



New York State Education Department

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

Utica Academy of Science Charter School

Renewal Site Visit Date: November 30, 2022

Date of Final Draft Report: May 4, 2023

Date of Final Report: May 19, 2023

[Charter School Office](#)

89 Washington Avenue

Albany, New York 12234

charterschools@nysed.gov

518-474-1762

Table of Contents

SCHOOL DESCRIPTION	3
METHODOLOGY	6
BENCHMARK ANALYSIS	8
SUMMARY OF FINDINGS	10
BENCHMARK 1: STUDENT PERFORMANCE	11
BENCHMARK 2: TEACHING AND LEARNING	12
BENCHMARK 3: CULTURE, CLIMATE, AND FAMILY ENGAGEMENT	17
BENCHMARK 4: FINANCIAL CONDITION	22
BENCHMARK 5: FINANCIAL MANAGEMENT	23
BENCHMARK 6: BOARD OVERSIGHT AND GOVERNANCE	24
BENCHMARK 7: ORGANIZATIONAL CAPACITY	26
BENCHMARK 8: MISSION AND KEY DESIGN ELEMENTS	30
BENCHMARK 9: ENROLLMENT, RECRUITMENT, AND RETENTION	32
BENCHMARK 10: LEGAL COMPLIANCE	34
 ATTACHMENT 1: 2021 NYSED CHARTER SCHOOL INFORMATION DASHBOARD	
 ATTACHMENT 2: CHARTER SCHOOL FISCAL ACCOUNTABILITY SUMMARY DASHBOARD	
 ATTACHMENT 3: 2021 CSO ANNUAL SURVEY OF CHARTER SCHOOL PARENTS/GUARDIANS, TEACHERS, AND STUDENTS	
 ATTACHMENT 4: 2022 CSO ANNUAL SURVEY OF CHARTER SCHOOL PARENTS/GUARDIANS, TEACHERS, AND STUDENTS	

SCHOOL DESCRIPTION

Charter School Summary¹

Name of Charter School	Utica Academy of Science Charter School
Board Chair	Dr. Fehmi Damkaci
District of location	Frankfort-Schuyler Central School District
Opening Date	Fall 2013
Charter Terms	<ul style="list-style-type: none"> Initial Charter Term: September 5, 2013 - June 30, 2018 First Renewal Term: July 1, 2018 - June 30, 2023
Current Term Authorized Grades/ Approved Enrollment	K - Grade 12 / 858 students
Proposed Renewal Term Authorized Grades/ Proposed Approved Enrollment	K - Grade 12 / 975 students
Comprehensive Management Service Provider	None
Facilities	160 School Lane, Frankfort, New York 13340 - Private Space
Mission Statement	<i>Utica Academy of Science Charter School (UASCS) will provide support, challenges, and opportunities for its students, and it will instill the necessary skills and knowledge in math, science, and technology to empower students, through high intellectual standards, preparing them for college, career and citizenship. The school seeks to graduate students who can think critically and creatively, who are committed to a lifetime of learning and civic involvement, and who are conscious of local, global, and environmental issues.</i>
Key Design Elements	<ul style="list-style-type: none"> College Preparatory Focused on STEM Environmental Education Glocal Education Youth Leadership Program Tutoring and Afterschool Programs Parent Involvement Performance-based Accountability²
Requested Revisions (Revisions are not approved unless approved by the Board of Regents)	<ul style="list-style-type: none"> Increase its authorized enrollment from the currently approved 858 students to 975 students beginning in the 2023-2024 school year;

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

² Source: Utica Academy of Science Charter School Initial Application

	<ul style="list-style-type: none"> • Amend the school’s Key Design Elements as follows: 1) College Preparation; 2) Focused on STEM and Environment; 3) Glocal Education; 4) Student-Centered School Structure; 5) Parental Involvement and Home Visits; 6) Performance Based Accountability to align the KDEs and academic program to the other charter schools in the network of SANY charter schools beginning in the current 2022-2023 school year; and • Amend its organizational chart to reflect significant changes beginning in the current 2022-2023 school year
--	---

Noteworthy: As of 2022-2023, Utica Academy of Science Charter School UAS has completed its planned growth and serves students in kindergarten through Grade 12. The school is in its second year of residence in the expanded Frankfort facility bringing all grades onto the same campus. In interviews with parents, teachers and school leaders, relationships between UAS and the Utica City School District (UCSD) have improved since the early years of the school’s operation.

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) Grade 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 2018 to 2019	Year 2 2019 to 2020	Year 3 2020 to 2021	Year 4 2021 to 2022	Year 5 2022 to 2023
Grade Configuration	K - Grade 1 Grades 6 - 12	K - Grade 2 Grades 6 - 12	K - Grade 3 Grades 6 - 12	K - Grade 4 Grades 6 - 12	K - Grade 12
Total Approved Enrollment	594	660	726	792	858

Proposed Renewal Term Grade-levels and Proposed Enrollment Requested by the School³

	Year 1 2023 to 2024	Year 2 2024 to 2025	Year 3 2025 to 2026	Year 4 2026-2027	Year 5 2027 to 2028
Grade Configuration	K - Grade 12	K - Grade 12	K - Grade 12	K - Grade 12	K - Grade 12
Total Proposed Enrollment	975	975	975	975	975

³ This proposed chart was submitted by Utica Academy of Science Charter School in its renewal application. It is subject to change pending the final renewal recommendation and approval by the Board of Regents.

METHODOLOGY

Purpose of the Renewal Report

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

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

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

A one-day renewal site visit was conducted at Utica Academy of Science Charter School on November 30, 2022. The New York State Education Department's Charter School Office (CSO) team conducted interviews with the board of trustees, school leadership team, special education and ENL teachers and deans, teachers, and parents. In cooperation with school leadership, the CSO administered anonymous online surveys to staff and parents.

The team conducted fourteen classroom observations in K - Grade 12. The observations were approximately 15 minutes in length and conducted jointly with the dean of the elementary school and the dean of the junior-senior high school. NYSED utilizes the CSO's Classroom Observation Worksheet as a lens for classroom observations. It is shared with the school prior to the site visit, and can be found in the [Renewal SV Protocol](#).

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

- **Current 2022-2023 organizational chart;**
- **A 2022-2023 master school schedule and schedule of staff, leadership, grade-level and department meetings;**
- **Board materials (roster, minutes, and strategic plan), and a narrative describing the board's self-evaluation process;**
- **School administered teacher, parent, and student survey results;**
- **2021 CSO Annual Survey of Charter Schools Parents/Guardians, Teachers, and Students (2022 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;
- 2022-2023 Faculty/Staff Roster;
- School-submitted Annual Reports for 2020-2021 and 2021-2022;
- Prior CSO monitoring reports (~~check-in~~, mid-term, renewal);
- School's SY 2022-2023 renewal application;
- UAS 2021-2022 professional development calendar and 2022 summer institute calendar;
and
- Supplementary evidence or data submitted to NYSED by the school

BENCHMARK ANALYSIS

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

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

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

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

For the site visit conducted on November 30, 2022, at UAS, see the following Performance Framework benchmark ratings and narrative.

**New York State Education Department
2015 Charter School Performance Framework Rating⁴**

2015 Performance Benchmark		Level
Educational Success	Benchmark 1: Student Performance: The school has met or exceeded achievement indicators for academic trends toward proficiency, proficiency and high school graduation. At all grade-levels and all assessments, scoring proficiently means achieving a performance level of 3 or higher (high school Regents and Common Core Regents exam score of 65 or higher).	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 has rigorous and coherent curriculum and assessments that are aligned to the New York State Learning Standards (NYSLS) for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking and achievement.	Meets
	Benchmark 3: Culture, Climate, and Family Engagement: The school has systems in place to support students' social and emotional health and to provide for a safe and respectful learning environment. Families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. Families and students are satisfied with the school's academics and the overall leadership and management of the school.	Meets
Organizational Soundness	Benchmark 4: Financial Condition: The school is in sound and stable financial condition as evidenced by performance on key financial indicators.	Meets
	Benchmark 5: Financial Management: The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices.	Meets
	Benchmark 6: Board Oversight and Governance: The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness and faithfulness to the terms of its charter.	Meets
	Benchmark 7: Organizational Capacity: The school has established a well-functioning organizational structure, clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.	Meets
Faithfulness to Charter & Law	Benchmark 8: Mission and Key Design Elements: The school is faithful to its mission and has implemented the key design elements included in its charter.	Meets
	Benchmark 9: Enrollment, Recruitment, and Retention: The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students.	Approaches
	Benchmark 10: Legal Compliance: The school complies with applicable laws, regulations, and the provisions of its charter.	Approaches

⁴ 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

- UAS is in year 10 of operation and serves students in K - Grade 12. During its current charter term, the school is rated in the following manner: meeting seven benchmarks and approaching three benchmarks. A summary of those ratings is provided below.
- **Summary of Areas of Growth and Strengths:**
Over the charter term, UAS has committed to regular and consistent implementation of a core curriculum in ELA and math aligned with the New York State Learning Standards (NYSLS). The school provides staff and scheduled time in the school day for intervention and targeted support for all students, including students with disabilities (SWD) and English language learners (ELL). The school has established and maintains consistent practices and procedures to create a school culture and climate that is safe and in which classrooms are conducive to learning. UAS creates a school community that celebrates the diversity of ethnicities, religions, and demographics among its students and staff. The SANY board has maintained effective financial management practices over the charter term to enable the construction and renovation of a facility that serves all students kindergarten through Grade 12 on the same campus. Leadership practices at UAS foster a productive professional climate that includes pathways for educators to grow professionally and build their leadership skills.
- **Summary of Areas in Need of Improvement:** UAS continues to enroll fewer SWD, ELL, and economically disadvantaged (ED) students than in the Utica CSD. While adjusting its lottery practices to allow more opportunities for ELL students to be selected has increased the percentage of ELL students in kindergarten, the school still enrolls a smaller percentage of ELL students when compared to Utica CSD and SWD enrollment is also below Utica CSD.

