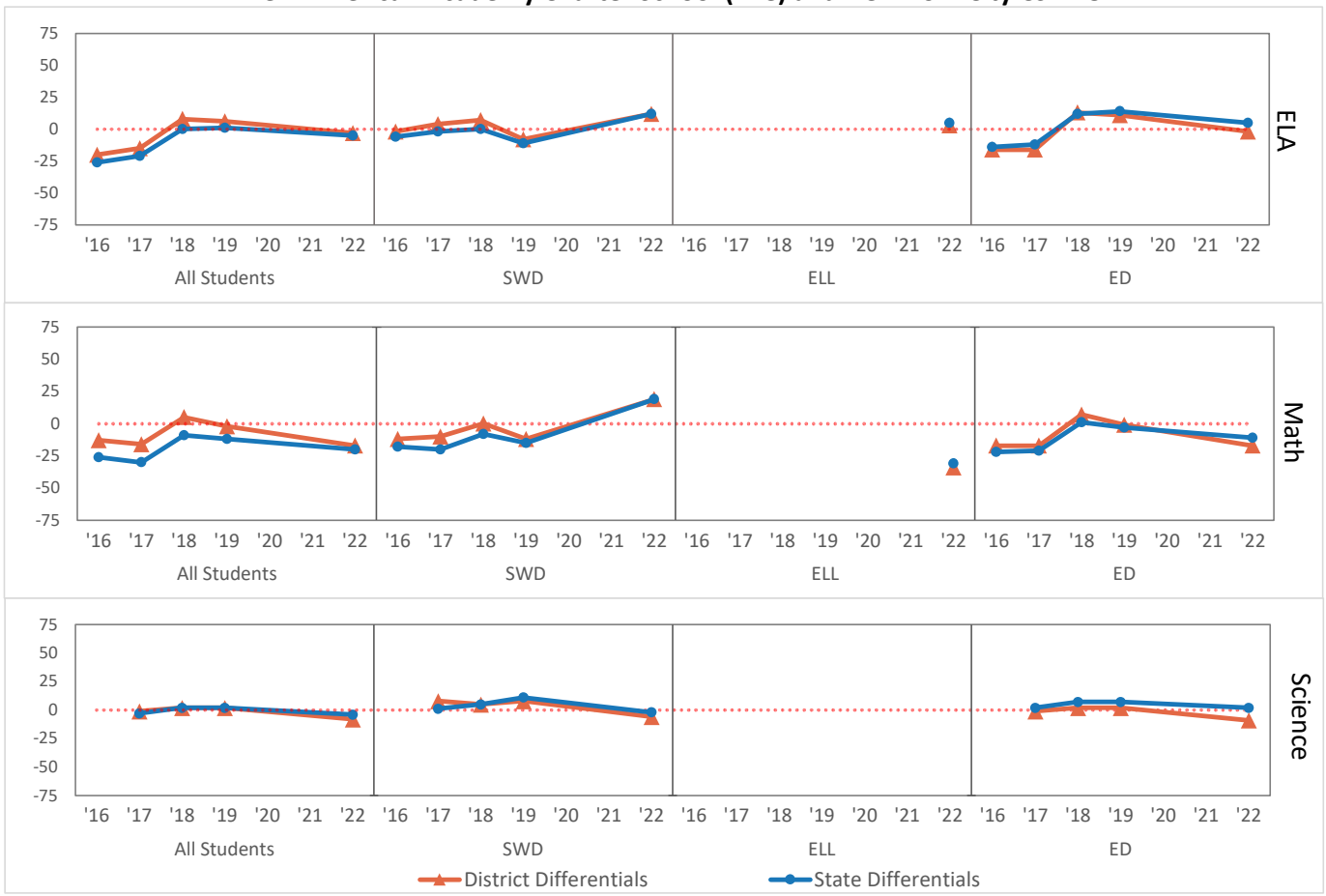
**See NOTES (2), (3), (7), and (8).*

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
New American Academy Charter School (The) and New York City CSD 18



**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				
		New American Academy CS (The)	NYC CSD 18	Differential to District	NYS	Differential to NYS	New American Academy CS (The)	NYC CSD 18	Differential to District	NYS	Differential to NYS	New American Academy CS (The)	NYC CSD 18	Differential to District	NYS	Differential to NYS
All Students	2015-2016	16%	36%	-20	42%	-26	18%	31%	-13	44%	-26	-	-	-	-	-
	2016-2017	21%	36%	-15	42%	-21	16%	32%	-16	46%	-30	83%	84%	-1	86%	-3
	2017-2018	45%	37%	+8	45%	0	40%	35%	+5	49%	-9	91%	89%	+2	89%	+2
	2018-2019	47%	41%	+6	46%	+1	39%	41%	-2	51%	-12	88%	86%	+2	86%	+2
	2021-2022	37%	40%	-3	42%	-5	23%	40%	-17	43%	-20	76%	84%	-8	80%	-4
SWD	2015-2016	7%	9%	-2	13%	-6	0%	12%	-12	18%	-18	-	-	-	-	-
	2016-2017	12%	8%	+4	14%	-2	0%	10%	-10	20%	-20	70%	62%	+8	69%	+1
	2017-2018	18%	11%	+7	18%	0	14%	14%	0	22%	-8	80%	75%	+5	75%	+5
	2018-2019	6%	14%	-8	17%	-11	7%	19%	-12	22%	-15	80%	72%	+8	69%	+11
	2021-2022	27%	15%	+12	15%	+12	37%	18%	+19	18%	+19	58%	64%	-6	60%	-2
ELL	2021-2022	33%	30%	+3	28%	+5	0%	34%	-34	31%	-31	-	-	-	-	-
ED	2015-2016	17%	33%	-16	31%	-14	11%	28%	-17	33%	-22	-	-	-	-	-
	2016-2017	19%	35%	-16	31%	-12	13%	30%	-17	34%	-21	82%	83%	-1	80%	+2
	2017-2018	47%	34%	+13	35%	+12	39%	32%	+7	38%	+1	91%	89%	+2	84%	+7
	2018-2019	50%	39%	+11	36%	+14	37%	38%	-1	40%	-3	88%	86%	+2	81%	+7
	2021-2022	36%	38%	-2	31%	+5	20%	37%	-17	31%	-11	74%	83%	-9	72%	+2

**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				
		New American Academy CS (The)	NYC CSD 18	Differential to District	NYS	Differential to NYS	New American Academy CS (The)	NYC CSD 18	Differential to District	NYS	Differential to NYS	New American Academy CS (The)	NYC CSD 18	Differential to District	NYS	Differential to NYS
Grade 3	2015-2016	16%	36%	-20	42%	-26	18%	31%	-13	44%	-26	-	-	-	-	-
	2016-2017	18%	34%	-16	43%	-25	21%	38%	-17	49%	-28	-	-	-	-	-
	2017-2018	50%	40%	+10	51%	-1	55%	44%	+11	54%	+1	-	-	-	-	-
	2018-2019	51%	49%	+2	52%	-1	46%	50%	-4	55%	-9	-	-	-	-	-
	2021-2022	35%	49%	-14	46%	-11	21%	53%	-32	48%	-27	-	-	-	-	-
Grade 4	2016-2017	23%	37%	-14	41%	-18	10%	27%	-17	43%	-33	83%	84%	-1	86%	-3
	2017-2018	49%	41%	+8	48%	+1	33%	34%	-1	48%	-15	91%	89%	+2	89%	+2
	2018-2019	50%	42%	+8	48%	+2	38%	39%	-1	51%	-13	88%	86%	+2	86%	+2
	2021-2022	43%	42%	+1	42%	+1	22%	38%	-16	43%	-21	76%	84%	-8	80%	-4
Grade 5	2017-2018	32%	30%	+2	37%	-5	30%	27%	+3	44%	-14	-	-	-	-	-
	2018-2019	41%	32%	+9	38%	+3	33%	33%	0	46%	-13	-	-	-	-	-
	2021-2022	33%	33%	0	38%	-5	25%	31%	-6	37%	-12	-	-	-	-	-

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

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

Students with Disabilities Grade-Level Proficiency

		ELA					Math					Science				
		New American Academy CS (The)	NYC CSD 18	Differential to District	NYS	Differential to NYS	New American Academy CS (The)	NYC CSD 18	Differential to District	NYS	Differential to NYS	New American Academy CS (The)	NYC CSD 18	Differential to District	NYS	Differential to NYS
Grade 3	2015-2016	7%	9%	-2	13%	-6	0%	12%	-12	18%	-18	-	-	-	-	-
	2016-2017	13%	6%	+7	15%	-2	0%	12%	-12	22%	-22	-	-	-	-	-
	2017-2018	22%	13%	+9	24%	-2	11%	21%	-10	28%	-17	-	-	-	-	-
	2021-2022	40%	25%	+15	20%	+20	50%	32%	+18	24%	+26	-	-	-	-	-
Grade 4	2016-2017	10%	10%	0	13%	-3	0%	8%	-8	17%	-17	70%	62%	+8	69%	+1
	2017-2018	20%	13%	+7	19%	+1	15%	11%	+4	21%	-6	80%	75%	+5	75%	+5
	2018-2019	20%	12%	+8	18%	+2	11%	11%	0	22%	-11	80%	72%	+8	69%	+11
	2021-2022	33%	16%	+17	14%	+19	25%	16%	+9	18%	+7	58%	64%	-6	60%	-2
Grade 5	2017-2018	11%	7%	+4	11%	0	13%	9%	+4	17%	-4	-	-	-	-	-
	2018-2019	0%	9%	-9	11%	-11	6%	12%	-6	17%	-11	-	-	-	-	-
	2021-2022	11%	8%	+3	11%	0	44%	9%	+35	13%	+31	-	-	-	-	-

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

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

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

Economically Disadvantaged Grade-Level Proficiency

		ELA					Math					Science				
		New American Academy CS (The)	NYC CSD 18	Differential to District	NYS	Differential to NYS	New American Academy CS (The)	NYC CSD 18	Differential to District	NYS	Differential to NYS	New American Academy CS (The)	NYC CSD 18	Differential to District	NYS	Differential to NYS
Grade 3	2015-2016	17%	33%	-16	31%	-14	11%	28%	-17	33%	-22	-	-	-	-	-
	2016-2017	18%	34%	-16	32%	-14	18%	37%	-19	37%	-19	-	-	-	-	-
	2017-2018	52%	37%	+15	40%	+12	54%	40%	+14	43%	+11	-	-	-	-	-
	2018-2019	53%	46%	+7	42%	+11	42%	48%	-6	44%	-2	-	-	-	-	-
	2021-2022	32%	46%	-14	35%	-3	16%	51%	-35	36%	-20	-	-	-	-	-
Grade 4	2016-2017	20%	35%	-15	31%	-11	8%	24%	-16	32%	-24	82%	83%	-1	80%	+2
	2017-2018	49%	40%	+9	38%	+11	32%	32%	0	37%	-5	91%	89%	+2	84%	+7
	2018-2019	50%	38%	+12	38%	+12	36%	36%	0	40%	-4	88%	86%	+2	81%	+7
	2021-2022	42%	39%	+3	30%	+12	17%	35%	-18	31%	-14	74%	83%	-9	72%	+2
Grade 5	2017-2018	34%	26%	+8	27%	+7	26%	25%	+1	33%	-7	-	-	-	-	-
	2018-2019	47%	32%	+15	28%	+19	35%	31%	+4	36%	-1	-	-	-	-	-
	2021-2022	33%	29%	+4	27%	+6	26%	28%	-2	26%	0	-	-	-	-	-

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

2022 NYSED Charter School Information Dashboard

Benchmark 9 - Indicator 1: Enrollment and Retention

Charter School

NEW AMERICAN ACADEMY CHARTER SCHOOL (THE)

1.a.i. Aggregrate Enrollment:

Aggregate Enrollment: Reported vs Contracted - Target = 100%

New American Academy CS (The)	Contracted Enrollment	Reported Enrollment	Percent of Contracted Enrollment
2017-2018	370	362	98%
2018-2019	370	365	99%
2019-2020	370	331	89%
2020-2021	370	287	78%
2021-2022	370	235	64%

1.a.ii. Subgroup Enrollment:

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

	SWD			ELL			ED		
	New American Academy CS (The)	NYC CSD 18	Differential to District	New American Academy CS (The)	NYC CSD 18	Differential to District	New American Academy CS (The)	NYC CSD 18	Differential to District
2017-2018	19%	21%	-2	2%	8%	-6	80%	80%	0
2018-2019	16%	21%	-5	2%	9%	-7	75%	78%	-3
2019-2020	16%	21%	-5	0%	10%	-10	79%	78%	+1
2020-2021	17%	20%	-3	0%	9%	-9	75%	78%	-3
2021-2022	19%	21%	-2	5%	9%	-4	79%	77%	+2

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

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

2022 NYSED Charter School Information Dashboard

Benchmark 9 - Indicator 1: Enrollment and Retention

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

Retention - Aggregate and Subgroups

	All Students			SWD			ELL			ED		
	New American Academy CS (The)	NYC CSD 18	Differential to District	New American Academy CS (The)	NYC CSD 18	Differential to District	New American Academy CS (The)	NYC CSD 18	Differential to District	New American Academy CS (The)	NYC CSD 18	Differential to District
2017-2018	79%	83%	-4	68%	84%	-16	100%	82%	+18	78%	83%	-5
2018-2019	86%	83%	+3	77%	81%	-4	89%	85%	+4	85%	83%	+2
2019-2020	79%	83%	-4	84%	85%	-1	86%	81%	+5	79%	84%	-5
2020-2021	89%	88%	+1	93%	84%	+9	100%	84%	+16	90%	88%	+2
2021-2022	78%	80%	-2	69%	73%	-4	100%	84%	+16	77%	81%	-4

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

Notes

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

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

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

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

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

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

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

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

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

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

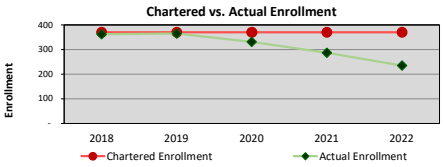
(11) Data in the table above is a comparison of the differentials of the 3-8 assessments and the 4-year graduation rate for the school and other schools with the same grade structure and similar subgroup enrollment pattern. The notation +/- 5, indicates the highest level of similarity.

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

Charter School Fiscal Accountability Summary

NEW AMERICAN ACADEMY CHARTER SCHOOL (THE)

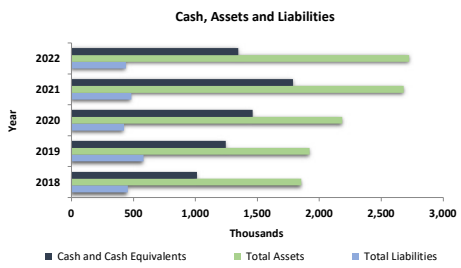
	2017-18	2018-19	2019-20	2020-21	2021-22
Grades Served	K-5	K-5	K-5	K-5	K-5
Maximum Chartered Grades Served	K-5	K-5	K-5	K-5	K-5
Chartered Enrollment	370	370	370	370	370
Maximum Chartered Enrollment	370	370	370	370	370
Actual Enrollment	362	365	331	287	235

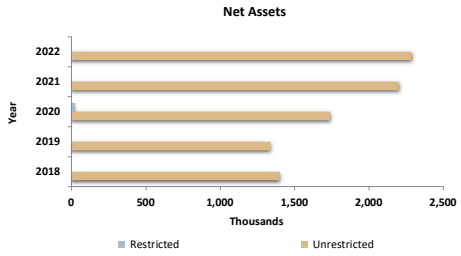


AUDITED FINANCIALS

STATEMENT OF FINANCIAL POSITION

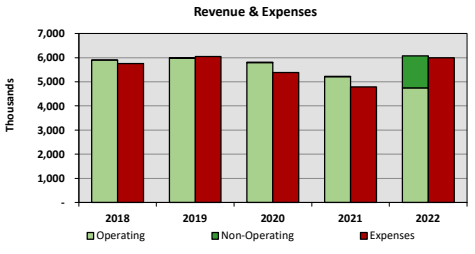
ASSETS					
Current Assets					
Cash and Cash Equivalents	1,011,267	1,245,412	1,459,811	1,787,486	1,346,931
Grants and Contracts Receivable	205,273	47,605	188,084	311,673	670,382
Prepaid Expenses	48,308	56,691	60,166	58,051	31,199
Other Current Assets	-	-	-	-	-
Total Current Assets	1,264,848	1,349,708	1,708,061	2,157,210	2,048,512
Non-Current Assets					
Property, Building and Equipment, net	513,963	495,063	401,328	447,503	575,095
Restricted Cash	75,095	75,132	75,163	75,178	100,196
Security Deposits	-	-	-	-	-
Other Non-Current Assets	-	-	-	-	-
Total Non - Current Assets	589,058	570,195	476,491	522,681	675,291
Total Assets	1,853,906	1,919,903	2,184,552	2,679,891	2,723,803
LIABILITIES and NET ASSETS					
Current Liabilities					
Accounts Payable and Accrued Expenses	86,791	140,937	73,966	180,303	132,245
Accrued Payroll and Payroll Taxes	338,935	351,544	303,818	267,188	281,655
Due to Related Parties	-	-	-	-	-
Refundable Advances	-	-	-	-	-
Other Current Liabilities	28,289	89,510	44,398	34,598	26,022
Total Current Liabilities	454,015	581,991	422,182	482,089	439,922
Long-Term Liabilities					
Deferred Rent	-	-	-	-	-
Other Long-Term Liabilities	-	-	-	-	-
Total Long-Term Liabilities	-	-	-	-	-
Total Liabilities	454,015	581,991	422,182	482,089	439,922
NET ASSETS					
Unrestricted	1,399,891	1,337,912	1,737,370	2,197,802	2,283,881
Restricted	-	-	25,000	-	-
Total Net Assets	1,399,891	1,337,912	1,762,370	2,197,802	2,283,881
Total Liabilities and Net Assets	1,853,906	1,919,903	2,184,552	2,679,891	2,723,803

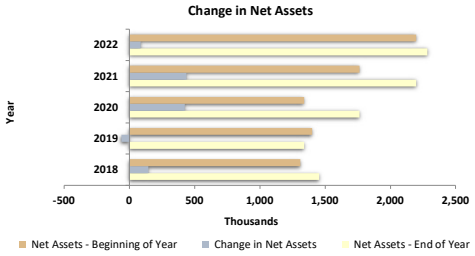




STATEMENT OF ACTIVITIES

OPERATING REVENUE					
State and Local Per Pupil Revenue - Reg. Ed	5,322,607	5,503,093	5,576,469	4,789,409	3,885,742
State and Local Per Pupil Revenue - SPED	340,327	277,809	188,558	405,569	84,002
State and Local Per Pupil Facilities Revenue	-	-	-	-	-
Federal Grants	211,125	182,479	-	-	770,553
State and City Grants	28,011	28,242	26,969	26,394	11,490
Other Operating Income	-	-	-	-	2,368
Total Operating Revenue	5,902,070	5,991,623	5,791,996	5,221,372	4,754,155
EXPENSES					
Program Services					
Regular Education	4,278,168	4,420,719	3,881,948	3,006,450	3,520,945
Special Education	791,389	829,804	665,725	852,727	1,243,031
Other Expenses	-	-	-	-	-
Total Program Services	5,069,557	5,250,523	4,547,673	3,859,177	4,763,976
Supporting Services					
Management and General	689,290	803,168	845,603	936,068	1,229,841
Fundraising	-	-	-	-	-
Total Support Services	689,290	803,168	845,603	936,068	1,229,841
Total Expenses	5,758,847	6,053,691	5,393,276	4,795,245	5,993,817
Surplus/Deficit from Operations	143,223	(62,068)	398,720	426,127	(1,239,662)
SUPPORT AND OTHER REVENUE					
Interest and Other Income	37	37	31	15	18
Contributions and Grants	143	-	25,000	450	1,165,723
Fundraising Support	-	-	-	-	-
Other Support and Revenue	42	51	707	8,840	160,000
Total Support and Other Revenue	222	88	25,738	9,305	1,325,741
Change in Net Assets	143,445	(61,980)	424,458	435,432	86,079
Net Assets - Beginning of Year	1,310,181	1,399,892	1,337,912	1,762,370	2,197,802
Net Assets - End of Year	1,453,626	1,337,912	1,762,370	2,197,802	2,283,881

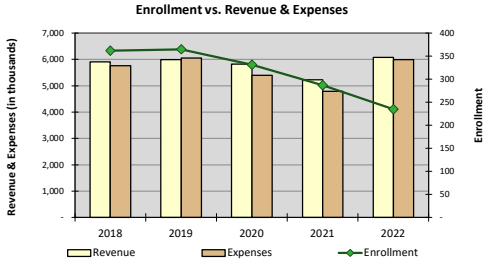


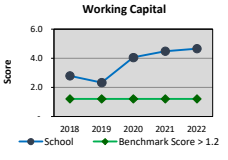


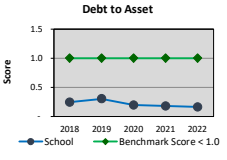
FISCAL ANALYSIS

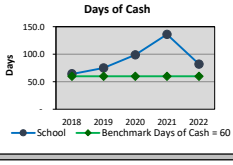
RATIOS, BENCHMARKS and FINDINGS

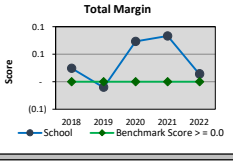
REVENUE & EXPENSE BREAKDOWN					
Revenue - Per Pupil					
Operating	16,304	16,415	17,498	18,193	20,230
Support and Other Revenue	1	0	78	32	5,641
Total Revenue	16,305	16,416	17,576	18,225	25,872
Expenses - Per Pupil					
Program Services	14,004	14,385	13,739	13,447	20,272
Mangement and General, Fundraising	1,904	2,200	2,555	3,262	5,233
Total Expenses	15,908	16,585	16,294	16,708	25,506
% of Program Services	88.0%	86.7%	84.3%	80.5%	79.5%
% of Management and Other	12.0%	13.3%	15.7%	19.5%	20.5%
% of Revenue Exceeding Expenses	2.5%	-1.0%	7.9%	9.1%	1.4%
FINANCIAL COMPOSITE SCORE					
Composite Score	2.17	1.91	2.81	3.00	2.68
BENCHMARK and FINDING: Strong; 1.5 - 3.0 / Adequate; 1.0 - 1.4 / Needs Monitoring; -1.0 - 0.9	Strong	Strong	Strong	Strong	Strong
WORKING CAPITAL					
Net Working Capital	810,833	767,717	1,285,879	1,675,121	1,608,590
Working Capital (Current) Ratio	2.8	2.3	4.0	4.5	4.7
BENCHMARK and FINDING: Ratio should be equal to or greater than 1.2	Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard
DEBT TO ASSET					
Debt to Asset Ratio	0.2	0.3	0.2	0.2	0.2
BENCHMARK and FINDING: Ratio should be equal to or less than 1.0	Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard
CASH POSITION					
Days of Cash	64.1	75.1	98.8	136.1	82.0
BENCHMARK and FINDING: Ratio should be equal to or greater than 60 days	Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard
TOTAL MARGIN					
Total Margin Ratio	0.0	(0.0)	0.1	0.1	0.0
BENCHMARK and FINDING: Ratio should be equal to or greater than 0.0	Meets Standard	Does Not Meet Standard	Meets Standard	Meets Standard	Meets Standard











New York State
EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

NYS BOARD OF REGENTS

AUTHORIZED CHARTER SCHOOLS

April 2021

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

Prepared for The New American Academy Charter School

NYS Education Department Charter School Office

Introduction

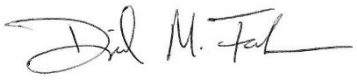
In February of 2021, the NYSED Charter School Office (CSO) published the first iteration of three new annual surveys: parents/guardians of students, teachers, and students in grades 9 through 12.