Benchmark 1: Student Performance

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

Finding: Approaches

Summative Evidence for Benchmark 1:

Over this charter term, the trajectory for this benchmark has declined from a Meets to an Approaches due to the most recent academic performance on the NYSTP 3-8 Assessments in ELA and math.

Based on the 2021-2022 NYSTP 3-8 Assessments for ELA and math, shown in Attachment 1, UAS's proficiency results, overall and for all subgroups, approach or surpass the school's comparison district, Utica CSD, and the district of location (DoL), Frankfort-Schuyler CSD, but are below NYS proficiency rates and the school's math proficiency results have dropped -19 percentage points when compared to the 2018-2019 results.

See Attachment 1 for data tables and additional academic information.

Benchmark 2: Teaching and Learning

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

Finding: Meets

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

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

- Elementary School:
 - ELA: Amplify Core Knowledge Language Arts (CKLA)
 - Math: Science Academies of New York (SANY) pacing guides aligned with the NYSLs

- Science K-Grade 8: *Amplify Science*
- Social Studies K-Grade 3: SANY pacing guides using topics embedded in the ELA curriculum
- Social Studies Grades 4-12: SANY pacing guides based on the NYS Social Studies Framework, the *Engage NY* modules, and *Ready New York*.
- MS:
 - ELA: *Amplify Core Knowledge Language Arts* (CKLA), SANY pacing guides
 - Math: *Ready Math* (Curriculum Associates)
- HS:
 - Regents' courses: NYS Regents curriculum guides
 - Non-Regents courses: SANY pacing guides aligned with the NYSL
 - Dual credit, college credit and certificate programs: curricula developed in collaboration with the credit-granting agency

Academic Program for SWD and ELLs:

- SWDs:
 - ELA and Math K-Grade 6: iReady, Ready NY, Guided Reading, Hagerty Intervention. Leveled Literacy Intervention (LLI)
 - ELA and Math Grades 7-8: IXL, iReady, Actively Learn
- ELLs:
 - ENL K-Grade 6: Integrated ENL, Stand Alone, Amplify Core Knowledge Language Arts (CKLA), iReady, SANY Pacing guides
 - ENL Grades 7-8: Stand Alone, CKLA, SANY pacing guides, National Geographic Edge CC Standards
 - ENL Grades 9-12: Stand Alone, CKLA, SANY pacing guides, National Geographic Edge CC Standards, IXL

Summative Evidence for Benchmark 2:

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

1. Element: *Curriculum*:

- **Indicator a:** In the renewal application, UAS describes its documented curriculum to include the Engage NY modules and Ready NY curriculum in math for K-Grade 8 and *Amplify Core Knowledge Language Arts* (CKLA) for ELA K-Grade 8. In the focus group, school leaders explained that the district, Science Academies of New York (SANY), develops pacing guides based on the NYSL social studies standards which elementary teachers use in conjunction with the ELA materials. As noted above, UAS bases the science curriculum on the *Amplify Core Knowledge Science* as well as materials from the Engage NY modules. High school Regents courses follow the NY Regents curriculum outlines. In the focus group, school leaders reported that the curriculum for non-Regents courses is developed by teachers and, in the case of college credit or dual credit or certification classes, teachers work with the college course frameworks or the certifying agency guidelines.
- **Indicator b:** Unit and lesson plans used by UAS teachers are developed from pacing guides created by the SANY district according to the renewal application and the focus group interview with school leaders. In the focus group interview, instructional leaders explained that the SANY district governing UAS and two other charter schools in central New York developed pacing guides that provide instructional strategies, differentiation methods, learning standards and objectives

that teachers adopt to create weekly learning plans targeting the needs of their own students. According to school leaders in the focus group, students are scheduled for an intervention class during which they are grouped by ability and provided remediation or enrichment depending on their level of proficiency. Students in the middle and high school have a number of opportunities to engage with complex materials by enrolling in dual credit or college credit classes and by participating in STEM-focused clubs and competitions.

- **Indicator c:** According to the renewal application and focus group interviews, the SANY pacing guides ensure the curriculum content is covered in all grades, aligned horizontally between classrooms and vertically between grades. In the focus group interview, instructional leaders explained that teachers document their completion of each learning standard and the deans of school, the instructional leaders for the elementary and the junior/ senior high school, confirm their self-reports during their weekly class walk-throughs. On the spring 2022 CSO Teacher Survey (21 of 50 possible responses, the survey did not meet a 90 percent confidence level and aggregate responses are not statistically dependable), more than 90 percent of the 21 teachers responding agreed that the school's curriculum is aligned horizontally and 86 percent of the 21 teachers responding agreed that the school's curriculum is aligned vertically.
- **Indicator d:** According to the renewal application and focus group interviews, UAS differentiates instruction and provides opportunities for all students to master grade-level skills and concepts by employing additional staffing and scheduling students with similar learning needs to specific intervention classes or resource rooms with special educators or ENL teachers. In addition, UAS enables differentiations by staffing each K - Grade 1 classroom with two teachers and providing one intervention support teacher to each Grades 2 - 6 class. In the focus group interview, the instructional leaders pointed to the master school schedule listing intervention classes during which the students are grouped by academic need and provided targeted instruction mapped out by the intervention coordinators and delivered by the intervention teachers. Students are tested regularly on grade-level content in their regular classroom and their progress on the intervention plans checked by iReady and STAR assessments.
- **Indicator e:** The UAS renewal application notes that the curriculum is regularly reviewed and revised as part of a district-wide process. Schools in the SANY network, including UASCS, use district-provided pacing guides which are adjusted as data from student assessments indicate. In the focus group interview, school leaders explained that regular assessments in grade-level content and remediation and enrichment work is examined to determine if the curriculum is providing the opportunities all students need to meet their learning targets. The SANY district develops quarterly benchmark assessments that include released items from the NYS testing program for Grades 7 - 12 to assess the curriculum as well as weekly standards-based assessments in K - Grade 6. School leaders reported that teachers have regular discussions of curriculum challenges at grade-level meetings for elementary teachers and department chair meetings at the middle and high school. Concerns are reported to SANY district coordinators to determine if pacing guide or curriculum materials adjustments are indicated.

2. Element: **Instruction:**

- **Indicator a:** The UAS instructional staff and school leaders describe 'high quality instruction' as that which emphasizes student engagement with the content. Instructional leaders accompanying the renewal site visit team on class visits said that classes should have frequent opportunities for students to raise questions and work together. In the focus group, school leaders listed common instructional practices to include agendas and learning objectives on the board, with some whole class instruction, some group work, and some independent work time. The renewal application, UAS defines 'rigorous' instruction to include higher-order thinking and

sharing with classmates. Instructional leaders in the focus group explained that some teachers have adopted the “flipped classroom” model to encourage students to become more active learners than passive recipients of information. Classes observed by the site visit team demonstrated many of the components mentioned by school leaders, with many classes engaging students through questions and answers or group work. According to school leaders, teachers are expected to use strategies from *Teach Like a Champion*, the *No Nonsense Nurturer*, and *Responsive Classroom* to maintain a classroom atmosphere that is conducive to learning. In the teacher focus group and on the 2022 CSO Teacher Survey, teachers listed *Class Dojo* in addition to the tools listed above as approaches that help them maintain student engagement with the materials in an orderly and productive way. Both teachers and parents in their respective focus group interviews cited Class Dojo as a valuable tool to provide positive reinforcement for both academic and behavioral successes. In several of the 14 classes visited by the renewal site visit team, teachers mentioned awarding Dojo points and in one case, students reminded the teacher of an earlier promise to update the Dojo score for the class.

- **Indicator b:** Across the 14 classrooms visited by the renewal site visit team, student engagement was evident, with few students off task or uninvolved in the lesson activities. Most teachers established a suitable pace for the lesson and managed class time efficiently. In some of the junior and senior high school classes, students were completing tasks independently, working in pairs or teams, conferring with the teacher or classmates for help. The review team noted a higher proportion of direct teacher-led instruction in classes led by new or novice teachers with fewer examples of student-to-student interaction. School leaders partnering for the observations explained that new teachers have mentors and coaches to help them build their skills in using strategies that keep students actively involved in the course content.