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

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

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

Sincerely,



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

New American Academy CS (The) Response n = 59 Response Rate = 21%

		All Charter Schools		New American Academy CS (The)		Difference
Q1a The charter school has high academic expectations for my child.	Strongly Agree	77%	7,064	83%	49	6
	Somewhat Agree	18%	1,633	14%	8	-4
	Neither Agree nor Disagree	4%	331	2%	1	-2
	Somewhat Disagree	1%	96	0%	0	-1
	Strongly Disagree	1%	81	2%	1	1
Q1b I am aware of the academic supports available to my child.	Strongly Agree	71%	6,563	80%	47	9
	Somewhat Agree	21%	1,916	19%	11	-2
	Neither Agree nor Disagree	4%	401	0%	0	-4
	Somewhat Disagree	2%	198	2%	1	0
	Strongly Disagree	1%	127	0%	0	-1
Q1c The teaching quality at this school is very high.	Strongly Agree	72%	6,617	78%	46	6
	Somewhat Agree	20%	1,887	10%	6	-10
	Neither Agree nor Disagree	5%	443	7%	4	2
	Somewhat Disagree	2%	154	3%	2	1
	Strongly Disagree	1%	104	2%	1	1
Q2a The school's discipline policy is clear.	Strongly Agree	72%	6,640	81%	48	9
	Somewhat Agree	17%	1,557	14%	8	-3
	Neither Agree nor Disagree	9%	792	5%	3	-4
	Somewhat Disagree	1%	122	0%	0	-1
	Strongly Disagree	1%	94	0%	0	-1

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

New American Academy CS (The) Response n = 59 Response Rate = 21%

		All Charter Schools		New American Academy CS (The)		Difference
Q2b The school's discipline policy is fair to all students.	Strongly Agree	67%	6,210	69%	41	2
	Somewhat Agree	18%	1,628	14%	8	-4
	Neither Agree nor Disagree	11%	1,058	10%	6	-1
	Somewhat Disagree	2%	159	2%	1	0
	Strongly Disagree	2%	150	5%	3	3
Q2c The school's discipline policy is enforced by all teachers and staff.	Strongly Agree	67%	6,147	76%	45	9
	Somewhat Agree	17%	1,574	12%	7	-5
	Neither Agree nor Disagree	13%	1,240	10%	6	-3
	Somewhat Disagree	1%	133	0%	0	-1
	Strongly Disagree	1%	111	2%	1	1
Q2d I am aware of how the school supports student social-emotional development.	Strongly Agree	67%	6,125	81%	48	14
	Somewhat Agree	20%	1,835	10%	6	-10
	Neither Agree nor Disagree	9%	840	5%	3	-4
	Somewhat Disagree	2%	218	2%	1	0
	Strongly Disagree	2%	187	2%	1	0
Q2e The school has social, emotional, and mental health programs and supports for all students.	Strongly Agree	61%	5,570	69%	41	8
	Somewhat Agree	20%	1,873	15%	9	-5
	Neither Agree nor Disagree	15%	1,367	12%	7	-3
	Somewhat Disagree	2%	207	2%	1	0
	Strongly Disagree	2%	188	2%	1	0

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

New American Academy CS (The) Response n = 59 Response Rate = 21%

		All Charter Schools		New American Academy CS (The)		Difference
Q3a The school provides a safe environment.	Strongly Agree	76%	7,006	90%	53	14
	Somewhat Agree	15%	1,366	7%	4	-8
	Neither Agree nor Disagree	7%	677	2%	1	-5
	Somewhat Disagree	1%	95	0%	0	-1
	Strongly Disagree	1%	61	2%	1	1
Q3b The school has systems in place to ensure that the environment is free from bullying, harassment, and discrimination.	Strongly Agree	66%	6,075	76%	45	10
	Somewhat Agree	20%	1,801	12%	7	-8
	Neither Agree nor Disagree	11%	1,018	8%	5	-3
	Somewhat Disagree	2%	193	2%	1	0
	Strongly Disagree	1%	118	2%	1	1
Q3c Classroom environments support learning and are generally free from disruption.	Strongly Agree	65%	5,997	78%	46	13
	Somewhat Agree	21%	1,916	15%	9	-6
	Neither Agree nor Disagree	11%	1,026	5%	3	-6
	Somewhat Disagree	2%	160	2%	1	0
	Strongly Disagree	1%	106	0%	0	-1
Q3d The school has high behavioral expectations for my child.	Strongly Agree	75%	6,923	81%	48	6
	Somewhat Agree	17%	1,570	14%	8	-3
	Neither Agree nor Disagree	6%	581	3%	2	-3
	Somewhat Disagree	1%	57	0%	0	-1
	Strongly Disagree	1%	74	2%	1	1

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

New American Academy CS (The) Response n = 59 Response Rate = 21%

		All Charter Schools		New American Academy CS (The)		Difference
Q4a The school provides opportunities for parent participation within the school community.	Strongly Agree	69%	6,353	69%	41	0
	Somewhat Agree	19%	1,753	17%	10	-2
	Neither Agree nor Disagree	9%	827	12%	7	3
	Somewhat Disagree	2%	152	2%	1	0
	Strongly Disagree	1%	120	0%	0	-1
Q4b I receive regular and timely information on my child's academic progress in my home language.	Strongly Agree	77%	7,104	80%	47	3
	Somewhat Agree	15%	1,398	14%	8	-1
	Neither Agree nor Disagree	4%	354	2%	1	-2
	Somewhat Disagree	2%	204	5%	3	3
	Strongly Disagree	2%	145	0%	0	-2
Q4c The school uses many methods of communication with families.	Strongly Agree	80%	7,393	92%	54	12
	Somewhat Agree	14%	1,274	8%	5	-6
	Neither Agree nor Disagree	4%	325	0%	0	-4
	Somewhat Disagree	1%	119	0%	0	-1
	Strongly Disagree	1%	94	0%	0	-1
Q4d The school seeks feedback from parents through surveys, meetings, or some other way.	Strongly Agree	76%	7,029	85%	50	9
	Somewhat Agree	16%	1,508	14%	8	-2
	Neither Agree nor Disagree	5%	418	0%	0	-5
	Somewhat Disagree	2%	159	0%	0	-2
	Strongly Disagree	1%	91	2%	1	1

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

New American Academy CS (The) Response n = 59 Response Rate = 21%

		All Charter Schools		New American Academy CS (The)		Difference
Q4e The school has a complaint policy that is easy to find.	Strongly Agree	53%	4,900	64%	38	11
	Somewhat Agree	20%	1,820	22%	13	2
	Neither Agree nor Disagree	21%	1,970	12%	7	-9
	Somewhat Disagree	3%	288	0%	0	-3
	Strongly Disagree	2%	227	2%	1	0
Q4f The school has a complaint policy that is easy to understand.	Strongly Agree	55%	5,098	68%	40	13
	Somewhat Agree	19%	1,744	17%	10	-2
	Neither Agree nor Disagree	21%	1,970	14%	8	-7
	Somewhat Disagree	2%	211	0%	0	-2
	Strongly Disagree	2%	182	2%	1	0
Q4g The school informs parents about how it performs compared to other schools in the district and New York State.	Strongly Agree	54%	4,989	69%	41	15
	Somewhat Agree	20%	1,803	8%	5	-12
	Neither Agree nor Disagree	19%	1,754	15%	9	-4
	Somewhat Disagree	4%	364	3%	2	-1
	Strongly Disagree	3%	295	3%	2	0
Q5 Thinking about this school's board meetings, which of the following statements best applies to you?	I attend almost every board meeting	15%	1,375	37%	22	22
	I occasionally attend board meetings	27%	2,477	25%	15	-2
	I know when board meetings take place, but do not attend	31%	2,808	17%	10	-14
	I do not know when board meetings take place and I do not attend	28%	2,545	20%	12	-8

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

New American Academy CS (The) Response n = 59 Response Rate = 21%

		All Charter Schools		New American Academy CS (The)		Difference
Q6 Do you feel the school is fulfilling its mission?	Yes	87%	7,969	88%	52	1
	No	4%	353	5%	3	1
	I don't know the school's mission	10%	883	7%	4	-3
Q7a The school has clear instructions on cleaning procedures and practices used in the school's buildings.	Strongly Agree	52%	4,758	53%	31	1
	Somewhat Agree	12%	1,073	8%	5	-4
	Neither Agree nor Disagree	7%	685	10%	6	3
	Somewhat Disagree	1%	57	0%	0	-1
	Strongly Disagree	0%	46	2%	1	2
	Did not experience in-person learning	28%	2,586	27%	16	-1
Q7b I am confident the school is following the proper safety standards.	Strongly Agree	58%	5,347	63%	37	5
	Somewhat Agree	10%	953	8%	5	-2
	Neither Agree nor Disagree	6%	507	5%	3	-1
	Somewhat Disagree	0%	43	2%	1	2
	Strongly Disagree	0%	39	0%	0	0
	Did not experience in-person learning	25%	2,316	22%	13	-3
Q7c My child has difficulty learning in the current school setting.	Strongly Agree	13%	1,186	20%	12	7
	Somewhat Agree	13%	1,191	7%	4	-6
	Neither Agree nor Disagree	11%	1,021	7%	4	-4
	Somewhat Disagree	7%	604	7%	4	0
	Strongly Disagree	27%	2,455	34%	20	7
	Did not experience in-person learning	30%	2,748	25%	15	-5

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

New American Academy CS (The) Response n = 59 Response Rate = 21%

		All Charter Schools		New American Academy CS (The)		Difference
Q7d I worry my child will come in contact with COVID19 while in school.	Strongly Agree	23%	2,082	25%	15	2
	Somewhat Agree	15%	1,419	22%	13	7
	Neither Agree nor Disagree	13%	1,207	2%	1	-11
	Somewhat Disagree	7%	631	10%	6	3
	Strongly Disagree	14%	1,301	10%	6	-4
	Did not experience in-person learning	28%	2,565	31%	18	3
Q8a The school has provided me with help to support my child's remote learning.	Strongly Agree	69%	6,334	80%	47	11
	Somewhat Agree	19%	1,739	15%	9	-4
	Neither Agree nor Disagree	6%	552	2%	1	-4
	Somewhat Disagree	3%	256	2%	1	-1
	Strongly Disagree	2%	202	2%	1	0
	Did not experience remote learning	1%	122	0%	0	-1
Q8b Handling remote learning platforms (Zoom, Google Meet, teacher apps, etc.) has been difficult.	Strongly Agree	28%	2,552	31%	18	3
	Somewhat Agree	21%	1,913	19%	11	-2
	Neither Agree nor Disagree	11%	1,004	8%	5	-3
	Somewhat Disagree	12%	1,094	10%	6	-2
	Strongly Disagree	27%	2,529	32%	19	5
	Did not experience remote learning	1%	113	0%	0	-1

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

New American Academy CS (The) Response n = 59 Response Rate = 21%

		All Charter Schools		New American Academy CS (The)		Difference
Q8c Managing my work along with my child's remote learning schoolwork has been a challenge.	Strongly Agree	42%	3,829	46%	27	4
	Somewhat Agree	25%	2,258	32%	19	7
	Neither Agree nor Disagree	11%	974	5%	3	-6
	Somewhat Disagree	7%	656	3%	2	-4
	Strongly Disagree	15%	1,381	14%	8	-1
	Did not experience remote learning	1%	107	0%	0	-1
Q8d The internet in my home works when my child needs to access school materials for remote learning	Strongly Agree	65%	6,023	68%	40	3
	Somewhat Agree	22%	2,003	17%	10	-5
	Neither Agree nor Disagree	5%	479	10%	6	5
	Somewhat Disagree	4%	388	3%	2	-1
	Strongly Disagree	2%	227	2%	1	0
	Did not experience remote learning	1%	85	0%	0	-1
Q8e My child has access to a tech device for school when needed for remote learning.	Strongly Agree	84%	7,747	95%	56	11
	Somewhat Agree	10%	928	3%	2	-7
	Neither Agree nor Disagree	3%	263	2%	1	-1
	Somewhat Disagree	1%	97	0%	0	-1
	Strongly Disagree	1%	88	0%	0	-1
	Did not experience remote learning	1%	82	0%	0	-1
Q9a I have a clear idea how the school is educating my child.	Strongly Agree	67%	6,173	73%	43	6
	Somewhat Agree	24%	2,170	20%	12	-4
	Neither Agree nor Disagree	6%	508	2%	1	-4
	Somewhat Disagree	3%	234	5%	3	2
	Strongly Disagree	1%	120	0%	0	-1

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

New American Academy CS (The) Response n = 59 Response Rate = 21%

		All Charter Schools		New American Academy CS (The)		Difference
Q9b I need to devote a great amount of time to support my child's school participation.	Strongly Agree	39%	3,628	58%	34	19
	Somewhat Agree	27%	2,507	22%	13	-5
	Neither Agree nor Disagree	15%	1,420	8%	5	-7
	Somewhat Disagree	9%	867	5%	3	-4
	Strongly Disagree	9%	783	7%	4	-2
Q9c I am concerned about my child's social or emotional well-being.	Strongly Agree	35%	3,258	44%	26	9
	Somewhat Agree	23%	2,123	15%	9	-8
	Neither Agree nor Disagree	14%	1,313	12%	7	-2
	Somewhat Disagree	10%	877	8%	5	-2
	Strongly Disagree	18%	1,634	20%	12	2
Q9d I am more connected with my child's day-to-day education now than ever before.	Strongly Agree	52%	4,773	61%	36	9
	Somewhat Agree	24%	2,249	22%	13	-2
	Neither Agree nor Disagree	15%	1,360	7%	4	-8
	Somewhat Disagree	5%	447	3%	2	-2
	Strongly Disagree	4%	376	7%	4	3

NYSED CSO Parent Survey 2021

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

New American Academy CS (The)

OPEN1 Why did you choose this school for your child to attend?	**Academic excellence**
	Because it is a great school for students to learn. They very care about students education.
	Because it is the best school for my child to learn.
	Because it's a great school and the people are very respectful I love the school os very clean and I think is safe also
	Because of the personality of it's staff during my first introductory meeting. Very informative, supportive and engaging.
	Before Covid this school was awesome, very supportive and structured. Now I think that only minimal time is spent teaching the students. A lot of work is posted for the kids to do online before it is explained to the kids.
	For academic excellence
	Good education
	Got great reviews from other parents.
	Great reviews about the school from other parents
	I choose this school for my child because of the high level of patience and devotion the teachers and staff have for the kids. By going into the school and observing how they interact with the students.. my daughter love going to school and she loves all of her teachers.
	I chose TNAACS for my girls after attending their parent enrollment forum. Very well organized, children and parents matter and parents are Kepler informed.
	I chose this platform for my child to attend because of the service and the education values that New American provides is been a school that has been very instrumental in my sons growth and development
	I had a child going there and I was please with the improvement of my son and the way the teachers take their time to explain and make sure it child is on the right path and understand what they are being taught
	I have always liked charter schools
	I heard great things about the school and that it would be beneficial for my child
	I know at this school she will get a good education Teachers and staff are very dedicated I am always informed about everything
	I was recommended by a outstanding kindergarten teacher.
	I was referred by a former studebts parent. It was convientient to where i live. Their curriclum was highly recommended.
	It a great school

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

New American Academy CS (The)

	It is great school and we haven't had any issues since going there.
	It was recommended as one of the better school in the area
	It was recommended by the pre k teacher
	Local school
	My child is getting the best education
	My choice to school was because of the the value there provided
	My niece attended this school.
	My older daughter graduated last year
	Schools reputation and the schools schedule.
	She wasn't getting the help she needed at her old school.
	TNAACS is a very good school. my daughter love the school and she love her teachers.
	The reason I chose this school because they have excellent support team, they listened to the parent complaints and make necessary adjustments to support our children education and their parents
	The school has excellent support team. They provide the best plan to help with my child education support. They listen to parents concerned and fixed it
	The school has excellent support teams and the teaching quality is very high. They always come up with a new plan to support the students and their families.
	The school is driven to providing for all the needs of our children. They often do it Seamlessly
	The school's vision aligned with what I need for my child. The staff is warm and welcoming and they provide my child with the tools needed to succeed.
	There are many things available that fits his learning and get her many support from his teacher
	This is a great learning environment.
	Was recommended by a parent
	We liked the structure that they mentioned.
	because i was informed that it was an excellent school
	close to home

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

New American Academy CS (The)

OPEN2 Please use the box below if you have any additional comments or concerns regarding this school or click SUBMIT to submit your survey.	**Academic excellence**
	Great school highly qualified professionals motivated staffing
	Providing parents with a copy of the syllabus/guide for the subjects would help parents to work along with child, especially during remote learning.
	School should provided a weekly progress report on my child's grades and what there weakness are.
	Thank you to all teachers and staff my child is an A student

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

New American Academy CS (The) Response n = 20

		All Charter Schools		New American Academy CS (The)		Difference
Q1a The school has a documented curriculum that is aligned to the New York State learning standards.	Strongly Agree	75%	1,804	80%	16	5
	Somewhat Agree	19%	456	15%	3	-4
	Neither Agree nor Disagree	4%	87	0%	0	-4
	Somewhat Disagree	2%	41	5%	1	3
	Strongly Disagree	1%	24	0%	0	-1
Q1b The school's curriculum is aligned horizontally across same grade level classrooms.	Strongly Agree	66%	1,602	55%	11	-11
	Somewhat Agree	22%	528	40%	8	18
	Neither Agree nor Disagree	8%	182	0%	0	-8
	Somewhat Disagree	3%	66	5%	1	2
	Strongly Disagree	1%	34	0%	0	-1
Q1c The school's curriculum is aligned vertically between grade levels.	Strongly Agree	59%	1,413	45%	9	-14
	Somewhat Agree	28%	664	40%	8	12
	Neither Agree nor Disagree	9%	219	10%	2	1
	Somewhat Disagree	3%	83	5%	1	2
	Strongly Disagree	1%	33	0%	0	-1
Q1d The curriculum and corresponding materials are differentiated to provide opportunities for all students to master grade-level skills and concepts.	Strongly Agree	60%	1,436	35%	7	-25
	Somewhat Agree	29%	692	45%	9	16
	Neither Agree nor Disagree	5%	130	10%	2	5
	Somewhat Disagree	4%	108	10%	2	6
	Strongly Disagree	2%	46	0%	0	-2

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

New American Academy CS (The) Response n = 20

		All Charter Schools		New American Academy CS (The)		Difference
Q1e The curriculum is systematically reviewed and revised.	Strongly Agree	61%	1,480	40%	8	-21
	Somewhat Agree	24%	576	30%	6	6
	Neither Agree nor Disagree	8%	196	5%	1	-3
	Somewhat Disagree	4%	101	15%	3	11
	Strongly Disagree	2%	59	10%	2	8
Q1f The school has a strong science curriculum.	Strongly Agree	42%	1,009	5%	1	-37
	Somewhat Agree	27%	660	30%	6	3
	Neither Agree nor Disagree	21%	509	30%	6	9
	Somewhat Disagree	6%	135	5%	1	-1
	Strongly Disagree	4%	99	30%	6	26
Q2a The school staff has a shared understanding of high-quality instruction that supports all learners.	Strongly Agree	65%	1,572	55%	11	-10
	Somewhat Agree	27%	650	40%	8	13
	Neither Agree nor Disagree	4%	87	0%	0	-4
	Somewhat Disagree	3%	69	5%	1	2
	Strongly Disagree	1%	34	0%	0	-1
Q2b Instructional delivery fosters engagement with all students.	Strongly Agree	61%	1,468	35%	7	-26
	Somewhat Agree	31%	751	65%	13	34
	Neither Agree nor Disagree	4%	104	0%	0	-4
	Somewhat Disagree	3%	69	0%	0	-3
	Strongly Disagree	1%	20	0%	0	-1

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		All Charter Schools		New American Academy CS (The)		Difference
Q2c The school differentiates instruction to ensure equity and access for all students.	Strongly Agree	63%	1,509	35%	7	-28
	Somewhat Agree	28%	673	50%	10	22
	Neither Agree nor Disagree	5%	110	0%	0	-5
	Somewhat Disagree	4%	90	15%	3	11
	Strongly Disagree	1%	30	0%	0	-1
Q2d The school provides staff with professional development opportunities that promote best practices and improves all students' success, including subgroups: Students with disabilities (SWDs), English language learners (ELLs), and economically disadvantaged students (EDs)	Strongly Agree	58%	1,405	30%	6	-28
	Somewhat Agree	26%	634	30%	6	4
	Neither Agree nor Disagree	6%	146	15%	3	9
	Somewhat Disagree	7%	166	25%	5	18
	Strongly Disagree	3%	61	0%	0	-3
Q2e There is a uniform expectation for teachers' implementation of academic rigor in the school.	Strongly Agree	64%	1,535	40%	8	-24
	Somewhat Agree	23%	560	30%	6	7
	Neither Agree nor Disagree	6%	154	20%	4	14
	Somewhat Disagree	5%	111	0%	0	-5
	Strongly Disagree	2%	52	10%	2	8
Q3a The school uses a system of formative, diagnostic, and summative assessments.	Strongly Agree	69%	1,676	40%	8	-29
	Somewhat Agree	25%	606	50%	10	25
	Neither Agree nor Disagree	3%	77	5%	1	2
	Somewhat Disagree	2%	37	5%	1	3
	Strongly Disagree	1%	16	0%	0	-1

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		All Charter Schools		New American Academy CS (The)		Difference
Q3b The school uses qualitative and quantitative data to inform instruction and improve student outcomes.	Strongly Agree	67%	1,623	40%	8	-27
	Somewhat Agree	26%	633	35%	7	9
	Neither Agree nor Disagree	4%	89	10%	2	6
	Somewhat Disagree	2%	41	15%	3	13
	Strongly Disagree	1%	26	0%	0	-1
Q3c The school uses qualitative and quantitative data to evaluate the quality and effectiveness of the academic program.	Strongly Agree	63%	1,508	40%	8	-23
	Somewhat Agree	26%	632	25%	5	-1
	Neither Agree nor Disagree	6%	152	20%	4	14
	Somewhat Disagree	4%	87	15%	3	11
	Strongly Disagree	1%	33	0%	0	-1
Q3d The school modifies its academic program after using data measurements.	Strongly Agree	59%	1,419	40%	8	-19
	Somewhat Agree	26%	631	25%	5	-1
	Neither Agree nor Disagree	8%	190	10%	2	2
	Somewhat Disagree	5%	124	20%	4	15
	Strongly Disagree	2%	48	5%	1	3
Q3e The school uses multiple measures to assess student progress toward State learning standards.	Strongly Agree	64%	1,555	40%	8	-24
	Somewhat Agree	25%	614	50%	10	25
	Neither Agree nor Disagree	6%	142	10%	2	4
	Somewhat Disagree	3%	76	0%	0	-3
	Strongly Disagree	1%	25	0%	0	-1

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		All Charter Schools		New American Academy CS (The)		Difference
Q4a The school follows the NYSED approved identification process for students with disabilities.	Strongly Agree	72%	1,743	55%	11	-17
	Somewhat Agree	16%	375	20%	4	4
	Neither Agree nor Disagree	10%	238	25%	5	15
	Somewhat Disagree	1%	30	0%	0	-1
	Strongly Disagree	1%	26	0%	0	-1
Q4b The school follows the NYSED approved identification process for English language learners.	Strongly Agree	68%	1,648	55%	11	-13
	Somewhat Agree	17%	404	25%	5	8
	Neither Agree nor Disagree	12%	296	20%	4	8
	Somewhat Disagree	2%	38	0%	0	-2
	Strongly Disagree	1%	26	0%	0	-1
Q4c The school provides supports to meet the academic needs for students with disabilities.	Strongly Agree	67%	1,606	50%	10	-17
	Somewhat Agree	23%	553	35%	7	12
	Neither Agree nor Disagree	5%	128	10%	2	5
	Somewhat Disagree	3%	83	5%	1	2
	Strongly Disagree	2%	42	0%	0	-2
Q4d The school provides supports to meet the academic needs for English language learners.	Strongly Agree	63%	1,520	55%	11	-8
	Somewhat Agree	23%	560	25%	5	2
	Neither Agree nor Disagree	8%	181	15%	3	7
	Somewhat Disagree	4%	102	5%	1	1
	Strongly Disagree	2%	49	0%	0	-2

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		All Charter Schools		New American Academy CS (The)		Difference
Q4e The school provides supports to meet the academic needs for economically disadvantaged students.	Strongly Agree	72%	1,725	65%	13	-7
	Somewhat Agree	19%	466	20%	4	1
	Neither Agree nor Disagree	6%	148	15%	3	9
	Somewhat Disagree	2%	49	0%	0	-2
	Strongly Disagree	1%	24	0%	0	-1
Q4f The school has systems to monitor the progress of individual students and to facilitate communication between interventionists and classroom teachers regarding the needs of individual students.	Strongly Agree	67%	1,627	45%	9	-22
	Somewhat Agree	22%	533	40%	8	18
	Neither Agree nor Disagree	7%	159	15%	3	8
	Somewhat Disagree	3%	67	0%	0	-3
	Strongly Disagree	1%	26	0%	0	-1
Q5a The school has processes and procedures in place to address chronic absenteeism for all students.	Strongly Agree	55%	1,337	30%	6	-25
	Somewhat Agree	27%	644	45%	9	18
	Neither Agree nor Disagree	8%	199	15%	3	7
	Somewhat Disagree	7%	157	10%	2	3
	Strongly Disagree	3%	75	0%	0	-3
Q5b In general, attendance is not an issue at the school.	Strongly Agree	32%	776	15%	3	-17
	Somewhat Agree	30%	719	40%	8	10
	Neither Agree nor Disagree	15%	353	25%	5	10
	Somewhat Disagree	15%	353	20%	4	5
	Strongly Disagree	9%	211	0%	0	-9