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

- **Indicator a:** As stated in the renewal application, UAS administers a comprehensive array of formative, diagnostic, and summative assessments. Diagnostic tools include iReady reading and math, STAR early literacy, and STAR ELA and math along with Fountas and Pinnell reading assessments. In the focus group, school leaders reported that deans, coaches, intervention coordinators, and grade and department leaders review the data during regularly scheduled meetings to track student progress. Classroom teachers regularly administer benchmark assessments developed by SANY quarterly in Grades 7 - 12 and after the completion of units of study. Special educators and ENL teachers administer a variety of assessments specific to their students’ needs, including the New York State Identification Test for English Language Learners (NYSITELL). To prepare students for annual state tests, UAS administers full-length practice tests covering grade-level or course learning standards in January and February.
- **Indicator b:** According to the renewal application and focus group interviews, administrators and staff use the results of the various assessments to assess student performance and monitor progress. At weekly grade-level meetings and at quarterly data meetings, K-Grade 6 teachers review assessment results and determine which standards have been mastered and which may need reteaching. The dean of school leads quarterly data meetings for teachers in Grades 7-12 to determine which students require additional tutoring after school or during Saturday sessions to enable them to demonstrate mastery of their course content. Intervention coordinators meet weekly looking specifically at iReady data to track the progress of the students in each intervention group. Teachers serving SWD and ELLs regularly assess and document changes in student mastery of skills and concepts aligned with their individual learning plans.
- **Indicator c:** In the renewal application, UAS explains that student data is reviewed by school leaders to assess the effectiveness of the academic program in general as well as the effectiveness

of intervention and support plans. In the focus group, school leaders reported that curriculum decisions are primarily made at the district level. SANY leaders use academic and behavior data from all schools in the network to assess the effectiveness of the academic program and make changes in materials or instructional practices. According to school leaders, the design of the summer school program is based at least in part on an analysis of student mastery of the NYSLS. The SANY pacing guides can be modified to address trends or patterns of strength and challenges noted in the assessment data.

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

- **Indicator a:** On the UAS website, UAS details a tiered intervention system to support the academic needs of all students. The school describes its staffing of assistant teachers, intervention support teachers and coordinators in the renewal application as strategies to ensure all students can meet high academic standards. In the student support focus group, intervention coordinators for literacy and math described the work of the seven intervention support teachers at the elementary school who work with groups of students sorted by ability level during the intervention blocks scheduled during the school day. In the leadership focus group, school leaders explained that the six teaching assistants are each assigned to a K - Grade 1 classroom to provide instructional support for the youngest learners in the school. The staff roster provided to the renewal site visit team lists two English as a New Language (ENL) teachers, a special educator, a math specialist, reading specialist, and an academic support specialist to serve K-Grade 6. In the student support focus group, staff members explained that most support for SWD and ELL are provided in a resource room (pull-out) setting, with periodic push-in activities when schedules allow. At the high school, the staff roster lists one ENL and one special education teacher, in addition to a math support person, and an intervention support teacher. In addition to the supports provided during the school day, school leaders in the focus group explained that teachers provide after school tutoring, Saturday sessions, and intersession and summer programs to supplement the full school calendar. Students are identified as needing additional instruction based on assessment data and offered opportunities to participate in the extra learning time. ENL teachers in the focus group reported that ELL students participate in three-week summer school that includes both academics and recreational activities to prepare them for the academic year ahead.
- **Indicator b:** As noted above, UAS administers an array of assessments and schedules meeting time to facilitate communication between classroom teachers and the student support staff. Participants in the student support focus group explained that they communicate daily with the classroom teachers for their students by email and in the online lesson plan database. In the teacher focus group, elementary teachers confirmed they regularly communicate with special educators and ENL teachers, particularly at weekly grade-level team meetings. Support staff at the high school reported similar strategies to communicate with teachers about SWD and ELL needs and challenges, reiterating the value of the online lesson plan database as an aid to keeping informed of the concepts and skills being taught in each class. The special education coordinator at the high school has a class period available to make phone calls with families or to sit in on classes and observe students.

Benchmark 3: Culture, Climate, and Family Engagement

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

Finding: Meets

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

Summative Evidence for Benchmark 3:

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

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

Utica Academy of Science CS	Expected Responses	Total Responses	Response Rate	Target Response	Differential
Parent Survey	740	101	14%	50%	-36
Student Survey (Grades 9-12)	254	26	10%	80%	-70
Teacher Survey	53	27	51%	80%	-29

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

Utica Academy of Science Charter School		Response Rate	Survey Population	Total Responses
Parent	Does not meet 90% or 95% Confidence	6%	793	45
Student	Does not meet 90% or 95% Confidence	0%	263	0
Teacher	Does not meet 90% or 95% Confidence	42%	50	21

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

The response rates for the 2021 CSO surveys did not meet the target rates and the sample sizes of the 2022 CSO surveys did not meet a minimum 90 percent confidence level therefore neither year's aggregate responses are statistically dependable.

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

- **Indicator a:** UAS describes its behavior management approach and discipline policy in the Scholar Handbook posted on the website. The handbook was updated July 2022 and, according to school leaders in the focus group, changes are reviewed by school leaders and the board of trustees, and the handbook is updated as challenges to student well-being emerge. According to the handbook, UAS uses a positive behavioral intervention and supports (PBIS) approach to promote social-emotional health and productive behavior. The handbook details infractions and consequences and asks students to commit to a behavior contract, an academic contract, and an attendance contract at the start of each school year. The handbook details a tiered behavior intervention plan similar to the tiered academic intervention process (RTI). According to the staff roster and focus group interviews, the dean of students at each of the elementary and junior/ senior high school works with one behavioral specialist and the counselor in each building to monitor school climate and culture and address behavior issues that arise. The renewal application and support staff focus group explained that the Alternative Educational Setting (AES) room in each school allows the school to separate students and work with them to resolve behavior issues while continuing to complete their academic assignments. Behavior specialists credit the restorative justice approach with improving the positive climate in the school.
- **Indicator b:** On the 2022 CSO Surveys, teachers and parents agreed that UAS establishes and maintains a safe school environment. The school's recently expanded facility is situated in a rural setting, with few neighbors, which eliminates the potential for disruption or distractions common in a city environment. Doors are locked and visitors must present identification and display a name

badge while in the building. Displays from external cameras are continuously monitored by staff in the main office. Arrival and departure procedures are clearly defined and overseen by school staff. In the renewal application, UAS cites the implementation of the school's positive behavior strategies and consistent expectations for scholarly behavior as the factors that produce an environment where all students can succeed.

- **Indicator c:** UAS incorporates its Dignity for All Students Act (DASA) policy in the student handbook that explicitly defines prohibitions against bullying and harassment, including cyberbullying. In the renewal application, the school describes its strict limits on cell phones and electronic devices as part of its effort to minimize distractions and limit opportunities for students to engage in harassing or bullying behavior. In the parent focus group, one parent described an incident of name-calling on the school bus that was promptly and effectively dealt with by school administrators. On the 2022 CSO Parent Survey (45 of 793 possible responses, the survey did not meet a 90 percent confidence level and the aggregate responses are not statistically dependable), 67 percent of the 45 parents responding agreed that the school has systems in place to ensure the environment is free from bullying, harassment, and discrimination.
- **Indicator d:** Across the 14 classes visited by the renewal site visit team, all were orderly and productive, with no instances of disruption or misbehavior. On the 2022 CSO Parent Survey, 64 percent of responding parents agreed that classroom environment supports learning and is free from disruption.

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

- **Indicator a:** In the renewal application, UAS describes using tools such as an automated phone messaging system, social media, Class Dojo and the website to keep families and the community informed about school activities. In the leadership and teacher focus groups, UAS staff reported that parents have access to their child's grades, discipline notes, and assignments through the password-protected student information system. Both parents and teachers in their respective focus group interviews cited Class Dojo as the most useful communication tool, allowing teachers to post videos of class activities, lesson details, and parents to text their responses and questions. In addition to Class Dojo, the school provides a quarterly newsletter and weekly community memos that highlight happenings at the school from the previous and current weeks. The UAS website provides a translation link to enable parents to view documents on the site in their preferred language. At the time of the renewal site visit, some documents on the website were outdated or incorrect, such as the Directors Message which refers to the 2017-2018 school year, the Program of Studies which references high school courses for 2017 and the "About Us" tab lists the school's location in Utica, not its current facility. The UAS website lists a Parent Involvement Committee (PIC) for parents of students in Grades 7-12 but cites no meeting dates in the events calendar or contact information. In the focus group, school leaders reported that the PIC was suspended during the pandemic and has not been reactivated. Instead, school leaders cited the growing involvement of parents in athletic booster clubs now that UAS fields a larger collection of athletic teams. Teachers in the focus group reported that 10 parents of students in K - Grade 6 participate in the Family-School Alliance (FSA) and information flyers are circulated through Class Dojo. The events calendar on the school's website lists monthly Coffee Talk sessions for K - Grade 6 parents but attendance numbers for those sessions was not shared.
- **Indicator b:** In the focus group, teachers confirmed that they are required to contact parents regularly to discuss students' strengths and needs as reported in the renewal application. Teachers stated that these communications are often "good news" reports via Class Dojo, email or phone. Parents in the focus group reiterated that they receive numerous communications from their child's teachers and from school administrators across all media formats. In the 2022 CSO

Survey, several commenters remarked that repetitive communications are not always helpful, but teachers and school leaders in their respective focus groups explained they want to be certain that all families have the essential information they need to help their child succeed. In addition to the required ten weekly communications with parents, the renewal application and school leader interviews explained that the 12 home visits per year required of each teacher is a key strategy for engaging families in the work of the school.

- **Indicator c:** According to the renewal application and interviews with school leaders, UAS solicits feedback from parents and students through a variety of surveys. High school students complete course feedback surveys at the end of a class and parents' perceptions are gathered on specific topic-focused surveys, such as remote/hybrid learning options during and following the COVID 19 pandemic and preferred communication methods. In the renewal application, UAS notes that high retention rates indicate high levels of satisfaction among students and parents.
- **Indicator d:** The UAS renewal application describes a four-step process for responding to family or community concerns. The UAS complaint policy and procedures are incorporated into the posted on the school's website; however, on the 2022 CSO Parent Survey, 56 percent of the 45 parents responding agreed that the complaint policy is easy to find and 60 percent of the 45 parents responding agreed that the complaint policy is easy to understand. UAS reported no complaints from family or community in the 2021-2-2022 Annual Report.
- **Indicator e:** In the renewal application, UAS explains that members of the school community have varying access based on their areas of responsibility to the diagnostic, formative and summative measures of academic performance collected by the school and stored in the data warehouse. For instance, in the focus group, school leaders explained that teachers have full access to their students' data and can examine individual, group or class level information. Intervention coordinators and intervention specialists can view the scores of students in their support groups to assess the impact of the particular strategy on student outcomes. Coaches, deans, special educators and ENL teachers, and grade-level and department leaders have access to data relevant to their group to enable them to lead productive discussions with their teams to refine and improve instruction. According to the renewal application, the school shared this data "at different intervals" with community members. In board and leadership focus groups, the school could not cite specific instances where school level data is shared with families or the community. In their focus group, parents agreed that they can readily see their child's grades and scores but could not state if school level data is distributed or discussed with them.

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

- **Indicator a:** According to the renewal application, UAS provides staffing and programs to address the social-emotional needs of students. Positive Behavioral Interventions and Supports (PBIS) is the underlying framework for the school's behavior management practices, with restorative justice circles designed to provide opportunities to resolve conflicts in positive ways. In the focus group interview, school leaders cited their focus on consistent implementation and application of the school's behavior expectations as critical to the establishment of a positive learning culture. Teachers in the focus group described how they use the Class Dojo tool to award points when students demonstrate the character traits emphasized in the school's code of conduct. Monthly celebrations honor the grade-level student with the highest points for the character trait featured that month. In their focus group, parents praised the schools' success in establishing a positive environment, with several reporting their children "go to school happy and come home happy." UAS employs a school counselor for K-Grade 6 and one for Grades 7 - 12, as well as a dean of students and a behavior specialist for each building responsible for monitoring behavior and social-emotional needs. In the focus group interview, school leaders explained that staff can

identify students in need of attention at weekly grade-level chair or department meetings led by the dean at each building, with follow-up coordinated by the counselor and dean. In the renewal application, UAS reports that the curriculum *Character Strong* is implemented in the high school to build students social-emotional skills. On the day of the renewal site visit, the class schedule for Grades 7 - 12 was shortened slightly to accommodate a monthly *Character Strong* lesson at the end of the day led by teachers hosting their particular mentorship group. According to the renewal application, teachers in K - Grade 6 use activities from the *Second Step* program to strengthen students' social-emotional skills.

- **Indicator b:** In the renewal application, UAS explains that school leaders and student support staff use attendance, discipline reports, academic data and teacher observation reports to track the social-emotional needs of students. The renewal application also states that it uses surveys of parents, teachers, and upper grade students to monitor the social-emotional needs of students. UAS did not indicate in focus group interviews or on the renewal application if it has employed tools to assess broader social-emotional concerns such as anxiety, depression, or trauma in addition to using incidents of misbehavior as indirect evidence of broader social-emotional issues.
- **Indicator c:** As described above, in the renewal application and in focus groups, UAS reviews behavior and attendance data to assess the impact of its programs, *Character Strong* and *Second Step*, on student social-emotional well-being. In each building, the dean of students monitors call-out data, when teachers request support for a misbehaving student, to determine in real time whether disruptions to the orderly climate are likely. The school uses behavior data as an indicator of social-emotional health.

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 consistent as a Meets due to its overall measure of financial health.

Summative Evidence for Benchmark 4:

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

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

Financial Condition

Utica Academy of Science Charter School is part of the Science Academies of New York Charter Schools education corporation. Science Academies of New York Charter Schools appears to be in very good financial condition as evidenced by performance on key indicators derived from the education corporation'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. Science Academies of New York Charter Schools' 2021-2022 composite score is 3.00.

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

<i>Year</i>	<i>Composite Score</i>
2017-2018	3.00
2018-2019	3.00
2019-2020	3.00
2020-2021	3.00
2021-2022	3.00

Benchmark 5: Financial Management

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

Finding: Meets

Over this charter term, the trajectory for this benchmark has consistent as a Meets. Utica Academy of Science Charter School appears to be in good financial condition as evidenced by performance on key indicators derived from the school's independently audited financial statements.

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

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

Summative Evidence for Benchmark 5:

NYSED CSO reviewed Science Academies of New York Charter Schools' 2021-2022 audited financial statements to determine whether the independent auditor observed sufficient internal controls over financial reporting. The auditor did not identify deficiencies in internal controls that could be considered material weaknesses.

Benchmark 6: Board Oversight and Governance

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

Finding: Meets

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

Summative Evidence for Benchmark 6:

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

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

- **Indicator a:** According to the renewal application and the 2021-2022 UAS Annual Report, the board seated four new members during the charter term with experience in higher education computer science, environmental science, and finance. In the focus group, board members explained that the new member with finance expertise filled a gap created when a former member resigned from the board. Board members cited their desire to gather the perspective of a younger member as a second factor supporting another newcomer. While the UAS board is also the governing body for two other charters schools in Syracuse, one member is an active participant in the Utica community, providing contacts and insight into the specific needs Utica students and their families. In the focus group, board members commented that they feel that the current size of the board is satisfactory, and they are not actively recruiting, although their by-laws allow a larger board.
- **Indicator b:** At the request of the renewal site visit team, UAS provided a strategic plan approved by the board covering the years 2018-2022. The plan lists five challenges and defines goals and strategies for each challenge. The goals and strategies do not have interim benchmarks or timelines for completion, nor do they assign responsibility for tasks to specific roles in the school. As board members explained in the focus group, the goals are long term, intended to be completed within the stated timeline. Of the five challenges, four apply across all the SANY district

schools with one specific to UASCS, namely, the building out of the Frankford facility to house all grades in one building which was completed in 2020. Board minutes for the previous year do not include specific descriptions of the board's review of the progress of the strategies in the plan, although the renewal application describes steps taken to implement many of the strategies. The board did not provide a summary of their strategic goals for the current (2022-2023) school year.

- **Indicator c:** According to the renewal application and focus group interviews, the board carries out its oversight responsibilities by reviewing data reports from each of the schools at its monthly meetings. The renewal application explains that the board receives comprehensive data from the leaders of each of the schools on academic performance, fiscal operations, and culture, climate and behavior. Board minutes list the motions and approvals of proposals submitted by building administrators, the superintendent, or board members themselves regarding school operations and fiscal management, although details of the board's discussions of these decisions are not generally included in the minutes. The renewal application reports that the board president and treasurer meet with district leaders to manage finance operations and maintain awareness of issues across the district in addition to reviewing annual reports submitted to the NYSED Charter School Office.
- **Indicator d:** The UAS renewal application describes the board's approach to reviewing and updating school policies. The renewal application states that a comprehensive policy manual covering both internal and external activities and relationships is updated when necessary due to operational needs or changes in the law. In the focus group, board members said that school leaders and the superintendent monitor change in state and federal law or regulation affecting charter schools and prepare draft policy revisions in consultation with the board attorney. Board members review and discuss proposed policies and take a formal vote at their regular monthly meetings. The UAS website includes posts of several of the school's policies, including those addressing DASA, complaints, discipline and behavior expectations (Student and Parent Handbooks), and policies to support homeless and Title I students.
- **Indicator e:** According to the renewal application, the UAS board conducts yearly evaluations of itself and the superintendent. In the focus group, board members explained that the superintendent of the SANY district evaluates building leaders who in turn evaluate the administrators and staff in their buildings. The renewal application lists four elements in the board self-evaluation: knowledge of the school and board meetings, instructional program, planning and supervision and community relationships. The specific standards against which members rate their performance are not detailed in the renewal application and in the focus group, board members explained that each member responds to five to seven questions and then share their responses. Board minutes do not include mention of board discussion of its self-evaluation responses. The renewal application states that the board uses its own expertise to evaluate the superintendent, although in the focus group the board stated that the superintendent creates his own evaluation rubric. When asked if the superintendent's goals align with the board's strategic goals, board members said they align indirectly but are not necessarily congruent. The renewal application states that school deans are evaluated by the superintendent using the Marzano rubric, a performance-based tool. The UAS renewal application does not report how the board evaluates its providers, including the professional development trainers, technology service providers (i.e., TED Solutions), or academic partnerships.
- **Indicator f:** The renewal application indicated that the UAS board maintains awareness of its legal obligations by participating in professional development provided by the school attorney at its annual strategic meetings. However, when the renewal site visit team requested a calendar of board professional development sessions, the team could not document the strategic meetings on the school's website, board minutes, or on the 2021-2022 UAS Annual Report.