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		All Charter Schools		New American Academy CS (The)		Difference
Q5c The school has processes and procedures in place to address out of school suspension rates for all students and sub-groups such that all students are fully engaged within the school community and have access to the educational program.	Strongly Agree	50%	1,202	30%	6	-20
	Somewhat Agree	22%	541	45%	9	23
	Neither Agree nor Disagree	23%	547	25%	5	2
	Somewhat Disagree	3%	75	0%	0	-3
	Strongly Disagree	2%	47	0%	0	-2
Q5d The school has a process in place to measure and evaluate school climate culture.	Strongly Agree	51%	1,240	30%	6	-21
	Somewhat Agree	27%	642	25%	5	-2
	Neither Agree nor Disagree	12%	301	20%	4	8
	Somewhat Disagree	6%	136	25%	5	19
	Strongly Disagree	4%	93	0%	0	-4
Q6a The school's discipline policy is clear.	Strongly Agree	54%	1,306	40%	8	-14
	Somewhat Agree	29%	696	25%	5	-4
	Neither Agree nor Disagree	7%	178	15%	3	8
	Somewhat Disagree	7%	169	15%	3	8
	Strongly Disagree	3%	63	5%	1	2
Q6b The school's discipline policy is fair to all students.	Strongly Agree	57%	1,371	45%	9	-12
	Somewhat Agree	25%	601	30%	6	5
	Neither Agree nor Disagree	10%	248	5%	1	-5
	Somewhat Disagree	6%	134	15%	3	9
	Strongly Disagree	2%	58	5%	1	3

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		All Charter Schools		New American Academy CS (The)		Difference
Q6c The school's discipline policy is enforced by all teachers and staff.	Strongly Agree	44%	1,067	25%	5	-19
	Somewhat Agree	32%	766	45%	9	13
	Neither Agree nor Disagree	12%	281	10%	2	-2
	Somewhat Disagree	9%	216	15%	3	6
	Strongly Disagree	3%	82	5%	1	2
Q6d The school's discipline policy is updated as necessary with feedback from faculty.	Strongly Agree	49%	1,188	25%	5	-24
	Somewhat Agree	25%	595	35%	7	10
	Neither Agree nor Disagree	14%	337	15%	3	1
	Somewhat Disagree	7%	179	25%	5	18
	Strongly Disagree	5%	113	0%	0	-5
Q6e The school utilizes behavior intervention plans for students who require specific social and behavioral skills in an academic setting.	Strongly Agree	62%	1,484	45%	9	-17
	Somewhat Agree	25%	613	45%	9	20
	Neither Agree nor Disagree	8%	185	10%	2	2
	Somewhat Disagree	4%	89	0%	0	-4
	Strongly Disagree	2%	41	0%	0	-2
Q6f Teachers and staff interacting with students with disabilities are aware of and follow specific discipline and prevention protocols for these students.	Strongly Agree	58%	1,409	40%	8	-18
	Somewhat Agree	26%	626	45%	9	19
	Neither Agree nor Disagree	9%	229	10%	2	1
	Somewhat Disagree	5%	110	5%	1	0
	Strongly Disagree	2%	38	0%	0	-2

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		All Charter Schools		New American Academy CS (The)		Difference
Q7a The school provides a safe environment.	Strongly Agree	78%	1,879	70%	14	-8
	Somewhat Agree	17%	409	30%	6	13
	Neither Agree nor Disagree	3%	77	0%	0	-3
	Somewhat Disagree	1%	29	0%	0	-1
	Strongly Disagree	1%	18	0%	0	-1
Q7b The school has systems in place to ensure that the environment is free from bullying, harassment, and discrimination.	Strongly Agree	66%	1,596	55%	11	-11
	Somewhat Agree	24%	590	35%	7	11
	Neither Agree nor Disagree	6%	141	5%	1	-1
	Somewhat Disagree	2%	57	5%	1	3
	Strongly Disagree	1%	28	0%	0	-1
Q7c Classroom environments support learning and are generally free from disruption.	Strongly Agree	61%	1,470	50%	10	-11
	Somewhat Agree	27%	662	45%	9	18
	Neither Agree nor Disagree	5%	130	5%	1	0
	Somewhat Disagree	5%	110	0%	0	-5
	Strongly Disagree	2%	40	0%	0	-2
Q7d The school has high behavioral expectations for all students	Strongly Agree	67%	1,627	50%	10	-17
	Somewhat Agree	22%	528	30%	6	8
	Neither Agree nor Disagree	6%	134	10%	2	4
	Somewhat Disagree	3%	84	10%	2	7
	Strongly Disagree	2%	39	0%	0	-2

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		All Charter Schools		New American Academy CS (The)		Difference
Q7e Teacher-student interactions could typically be described as supportive and respectful.	Strongly Agree	76%	1,836	65%	13	-11
	Somewhat Agree	20%	480	30%	6	10
	Neither Agree nor Disagree	2%	59	5%	1	3
	Somewhat Disagree	1%	24	0%	0	-1
	Strongly Disagree	1%	13	0%	0	-1
Q7f There is a uniform expectation for all teachers' classroom management in your school.	Strongly Agree	66%	1,600	40%	8	-26
	Somewhat Agree	23%	554	40%	8	17
	Neither Agree nor Disagree	6%	138	5%	1	-1
	Somewhat Disagree	4%	85	10%	2	6
	Strongly Disagree	1%	35	5%	1	4
Q8 What is the name of your school's Dignity for All Students Act (DASA) coordinator?	Name Given	66%	1,597	30%	6	-36
	Don't Know	34%	815	70%	14	36
Q9 When is the last time you received a copy of the school's DASA policy?	This school year	61%	1,469	50%	10	-11
	The previous school year	16%	381	5%	1	-11
	Prior to the previous school year	5%	121	5%	1	0
	I'm not aware of any DASA policy	18%	441	40%	8	22
Q10 When is the last time you received DASA training?	<1 year ago	48%	1,147	35%	7	-13
	1-2 years ago	23%	549	15%	3	-8
	3-4 years ago	11%	270	25%	5	14
	>4 years ago	9%	214	20%	4	11
	I've never received DASA training	10%	232	5%	1	-5
Q11_Open What is the name of your school's McKinney-Vento Coordinator?	Name Given	49%	1,191	15%	3	-34
	Don't Know	51%	1,221	85%	17	34

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		All Charter Schools		New American Academy CS (The)		Difference
Q11a The school provides opportunities for parent participation within the school community.	Strongly Agree	66%	1,601	60%	12	-6
	Somewhat Agree	24%	579	35%	7	11
	Neither Agree nor Disagree	6%	139	0%	0	-6
	Somewhat Disagree	3%	68	5%	1	2
	Strongly Disagree	1%	25	0%	0	-1
Q11b Parents receive regular and timely information on their child's academic progress in their home language.	Strongly Agree	71%	1,721	55%	11	-16
	Somewhat Agree	22%	528	40%	8	18
	Neither Agree nor Disagree	4%	90	5%	1	1
	Somewhat Disagree	2%	54	0%	0	-2
	Strongly Disagree	1%	19	0%	0	-1
Q11c The school uses many methods of communication with families.	Strongly Agree	81%	1,960	70%	14	-11
	Somewhat Agree	15%	365	30%	6	15
	Neither Agree nor Disagree	2%	48	0%	0	-2
	Somewhat Disagree	1%	27	0%	0	-1
	Strongly Disagree	0%	12	0%	0	0
Q11d The school seeks feedback from parents through surveys, meetings, or some other way.	Strongly Agree	73%	1,772	65%	13	-8
	Somewhat Agree	18%	443	35%	7	17
	Neither Agree nor Disagree	6%	134	0%	0	-6
	Somewhat Disagree	2%	39	0%	0	-2
	Strongly Disagree	1%	24	0%	0	-1

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		All Charter Schools		New American Academy CS (The)		Difference
Q11e The school has a systematic and transparent process for responding to family or community concerns.	Strongly Agree	66%	1,599	45%	9	-21
	Somewhat Agree	22%	536	45%	9	23
	Neither Agree nor Disagree	7%	175	10%	2	3
	Somewhat Disagree	3%	65	0%	0	-3
	Strongly Disagree	2%	37	0%	0	-2
Q11f The school informs parents about how it performs compared to other schools in the district and New York State.	Strongly Agree	59%	1,425	40%	8	-19
	Somewhat Agree	18%	437	30%	6	12
	Neither Agree nor Disagree	20%	475	25%	5	5
	Somewhat Disagree	2%	43	0%	0	-2
	Strongly Disagree	1%	32	5%	1	4
Q12a The school has social, emotional, and mental health programs and supports for all students.	Strongly Agree	68%	1,632	40%	8	-28
	Somewhat Agree	23%	553	40%	8	17
	Neither Agree nor Disagree	4%	106	10%	2	6
	Somewhat Disagree	3%	84	10%	2	7
	Strongly Disagree	2%	37	0%	0	-2
Q12b School leaders collect and use data to track the social-emotional needs of all students, including students in subgroups.	Strongly Agree	54%	1,299	15%	3	-39
	Somewhat Agree	24%	578	40%	8	16
	Neither Agree nor Disagree	14%	335	15%	3	1
	Somewhat Disagree	6%	144	15%	3	9
	Strongly Disagree	2%	56	15%	3	13

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		All Charter Schools		New American Academy CS (The)		Difference
Q12c School leaders collect and use data regarding the impact of programs designed to support the social and emotional health of all students.	Strongly Agree	53%	1,276	15%	3	-38
	Somewhat Agree	23%	552	50%	10	27
	Neither Agree nor Disagree	17%	400	15%	3	-2
	Somewhat Disagree	5%	129	15%	3	10
	Strongly Disagree	2%	55	5%	1	3
Q12d The school provides staff with professional development opportunities to support the social-emotional and mental health of students in a culturally responsive manner.	Strongly Agree	58%	1,409	25%	5	-33
	Somewhat Agree	26%	624	30%	6	4
	Neither Agree nor Disagree	8%	189	30%	6	22
	Somewhat Disagree	6%	133	15%	3	9
	Strongly Disagree	2%	57	0%	0	-2
Q12e The school has processes and procedures in place to address the learning and social-emotional needs of McKinney-Vento eligible students.	Strongly Agree	46%	1,106	5%	1	-41
	Somewhat Agree	16%	393	25%	5	9
	Neither Agree nor Disagree	32%	766	55%	11	23
	Somewhat Disagree	3%	76	0%	0	-3
	Strongly Disagree	3%	71	15%	3	12
Q13 How many total years of K-12 teaching experience do you have?	Less than 1 year	6%	146	0%	0	-6
	1-3 years	21%	513	5%	1	-16
	4-6 years	29%	711	60%	12	31
	7-10 years	19%	466	15%	3	-4
	More than 10 years	24%	576	20%	4	-4

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		All Charter Schools		New American Academy CS (The)		Difference
Q14 How long have you been teaching in this school in your current grade level?	Less than 1 year	25%	602	20%	4	-5
	1-3 years	44%	1,065	30%	6	-14
	4-6 years	22%	523	40%	8	18
	7-10 years	6%	134	10%	2	4
	More than 10 years	4%	88	0%	0	-4
Q15 How long have you been teaching in this school in your current subject area/teaching assignment?	Less than 1 year	19%	470	15%	3	-4
	1-3 years	42%	1,016	50%	10	8
	4-6 years	24%	584	30%	6	6
	7-10 years	7%	180	5%	1	-2
	More than 10 years	7%	162	0%	0	-7
Q16a The school has an effective school leadership team that communicates a clearly defined mission and set of goals to staff and the school community.	Strongly Agree	60%	1,439	30%	6	-30
	Somewhat Agree	26%	625	40%	8	14
	Neither Agree nor Disagree	6%	137	10%	2	4
	Somewhat Disagree	5%	121	15%	3	10
	Strongly Disagree	4%	90	5%	1	1
Q16b The school has a clear and well-established communication systems and decision-making processes in place to ensure effective communication across the school.	Strongly Agree	53%	1,273	25%	5	-28
	Somewhat Agree	27%	658	40%	8	13
	Neither Agree nor Disagree	7%	172	10%	2	3
	Somewhat Disagree	8%	185	20%	4	12
	Strongly Disagree	5%	124	5%	1	0

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		All Charter Schools		New American Academy CS (The)		Difference
Q16c The school successfully recruits, hires, and retains key personnel that meets the needs of all students and subgroups, and makes decisions – when warranted – to remove ineffective staff members.	Strongly Agree	48%	1,154	15%	3	-33
	Somewhat Agree	26%	639	40%	8	14
	Neither Agree nor Disagree	12%	294	10%	2	-2
	Somewhat Disagree	8%	201	35%	7	27
	Strongly Disagree	5%	124	0%	0	-5
Q16d The school's leadership demonstrates a high level of accountability such that leadership takes responsibility for outcomes.	Strongly Agree	56%	1,353	30%	6	-26
	Somewhat Agree	24%	578	25%	5	1
	Neither Agree nor Disagree	8%	189	10%	2	2
	Somewhat Disagree	7%	166	30%	6	23
	Strongly Disagree	5%	126	5%	1	0
Q17a Roles and responsibilities for leaders, staff, management, and the board of trustees are clearly defined and adhered to.	Strongly Agree	54%	1,304	15%	3	-39
	Somewhat Agree	26%	635	55%	11	29
	Neither Agree nor Disagree	10%	251	10%	2	0
	Somewhat Disagree	6%	141	20%	4	14
	Strongly Disagree	3%	81	0%	0	-3
Q17b The school ensures that staff has the requisite skills, expertise, and professional development necessary to meet all students' needs, including students in subgroups.	Strongly Agree	57%	1,370	30%	6	-27
	Somewhat Agree	27%	657	45%	9	18
	Neither Agree nor Disagree	8%	194	10%	2	2
	Somewhat Disagree	5%	129	15%	3	10
	Strongly Disagree	3%	62	0%	0	-3

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		All Charter Schools		New American Academy CS (The)		Difference
Q17c The school is fully staffed with personnel who are able to meet all operational needs, including finance, human resources, and communications.	Strongly Agree	60%	1,446	30%	6	-30
	Somewhat Agree	24%	575	40%	8	16
	Neither Agree nor Disagree	8%	199	15%	3	7
	Somewhat Disagree	5%	121	10%	2	5
	Strongly Disagree	3%	71	5%	1	2
Q18a The school has established procedures for effective collaboration among teachers.	Strongly Agree	62%	1,501	65%	13	3
	Somewhat Agree	27%	645	30%	6	3
	Neither Agree nor Disagree	5%	125	5%	1	0
	Somewhat Disagree	4%	92	0%	0	-4
	Strongly Disagree	2%	49	0%	0	-2
Q18b The school has systems to monitor and maintain organizational and instructional quality through a formal evaluation process for teacher and other staff.	Strongly Agree	65%	1,567	35%	7	-30
	Somewhat Agree	26%	621	55%	11	29
	Neither Agree nor Disagree	5%	129	5%	1	0
	Somewhat Disagree	2%	57	5%	1	3
	Strongly Disagree	2%	38	0%	0	-2
Q18c The school has mechanisms to solicit teacher and staff feedback and to gauge their satisfaction.	Strongly Agree	58%	1,391	35%	7	-23
	Somewhat Agree	25%	607	50%	10	25
	Neither Agree nor Disagree	7%	171	0%	0	-7
	Somewhat Disagree	6%	136	10%	2	4
	Strongly Disagree	4%	107	5%	1	1

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All Charter Schools Response n = 2,412

New American Academy CS (The) Response n = 20

		All Charter Schools		New American Academy CS (The)		Difference
Q18d The school provides you with the resources and support to do your job well when teaching remotely.	Strongly Agree	63%	1,514	45%	9	-18
	Somewhat Agree	24%	573	40%	8	16
	Neither Agree nor Disagree	6%	145	15%	3	9
	Somewhat Disagree	5%	123	0%	0	-5
	Strongly Disagree	2%	57	0%	0	-2
Q18e The school provides you with the resources and support to do your job well when teaching in-person.	Strongly Agree	64%	1,554	50%	10	-14
	Somewhat Agree	22%	537	30%	6	8
	Neither Agree nor Disagree	9%	219	20%	4	11
	Somewhat Disagree	3%	65	0%	0	-3
	Strongly Disagree	2%	37	0%	0	-2
Q18f The school provides you with the resources and support to do your job well when teaching concurrently.	Strongly Agree	57%	1,365	40%	8	-17
	Somewhat Agree	22%	529	45%	9	23
	Neither Agree nor Disagree	16%	390	15%	3	-1
	Somewhat Disagree	3%	71	0%	0	-3
	Strongly Disagree	2%	57	0%	0	-2
Q19 How strongly do you agree or disagree that there is a long-term career pathway and opportunities for professional growth for you at this school?	Strongly Agree	45%	1,077	25%	5	-20
	Somewhat Agree	33%	804	30%	6	-3
	Neither Agree nor Disagree	10%	244	15%	3	5
	Somewhat Disagree	7%	180	20%	4	13
	Strongly Disagree	4%	107	10%	2	6

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All Charter Schools Response n = 2,412

New American Academy CS (The) Response n = 20

		All Charter Schools		New American Academy CS (The)		Difference
Q20 Meetings, such as faculty, staff, grade-level, curricular, child study, and the like are:	Well organized	78%	1,878	75%	15	-3
	Well attended	83%	2,012	90%	18	7
	Focused on relevant content	70%	1,696	60%	12	-10
	Recognized by all faculty as valuable	45%	1,092	25%	5	-20
	None of the above	2%	60	0%	0	-2
Q21 Please select all types of meetings where faculty members collaborate with one another.	Team meetings	94%	2,271	95%	19	1
	Department meetings	76%	1,834	75%	15	-1
	Staff meetings	86%	2,081	80%	16	-6
	Informal planning time	78%	1,892	70%	14	-8
	Teacher/professional leadership meetings	73%	1,764	70%	14	-3
	Other	9%	226	0%	0	-9

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Open End Responses

New American Academy CS (The)

Q2_Open1 Explain what an academically rigorous lesson looks like in your classroom:	**A lesson that is differentiated to meet the lower students, as well as the higher students. A lesson that involves a deeper level of thinking and fosters critical thinking.**
	A lesson that challenges students retention of knowledge while placing greater emphasis on critical thinking and application of knowledge.
	A lesson that has accommodations and extensions for students who finish the work early.
	Academically rigorous lesson challenges all students on their level. In the rigorous lesson it prompts students to use academic and content vocabulary in discussions and explaining their thoughts. A teacher should facilitate student discussion. A rigorous should be student led not teacher led
	Academically rigorous lessons look like challenges for some students but that do not cross the threshold into frustration. Students are also aided by scaffolds when necessary and the teacher is pushing creative thinking during problem solving activities or critical thinking activities.
	All lessons in my class room are student lead. Students are always giving opportunities to push their thinking once their work is completed.
	All students are engaged and challenged with the learning material at hand. Students use critical thinking to deepen their understanding and peer to peer learning is present.
	An academically rigorous classroom is one that offers instruction that challenges students to struggle to grapple with concepts presented in the classroom. The more challenging instruction is, students are able to think critically and work to better understand and be in charge of their own learning.
	An academically rigorous lesson in my classroom would include ongoing assessment, differentiation, and engaged students asking questions.

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Open End Responses

New American Academy CS (The)

	An academically rigorous lesson includes higher level questioning and students drawing their own conclusion about the content.
	An academically rigorous lessons is a lesson where students are excited to learn while they are being challenged
	High level of engagement from all students with small group instruction to support students that are struggling with the skill being taught.
	High level of student engagement, differentiation in instruction, students working independently, students inquiring.
	I teach reading groups where instruction is given, materials are handed to each student and we read together and separate and answer questions and if they don't understand something they have read we go over it as a group or sometimes one on one.
	It looks like the students being engage in the lesson, student centered with a little bit of teacher's help. hands-on activities
	N/A - I am not a classroom teacher
	Student engagements and hands on activities.
	Students have opportunities to meet or exceed the standards. They not only complete standards based task but they also have opportunities to explain their thinking and reasoning.
	The use of numeric understanding. Using different strategies to solve and check work.
	aligned to standards, engaging, opportunities for problem solving, interactive & differentiated

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Open End Responses

New American Academy CS (The)

Q2_Open2 Explain how you differentiate instruction for students in your classes:	**Be gathering enough data to help close students' learning gaps. This looks different for each child.**
	Depending upon the lesson, but the work may be scaffolded to support lower students, and partners can be facilitated in order that children can help their partners. For the higher students, posing critical thinking questions could garner additional observations.
	Differentiated lessons are lessons where students are included in the lesson and content is being taught to all learners
	Giving visuals and providing manipulatives.
	I am mindful of what is needed to meet the objective. I make modifications to allow for different entry points. For example if the objective is to count on from any number, their are opportunities for students who are still in the single digits as the work to become more familiar while allowing students who are ready to count on from 3-digit numbers. We work to get to know the students to meet them where they are at.
	I cater to various modes of intelligence and learning styles (auditory, visual, sensory). I grade students based on their ability to demonstrate mastery, whether by written word, spoken word, action or a combination thereof.
	I differentiate instruction by creating small group work that assist students as well as creating visuals, modified worksheets and more.
	I differentiate instruction for my students by grouping them heterogeneously categorized as below, at or above. I would also keep in mind their native language. I provide students with scaffolds such as pictures, sentence frames, etc.
	I go by what they're struggles are for example if the problem is comprehension I work one on one but if there is more than one I work in a group and go over different strategies that may work for them. I also get teacher feedback in which they feel will help for the students.

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New American Academy CS (The)

	I make sure to have online manipulatives for students who need and have reteaches for students who are still struggling after the mini lesson.
	Identifying the different levels of learning and adjusting the lesson according to it. Providing more support to low level students and material that will push the thinking of high flyers.
	In my classroom, instruction is differentiated based on students need. For example, English Language Learners, instruction is repeated and clarified using simpler language or using sentence stems.
	In reading, students read books at different levels and are put into differentiated reading groups. In math, students are given scaffolds or manipulatives as needed. Multi-step word problems may be broken down. In writing, students may be given additional graphic organizers.
	Instruction in my classroom are color coded. Graphic organizers are created for all students to help keep their work organized.
	N/A - I am not a classroom teacher
	Some students need visual aids, some students need organizational aids. Some students need repetition or oral repetition of directions. there are many different ways that I differentiate in the classroom. There may be posters and charts available to them, it may be a shortened version of the general assignment. Whatever it may be, I get to know my students before deciding what kinds of supports they may need.
	Use of visuals, labels, directions, sentence stems, challenge questions
	Using formative data I create small groups. A also use a variety of leveled texts

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New American Academy CS (The)

	Ways I differentiate instruction in my current class setting is by students reading books on their during independent reading time, providing paper choice for writing. In pass classes I have used on demand assessments to separate students into three different level groups and provided activities that were challenging and engaging and one group would be a reteach group where we would go over the lesson using a different tool.
	We utilize data collected from an array of sources/ assessments to differentiate instruction and inform our small group work, as well as to make adaptations to whole class lessons as well.

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Open End Responses

New American Academy CS (The)

Q3_Open How do you use data in your classroom to guide instruction?	**Data is collected and then students are grouped together into different small groups based on their academic abilities. These groups meet weekly to go over key topics with students at similar levels.**
	Data is used to drive instruction, to identify students' needs, and for differentiation.
	Data is utilized to identify trends or hotspots that indicate competencies & deficiencies. From this data, I am able to modify my lens and focus on specific areas of development based on trends observed from data. I am also able to address individual deficiencies as well.
	Groups of students with are formed based on pre-assessments for targeted instruction for each subject.
	I monitor assessments to tailor my instruction. For example, I want to make sure I am teaching students at their instructional level along with paying attention to what they need to (fluency, accuracy, comprehension) to master that level. I also monitor my assessments to formulate groups. If the majority of my student have master counting to 30 but that math unit has them counting from 11-2 then I look for opportunities to differentiate that unit to meet all student. needs.
	I use conference notes and data from assessments to plan my lessons so that students are receiving instruction that is differentiated.
	I use data in my classroom to develop small group instruction.
	I use data in my classroom to group students that might have similar needs. In these groups I provided instructed based on those needs.
	I use data to adapt my lessons to meet student needs and to inform my small group instruction.
	I use data to guide reading groups, intervention groups, and extra help services. Know the data and having it come from different places such as F&Ps, iREady, anecdotal, or observational, helps me formulate a much more specific picture of my students.