Benchmark 7: Organizational Capacity

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

Finding: Meets

<u>Element</u>	<u>Indicators</u>
1. <i>School Leadership</i>	<p>a. The school has an effective school leadership team that obtains staff commitment to a clearly defined mission and set of goals, allowing for continual improvement in student learning.</p> <p>b. Roles and responsibilities for leaders, staff, management, and board members are clearly defined. Members of the school community adhere to defined roles and responsibilities.</p> <p>c. The school has clear and well-established communication systems and decision-making processes in place which ensure effective communication across the school.</p> <p>d. The school successfully recruits, hires, and retains key personnel, and makes decisions – when warranted – to remove ineffective staff members.</p>
2. <i>Professional Climate</i>	<p>a. The school is fully staffed with high quality personnel to meet all educational and operational needs, including finance, human resources, and communication.</p> <p>b. The school has established structures for frequent collaboration among teachers.</p> <p>c. The school ensures that staff has requisite skills, expertise, and professional development necessary to meet students' needs.</p> <p>d. The school has systems to monitor and maintain organizational and instructional quality—which includes a formal process for teacher evaluation geared toward improving instructional practice.</p> <p>e. The school has mechanisms to solicit teacher feedback and gauge teacher satisfaction.</p>
3. <i>Contractual Relationships</i> □N/A	<p>a. The board of trustees and school leadership establish effective working relationships with the management company or comprehensive service provider.</p> <p>b. Changes in the school's charter management or comprehensive service provider contract comply with required charter amendment procedures.</p> <p>c. The school monitors the efficacy of contracted service providers or partners.</p>

Summative Evidence for Benchmark 7:

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

1. Element: **School Leadership:**

- **Indicator a:** According to the renewal application and focus group interviews, UAS leadership includes building level deans overseen by the SANY district superintendent, as well as grade-level and subject area chairs and program coordinators for SWD and ELL who are supervised by the

deans. In focus group interviews, both school leaders and teachers confirmed that communication among staff occurs frequently through multiple pathways, including email, text, and online tools such as Google docs and the school's lesson plan warehouse. Weekly memos are distributed to staff, students and parents with highlights of the past week's activities and upcoming events and deadlines. Guidance and reminders about both academic and behavioral expectations are included in the weekly memos and celebrations, awards, and acknowledgements of positive contributions to the school culture are featured. Through the weekly memos along with the quarterly newsletter, UAS communicates its mission to provide opportunities and supports to prepare students for college and citizenship.

- **Indicator b:** The UAS renewal application describes both building level and district-level leadership roles and responsibilities, explaining the district's decision to separate the academic and operational roles to ensure efficient completion of essential tasks. The renewal application includes descriptions of the role of the board and school leaders, including the superintendent and assistant superintendent, the assistant superintendent of finance and operations, the dean of school, operations manager, and dean of students. Each description includes an extensive list of their responsibilities to promote and maintain effective school operations and ensure adherence to the school's policies as well as state and federal regulations. The organizational chart submitted on the NYSED CSO portal for the renewal lists three deans for the building but only two are noted on the staff roster provided to the site visit team. In the focus groups, student support staff and teachers were clear on the roles of their supervisors and coaches, although the organizational chart does not include coaches, interventionists, or subject area specialists and the renewal application does not include descriptions of their responsibilities or qualifications. The calendar of regularly scheduled meetings between school leaders, team leaders, coaches, teachers and instructional support staff suggests that members of the school community are familiar with and adhere to defined roles, even though documentation of those roles is not fully elaborated.
- **Indicator c:** According to the renewal application and focus group interviews, UAS employs multiple systems to ensure effective communication across the school and decision-making procedures that consider input from relevant sources. As noted above, regular meetings between teachers, grade-level team leaders, deans, coaches and coordinators allow essential information about academic performance as well as behavior and social-emotional well-being to be shared across the school. The renewal application notes that program decisions are based on quantitative data such as student assessments as well as observations by teachers, counselors, and behavior staff complemented with periodic surveys of students and families. In the focus group interview, board members explained that deans from each of the three SANY school communicate regularly with the superintendent who brings information to the board and submits relevant proposals for changes in programs, practice, or procedures.
- **Indicator d:** The UAS renewal application describes steps the SANY district has taken to recruit, hire and retain instructional staff. The renewal application describes a three-step hiring process involving the district human resources staff along with school deans and the superintendent. The renewal application also lists financial and professional development incentives provided by SANY to retain instructional staff. In the focus group, teachers praised the SANY Teacher Certification Master's Program (TCMP) that pays for teachers to complete a master's program in exchange for a commitment to stay with the school. In the leadership focus group, coaches noted that SANY provides leadership training that allows teachers to build the skills needed to take on leadership roles. Teachers in the focus group described a comprehensive evaluation process as well as embedded support from mentors and coaches that identifies the areas where they can grow in their professional capacity. The SANY district strategic plan 2018-2022 provided to the site visit

team lists retention of qualified staff as a challenge to be addressed. However, the staff roster provided to the team did not provide sufficient data to allow the renewal site visit team to assess the success of the school's or district's efforts mentioned in the renewal document. The UAS renewal application did not include descriptions of the process for recruiting and retaining non-instructional staff.

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

- **Indicator a:** According to the renewal application, finance and human resources needs for UAS and the other district schools are managed at the district level. The process for recruiting and hiring UAS instructional staff is summarized in the previous paragraph. The UAS renewal application lists district level staff including the superintendent, assistant superintendent, assistant superintendent of finance and operations, a human resources coordinator, accounting and finance clerks, as well as information technology (IT) staff who are responsible for addressing the operational needs of UAS the other district schools. The renewal application does not describe the qualifications for these roles, how these staff are recruited, nor how their performance is evaluated. The renewal application does not specifically address responsibility for communication, but in interviews during the site visit, the team learned that the deans of the school prepare and distribute both external and internal memos and newsletters. Program coordinators for SWD And ELLs oversee communication with parents of the students in their programs. The staff roster did not provide information about the individuals responsible for maintaining UAS website content or social media activities.
- **Indicator b:** According to the renewal application, UAS provides collaboration opportunities between teachers in a variety of settings. In the summer institute before the school year starts, classroom teachers, teaching assistants, intervention specialists, special educators, and ENL teachers participate in training related to their curriculum and the tools used to document lessons and communicate with parents. In the student support team focus group, special educators, ENL teacher and coaches explained that they communicate regularly with classroom teachers informally and at weekly grade-level team meetings. In both focus group interviews and the renewal application, UAS reports that online tools such as Rediker and Google docs allow teachers and specialists to share academic, behavior and attendance information and review the curriculum pacing guides. Interventionists, special educators and ENL teachers said they take note of classroom lesson plans and develop activities for their students that help them better access core curriculum content.
- **Indicator c:** UAS provided calendars of professional development activities aimed at ensuring all staff have the skills necessary to meet students' needs. The outline of the 10-day summer institute lists sessions on the curriculum, use of tools such as Class Dojo, performance expectations and evaluation procedures, many differentiated between new and returning teachers. In the focus group, school leaders explained that new teachers are assigned a mentor from among the veteran staff to provide support in a non-evaluative relationship. Teachers are assigned coaches as needed based on informal observations and student assessment results. In the focus group school leaders noted that coaches are experienced staff at the school, and they receive training to fulfill their role. Teachers in the focus group reported that coaches and mentors are helpful in identifying their strengths and areas for improvement, the "glows" and "grows" needed to excel in the classroom. In addition to the embedded coaching and mentoring, UAS offers regular professional development days throughout the year and includes instructional training during weekly grade-level team meetings and monthly staff meetings. SANY provides an annual allocation for teachers to attend conferences of their choice and teachers in the focus group provided examples of their use of those funds to engage with other professionals in their field.

- **Indicator d:** According to the renewal application and the focus group interviews, UAS uses the Danielson rubric as the foundation of its formal evaluation system. The renewal application explains that teachers prepare a personal professional growth plan during the summer institute, and the deans, in their role as instructional supervisors, select elements of the Danielson rubric to conduct formal observations. At the time of the renewal site visit, school leaders commented that they were completing the first round of formal observations. Teachers in the focus group noted that the formal observation begins with a conversation to review the process, to discuss the lesson to be observed, and the rubric elements that will be the focus of the observation within the framework of the teachers' professional growth plan. As noted above, teachers in the focus group said that, while feedback from the formal evaluation was informative, the most helpful feedback came from the more frequent visits with coaches and mentors and the informal walk-through feedback from the deans.
- **Indicator e:** According to the renewal application, UAS solicits teacher feedback from department and grade-level chairs at regularly scheduled meetings and gauges teacher satisfaction through an annual survey. In the focus group, school leaders reported they survey teachers after most professional development sessions to gauge the usefulness and quality of the presentation. Teachers in the focus group agreed that they are invited to provide input into school programs and practices, citing several instances where their suggestions led to changes in the school. In the leadership focus group, the school indicated that they had been unable to administer the comprehensive staff survey used in previous years in 2021-2022 due to technical problems acquiring the survey items.

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

UAS does not have a management company or comprehensive service provider but operates as part of the Syracuse Academy of New York (SANY), which has a common board overseeing multiple schools. According to interviewed school leaders, UAS shares several academic and operational practices with other SANY schools, such as HR and common curriculum program, but has its own budget and priorities as well as flexibility to modify its program based on local needs. School staff collaborate with peers in other SANY schools; for instance, deans meet weekly across SANY schools and have developed collaborative practices, such as standards-based report cards.