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New American Academy CS (The)

	I use data to guide what to work with students, their strengths and weaknesses.
	I use data to inform instruction and to see where I should target student needs
	I use iReady data to assign targeted lessons, I use data to create small groups
	I use it to determine academic level and groupings
	I use it to determine what skills need to be retaught.
	I use observational data acquired through class discussions, read alouds, and small groups. In math, students are regularly give short check for understanding to see if they mastered the content. Writing notebooks are reviewed to see areas of improvement.
	Identifying the trends between the class, and reflecting on how I can bridge the gap and differentiate my instruction.
	Lessons; reteach vs moving ahead
	N/A - I am not a classroom teacher
	Structure small group instruction.

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New American Academy CS (The)

Q6_Open Describe the methods available for teachers to raise student discipline concerns. If no such methods exist, write "none" in the space below.	**Dean of students(which we no longer have) and writing anecdotal on skedula.**
	Dean referrals and anecdotals.
	Discipline concerns are referred to the Dean who carries out an investigation and steps are taken to address these concerns.
	Don't know
	I will communicate with parents when behavior issues arise. In more frequent cases where the behavior persists, I will involve our student support team for extra support in the matter. We often develop plans that best support the child and family in order to remedy the behaviors and encourage behaviors we want to see in the classroom.
	None
	Our school uses an RTI framework. If I have suspicions that a child may have outlining issues that are causing disciplinary concerns then I would start to collect data to build a case for the student in need of services.
	Skedula
	Students behaviors are discussed with the grade level team. If there is an issue, the students behavior is brought to the attention of our director. It is possible the student might be referred to our dean of culture for support.
	Teachers can bring discipline concerns to their Directors of Teaching and Learning and we also have utilized a Dean of Discipline to help support teachers.
	Teachers can discuss their concerns and bring their data to the student support team.
	Teachers can fill out a disciplinary contact form or text/email the Dean for assistance if needed.

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New American Academy CS (The)

	Teachers have their own expectations and team expectations but if necessary they can move to getting support from the dean of culture and they student support team. Parent communication is strong so teachers feel comfortable communicating with parents to resolve issues. The Principal is involved when necessary.
	Teachers use Skedula to track student updates behaviorally and medically.
	The school has a school counselor who helps with students behavior and a Dean of Culture staff member who is very in tuned with students and staff. He speaks with students and parents to help with students struggles and helps to create a better outcome for the student and teachers.
	There are different levels of discipline at the school . We have tiers that require students to go to different individuals
	They are able to bring concerns to the Student support team or their Director of Teaching and Learning.
	We have a Pupil Personal Committee. We have a Dean of culture. Teachers discuss students regularly during morning meetings. Teachers share concerns with their Directors. Teachers share concerns with our Student Support Team
	We use a website were behavior is tracked by the teacher inputting incidents which are sent to Principal and other memories of ELT.
	we have pink slips we send to the dean as well as skedula

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Open End Responses

New American Academy CS (The)

Q7_Open Describe how the school addresses issues of bullying, discrimination, and harassment. If you don't know, write "don't know."
All issues of bullying, discrimination and harassment are treated very delicately with attention, seriousness and care. These issues are normally used as opportunities for growth, while addressing the very serious nature of each negative action. Referrals are made to the Dean and the Dean conducts an investigation then speaks with students and families to address negative actions. The Dean, based on school protocol, then issues an appropriate restorative consequence based on severity of offense.
Don't Know
Don't know
Leadership Lessons, Counseling
Our school takes these matters seriously. There is a dean of discipline as well as a dean of culture to help assist students who need additional support. If bullying persists then parental involement would be neccesary.
Staff discussions during staff meetings, professional developments and awareness.
The school Counselor and the Dean of Culture hosts weekly programs to address these areas with students.
The school has a no bully policy
The school has preventative measures in place (assemblies, constant talk of our values, school wide kindness weeks/challenges, and monthly recognition of students who are being kind/showing schools values).
The school has regular assemblies and incentives. We also use the ruler program to support positive behavior.
The school promotes HEARTS values - humility, empowerment, aspiration, responsibility, teamwork, and scholarship. They holds assemblies and organize kindness challenges. Specific instances of bullying, discrimination, and harassment are handled by the deans.

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Open End Responses

New American Academy CS (The)

	There are assemblies on bullying and what to do if you are bing bullied. Students are informed that they can come to staff if they are being bullied.
	There are many assemblies from the student support team that address bullying and how to stop it. We have a specials class called Leadership Academy that addresses how to be a leader, particularly when issues arise between students. I also create a safe space for students to discuss their feelings and hold open discussions about these concepts. I also have expectations that everyone adheres to.
	There is a ladder of infractions that teachers and supporting faculty use to determine the nature and severity of the incidents.
	We have school wide assemblies monthly for students to talk about noticing and address them. The dean of culture also supports.
	We have town halls and our Dean of Culture often meets with students to discuss such topics. We also had a Dean of Discipline who helped with such issues. However, such topics are are also taught to the whole class to help be preventative.
	don't know
	don/'t know
	issues of bullying are reported to the student support team who investigates. Parents are usually notified and a meeting takes place

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New American Academy CS (The)

Q12_Open Provide examples of how the school supports students' social-emotional and mental health needs:	**Counseling for at risk students is provided.There are group weekly check ins that provide students a safe space to share how they are feeling and also interact with peers. There are video sessions that are shown to the students created by school counselor and dean of culture that are based on SEL. If school support is not enough for a student, the school provides families with resources outside of school.**
	Dean of Culture and Social worker
	Mood-Meter
	Morning meeting, one on one check-ins
	Not sure since I just started.
	Offering counseling check ins weekly, mood meter daily
	Our HEARTS Values
	Our school uses morning meetings as a means to do emotional check-ins. Daily the students chart how they are feeling on a mood meter and are encouraged to use vocabulary to describe why they are feeling.
	Students receive support from the Guidance Counselor and the Dean of Culture. The Director of Student Services also supports students and works with families to provide resources for external support if needed or requested.
	Teachers are encouraged to implement morning meeting time and use the mood meter which allows students to reflect on their feelings.
	The guidance counselor holds groups for students to have positive interactions while express their feelings 1:1 or in a small group.
	The school has a dean of culture and social worker who address social- emotional and mental needs of some students.
	The school has a team that handles social emotional and mental health needs
	The school provides group counseling for students with social-emotional needs.

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New American Academy CS (The)

	The school uses a curriculum called RULER which stands for Recognizing, Understanding, Labeling, Expressing, and Regulating emotions. There are workshops for the entire community which includes, students, teachers, and parents. Teachers use tools such as a Mood Meter, to gather data and gain a deeper understanding of where students are at emotionally.
	We have a guidance counselor and school support team that reaches out to each grade to find out how they can best support students who are in need of additional social-emotional and mental health needs. We also utilize Responsive Classroom's Morning Meeting to develop students' social-emotional learning.
	We use RULER curriculum, mood meters, and build charters as a school with our class.
	We use RULER which is a tool to help staff and students manage their social and emotional well-being.
	With have a student support team in which students are referred to and monitored. We also use ruler and the mood meter daily to gauge how students are doing and intervene when necessary.
	i don't know

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Open End Responses

New American Academy CS (The)

Q18_Open1 Please describe the teacher evaluation process. If none exists, write "none" in the space below.	**Danielson.**
	Evaluation and observations
	Just started working here.
	N/A - I am not a classroom teacher
	Not Sure
	Our supervisors come into our classrooms/zoom lessons in order to help facilitate our lessons or give feedback. We are currently not doing the same evaluation process for our supervisors.
	Teacher evaluates him/herself. Then it is compared to the area of growth that was noticed during the observation. Next steps are how to make content better.
	Teachers are evaluated using the Danielson rubric, as well as random observations conducted by the administration. These are followed by and one meeting to discuss growth and areas of concern.
	Teachers are observed by their directors. The assistant principal and principal come through for unscheduled observations.
	Teachers are quarterly observed and given feedback based on observations.
	Teachers can be nominated to be promoted at the end of each year.
	The Leadership come in the classroom 2- 3 times and year and provide feedback on teaching practices.
	The process includes feedback and training based on your needs as a teacher
	We use a version of danielson. Four times a year observation as well as team observation for feedback.
	We use the Danielson Framework as a lens for both formal and informal observations. Teachers also rate themselves and then meet with the leadership to discuss their ratings and receive feedback

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New American Academy CS (The)

	We utilize Danielson as our evaluation tool.
	danielson, check-in meetings, observations, peer observations, informals, formals
	formal and in formal observations
	pre covid, we would regularly be observed by principal and vice principal
	teachers are evaluated formally and informally. An informal assessment would be the Directors of Teaching and Learning may come to one of your lessons and observe you as you work. They may join in the lesson and give immediate feedback. A formal assessment the principal or assistant principal comes in an asses you while teaching. They give feedback and support and a rating.

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New American Academy CS (The)

Q18_Open2 Provide examples of how school leadership solicits feedback from staff. If none exists, write "none" in the space below.	**Directors of Teaching and Learning solicit feedback from their grade teams continuously and teachers have filled in several surveys this year to provide feedback.**
	Feedback is given and teachers are given tone to reflect on their teaching
	Gather data to create a general theme, and discuss with staff action steps.
	Monday meetings, Tuesday check ins, Emails
	Staff feedback is important at this school. Teachers are engaged in the hiring process and select the best canditates. Their ideas are sought in all important decision making.
	Survey
	Surveys and ZOOM Polls
	Surveys and weekly check-ins.
	The school is constantly requesting feedback from staff and provide opportunities for feedback. This is an area they certainly excel at.
	The school will have a weekly check-in, send our anonymous surveys, and asks for areas of improvement.
	They ask teachers to complete surveys to collect feedback from staff.
	They do surveys
	Through surveys and meetings.
	We often have staff meetings and there is a lot of information relayed to teachers. We are able to give our feedback to our supervisors and the supervisors bring it to and educational leadership meeting. teacher are not involved in this meeting.
	surveys
	surveys and direct feedback in meetings
	surveys, Directors of Teaching and Learning are a liaison between teachers and ELT, bringing concerns of the teachers to meetings.

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New American Academy CS (The)

	surveys, check ins
	through online surveys.

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New American Academy CS (The)

Q22_Open Describe your understanding of the mission and key design elements of the school:	**All students deserve quality education**
	Equity --> Make sure students are successful by creating scaffolds needed for individual students
	My understanding is to educate students as future citizens that will make this World better.
	NA
	Our mission is to build relationships and to build an engaging community of lifetime learners! Other design elements of the school that make it special is that we utilize looping with K-2 and 3-5 grade bands and we utilize our HEARTS program to supplement social-emotional learning.
	Relationships are very important. Teachers loop for 3 years with their students. There is a career ladder for teachers.Teachers work in teams
	Relationships matter at the school and we are building relationships with students and their families. This is the foundation upon which we build everything else we do there.
	Students loop and our school's mission is to support our students holistically.
	TNAAC does a good job creating and building relationships with students, that transcend into their learning. As much as rigorous instruction is important, TNAAC believes in helping develop a great human too.
	TNAACS builds strong relationships and creates an engaging community of lifelong learners.
	TNAACS strives to create life long learners and create lasting relationships with our students and families.
	The key element is to educate students and help parents any way they can. To be supportive of all students needs.
	The key mission of our school is to support lower Brooklyn by providing an alternative to their local public school
	The mission is clear and practiced

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New American Academy CS (The)

	The mission is clear. Relationships are important with families of the students that we teach.
	The mission is to provide a safe environment where students can learn. We provide a family style learning environment where all students are treated with respect and given the opportunity to grow.
	The mission of the school is empower its students and staff to be successful and be impactful in the world.
	They want to build relationships and develop a community of life long learners.
	n/a
	to develop relationships that support high engagement and growth for all community members

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New American Academy CS (The)

Q23_Open Please use this space to provide any additional information you feel is relevant to better inform the NYSED Charter School Office about this school and/or to make suggestions for areas the school can improve upon.	**Listen to all staff members more not just the higher up staff but to teachers and school aides. Make the school feel less divided, bring all staff members together so it doesn't feel like there are people who only associate with their own circle.**
	NA
	None
	Our school has a lot of potential. I've been at other DOE and charter schools. Our staff truly care about our students and work very hard to make sure our students receive a quality education.
	This school has the ability to be a great school because of the great teachers they have. What hinders this school is that they do not trust their teachers in making decisions on their own. They have a lot of supervisor positions like Principal, Assistant Principal, Directors of Teacher Learning or DTLs (2 pair loop). The DTL's are often advertise as coaches for teachers which are great but act more like an Assistant Principals. The often want to do everything for the teachers and tell them how to think or how to teach and not taking in consideration a teachers own experiences. These same supervisors will ask staff or teachers their ideas on how they can address problems and if it is not the answer they had in their mind they will say ok, but I was thinking more of this. They do not encourage teachers to be individuals or take risk, instead they encourage teachers to be by the book of the curriculum. They will ask to address problems like lack of vocabulary instruction but won't take any suggestions to address the issues. Overall the treat the teachers as novice and will only promote teachers who act and do exactly what their DTLs tell them to do, no freedom to think or explore.
	This school provides some of the highest quality instruction a family could ask for.
	n/a
	the global pandemic has made teaching and this year very hard

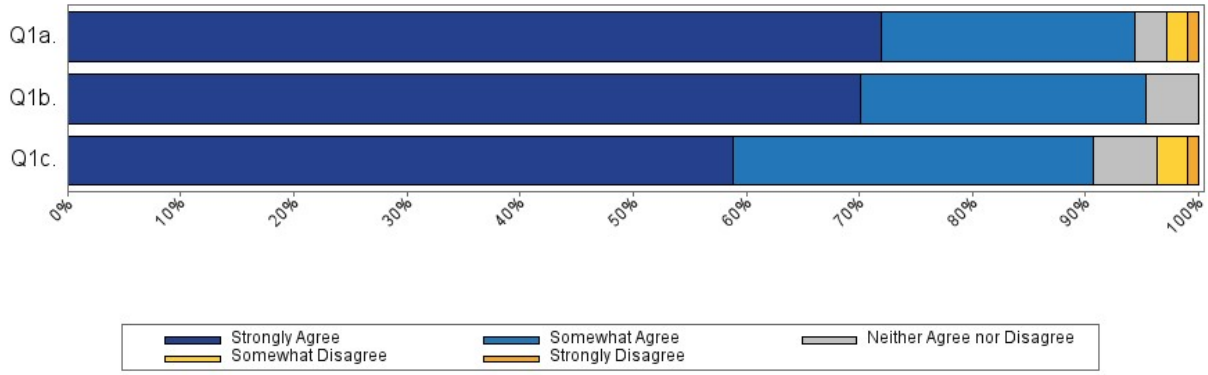
NYSED CSO Parent Survey 2022

NEW AMERICAN ACADEMY CHARTER SCHOOL (THE)

107 RESPONSES

46% 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	72%	77	74%	4,204
	Somewhat Agree	22%	24	19%	1,080
	Neither Agree nor Disagree	3%	3	4%	225
	Somewhat Disagree	2%	2	2%	97
	Strongly Disagree	1%	1	2%	89
Q1b. I am aware of the academic supports available to my child.	Strongly Agree	70%	75	70%	3,988
	Somewhat Agree	25%	27	20%	1,166
	Neither Agree nor Disagree	5%	5	4%	254
	Somewhat Disagree	0%	0	3%	143
	Strongly Disagree	0%	0	3%	144

Academics		% by School	Total by School	% All Schools	Total All Schools
Q1c. The teaching quality at this school is very high.	Strongly Agree	59%	63	67%	3,790
	Somewhat Agree	32%	34	23%	1,335
	Neither Agree nor Disagree	6%	6	5%	309
	Somewhat Disagree	3%	3	3%	148
	Strongly Disagree	1%	1	2%	113

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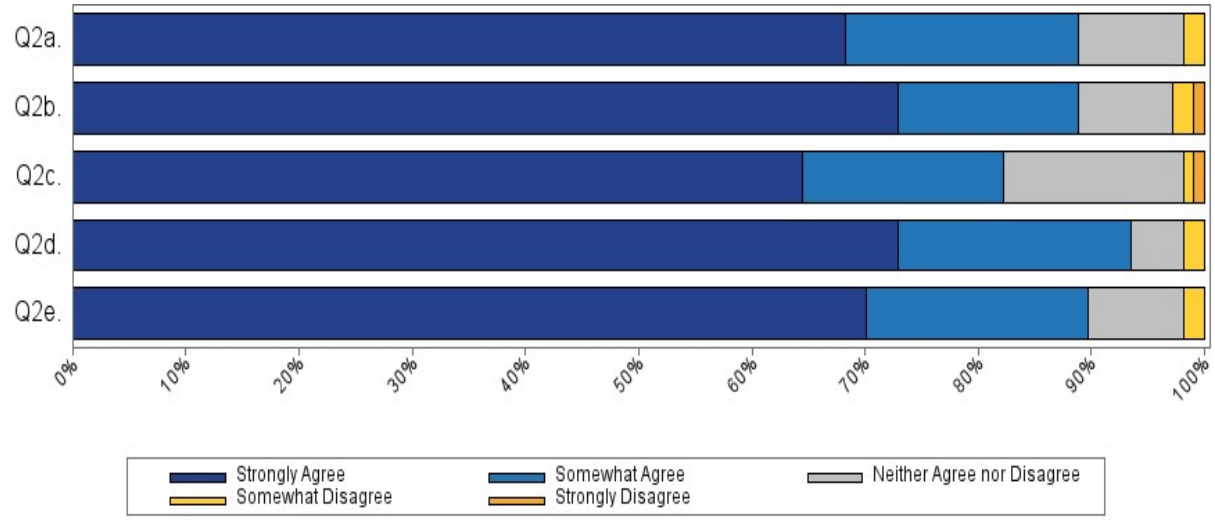
NEW AMERICAN ACADEMY CHARTER SCHOOL (THE)

107 RESPONSES

46% RESPONSE RATE

Behavior Managment and Safety



Behavior Management and Safety		% by School	Total by School	% All Schools	Total All Schools
Q2a. The school's discipline policy is clear.	Strongly Agree	68%	73	68%	3,849
	Somewhat Agree	21%	22	18%	1,051
	Neither Agree nor Disagree	9%	10	8%	456
	Somewhat Disagree	2%	2	3%	173
	Strongly Disagree	0%	0	3%	166
Q2b. The school's discipline policy is fair to all students.	Strongly Agree	73%	78	63%	3,610
	Somewhat Agree	16%	17	19%	1,068
	Neither Agree nor Disagree	8%	9	10%	593
	Somewhat Disagree	2%	2	4%	205
	Strongly Disagree	1%	1	4%	219

Behavior Management and Safety		% by School	Total by School	% All Schools	Total All Schools
Q2c. The school's discipline policy is enforced by all teachers and staff.	Strongly Agree	64%	69	61%	3,481
	Somewhat Agree	18%	19	20%	1,132
	Neither Agree nor Disagree	16%	17	12%	703
	Somewhat Disagree	1%	1	3%	189
	Strongly Disagree	1%	1	3%	190
Q2d. I am aware of how the school supports student social-emotional development.	Strongly Agree	73%	78	63%	3,610
	Somewhat Agree	21%	22	22%	1,233
	Neither Agree nor Disagree	5%	5	9%	498
	Somewhat Disagree	2%	2	3%	172
	Strongly Disagree	0%	0	3%	182
Q2e. The school has social, emotional, and mental health programs and supports for all students.	Strongly Agree	70%	75	59%	3,372
	Somewhat Agree	20%	21	21%	1,183
	Neither Agree nor Disagree	8%	9	14%	809
	Somewhat Disagree	2%	2	3%	159
	Strongly Disagree	0%	0	3%	172

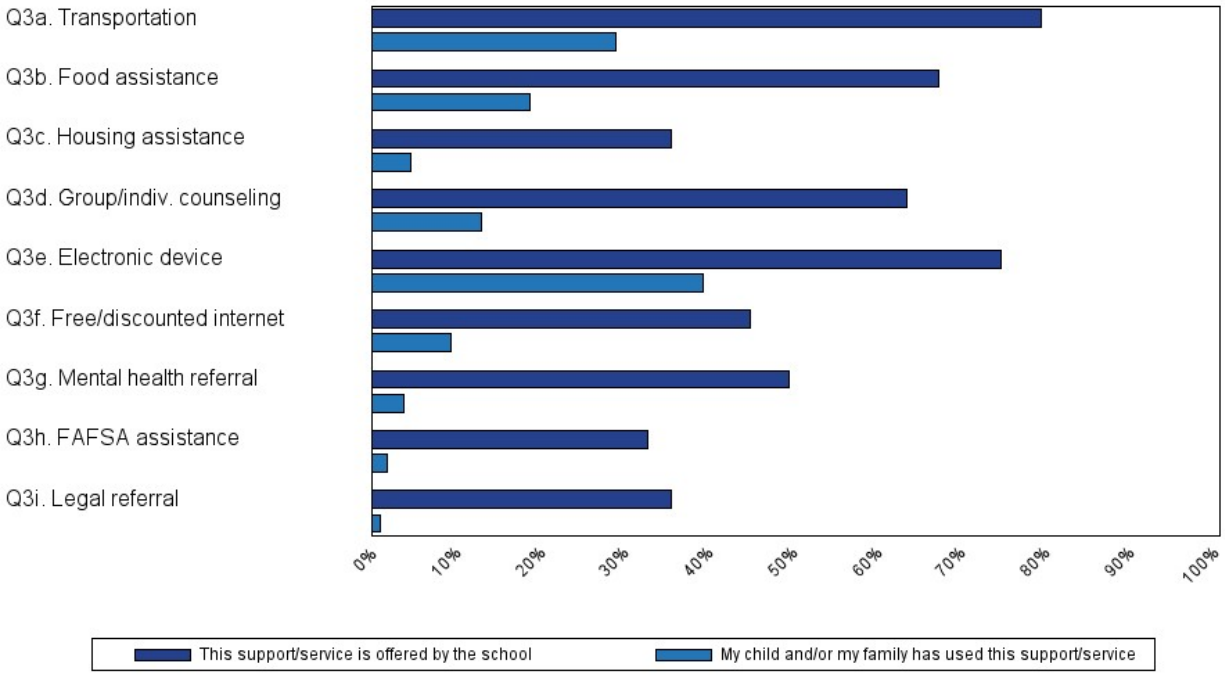
NYSED CSO Parent Survey 2022

NEW AMERICAN ACADEMY CHARTER SCHOOL (THE)

107 RESPONSES

46% 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	79%	85	68%	3,897
	My child and/or my family has used this support/service	29%	31	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%	72	63%	3,572
	My child and/or my family has used this support/service	19%	20	25%	1,442
Q3c. Housing assistance	This support/service is offered by the school	36%	38	26%	1,475
	My child and/or my family has used this support/service	5%	5	8%	449
Q3d. Group/indiv. counseling	This support/service is offered by the school	64%	68	56%	3,182
	My child and/or my family has used this support/service	13%	14	16%	905
Q3e. Electronic device	This support/service is offered by the school	75%	80	70%	3,986
	My child and/or my family has used this support/service	39%	42	46%	2,624
Q3f. Free/discounted internet	This support/service is offered by the school	45%	48	43%	2,429
	My child and/or my family has used this support/service	9%	10	14%	799
Q3g. Mental health referral	This support/service is offered by the school	50%	53	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	4%	4	8%	437
Q3h. FAFSA assistance	This support/service is offered by the school	33%	35	34%	1,957
	My child and/or my family has used this support/service	2%	2	8%	470
Q3i. Legal referral	This support/service is offered by the school	36%	38	27%	1,523
	My child and/or my family has used this support/service	1%	1	5%	281

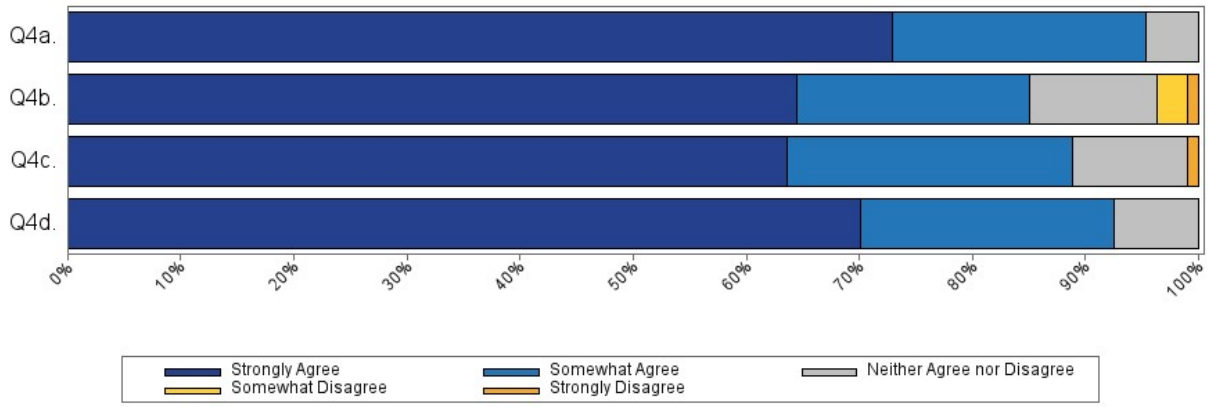
NYSED CSO Parent Survey 2022

NEW AMERICAN ACADEMY CHARTER SCHOOL (THE)