- **Indicator a:** N/A
- **Indicator b:** N/A
- **Indicator c:** 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: Meets

<u>Element</u>	<u>Indicators</u>
1. <i>Mission and Key Design Elements</i>	<ul style="list-style-type: none">a. School stakeholders share a common and consistent understanding of the school's mission and key design elements outlined in the charter.b. The school has fully implemented the key design elements in the approved charter and in any subsequently approved revisions.

Summative Evidence for Benchmark 8:

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

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

- **Indicator a:** In its mission statement, UAS commits to provide “supports, challenges and opportunities” to students to prepare them for “college, career and citizenship.” The UAS renewal application states that the mission statement is presented in the *SANY Scholar Handbook* and the employee handbook, posted in the school building, and presented at new student orientations and new staff meetings. Teachers in the site visit focus group described their instruction and the additional supports provided during the school day, after school, and on Saturday as examples of the “supports” mentioned in the mission statement and the regular field trips and community activities as examples of the “opportunities” in the mission statement. On the spring 2022 CSO Parent Survey, 87 percent of the 45 parents responding agreed that the school is fulfilling its mission, a smaller percentage than across all charter schools. Although the renewal application states that the school’s mission is posted in the building and included in scholar and family handbooks, 2 of the 45 parents responded that they did not know the school’s mission and four of the 45 said the school was not meeting its mission commitments.
- **Indicator b:** In its original charter, UAS lists eight key design elements. The school modified its key design elements without seeking prior approval from the Board of Regents or NYSED as required. The key design elements being implemented by the school are described in the following paragraphs.
 - **College preparation:** In the renewal application and submitted documents, UAS reports a 90 percent college acceptance rate over the past four years. School leaders provided enrollment data for dual credit, certificate and college level classes offered at the high school. Parents in the focus group described the experience of their children who were able to accumulate college credits and specialized certificates while in high school. One parent reported her child earned an associate degree along with her high school diploma at graduation.
 - **STEM and environment focused:** In the UAS renewal application, the school describes field trips, regular use of technology, science fairs, clubs and competitions as tools to engage students in STEM topics. Teachers in the focus group noted that the elementary grades have launched a “farm to table” initiative and field trips will be planned to help students engage with that theme.

- **Student Centered:** In the UAS renewal application, the school explains that the small size of the school enables staff and students to develop positive relationships. The school's current enrollment of 858 students is distributed across 12 grades plus kindergarten allocating approximately 65 students per grade. School leaders reported that K-Grade 1 classrooms are staffed with a teacher and teaching assistant, allowing a student to staff ratio of less than ten to one. In their respective focus groups, intervention support staff and teachers described how they document and share lesson plans, intervention plans, and outcomes for each student to ensure that they succeed. The school provides structured social-emotional learning programs, *Second Step* and *Character Strong*. Teachers are trained to use restorative justice and No Nonsense Nurturer strategies to build student's social skills and strengthen their resilience. According to school leaders and attendance data provided to the site visit team, teachers are available for after school tutoring and students take advantage of Saturday school, extra instruction during spring vacation, as well as summer orientation and enrichment programs. As noted previously, parents in the focus group reported that their children "go to school happy and come home happy."
- **Glocal education:** In the renewal application, UAS lists a variety of citizenship activities that help students develop a global mindset enhanced through local actions. In the focus group interviews, school leaders, teachers, and parents applauded the school for not just acknowledging diversity but celebrating the differences in demographics, ethnicities and religions at UASCS. The sample quarterly newsletter provided to the site visit team includes interviews with Muslim students about their practices during Ramadan, photos of the Bosnian Independence Day celebration, and a call for participants for the school's annual international day. The school plans field trips, community service activities, and national and international trips to broaden the perspective of UAS students beyond their own families and neighborhoods.
- **Parent involvement and home visits:** In the focus group, school leaders acknowledge that the Parent Involvement Committee (PIC) for Grades 7-12 has not been reconstituted since its suspension when COVID 19 restrictions were in place. In the renewal application, the school reports that 10 families are active in the Family School Alliance for K-Grade 6 parents. In the focus group, board members noted that SANY board meetings are periodically held in Utica, but board minutes for 2021-2022 do not list any parents or families attending board meetings. On the 2022 CSO Parent Survey, 31 percent of the 45 parents responding said they did not know when or where board meetings take place. In the focus group, teachers confirmed that they are required to make 12 home visits each year and remarked that they find them helpful. In the renewal application, UAS describes involving parents in events conducted throughout the year as both organizers and participants.
- **Performance-based accountability:** In the renewal application, UAS describes a detailed performance-based accountability process for instructional staff based on student results from assessments administered at intervals throughout the year. The renewal narrative describes incentives for teachers and school leaders when performance targets are met. The renewal application does not mention if there are performance-based accountability processes and targets for other school staff, such as deans, coordinators, coaches, and operations manager.

Benchmark 9: Enrollment, Recruitment, and Retention

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

Finding: Approaches

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

Summative Evidence for Benchmark 9:

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

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

- **Indicator a:** UAS maintains sufficient overall enrollment to meet the enrollment plan outlined in the school charter and is at 100 percent of their contracted enrollment for 2021-2022. The school enrolls ED students at a rate that currently, 2021-2022, exceeds that of the Utica CSD by +2 percentage points. The school retains all students and subgroups at rates closely approaching or equal to Utica CSD. The school enrolls both ELL and ED students at a greater rate than the DoL (Frankfort-Schuyler Central School District). Currently +10 percentage points above for ELLs and +38 for ED students. Retention rates for all students and subgroups is equal to or above the DoL.

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

- **Indicator a:** UAS has consistently enrolled fewer SWD and ELL students than Utica CSD. According to the most recent data (2021-2022), UAS is -11 percentage points below Utica CSD for SWDs and -9 percentage points for ELLs. The school also enrolls fewer SWDs than the DoL and is currently -8 percentage points below.

- **Indicator b:** UAS is building community relationships, promoting the school on social media, and distributing flyers detailing the school's support for all students including SWD, ELL, and ED students as their primary recruitment strategies. In the renewal application and the board focus group, the school mentions using a weighting system to improve the chances for ELL students to be selected in the enrollment lottery which appears to have been successful based on school reports from the most recent lottery. Board members acknowledge that they have not adjusted the enrollment policy to use a similar weighting for SWD. In the focus group, school leaders explained that, since most openings in the school are in kindergarten, SWD are not likely to be identified at that early age. Although the weighting strategy was credited by the school with improving application percentages from the target populations, the admissions tab on the UAS website lists only three preferences for admissions selection – returning students, siblings and residents of Utica City School District – and does not explain the ELL weighting strategy. The enrollment policy submitted with the renewal application lists a fourth preference for enrollment that includes students in the Frankfort-Schuyler CSD, not cited on the website. The renewal application notes that building leaders monitor retention of SWD, ELL, and ED and report that data to the board monthly.
- **Indicator c:** In the focus group, board members explained that they evaluated the effectiveness of their recruitment and retention strategies for SWDs, ELLs and EDs by reviewing the yearly enrollment numbers. In the renewal application, UAS notes that parents who withdraw from the school are interviewed, and issues emerging from those interviews brought to the board and administration to devise strategies to improve retention. The renewal application, the school notes that one influential strategy to increase the retention of students in the special populations at UAS is through improvements in the school's intervention supports and services.

See Attachment 1 for data tables and additional information.

Benchmark 10: Legal Compliance

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

Finding: Approaches

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

Summative Evidence for Benchmark 10:

Over this charter term, the trajectory for this benchmark has declined from a Meets to an Approaches, based on concerns with maintaining accurate board meeting minutes, fingerprinting and clearance requirements, maintaining all records required to be placed on the school's website, timely submission of NYSED-requested documents, and implementation of changes to the charter prior to receiving Board of Regents or NYSED approval.

1. Element: **Legal Compliance:**

- **Indicator a:** According to mid-term site visits and check-ins, UAS has mostly complied with applicable state and federal laws and the provisions of its charter.
 - A detailed FOIL policy is posted on the school's website with contact information and instructions for submitting an information request.
 - The SANY board complies with the provisions of the Open Meetings Law and its meetings are appropriately noticed, minutes kept and accessible on the school's website.
 - Changes in the enrollment policy to add weighting for ELLs was submitted and approved before implementation during the most recent lottery. In the 2020-2021 school year, the CSO questioned the accuracy of the November 2020 board meeting minutes, which were subsequently amended by the school.
 - The school is reminded of its obligations to avoid conflicts of interest prohibited by the General Municipal Law.
 - To review the school's compliance with fingerprinting and clearance requirements, CSO compared information collected directly from the school with the actual certificates. A check of the school's staff revealed that school officials violated fingerprinting and clearance requirements for staff, a serious safety violation. Specifically, in 2018-2019 and 2019-2020 the school had six hires with an average of 272 and 207 days prior to clearance. In 2020-2021 one person started work seven days prior to clearance.