107 RESPONSES

46% RESPONSE RATE

Behavior Management



Behavior Management		% by School	Total by School	% All Schools	Total All Schools
Q4a. The school provides a safe environment.	Strongly Agree	73%	78	70%	3,988
	Somewhat Agree	22%	24	20%	1,160
	Neither Agree nor Disagree	5%	5	5%	296
	Somewhat Disagree	0%	0	3%	143
	Strongly Disagree	0%	0	2%	108
Q4b. The school has systems in place to ensure that the environment is free from bullying, harassment, and discrimination.	Strongly Agree	64%	69	60%	3,406
	Somewhat Agree	21%	22	23%	1,293
	Neither Agree nor Disagree	11%	12	10%	546
	Somewhat Disagree	3%	3	4%	255
	Strongly Disagree	1%	1	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	64%	68	59%	3,369
	Somewhat Agree	25%	27	24%	1,383
	Neither Agree nor Disagree	10%	11	10%	568
	Somewhat Disagree	0%	0	4%	221
	Strongly Disagree	1%	1	3%	154
Q4d. The school has high behavioral expectations for my child.	Strongly Agree	70%	75	71%	4,023
	Somewhat Agree	22%	24	20%	1,129
	Neither Agree nor Disagree	7%	8	7%	379
	Somewhat Disagree	0%	0	1%	84
	Strongly Disagree	0%	0	1%	80

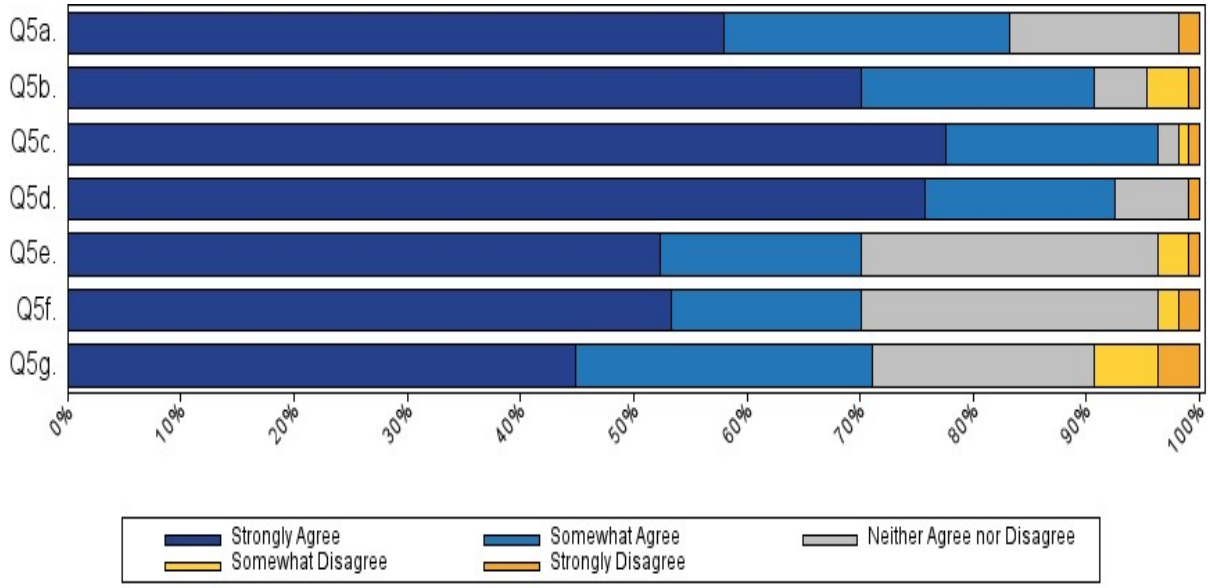
NYSED CSO Parent Survey 2022

NEW AMERICAN ACADEMY CHARTER SCHOOL (THE)

107 RESPONSES

46% RESPONSE RATE

Family Engagement and Communication



Family Engagement and Communication		% by School	Total by School	% All Schools	Total All Schools
Q5a. The school provides opportunities for parent participation within the school community.	Strongly Agree	58%	62	63%	3,613
	Somewhat Agree	25%	27	21%	1,172
	Neither Agree nor Disagree	15%	16	10%	582
	Somewhat Disagree	0%	0	3%	175
	Strongly Disagree	2%	2	3%	153
Q5b. I receive regular and timely information on my child's academic progress in my home language.	Strongly Agree	70%	75	74%	4,219
	Somewhat Agree	21%	22	16%	937
	Neither Agree nor Disagree	5%	5	4%	235
	Somewhat Disagree	4%	4	3%	157
	Strongly Disagree	1%	1	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	78%	83	77%	4,411
	Somewhat Agree	19%	20	15%	875
	Neither Agree nor Disagree	2%	2	4%	213
	Somewhat Disagree	1%	1	2%	96
	Strongly Disagree	1%	1	2%	100
Q5d. The school seeks feedback from parents through surveys, meetings, or some other way.	Strongly Agree	76%	81	72%	4,123
	Somewhat Agree	17%	18	18%	1,003
	Neither Agree nor Disagree	7%	7	6%	324
	Somewhat Disagree	0%	0	2%	126
	Strongly Disagree	1%	1	2%	119
Q5e. The school has a complaint policy that is easy to find.	Strongly Agree	52%	56	51%	2,911
	Somewhat Agree	18%	19	19%	1,055
	Neither Agree nor Disagree	26%	28	22%	1,271
	Somewhat Disagree	3%	3	4%	209
	Strongly Disagree	1%	1	4%	249
Q5f. The school has a complaint policy that is easy to understand.	Strongly Agree	53%	57	53%	3,016
	Somewhat Agree	17%	18	18%	1,018
	Neither Agree nor Disagree	26%	28	23%	1,295
	Somewhat Disagree	2%	2	3%	150
	Strongly Disagree	2%	2	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	45%	48	51%	2,877
	Somewhat Agree	26%	28	19%	1,107
	Neither Agree nor Disagree	20%	21	20%	1,162
	Somewhat Disagree	6%	6	5%	261
	Strongly Disagree	4%	4	5%	288

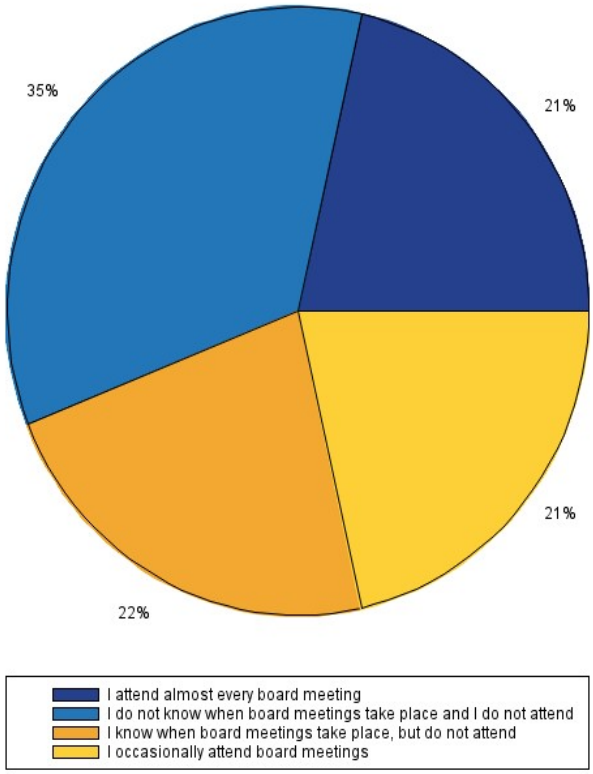
NYSED CSO Parent Survey 2022

NEW AMERICAN ACADEMY CHARTER SCHOOL (THE)

107 RESPONSES

46% RESPONSE RATE

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



Board Meetings		% by School	Total by School	% All Schools	Total All Schools
Q6. Thinking about this school's board meetings, which of the following statements best applies to you?	I attend almost every board meeting	21%	23	14%	808
	I occasionally attend board meetings	21%	23	23%	1,314
	I know when board meetings take place, but do not attend	22%	24	35%	1,975
	I do not know when board meetings take place and I do not attend	35%	37	28%	1,598

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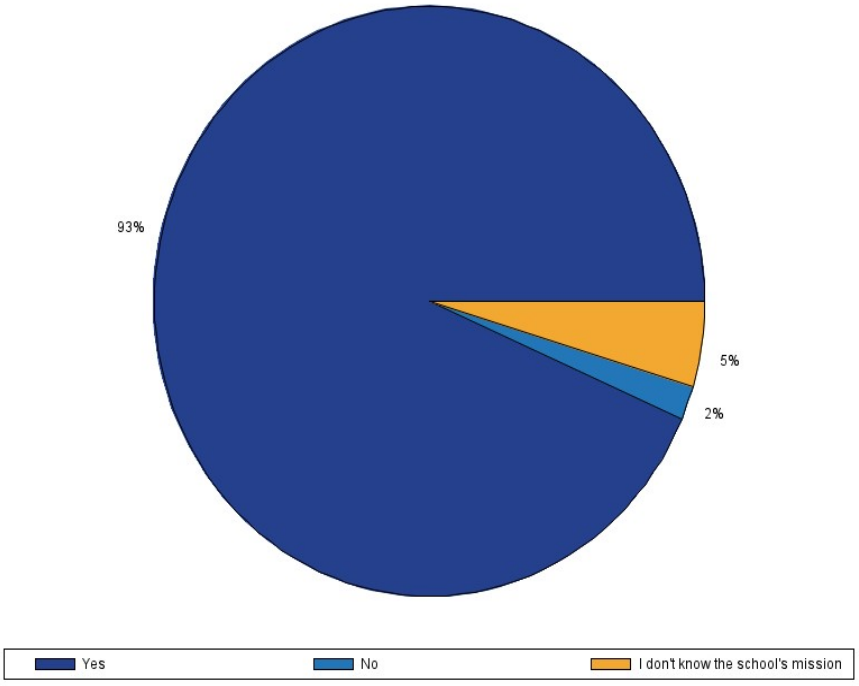
NEW AMERICAN ACADEMY CHARTER SCHOOL (THE)

107 RESPONSES

46% RESPONSE RATE

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



School Mission		% by School	Total by School	% All Schools	Total All Schools
Q7. Do you feel the school is fulfilling its mission?	Yes	93%	100	83%	4,724
	No	2%	2	6%	328
	I don't know the school's mission	5%	5	11%	643

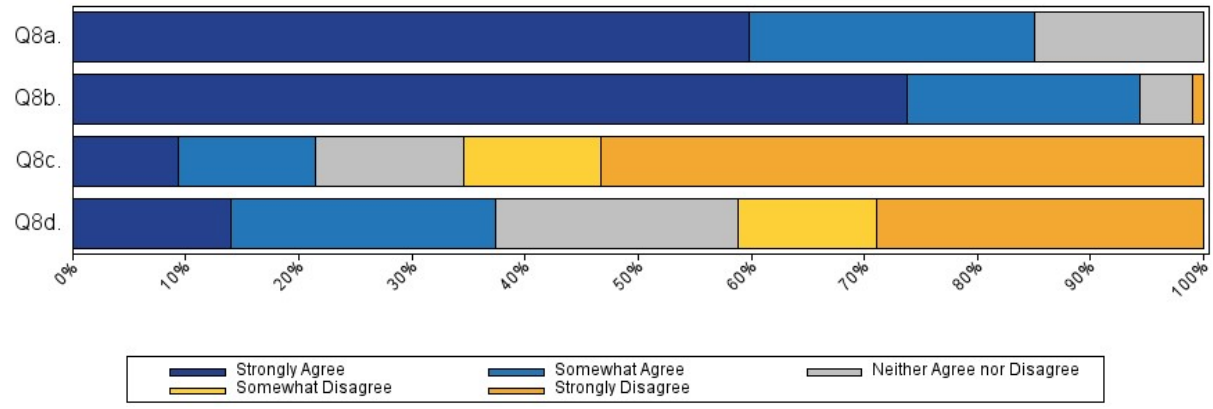
NYSED CSO Parent Survey 2022

NEW AMERICAN ACADEMY CHARTER SCHOOL (THE)

107 RESPONSES

46% RESPONSE RATE

COVID-19 In-Person Learning Environment



COVID-19 Learning Environment		% by School	Total by School	% All Schools	Total All Schools
Q8a. The school has clear instructions on cleaning procedures and practices used in the school's buildings.	Strongly Agree	60%	64	64%	3,665
	Somewhat Agree	25%	27	18%	1,042
	Neither Agree nor Disagree	15%	16	14%	798
	Somewhat Disagree	0%	0	2%	97
	Strongly Disagree	0%	0	2%	93
Q8b. I am confident the school is following the proper safety standards.	Strongly Agree	74%	79	70%	3,979
	Somewhat Agree	21%	22	19%	1,060
	Neither Agree nor Disagree	5%	5	8%	457
	Somewhat Disagree	0%	0	2%	101
	Strongly Disagree	1%	1	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	9%	10	14%	779
	Somewhat Agree	12%	13	12%	663
	Neither Agree nor Disagree	13%	14	14%	790
	Somewhat Disagree	12%	13	9%	523
	Strongly Disagree	53%	57	52%	2,940
Q8d. I worry my child will come in contact with COVID19 while in school.	Strongly Agree	14%	15	19%	1,085
	Somewhat Agree	23%	25	21%	1,194
	Neither Agree nor Disagree	21%	23	24%	1,384
	Somewhat Disagree	12%	13	11%	623
	Strongly Disagree	29%	31	25%	1,409

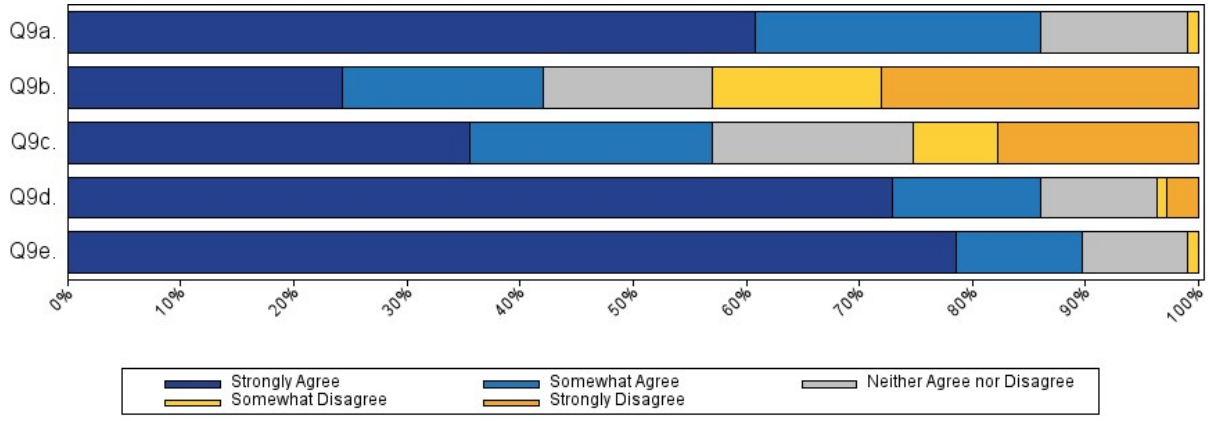
NYSED CSO Parent Survey 2022

NEW AMERICAN ACADEMY CHARTER SCHOOL (THE)

107 RESPONSES

46% RESPONSE RATE

COVID-19 Remote Learning Environment



COVID-19 Remote Learning Environment		% by School	Total by School	% All Schools	Total All Schools
Q9a. The school has provided me with help to support my child's remote learning.	Strongly Agree	61%	65	58%	3,325
	Somewhat Agree	25%	27	17%	943
	Neither Agree nor Disagree	13%	14	21%	1,204
	Somewhat Disagree	1%	1	2%	97
	Strongly Disagree	0%	0	2%	126
Q9b. Handling remote learning platforms (Zoom, Google Meet, teacher apps, etc.) has been difficult.	Strongly Agree	24%	26	26%	1,463
	Somewhat Agree	18%	19	16%	888
	Neither Agree nor Disagree	15%	16	24%	1,359
	Somewhat Disagree	15%	16	11%	603
	Strongly Disagree	28%	30	24%	1,382

COVID-19 Remote Learning Environment		% by School	Total by School	% All Schools	Total All Schools
Q9c. Managing my work along with my child's remote learning schoolwork has been a challenge.	Strongly Agree	36%	38	29%	1,657
	Somewhat Agree	21%	23	20%	1,153
	Neither Agree nor Disagree	18%	19	26%	1,500
	Somewhat Disagree	7%	8	8%	434
	Strongly Disagree	18%	19	17%	951
Q9d. The internet in my home works when my child needs to access school materials for remote learning	Strongly Agree	73%	78	64%	3,669
	Somewhat Agree	13%	14	14%	824
	Neither Agree nor Disagree	10%	11	16%	939
	Somewhat Disagree	1%	1	2%	142
	Strongly Disagree	3%	3	2%	121
Q9e. My child has access to a tech device for school when needed for remote learning.	Strongly Agree	79%	84	73%	4,151
	Somewhat Agree	11%	12	10%	585
	Neither Agree nor Disagree	9%	10	14%	814
	Somewhat Disagree	1%	1	1%	57
	Strongly Disagree	0%	0	2%	88

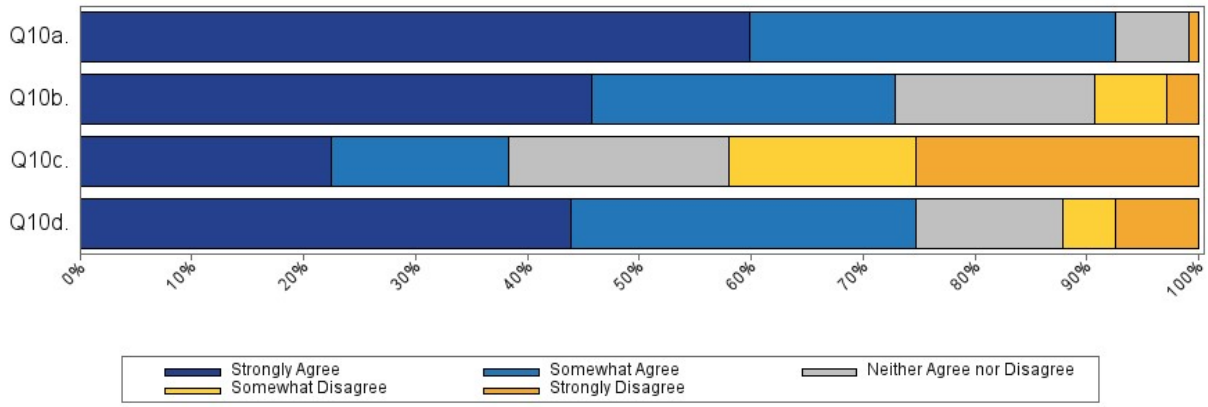
NYSED CSO Parent Survey 2022

NEW AMERICAN ACADEMY CHARTER SCHOOL (THE)

107 RESPONSES

46% RESPONSE RATE

COVID-19 Learning Environment



COVID-19 Learning Environment		% by School	Total by School	% All Schools	Total All Schools
Q10a. I have a clear idea how the school is educating my child.	Strongly Agree	60%	64	66%	3,744
	Somewhat Agree	33%	35	24%	1,354
	Neither Agree nor Disagree	7%	7	6%	335
	Somewhat Disagree	0%	0	3%	165
	Strongly Disagree	1%	1	2%	97
Q10b. I need to devote a great amount of time to support my child's school participation.	Strongly Agree	46%	49	32%	1,812
	Somewhat Agree	27%	29	25%	1,437
	Neither Agree nor Disagree	18%	19	23%	1,332
	Somewhat Disagree	7%	7	11%	621
	Strongly Disagree	3%	3	9%	493

COVID-19 Learning Environment		% by School	Total by School	% All Schools	Total All Schools
Q10c. I am concerned about my child's social or emotional well-being	Strongly Agree	22%	24	27%	1,564
	Somewhat Agree	16%	17	18%	1,028
	Neither Agree nor Disagree	20%	21	17%	947
	Somewhat Disagree	17%	18	14%	771
	Strongly Disagree	25%	27	24%	1,385
Q10d. I am more connected with my child's day-to-day education now than ever before.	Strongly Agree	44%	47	48%	2,721
	Somewhat Agree	31%	33	24%	1,389
	Neither Agree nor Disagree	13%	14	19%	1,075
	Somewhat Disagree	5%	5	5%	284
	Strongly Disagree	7%	8	4%	226

NYSED CSO Parent Survey 2022

NEW AMERICAN ACADEMY CHARTER SCHOOL (THE)

107 RESPONSES

46% RESPONSE RATE

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

Question Answer
Educational goals align with that of both parents. Individual attention to each child's specific strengths and weaknesses and the bridge program that works in conjunction with this.
I was told about this school and I wanted my child to go to and charter school
Based on the school's reputation, friend's recommendations and the location
It was recommended by a family friend, whose child was already attending the school.
I love their teaching style, also they communication is very strong. They also stay on top of my child learning development.
It was great teacher, and I get great support from them. My child is learning and he enjoy going to school.
The commute is easy and I wanted my child to attend a charter school.
It's very family oriented
closest to our home.
Because it's a great school, they have a good staff to teaching my child.
I chose this school because of their academic program. It is just the right challenge for my child
I choose this school because it was close to home. The school in the beginning was good but now I'm not pleased. Classes like art and science are not available and on top of that the kids do not bring home homework because the school as I quote "Is a no homework giving school"?.
It was close by and they were very helpful through the registration process
Location
It was convenient and one of the better ones close by.
It is close to home. It is located in the building assigned to where I live. My son choose this school over the PS which is located in the same building
I heard good reviews about the school academic performance.
It's a good school and my child takes the school bus to and from and she gets extra help. Her reading level went up two levels.
More overall feeling of learning from a transition from private to charter.
Great reviews from Past students.
Years ago,, I heard great reviews about this school from my neighbor and HS friend who both had children enrolled.
Recommended because of its reputation
Great school for learning
It's close to home and the teacher are very caring.
Teacher are really do care about the success and well being of their students.
I did not choose, my child chose to attend this school. Turns out my child loves this school.
Its great academic excellence
Love how this school program was structured, school environment felt safe.Teachers and support staff were warm and welcoming. I felt my children would receive a quality education.
I picked TNACS because of its vision and value based system. I found that it's core academic value coupled with SEL teaching is helping to make my child a well rounded individual.
It is a good school and my child's reading level has improved.

NYSED CSO Parent Survey 2022

NEW AMERICAN ACADEMY CHARTER SCHOOL (THE)

107 RESPONSES

46% RESPONSE RATE

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

Question Answer
I choose this school for my daughter because of all the reviews I got my neighbors and friends that live in my district.
I heard is a good school and I leave close to it
This school location is good for me and my child and I believe that she will get a good education here. My child has a learning disability and I am hoping that this school can help her to reach her full potential.
Is close to our house.
The schools reputation.
The reviews of the school academic performance.
Location
Location and quality of staff
I believe that this charter school with ensuring that my child gets a very good learning experience in a safe and nurturing environment.
Education wise
its awesome
Yes, I was referred by my sister.
Because it's a good school, all of my child attends TNAAC
Highly recommended
It was close to my house & it was a charter school
They had good reviews.
Teacher go above and beyond for the and really do care about the sucess of the children. It's like a close knit family.
I original choose TNAACS because of its inter graded lessons and hearts values. But it seems like the kids are doing too many tictok videos which I feel is taking away from learning.
For its great academic achievement
A friend told me about it and I was pleased
Because my son went there and the had a great academic program
Close to home
Because it's close to my house but they need to fired some teachers I feel like my child don't learn nothing like [one teacher] need to be fired my child is scare of her she never smiled always look means
It a very good school.
Small class sizes, close to home and the academics without being too rigid.
It has great reviews and close by to my home
The location and I love the way they teach. I see a great deal of improvement in my kids.
Because it's a good environment for him
Close to my home and teaches well.
For all the reasons I strongly agree above
The teachers and services offer are amazing and put their best foot forward to ensure no child gets left behind .