- The school's website does not contain the FOIL Subject Matter List as required.
- **Indicator b:** UAS has not received any new Notices of Deficiency during the current charter term. However, the school has not always submitted documents in a timely manner in the format required. For example, CSO records show that on August 9, 2021 it received an email from the NYSED Office of Facilities Planning indicating that the school did not address all of its comments related to fire alarm drawings. The school did then address the comments and on August 12, 2021, it received an email from the senior architect in the NYSED Office of Facilities and Planning confirming that the project had been approved
- **Indicator c:** UAS is seeking Board of Regents approval for significant changes to its Key Design Elements and organizational chart that were implemented prior to receiving approval from the Board of Regents and/or NYSED. The school is also seeking Board of Regents approval to increase its authorized enrollment from the currently approved 858 students to 975 students beginning in the 2023-2024 school year.

2022 NYSED Charter School Information Dashboard

Overview

Charter School Selection

UTICA ACADEMY OF SCIENCE CHARTER SCHOOL

BEDS Code

210402861058

2021-2022 Enrollment

793

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:	FRANKFORT-SCHUYLER CENTRAL SCHOOL DISTRICT
Total Public School Enrollment of Resident Students attending Charter Schools:	2%
Additional School District: (if applicable)*	UTICA CITY SCHOOL DISTRICT
Total Public School Enrollment of Resident Students attending Charter Schools:	7%
Grades Served:	K-12
Address:	160 SCHOOL LN FRANKFORT NY 13340
Website:	www.uascs.org
RIC:	MOHAWK/MADISON-ONEIDA/MORIC
Regents Region:	MOHAWK VALLEY
Regent:	ELIZABETH S. HAKANSON
Active Date:	7/1/2013
Authorizer:	NYS BOR
CEO:	TOLGA HAYALI
CEO Phone:	(315) 266-1072
CEO Email:	hayali@sany.org
BOT President:	FEHMI DAMKACI
BOT President Phone:	(315) 807-5944
BOT President Email:	damkaci@sany.org
Institution ID:	800000075839

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

BoR Charter School Office Information

Regional Liaison:	Vickie Smith
Performance Framework:	2015
Current Term:	7/1/18-6/30/23
2018-2019	Check-in
2019-2020	Check-in
2020-2021	Midterm
2021-2022	Check-in
2022-2023	Renewal

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

2022 CSO Survey Results	Confidence Interval	Response Rate	Survey Population	Total Responses
Parent Survey	Does not meet 90% or 95% Confidence	6%	793	45
Student Survey (Grades 9-12)	Does not meet 90% or 95% Confidence	0%	263	0
Teacher Survey	Does not meet 90% or 95% Confidence	42%	50	21

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 1: Similar Schools Comparison

Charter School

UTICA ACADEMY OF SCIENCE CHARTER SCHOOL

2022 3-8 Assessments; 2021 4 Year Graduations

Utica Academy of Science CS			ELA Differential	Math Differential	Science Differential	Graduation Rate Differential
K12	+/- 7.5	Buffalo Academy of Science CS	-3	-2	-13	+6
		Buffalo Academy of Science CS II	+38	+30	+54	+100
		CS for Applied Technologies	+13	+16	-3	0
		Syracuse Academy of Science CS	+9	+6	-1	0
		Mean	+14	+13	+9	+27
	+/- 10	Achievement First Aspire CS	-6	-3	0	+100
		Achievement First Brownsville CS	-15	-18	-4	+29
		Bronx Preparatory CS	-38	-8	-33	+18
		CS of Educational Excellence	-29	-16	-29	+100
		Challenge Preparatory CS	-6	+7	-15	+100
		Eugenio Maria De Hostos CS	+18	+20	-3	+20
		Kings Collegiate CS	-14	-12	-10	+7
		Leadership Preparatory Bedford Stuyvesant CS	-19	-13	+7	+5
		Leadership Preparatory Ocean Hill CS	-7	-2	-16	+10
		Ocean Hill Collegiate CS	-25	-24	+54	+100
		Renaissance CS	-26	-4	-36	+13
		True North Rochester Preparatory CS	-2	-9	-33	+16
		Mean	-14	-7	-10	+43
		Mean	-7	-2	-5	+39

*See NOTES (1) and (11).

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

Charter School

UTICA ACADEMY OF SCIENCE CHARTER SCHOOL

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

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

Utica Academy of Science CS	ELA				Math			
	All Students	SWD	ELL	ED	All Students	SWD	ELL	ED
2015-2016	32%	17%	24%	31%	32%	0%	30%	29%
2016-2017	45%	15%	23%	43%	40%	8%	21%	38%
2017-2018	54%	42%	35%	49%	54%	38%	38%	54%
2018-2019	55%	19%	39%	53%	64%	29%	53%	64%
2021-2022	63%	39%	55%	60%	34%	22%	34%	32%

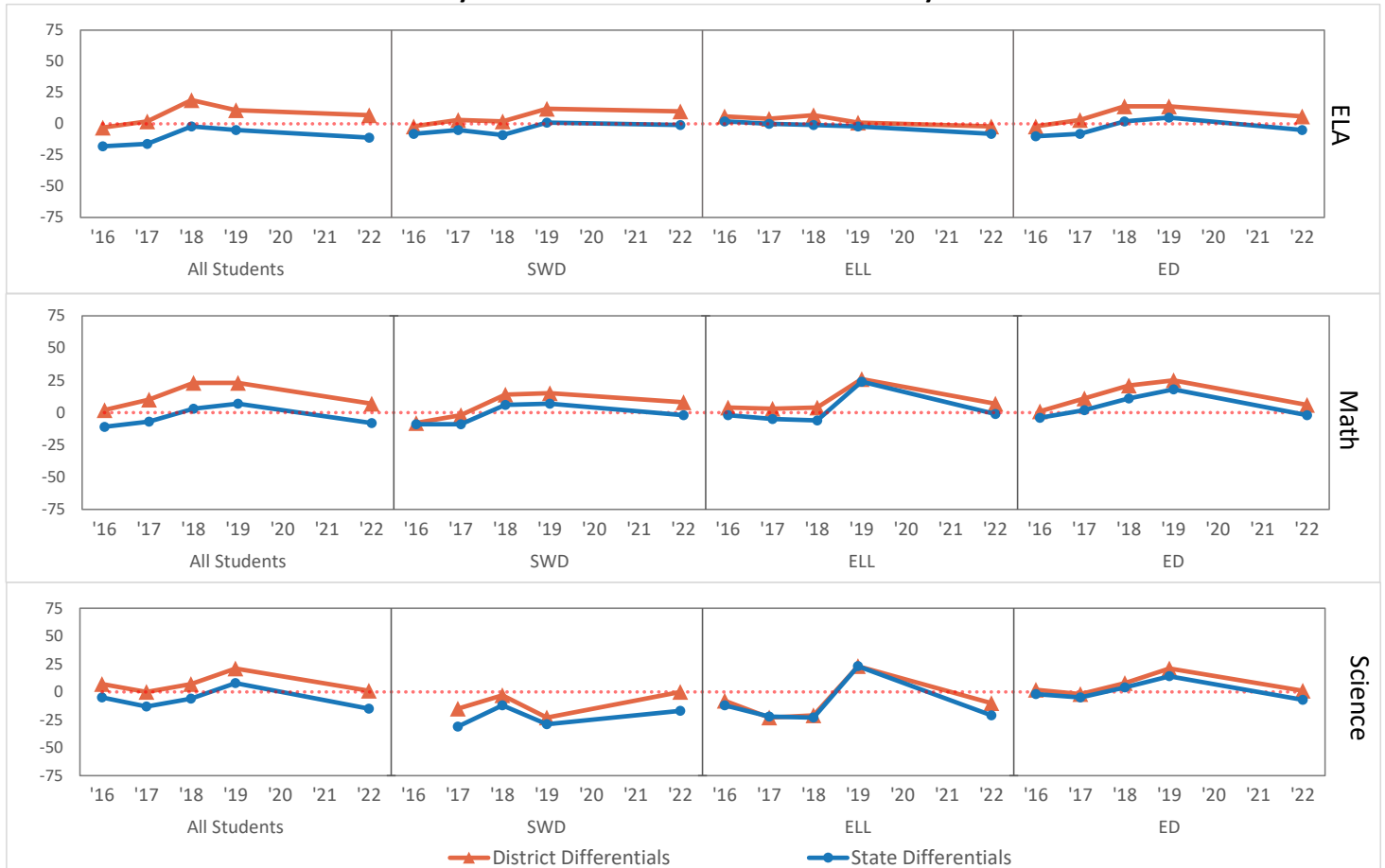
*See NOTES (2), (3), (7), and (8).