NYSED CSO Parent Survey 2022

NEW AMERICAN ACADEMY CHARTER SCHOOL (THE)

107 RESPONSES

46% RESPONSE RATE

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

Question Answer
Location
I choose the school for my child because it's safe and I love the way they treated people,they treated people with respect,And the very care about your child education,I wouldn't recommend it thank you
This was the school in our zip code
It's close by and has strict uniform policy
Good education
This school elevated my child to achieve goals and also mentor her on such a satisfactory path.
Great school and charter school
Location and school mission
I chose this school because my first child attended and I was pleased with the level of education and support that my child and my family received
The warm, caring and professional nature of the administrative office and teachers. The location definitely played a role as well as the academic standards set by all school personnel.
Because a friend tell me about the school that's is good
The commute is easy and I wanted my child to attend a charter school.
Because I feel safe and the school provides a fostering environment where my child can learn and grow
I chose this school due to the emotional rigor and the makeup of the Teachers (Head Teacher, Teacher, and Associate). I love that they are with the children for three years and can really give an accurate account of their strengths, weaknesses, and growth. I love the model TNAACS reflects to their students and parents.
I hope for a better education for my child than the regular public school in my neighborhood offers. I also think that discipline is better in Charter Schools.
A co work told me about how the teachers communicate and teaches the kids very well

NYSED CSO Parent Survey 2022

NEW AMERICAN ACADEMY CHARTER SCHOOL (THE)

107 RESPONSES

46% RESPONSE RATE

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

Question Answer
great school
I believe that overall this school is good and provides students with a well-balanced education. However, there is room for improvement in the area of home support in internet lessons for my daughter. She has missed a lot of learning because we cannot access the Seesaw program.
Have another child in first grade who is female.
I have a major concern with TNAACS right now. According to my child and other parents that I've spoken with during pick up. I discovered that this school is using tictok throughout the school day which takes away from opportunities to educate my child. I need the administrators to please address this concern. TikTok does have videos that are highly inappropriate for students. Especially, if parents don't use this app at their home students should not be introduced to it. I'm very concerned and surprised that the WiFi in the school allows the students and staff to access this software.
Excellent school great staff and principal.
The school need to improve better the principal is very lazy when you complain to her abt the teacher she don't nothing the school bathroom don't have water for the kids to watch they hand my child have to use hand sanitizer the school board needs to visit the school they give my child dry cereal they don't have any milk I'm tired of complain about the same problem
I am just concerned about the staffing turnaround at the school. This school had some really great staff members that left abruptly.
Thanks to everyone for the support and the love that you all show towards my child.
I am happy with the school.

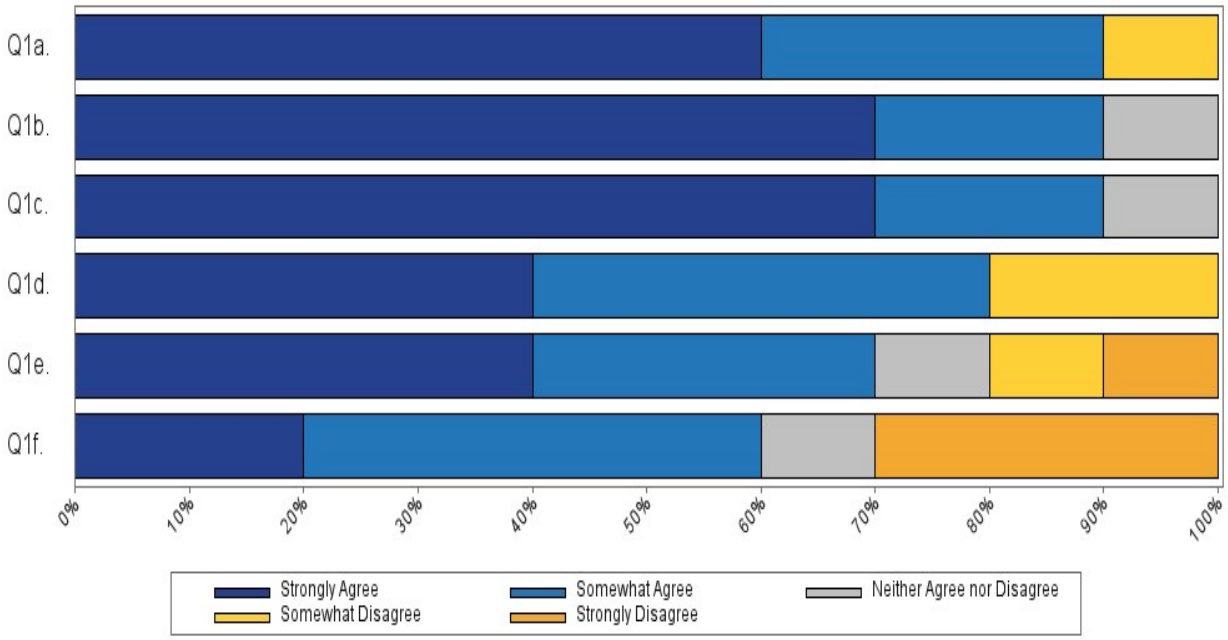
NYSED CSO Teacher Survey 2022

NEW AMERICAN ACADEMY CHARTER SCHOOL (THE)

10 RESPONSES

43% RESPONSE RATE

Curriculum



Curriculum		% by School	Total by School	% All Schools	Total All Schools
Q1a. The school has a documented curriculum that is aligned to the New York State learning standards.	Strongly Agree	60%	6	68%	1,310
	Somewhat Agree	30%	3	24%	460
	Neither Agree nor Disagree	0%	0	4%	74
	Somewhat Disagree	10%	1	3%	49
	Strongly Disagree	0%	0	2%	38
Q1b. The school's curriculum is aligned horizontally across same grade level classrooms.	Strongly Agree	70%	7	58%	1,113
	Somewhat Agree	20%	2	26%	506
	Neither Agree nor Disagree	10%	1	10%	190
	Somewhat Disagree	0%	0	4%	82
	Strongly Disagree	0%	0	2%	40

Curriculum		% by School	Total by School	% All Schools	Total All Schools
Q1c. The school's curriculum is aligned vertically between grade levels.	Strongly Agree	70%	7	51%	978
	Somewhat Agree	20%	2	32%	612
	Neither Agree nor Disagree	10%	1	11%	212
	Somewhat Disagree	0%	0	4%	85
	Strongly Disagree	0%	0	2%	44
Q1d. The curriculum and corresponding materials are differentiated to provide opportunities for all students to master grade-level skills and concepts.	Strongly Agree	40%	4	50%	975
	Somewhat Agree	40%	4	34%	651
	Neither Agree nor Disagree	0%	0	8%	146
	Somewhat Disagree	20%	2	5%	106
	Strongly Disagree	0%	0	3%	53
Q1e. The curriculum is systematically reviewed and revised.	Strongly Agree	40%	4	50%	966
	Somewhat Agree	30%	3	28%	545
	Neither Agree nor Disagree	10%	1	11%	222
	Somewhat Disagree	10%	1	7%	127
	Strongly Disagree	10%	1	4%	71
Q1f. The school has a strong science curriculum.	Strongly Agree	20%	2	35%	683
	Somewhat Agree	40%	4	30%	574
	Neither Agree nor Disagree	10%	1	23%	436
	Somewhat Disagree	0%	0	7%	136
	Strongly Disagree	30%	3	5%	102

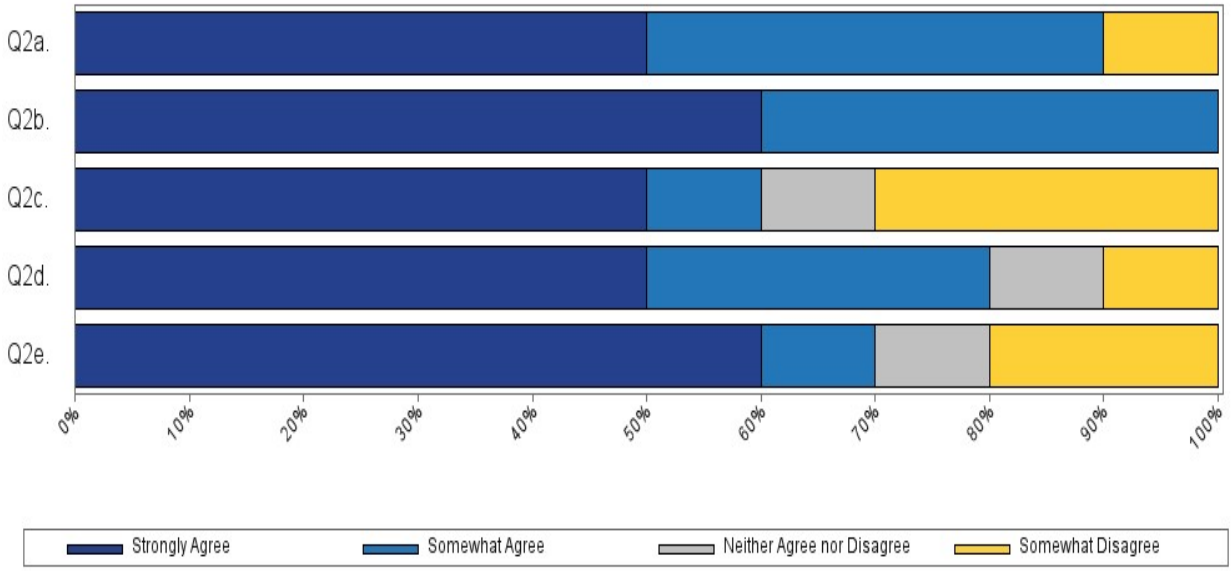
NYSED CSO Teacher Survey 2022

NEW AMERICAN ACADEMY CHARTER SCHOOL (THE)

10 RESPONSES

43% RESPONSE RATE

Instruction



Instruction		% by School	Total by School	% All Schools	Total All Schools
Q2a. The school staff has a shared understanding of high-quality instruction that supports all learners.	Strongly Agree	50%	5	54%	1,038
	Somewhat Agree	40%	4	34%	653
	Neither Agree nor Disagree	0%	0	4%	86
	Somewhat Disagree	10%	1	6%	113
	Strongly Disagree	0%	0	2%	41
Q2b. Instructional delivery fosters engagement with all students.	Strongly Agree	60%	6	52%	1,008
	Somewhat Agree	40%	4	36%	691
	Neither Agree nor Disagree	0%	0	6%	114
	Somewhat Disagree	0%	0	5%	94
	Strongly Disagree	0%	0	1%	24

Instruction		% by School	Total by School	% All Schools	Total All Schools
Q2c. The school differentiates instruction to ensure equity and access for all students.	Strongly Agree	50%	5	52%	999
	Somewhat Agree	10%	1	34%	654
	Neither Agree nor Disagree	10%	1	6%	124
	Somewhat Disagree	30%	3	6%	115
	Strongly Disagree	0%	0	2%	39
Q2d. The school provides staff with professional development opportunities that promote best practices and improves all students' success, including subgroups: Students with disabilities (SWDs), English language learners (ELLs), and economically disadvantaged students (EDs).	Strongly Agree	50%	5	48%	922
	Somewhat Agree	30%	3	30%	570
	Neither Agree nor Disagree	10%	1	9%	170
	Somewhat Disagree	10%	1	8%	162
	Strongly Disagree	0%	0	6%	107
Q2e. There is a uniform expectation for teachers' implementation of academic rigor in the school.	Strongly Agree	60%	6	53%	1,022
	Somewhat Agree	10%	1	29%	566
	Neither Agree nor Disagree	10%	1	8%	159
	Somewhat Disagree	20%	2	6%	114
	Strongly Disagree	0%	0	4%	70

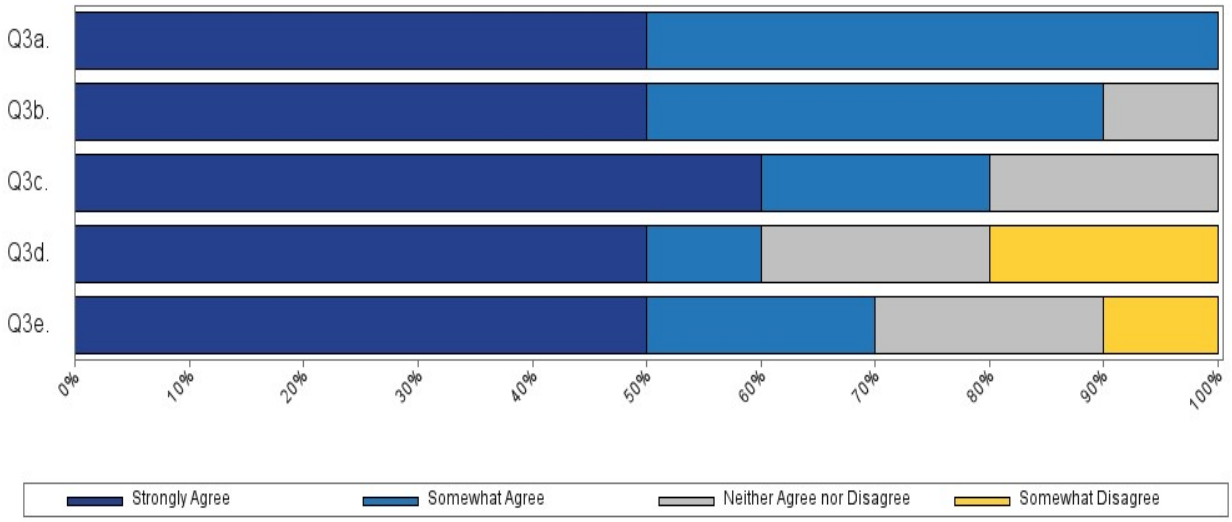
NYSED CSO Teacher Survey 2022

NEW AMERICAN ACADEMY CHARTER SCHOOL (THE)

10 RESPONSES

43% RESPONSE RATE

Assessment and Program Evaluation



Assessment and Program Evaluation		% by School	Total by School Answer Count	% All Schools	Total All Schools
Q3a. The school uses a system of formative, diagnostic, and summative assessments.	Strongly Agree	50%	5	66%	1,267
	Somewhat Agree	50%	5	27%	522
	Neither Agree nor Disagree	0%	0	5%	88
	Somewhat Disagree	0%	0	2%	37
	Strongly Disagree	0%	0	1%	17
Q3b. The school uses qualitative and quantitative data to inform instruction and improve student outcomes.	Strongly Agree	50%	5	62%	1,200
	Somewhat Agree	40%	4	28%	532
	Neither Agree nor Disagree	10%	1	6%	125
	Somewhat Disagree	0%	0	3%	50
	Strongly Disagree	0%	0	1%	24

Assessment and Program Evaluation		% by School	Total by School Answer Count	% All Schools	Total All Schools
Q3c. The school uses qualitative and quantitative data to evaluate the quality and effectiveness of the academic program.	Strongly Agree	60%	6	58%	1,129
	Somewhat Agree	20%	2	29%	555
	Neither Agree nor Disagree	20%	2	7%	134
	Somewhat Disagree	0%	0	5%	87
	Strongly Disagree	0%	0	1%	26
Q3d. The school modifies its academic program after using data measurements.	Strongly Agree	50%	5	50%	964
	Somewhat Agree	10%	1	30%	583
	Neither Agree nor Disagree	20%	2	11%	218
	Somewhat Disagree	20%	2	7%	126
	Strongly Disagree	0%	0	2%	40
Q3e. The school uses multiple measures to assess student progress toward State learning standards.	Strongly Agree	50%	5	59%	1,144
	Somewhat Agree	20%	2	28%	532
	Neither Agree nor Disagree	20%	2	8%	156
	Somewhat Disagree	10%	1	4%	69
	Strongly Disagree	0%	0	2%	30

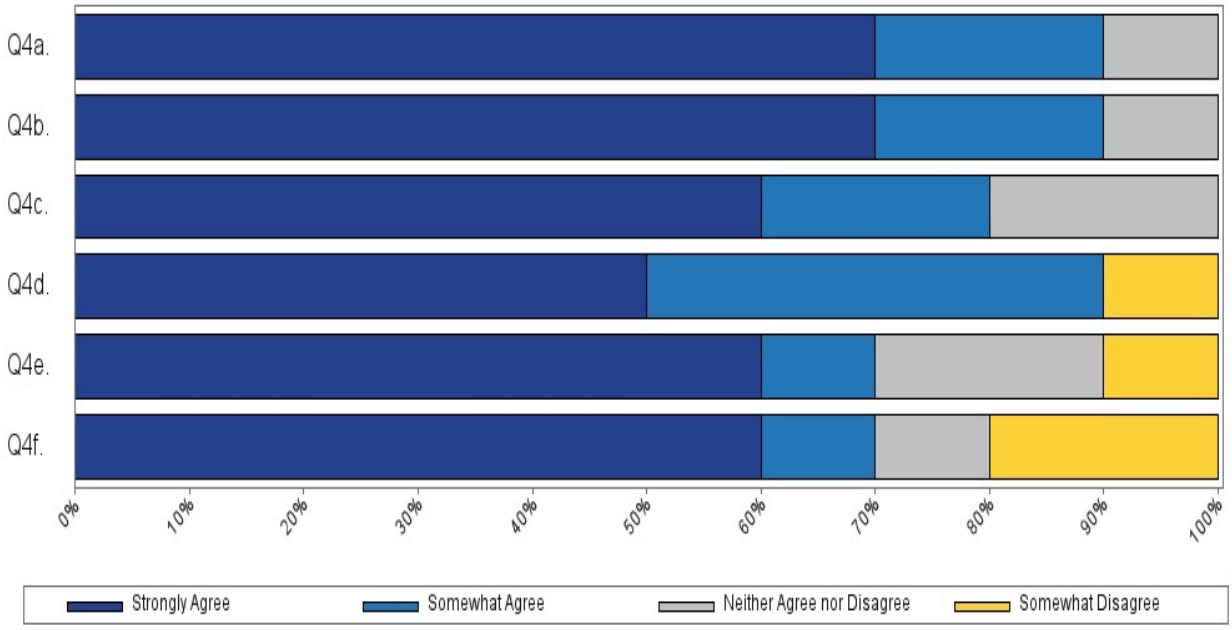
NYSED CSO Teacher Survey 2022

NEW AMERICAN ACADEMY CHARTER SCHOOL (THE)

10 RESPONSES

43% RESPONSE RATE

Supports for Diverse Learners



Supports for Diverse Learners		% by School	Total by School	% All Schools	Total All Schools
Q4a. The school follows the NYSED approved identification process for students with disabilities.	Strongly Agree	70%	7	62%	1,194
	Somewhat Agree	20%	2	20%	391
	Neither Agree nor Disagree	10%	1	14%	262
	Somewhat Disagree	0%	0	3%	55
	Strongly Disagree	0%	0	2%	29
Q4b. The school follows the NYSED approved identification process for English language learners.	Strongly Agree	70%	7	61%	1,181
	Somewhat Agree	20%	2	20%	393
	Neither Agree nor Disagree	10%	1	15%	286
	Somewhat Disagree	0%	0	3%	50
	Strongly Disagree	0%	0	1%	21

Supports for Diverse Learners		% by School	Total by School	% All Schools	Total All Schools
Q4c. The school provides supports to meet the academic needs for students with disabilities.	Strongly Agree	60%	6	56%	1,079
	Somewhat Agree	20%	2	27%	516
	Neither Agree nor Disagree	20%	2	9%	172
	Somewhat Disagree	0%	0	6%	115
	Strongly Disagree	0%	0	3%	49
Q4d. The school provides supports to meet the academic needs for English language learners.	Strongly Agree	50%	5	55%	1,053
	Somewhat Agree	40%	4	26%	511
	Neither Agree nor Disagree	0%	0	10%	200
	Somewhat Disagree	10%	1	6%	117
	Strongly Disagree	0%	0	3%	50
Q4e. The school provides supports to meet the academic needs for economically disadvantaged students.	Strongly Agree	60%	6	61%	1,169
	Somewhat Agree	10%	1	25%	477
	Neither Agree nor Disagree	20%	2	10%	201
	Somewhat Disagree	10%	1	3%	59
	Strongly Disagree	0%	0	1%	25
Q4f. The school has systems to monitor the progress of individual students and to facilitate communication between interventionists and classroom teachers regarding the needs of individual students.	Strongly Agree	60%	6	54%	1,050
	Somewhat Agree	10%	1	28%	533
	Neither Agree nor Disagree	10%	1	9%	183
	Somewhat Disagree	20%	2	6%	110
	Strongly Disagree	0%	0	3%	55

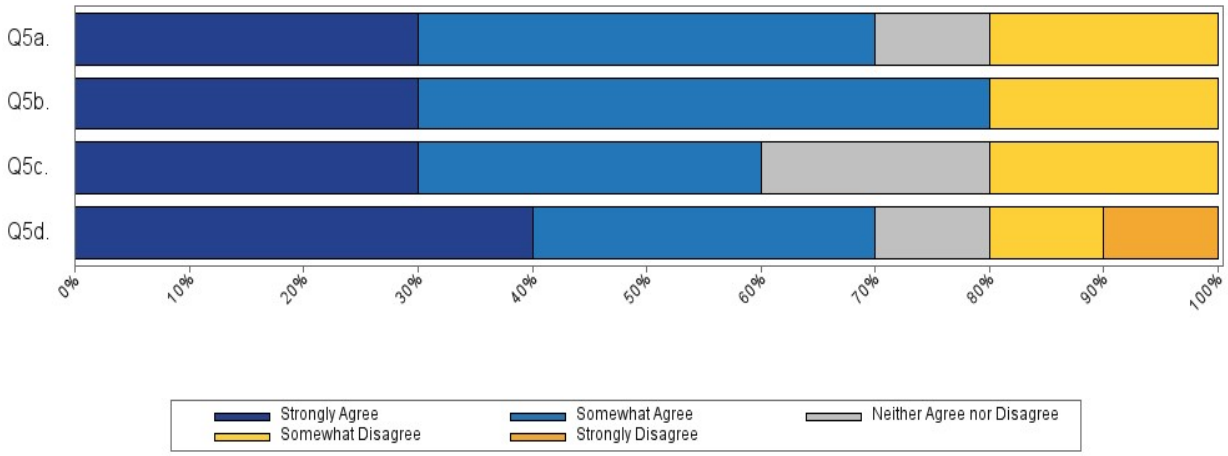
NYSED CSO Teacher Survey 2022

NEW AMERICAN ACADEMY CHARTER SCHOOL (THE)

10 RESPONSES

43% RESPONSE RATE

Measures of Culture, Climate, and Student Engagement



Measures of Culture, Climate, and Student Engagement		% by School	Total by School	% All Schools	Total All Schools
Q5a. The school has processes and procedures in place to address chronic absenteeism for all students.	Strongly Agree	30%	3	38%	725
	Somewhat Agree	40%	4	30%	577
	Neither Agree nor Disagree	10%	1	12%	238
	Somewhat Disagree	20%	2	12%	225
	Strongly Disagree	0%	0	9%	166
Q5b. In general, attendance is not an issue at the school.	Strongly Agree	30%	3	24%	456
	Somewhat Agree	50%	5	27%	512
	Neither Agree nor Disagree	0%	0	15%	293
	Somewhat Disagree	20%	2	21%	405
	Strongly Disagree	0%	0	14%	265

Measures of Culture, Climate, and Student Engagement		% by School	Total by School	% All Schools	Total All Schools
Q5c. The school has processes and procedures in place to address out of school suspension rates for all students and sub-groups such that all students are fully engaged within the school community and have access to the educational program.	Strongly Agree	30%	3	37%	717
	Somewhat Agree	30%	3	29%	569
	Neither Agree nor Disagree	20%	2	21%	407
	Somewhat Disagree	20%	2	7%	141
	Strongly Disagree	0%	0	5%	97
Q5d. The school has a process in place to measure and evaluate school climate culture.	Strongly Agree	40%	4	38%	738
	Somewhat Agree	30%	3	31%	589
	Neither Agree nor Disagree	10%	1	16%	306
	Somewhat Disagree	10%	1	8%	161
	Strongly Disagree	10%	1	7%	137

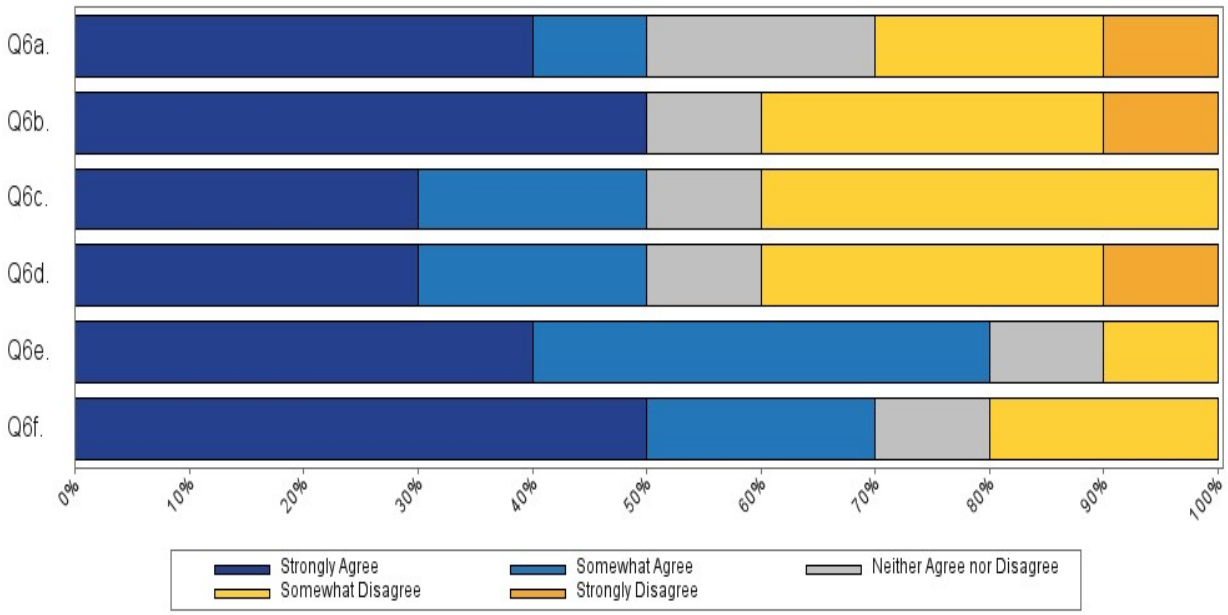
NYSED CSO Teacher Survey 2022

NEW AMERICAN ACADEMY CHARTER SCHOOL (THE)

10 RESPONSES

43% RESPONSE RATE

Behavior Management and Safety



Behavior Management and Safety		% by School	Total by School	% All Schools	Total All Schools
Q6a. The school's discipline policy is clear.	Strongly Agree	40%	4	35%	674
	Somewhat Agree	10%	1	30%	580
	Neither Agree nor Disagree	20%	2	10%	190
	Somewhat Disagree	20%	2	14%	270
	Strongly Disagree	10%	1	11%	217
Q6b. The school's discipline policy is fair to all students.	Strongly Agree	50%	5	39%	751
	Somewhat Agree	0%	0	26%	509
	Neither Agree nor Disagree	10%	1	13%	257
	Somewhat Disagree	30%	3	13%	256
	Strongly Disagree	10%	1	8%	158

Behavior Management and Safety		% by School	Total by School	% All Schools	Total All Schools
Q6c. The school's discipline policy is enforced by all teachers and staff.	Strongly Agree	30%	3	28%	545
	Somewhat Agree	20%	2	30%	581
	Neither Agree nor Disagree	10%	1	13%	244
	Somewhat Disagree	40%	4	18%	352
	Strongly Disagree	0%	0	11%	209
Q6d. The school's discipline policy is updated as necessary with feedback from faculty.	Strongly Agree	30%	3	33%	641
	Somewhat Agree	20%	2	26%	509
	Neither Agree nor Disagree	10%	1	16%	310
	Somewhat Disagree	30%	3	14%	273
	Strongly Disagree	10%	1	10%	198
Q6e. The school utilizes behavior intervention plans for students who require specific social and behavioral skills in an academic setting.	Strongly Agree	40%	4	42%	818
	Somewhat Agree	40%	4	32%	617
	Neither Agree nor Disagree	10%	1	11%	209
	Somewhat Disagree	10%	1	9%	181
	Strongly Disagree	0%	0	5%	106
Q6f. Teachers and staff interacting with students with disabilities are aware of and follow specific discipline and prevention protocols for these students.	Strongly Agree	50%	5	42%	811
	Somewhat Agree	20%	2	33%	628
	Neither Agree nor Disagree	10%	1	14%	265
	Somewhat Disagree	20%	2	8%	145
	Strongly Disagree	0%	0	4%	82

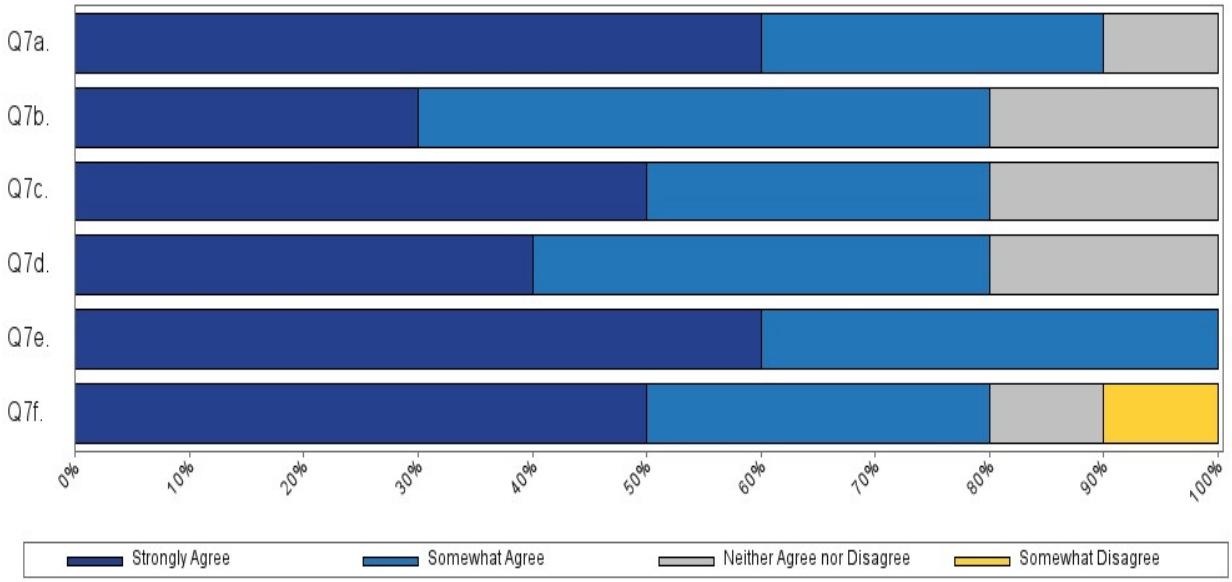
NYSED CSO Teacher Survey 2022

NEW AMERICAN ACADEMY CHARTER SCHOOL (THE)

10 RESPONSES

43% RESPONSE RATE

Behavior Management and Safety



Behavior Management and Safety		% by School	Total by School	% All Schools	Total All Schools
Q7a. The school provides a safe environment.	Strongly Agree	60%	6	60%	1,162
	Somewhat Agree	30%	3	27%	523
	Neither Agree nor Disagree	0%	0	5%	103
	Somewhat Disagree	10%	1	5%	104
	Strongly Disagree	0%	0	2%	39
Q7b. The school has systems in place to ensure that the environment is free from bullying, harassment, and discrimination.	Strongly Agree	30%	3	49%	945
	Somewhat Agree	50%	5	30%	586
	Neither Agree nor Disagree	0%	0	8%	155
	Somewhat Disagree	20%	2	9%	165
	Strongly Disagree	0%	0	4%	80

Behavior Management and Safety		% by School	Total by School	% All Schools	Total All Schools
Q7c. Classroom environments support learning and are generally free from disruption.	Strongly Agree	50%	5	38%	741
	Somewhat Agree	30%	3	34%	654
	Neither Agree nor Disagree	0%	0	9%	180
	Somewhat Disagree	20%	2	12%	233
	Strongly Disagree	0%	0	6%	123
Q7d. The school has high behavioral expectations for all students.	Strongly Agree	40%	4	47%	899
	Somewhat Agree	40%	4	30%	570
	Neither Agree nor Disagree	0%	0	9%	171
	Somewhat Disagree	20%	2	10%	194
	Strongly Disagree	0%	0	5%	97
Q7e. Teacher-student interactions could typically be described as supportive and respectful.	Strongly Agree	60%	6	55%	1,062
	Somewhat Agree	40%	4	33%	637
	Neither Agree nor Disagree	0%	0	7%	126
	Somewhat Disagree	0%	0	4%	79
	Strongly Disagree	0%	0	1%	27
Q7f. There is a uniform expectation for all teachers' classroom management in your school.	Strongly Agree	50%	5	48%	933
	Somewhat Agree	30%	3	31%	598
	Neither Agree nor Disagree	0%	0	9%	174
	Somewhat Disagree	10%	1	8%	149
	Strongly Disagree	10%	1	4%	77

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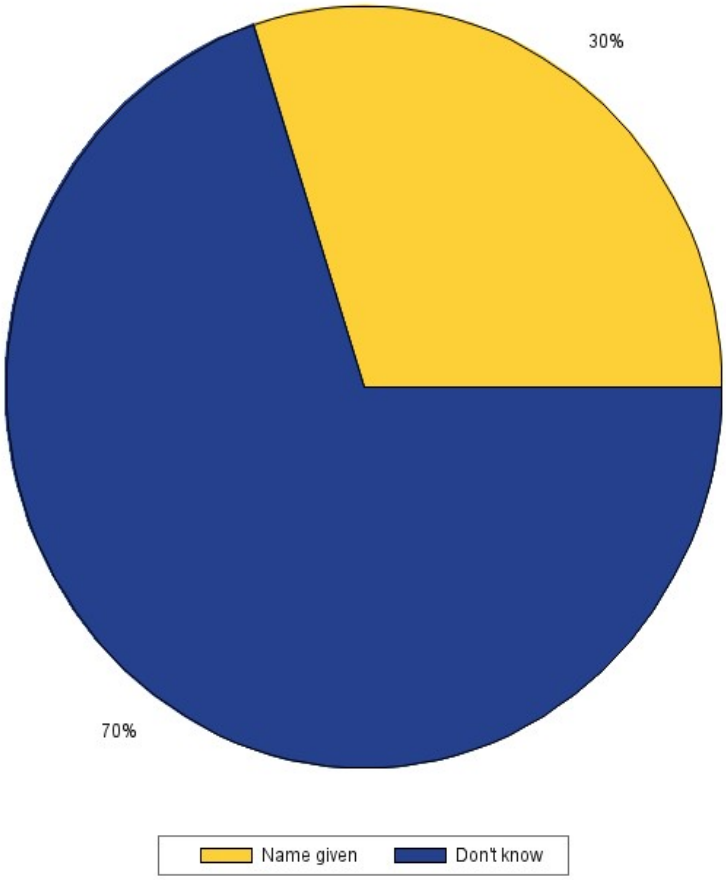
NEW AMERICAN ACADEMY CHARTER SCHOOL (THE)

10 RESPONSES

43% RESPONSE RATE

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



Dignity for All Students Act (DASA)		% by School	Total by School	% All Schools	Total All Schools
Q8. What is the name of your school's Dignity for All Students Act (DASA) coordinator?	Name given	30%	3	59%	1,144
	Don't know	70%	7	41%	787

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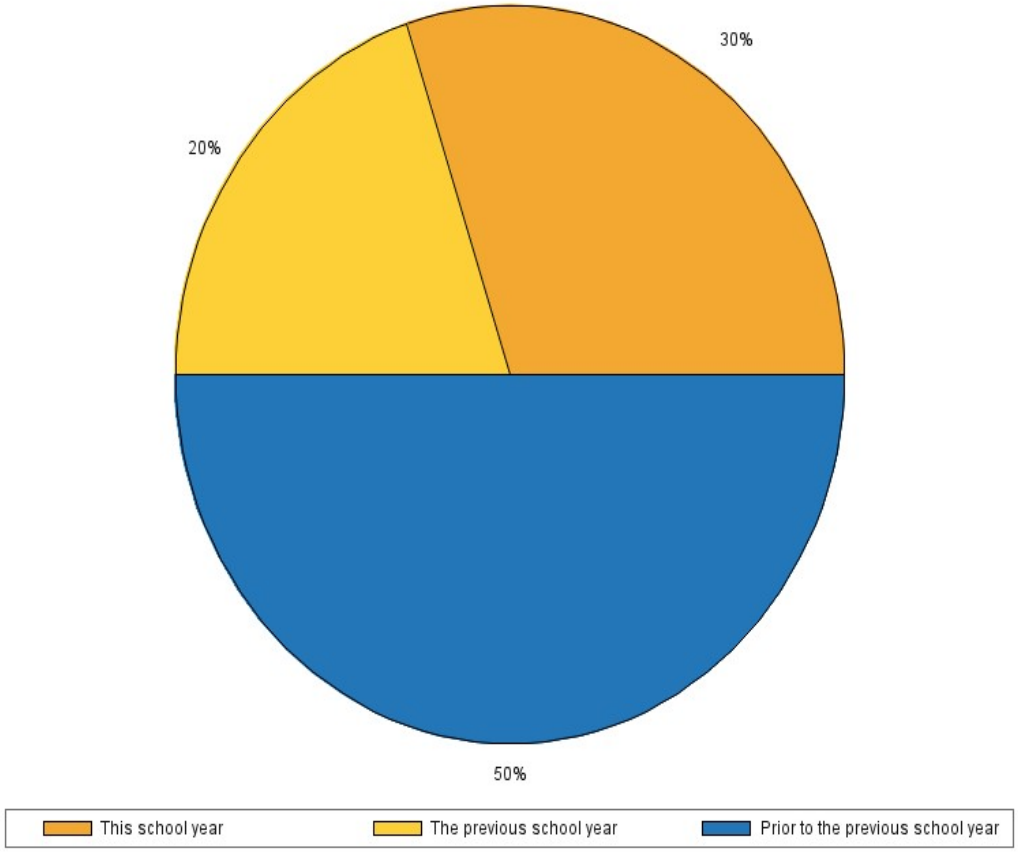
NEW AMERICAN ACADEMY CHARTER SCHOOL (THE)

10 RESPONSES

43% RESPONSE RATE

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



Dignity for All Students Act (DASA)		% by School	Total by School	% All Schools	Total All Schools
Q9. When is the last time you received a copy of the school's DASA policy?	This school year	30%	3	62%	1,204
	The previous school year	0%	0	9%	176
	Prior to the previous school year	20%	2	6%	117
	I'm not aware of any DASA policy	50%	5	22%	434

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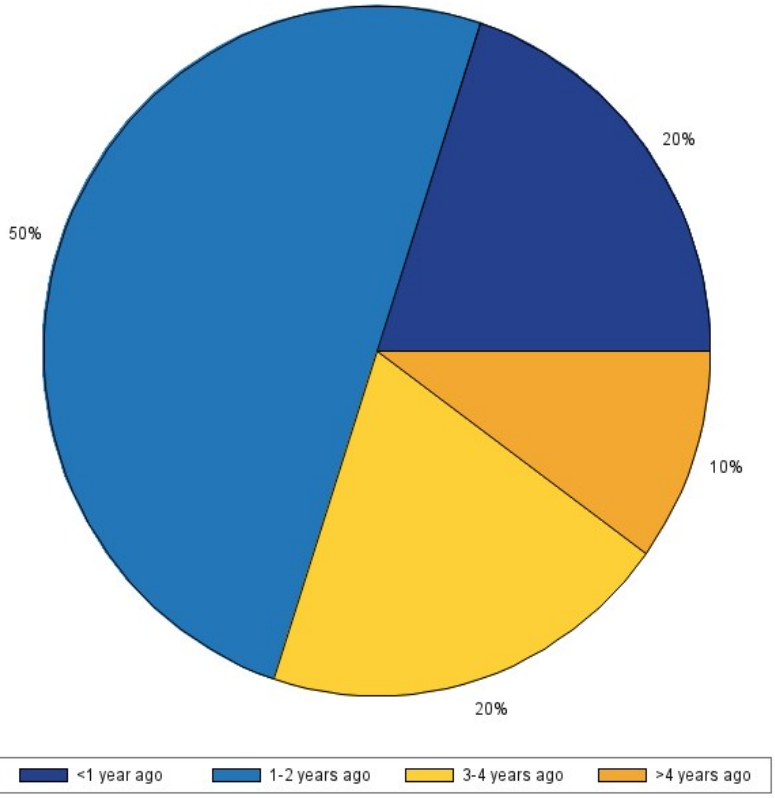
NEW AMERICAN ACADEMY CHARTER SCHOOL (THE)

10 RESPONSES

43% RESPONSE RATE

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



Dignity for All Students Act (DASA)		% by School	Total by School	% All Schools	Total All Schools
Q10. When is the last time you received DASA training?	<1 year ago	20%	2	48%	927
	1-2 years ago	50%	5	21%	399
	3-4 years ago	0%	0	10%	193
	>4 years ago	20%	2	10%	195
	I've never received DASA training	10%	1	11%	217

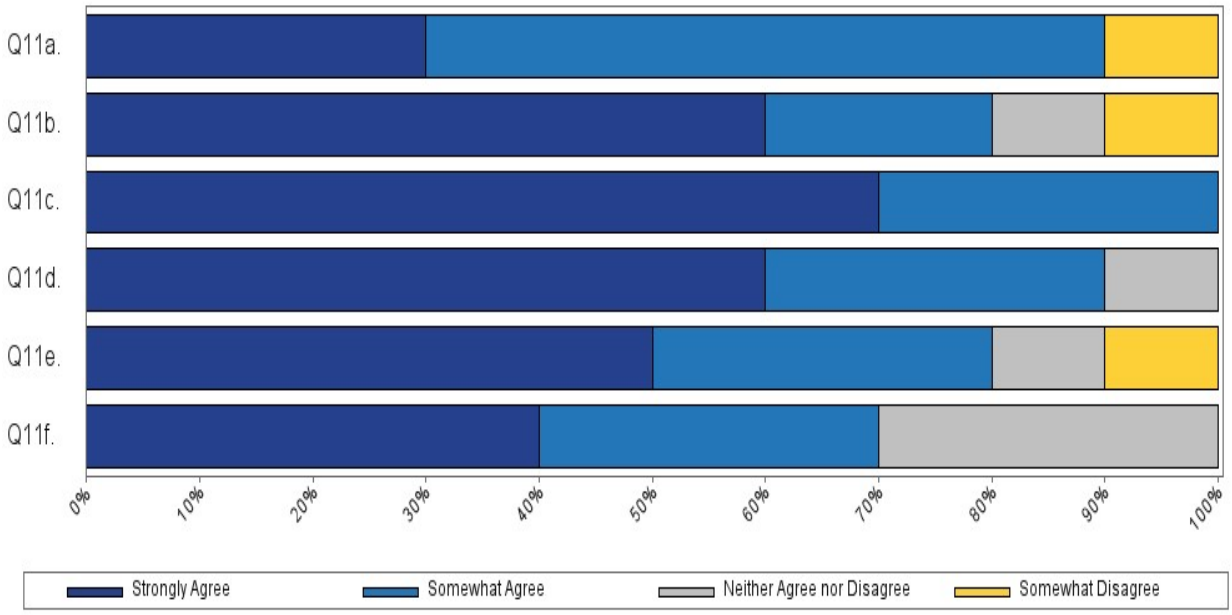
NYSED CSO Teacher Survey 2022

NEW AMERICAN ACADEMY CHARTER SCHOOL (THE)

10 RESPONSES

43% RESPONSE RATE

Family Engagement and Communication



Family Engagement and Communication		% by School	Total by School	% All Schools	Total All Schools
Q11a. The school provides opportunities for parent participation within the school community.	Strongly Agree	30%	3	50%	961
	Somewhat Agree	60%	6	30%	585
	Neither Agree nor Disagree	0%	0	11%	214
	Somewhat Disagree	10%	1	6%	117
	Strongly Disagree	0%	0	3%	54
Q11b. Parents receive regular and timely information on their child's academic progress in their home language.	Strongly Agree	60%	6	57%	1,100
	Somewhat Agree	20%	2	31%	601
	Neither Agree nor Disagree	10%	1	7%	135
	Somewhat Disagree	10%	1	3%	60
	Strongly Disagree	0%	0	2%	35

Family Engagement and Communication		% by School	Total by School	% All Schools	Total All Schools
Q11c. The school uses many methods of communication with families.	Strongly Agree	70%	7	67%	1,295
	Somewhat Agree	30%	3	26%	511
	Neither Agree nor Disagree	0%	0	4%	79
	Somewhat Disagree	0%	0	1%	26
	Strongly Disagree	0%	0	1%	20
Q11d. The school seeks feedback from parents through surveys, meetings, or some other way.	Strongly Agree	60%	6	56%	1,088
	Somewhat Agree	30%	3	29%	567
	Neither Agree nor Disagree	10%	1	10%	196
	Somewhat Disagree	0%	0	3%	54
	Strongly Disagree	0%	0	1%	26
Q11e. The school has a systematic and transparent process for responding to family or community concerns.	Strongly Agree	50%	5	52%	996
	Somewhat Agree	30%	3	30%	572
	Neither Agree nor Disagree	10%	1	12%	240
	Somewhat Disagree	10%	1	4%	82
	Strongly Disagree	0%	0	2%	41
Q11f. The school informs parents about how it performs compared to other schools in the district and New York State.	Strongly Agree	40%	4	45%	873
	Somewhat Agree	30%	3	23%	448
	Neither Agree nor Disagree	30%	3	25%	484
	Somewhat Disagree	0%	0	4%	80
	Strongly Disagree	0%	0	2%	46

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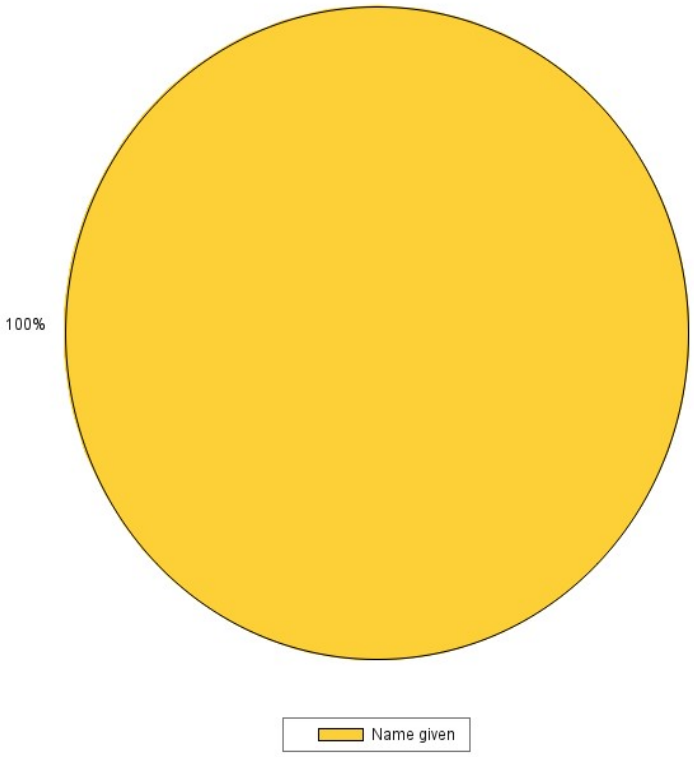
NEW AMERICAN ACADEMY CHARTER SCHOOL (THE)

10 RESPONSES

43% RESPONSE RATE

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



McKinney-Vento		% by School	Total by School	% All Schools	Total All Schools
Q12. What is the name of your school's McKinney-Vento Coordinator?	Name given	0%	0	40%	780
	Don't know	100%	10	60%	1,151

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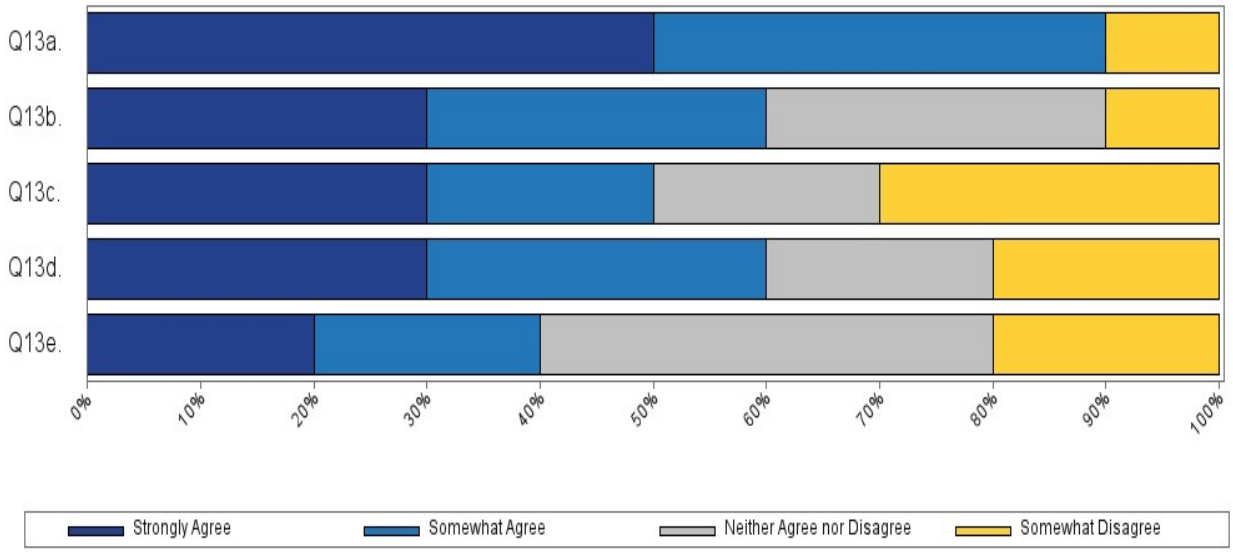
NEW AMERICAN ACADEMY CHARTER SCHOOL (THE)

10 RESPONSES

43% RESPONSE RATE

Social-Emotional and Mental Health Support



Social-Emotional and Mental Health Support		% by School	Total by School	% All Schools	Total All Schools
Q13a. The school has social, emotional, and mental health programs and supports for all students.	Strongly Agree	50%	5	53%	1,023
	Somewhat Agree	40%	4	32%	618
	Neither Agree nor Disagree	0%	0	6%	111
	Somewhat Disagree	10%	1	6%	122
	Strongly Disagree	0%	0	3%	57
Q13b. School leaders collect and use data to track the social-emotional needs of all students, including students in subgroups.	Strongly Agree	30%	3	43%	831
	Somewhat Agree	30%	3	29%	552
	Neither Agree nor Disagree	30%	3	16%	314
	Somewhat Disagree	10%	1	8%	155
	Strongly Disagree	0%	0	4%	79

Social-Emotional and Mental Health Support		% by School	Total by School	% All Schools	Total All Schools
Q13c. School leaders collect and use data regarding the impact of programs designed to support the social and emotional health of all students.	Strongly Agree	30%	3	43%	829
	Somewhat Agree	20%	2	27%	526
	Neither Agree nor Disagree	20%	2	18%	352
	Somewhat Disagree	30%	3	8%	145
	Strongly Disagree	0%	0	4%	79
Q13d. The school provides staff with professional development opportunities to support the social-emotional and mental health of students in a culturally responsive manner.	Strongly Agree	30%	3	46%	892
	Somewhat Agree	30%	3	30%	583
	Neither Agree nor Disagree	20%	2	10%	202
	Somewhat Disagree	20%	2	8%	145
	Strongly Disagree	0%	0	6%	109
Q13e. The school has processes and procedures in place to address the learning and social-emotional needs of McKinney-Vento eligible students.	Strongly Agree	20%	2	36%	688
	Somewhat Agree	20%	2	20%	392
	Neither Agree nor Disagree	40%	4	35%	676
	Somewhat Disagree	20%	2	4%	78
	Strongly Disagree	0%	0	5%	97

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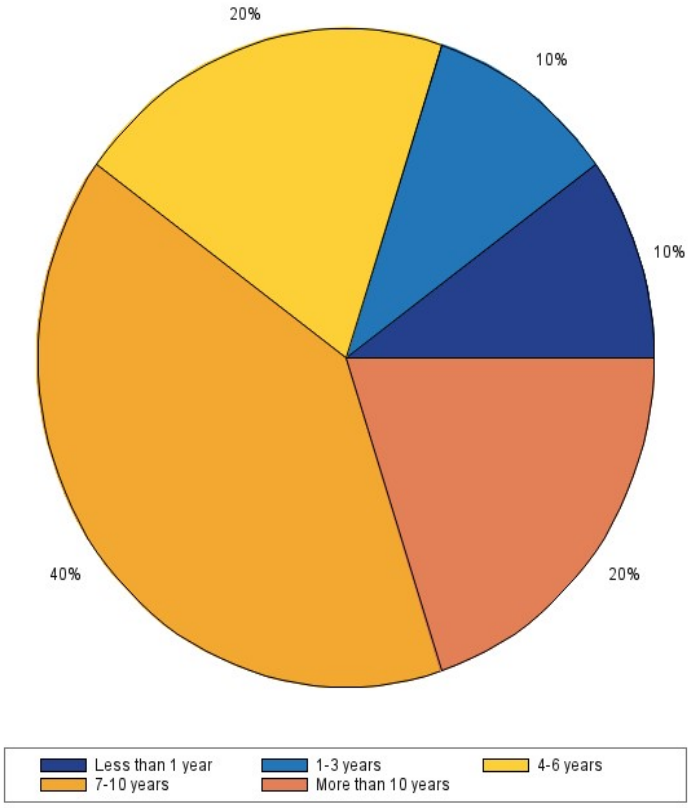
10 RESPONSES

43% RESPONSE RATE

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



Teaching Experience		% by School	Total by School	% All Schools	Total All Schools
Q14. How many total years of K-12 teaching experience do you have?	Less than 1 year	10%	1	7%	137
	1-3 years	10%	1	21%	401
	4-6 years	20%	2	26%	499
	7-10 years	40%	4	21%	408
	More than 10 years	20%	2	25%	486

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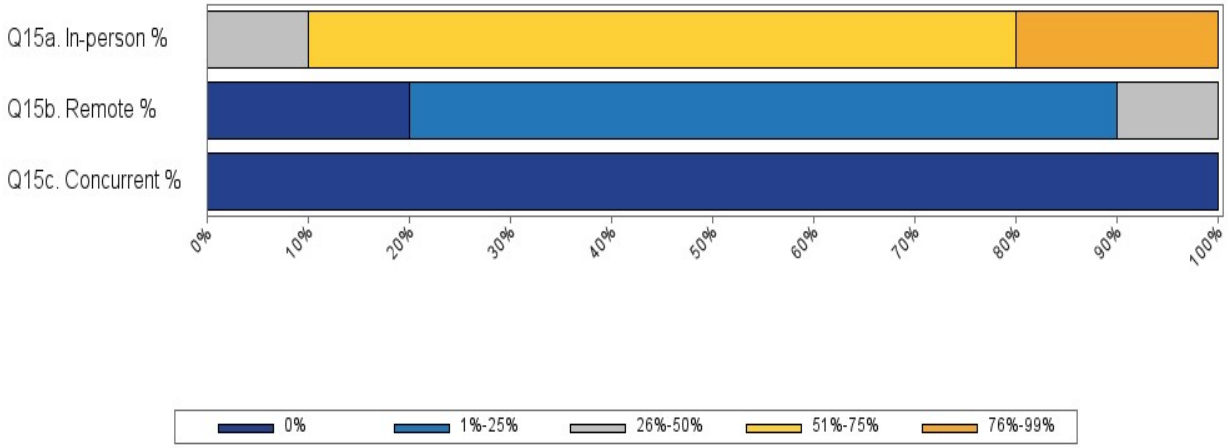
Teaching Modality



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%	10%	1	3%	63
	51% to 75%	0%	0	5%	92
	76% to 99%	70%	7	52%	1,002
	100%	20%	2	36%	690
Q15b. Remote %	0%	20%	2	42%	804
	1% to 25%	70%	7	55%	1,054
	26% to 50%	10%	1	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%	100%	10	79%	1,522
	1% to 25%	0%	0	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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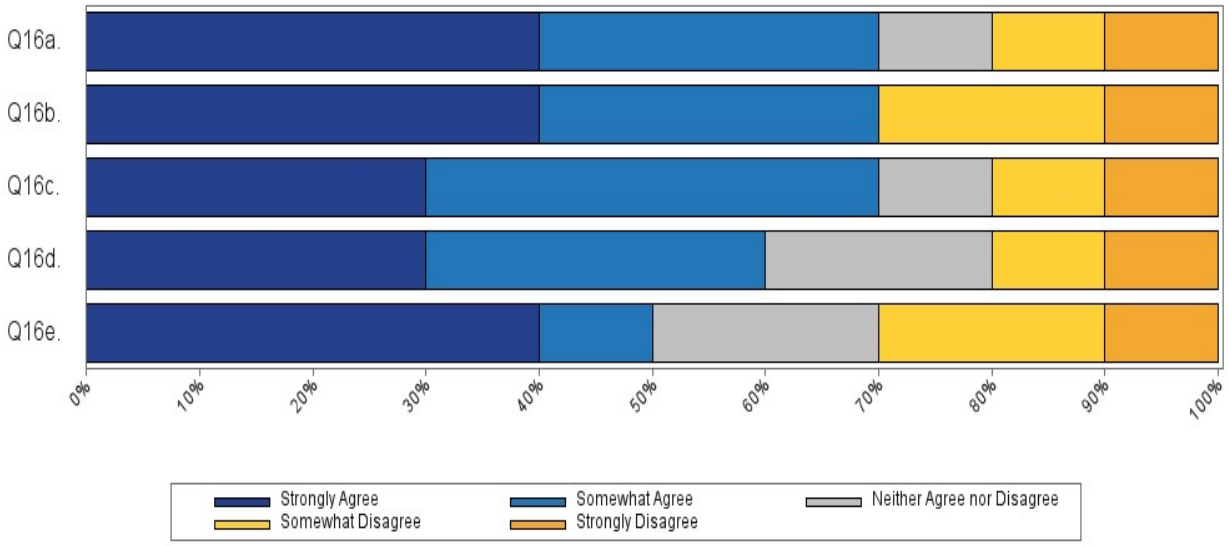
School Leadership



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	40%	4	47%	914
	Somewhat Agree	30%	3	29%	565
	Neither Agree nor Disagree	10%	1	9%	173
	Somewhat Disagree	10%	1	8%	159
	Strongly Disagree	10%	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	40%	4	42%	811
	Somewhat Agree	30%	3	30%	570
	Neither Agree nor Disagree	0%	0	10%	192
	Somewhat Disagree	20%	2	11%	217
	Strongly Disagree	10%	1	7%	141

School Leadership		% by School	Total by School	% All Schools	Total All Schools
Q16c. The school successfully recruits, hires, and retains key personnel that meets the needs of all students and subgroups.	Strongly Agree	30%	3	34%	655
	Somewhat Agree	40%	4	28%	539
	Neither Agree nor Disagree	10%	1	15%	280
	Somewhat Disagree	10%	1	15%	295
	Strongly Disagree	10%	1	8%	162
Q16d. The school makes decisions – when warranted – to remove ineffective staff members.	Strongly Agree	30%	3	37%	709
	Somewhat Agree	30%	3	26%	508
	Neither Agree nor Disagree	20%	2	21%	411
	Somewhat Disagree	10%	1	10%	184
	Strongly Disagree	10%	1	6%	119
Q16e. The school's leadership demonstrates a high level of accountability such that leadership takes responsibility for outcomes.	Strongly Agree	40%	4	42%	810
	Somewhat Agree	10%	1	28%	539
	Neither Agree nor Disagree	20%	2	14%	271
	Somewhat Disagree	20%	2	9%	166
	Strongly Disagree	10%	1	8%	145

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NEW AMERICAN ACADEMY CHARTER SCHOOL (THE)

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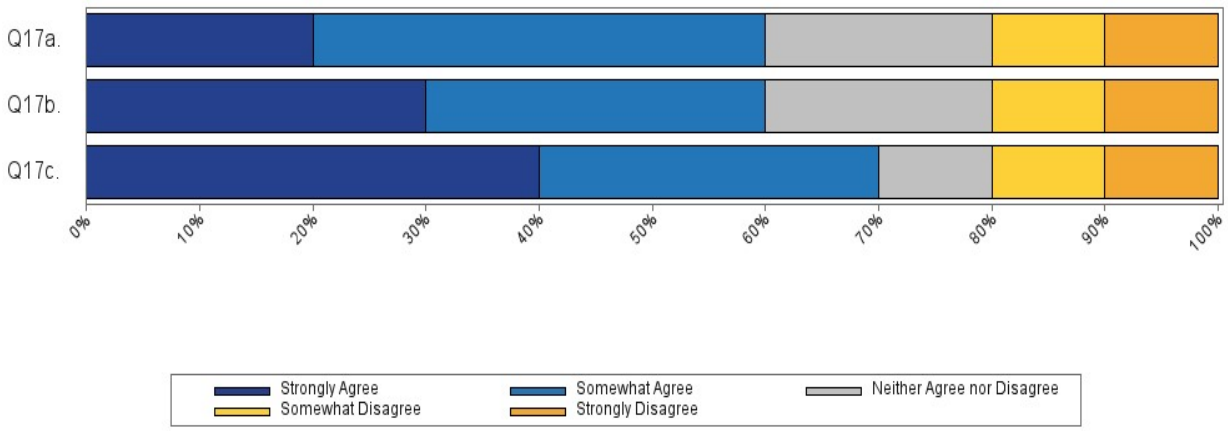
Professional Climate



Professional Climate		% by School	Total by School	% All Schools	Total All Schools
Q17a. Roles and responsibilities for leaders, staff, management, and the board of trustees are clearly defined and adhered to.	Strongly Agree	20%	2	43%	838
	Somewhat Agree	40%	4	30%	585
	Neither Agree nor Disagree	20%	2	13%	249
	Somewhat Disagree	10%	1	8%	158
	Strongly Disagree	10%	1	5%	101
Q17b. The school ensures that staff has the requisite skills, expertise, and professional development necessary to meet all students' needs, including students in subgroups.	Strongly Agree	30%	3	44%	843
	Somewhat Agree	30%	3	32%	623
	Neither Agree nor Disagree	20%	2	12%	228
	Somewhat Disagree	10%	1	8%	153
	Strongly Disagree	10%	1	4%	84

Professional Climate		% by School	Total by School	% All Schools	Total All Schools
Q17c. The school is fully staffed with personnel who are able to meet all operational needs, including finance, human resources, and communications.	Strongly Agree	40%	4	42%	813
	Somewhat Agree	30%	3	27%	527
	Neither Agree nor Disagree	10%	1	14%	267
	Somewhat Disagree	10%	1	10%	192
	Strongly Disagree	10%	1	7%	132

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NEW AMERICAN ACADEMY CHARTER SCHOOL (THE)

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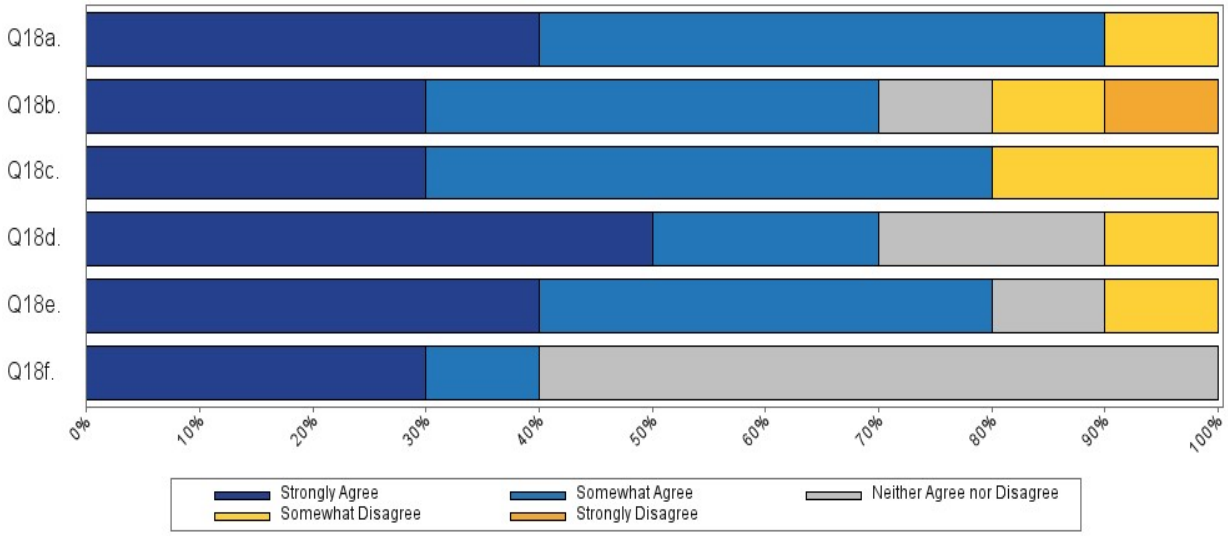
Professional Climate



Professional Climate		% by School	Total by School	% All Schools	Total All Schools
Q18a. The school has established procedures for effective collaboration among teachers.	Strongly Agree	40%	4	48%	922
	Somewhat Agree	50%	5	34%	656
	Neither Agree nor Disagree	0%	0	8%	151
	Somewhat Disagree	10%	1	7%	141
	Strongly Disagree	0%	0	3%	61
Q18b. The school has systems to monitor and maintain organizational and instructional quality through a formal evaluation process for teacher and other staff.	Strongly Agree	30%	3	52%	1,001
	Somewhat Agree	40%	4	32%	615
	Neither Agree nor Disagree	10%	1	9%	165
	Somewhat Disagree	10%	1	5%	90
	Strongly Disagree	10%	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	30%	3	45%	870
	Somewhat Agree	50%	5	31%	599
	Neither Agree nor Disagree	0%	0	11%	207
	Somewhat Disagree	20%	2	8%	155
	Strongly Disagree	0%	0	5%	100
Q18d. The school provides you with the resources and support to do your job well when teaching remotely.	Strongly Agree	50%	5	47%	913
	Somewhat Agree	20%	2	27%	522
	Neither Agree nor Disagree	20%	2	18%	356
	Somewhat Disagree	10%	1	5%	90
	Strongly Disagree	0%	0	3%	50
Q18e. The school provides you with the resources and support to do your job well when teaching in -person.	Strongly Agree	40%	4	53%	1,030
	Somewhat Agree	40%	4	33%	633
	Neither Agree nor Disagree	10%	1	7%	128
	Somewhat Disagree	10%	1	5%	91
	Strongly Disagree	0%	0	3%	49
Q18f. The school provides you with the resources and support to do your job well when teaching concurrently.	Strongly Agree	30%	3	39%	759
	Somewhat Agree	10%	1	22%	434
	Neither Agree nor Disagree	60%	6	32%	610
	Somewhat Disagree	0%	0	4%	78
	Strongly Disagree	0%	0	3%	50

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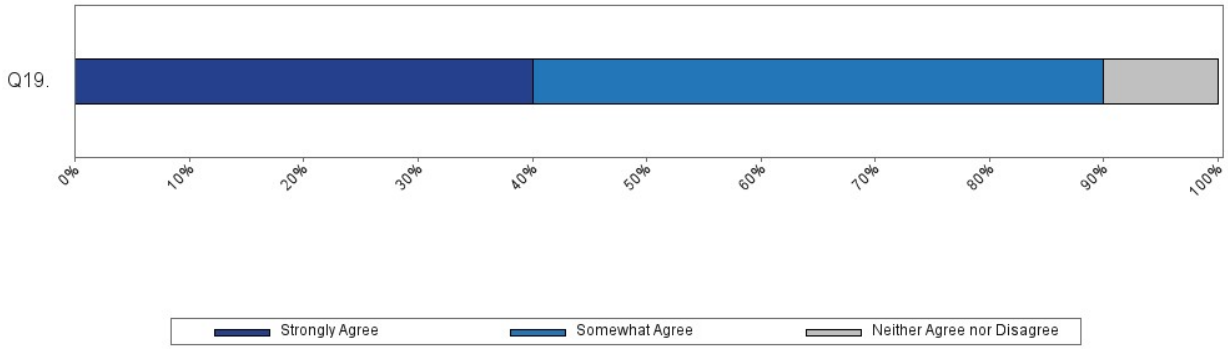
Professional Climate



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	40%	4	40%	764
	Somewhat Agree	50%	5	35%	683
	Neither Agree nor Disagree	0%	0	12%	225
	Somewhat Disagree	0%	0	8%	148
	Strongly Disagree	10%	1	6%	111

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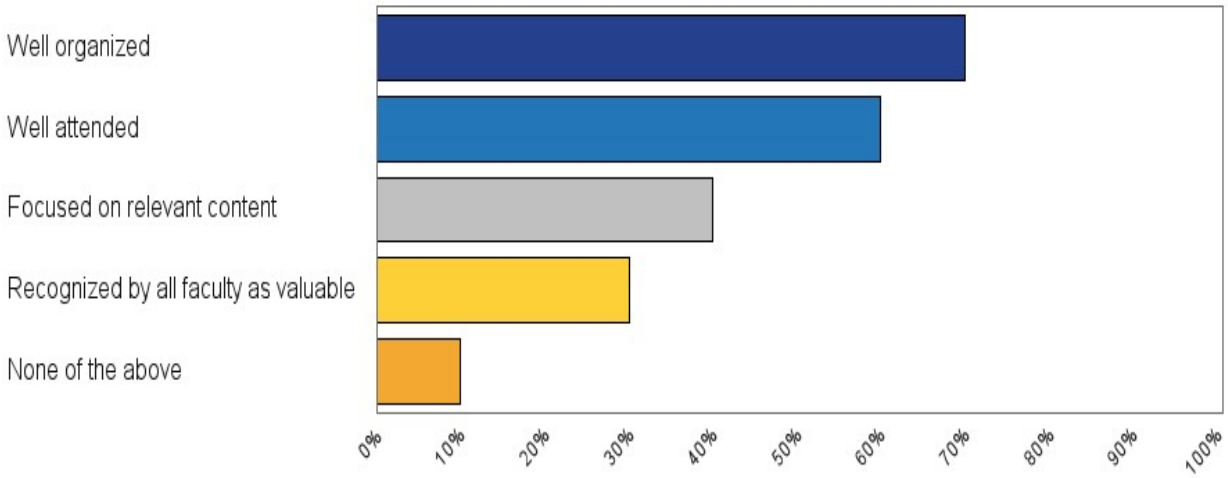
Q20. Meetings, such as faculty, staff, grade-level, curricular, child study, and the like are:



Q20. Meetings, such as faculty, staff, grade-level, curricular, child study, and the like are:	% by School	Total by School	% All Schools	Total All Schools
Well organized	70%	7	68%	1,314
Well attended	60%	6	78%	1,500
Focused on relevant content	40%	4	63%	1,217
Recognized by all faculty as valuable	30%	3	36%	700
None of the above	10%	1	5%	105

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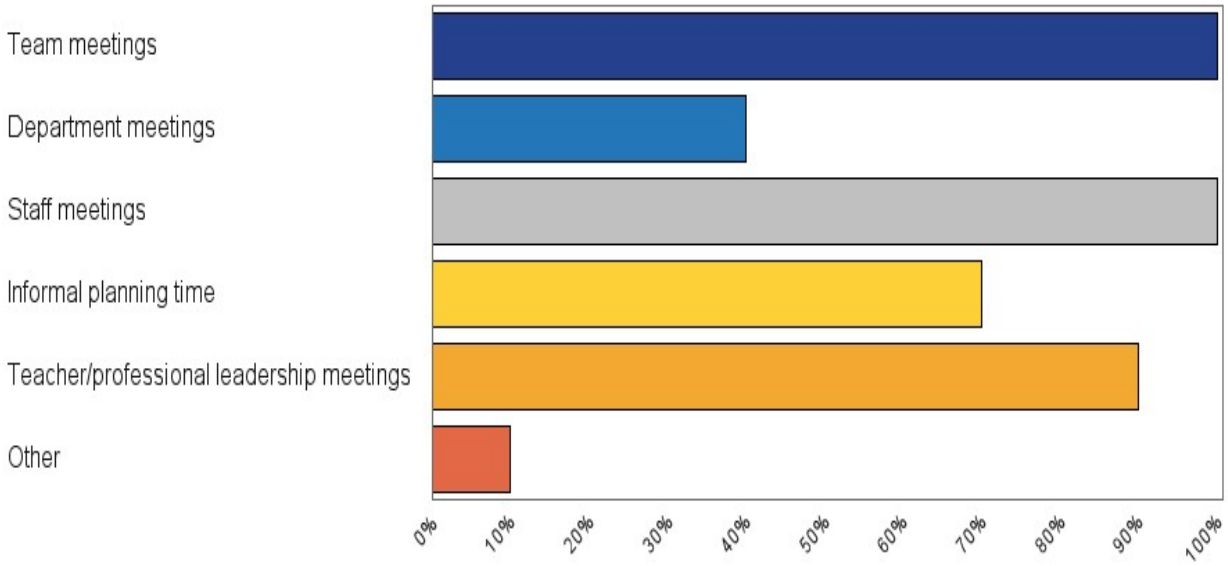
Q21. Select all types of meetings where faculty members collaborate with one another:



Q21. Select all types of meetings where faculty members collaborate with one another:	% by School	Total by School	% All Schools	Total All Schools
Team meetings	100%	10	90%	1,739
Department meetings	40%	4	67%	1,297
Staff meetings	100%	10	80%	1,553
Informal planning time	70%	7	73%	1,419
Teacher/professional leadership meetings	90%	9	65%	1,257
Other	10%	1	5%	95