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
Utica Academy of Science Charter School and Utica City School District



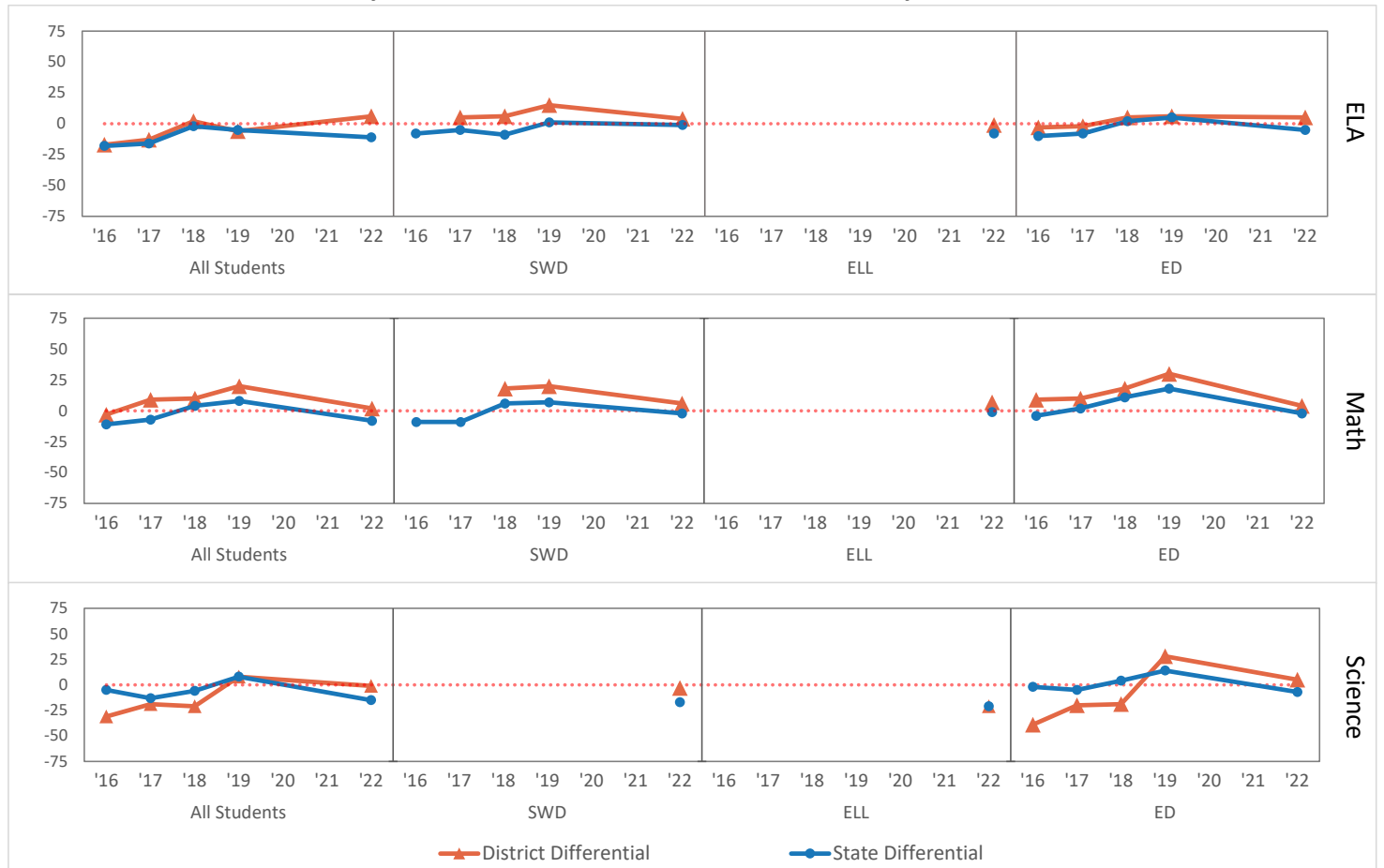
*See NOTES (1), (2), (3), and (6).

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

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

Elementary/Middle School Assessment Proficiency State and District Differentials Over Time
Comparison of
Utica Academy of Science Charter School and Frankfort-Schuyler Central School District



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

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

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

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

		ELA					Math					Science				
		Utica Academy of Science CS	Utica CSD	Differential to District	NYS	Differential to NYS	Utica Academy of Science CS	Utica CSD	Differential to District	NYS	Differential to NYS	Utica Academy of Science CS	Utica CSD	Differential to District	NYS	Differential to NYS
All Students	2015-2016	19%	22%	-3	37%	-18	24%	22%	+2	35%	-11	56%	49%	+7	61%	-5
	2016-2017	24%	22%	+2	40%	-16	28%	18%	+10	35%	-7	46%	46%	0	59%	-13
	2017-2018	44%	25%	+19	46%	-2	43%	20%	+23	40%	+3	53%	46%	+7	59%	-6
	2018-2019	40%	29%	+11	45%	-5	50%	27%	+23	43%	+7	64%	43%	+21	56%	+8
	2021-2022	38%	31%	+7	49%	-11	31%	24%	+7	39%	-8	54%	53%	+1	69%	-15
SWD	2015-2016	0%	2%	-2	8%	-8	0%	8%	-8	9%	-9	-	-	-	-	-
	2016-2017	5%	2%	+3	10%	-5	0%	2%	-2	9%	-9	0%	15%	-15	31%	-31
	2017-2018	6%	4%	+2	15%	-9	18%	4%	+14	12%	+6	20%	23%	-3	32%	-12
	2018-2019	15%	3%	+12	14%	+1	20%	5%	+15	13%	+7	0%	23%	-23	29%	-29
	2021-2022	17%	7%	+10	18%	-1	13%	5%	+8	15%	-2	29%	29%	0	46%	-17
ELL	2015-2016	10%	4%	+6	8%	+2	12%	8%	+4	14%	-2	13%	21%	-8	25%	-12
	2016-2017	8%	4%	+4	8%	0	8%	5%	+3	13%	-5	0%	23%	-23	22%	-22
	2017-2018	19%	12%	+7	20%	-1	15%	11%	+4	21%	-6	8%	29%	-21	31%	-23
	2018-2019	17%	16%	+1	19%	-2	47%	21%	+26	23%	+24	50%	27%	+23	27%	+23
	2021-2022	22%	24%	-2	30%	-8	24%	17%	+7	25%	-1	29%	39%	-10	50%	-21
ED	2015-2016	17%	19%	-2	27%	-10	21%	20%	+1	25%	-4	49%	47%	+2	51%	-2
	2016-2017	22%	19%	+3	30%	-8	26%	15%	+11	24%	+2	44%	46%	-2	49%	-5
	2017-2018	38%	24%	+14	36%	+2	41%	20%	+21	30%	+11	54%	46%	+8	50%	+4
	2018-2019	40%	26%	+14	35%	+5	51%	26%	+25	33%	+18	61%	40%	+21	47%	+14
	2021-2022	34%	28%	+6	39%	-5	27%	21%	+6	29%	-2	52%	51%	+1	59%	-7

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

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

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

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

		ELA					Math					Science				
		Utica Academy of Science CS	Frankfort-Schuyler CSD	Differential to District	NYS	Differential to NYS	Utica Academy of Science CS	Frankfort-Schuyler CSD	Differential to District	NYS	Differential to NYS	Utica Academy of Science CS	Frankfort-Schuyler CSD	Differential to District	NYS	Differential to NYS
All Students	2015-2016	19%	36%	-17	37%	-18	24%	27%	-3	35%	-11	56%	87%	-31	61%	-5
	2016-2017	24%	37%	-13	40%	-16	28%	19%	+9	35%	-7	46%	65%	-19	59%	-13
	2017-2018	44%	42%	+2	46%	-2	44%	34%	+10	40%	+4	53%	74%	-21	59%	-6
	2018-2019	40%	46%	-6	45%	-5	51%	31%	+20	43%	+8	64%	56%	+8	56%	+8
	2021-2022	38%	32%	+6	49%	-11	31%	29%	+2	39%	-8	54%	55%	-1	69%	-15
SWD	2015-2016	0%	0%	0	8%	-8	0%	0%	0	9%	-9	-	-	-	-	-
	2016-2017	5%	0%	+5	10%	-5	0%	0%	0	9%	-9	-	-	-	-	-
	2017-2018	6%	0%	+6	15%	-9	18%	0%	+18	12%	+6	-	-	-	-	-
	2018-2019	15%	0%	+15	14%	+1	20%	0%	+20	13%	+7	-	-	-	-	-
	2021-2022	17%	13%	+4	18%	-1	13%	7%	+6	15%	-2	29%	32%	-3	46%	-17
ELL	2021-2022	22%	23%	-1	30%	-8	24%	17%	+7	25%	-1	29%	50%	-21	50%	-21
ED	2015-2016	17%	20%	-3	27%	-10	21%	12%	+9	25%	-4	49%	88%	-39	51%	-2
	2016-2017	22%	24%	-2	30%	-8	26%	16%	+10	24%	+2	44%	64%	-20	49%	-5
	2017-2018	38%	33%	+5	36%	+2	41%	23%	+18	30%	+11	54%	73%	-19	50%	+4
	2018-2019	40%	34%	+6	35%	+5	51%	21%	+30	33%	+18	61%	33%	+28	47%	+14
	2021-2022	34%	29%	+5	39%	-5	27%	23%	+4	29%	-2	52%	47%	+5	59%	-7

*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				
		Utica Academy of Science CS	Utica CSD	Differential to District	NYS	Differential to NYS	Utica Academy of Science CS	Utica CSD	Differential to District	NYS	Differential to NYS	Utica Academy of Science CS	Utica CSD	Differential to District	NYS	Differential to NYS
Grade 3	2021-2022	30%	24%	+6	46%	-16	35%	30%	+5	48%	-13	-	-	-	-	-
Grade 4	2021-2022	30%	21%	+9	42%	-12	36%	23%	+13	43%	-7	74%	66%	+8	80%	-6
Grade 6	2015-2016	11%	22%	-11	35%	-24	28%	32%	-4	40%	-12	-	-	-	-	-
	2016-2017	13%	20%	-7	33%	-20	18%	28%	-10	40%	-22	-	-	-	-	-
	2017-2018	49%	28%	+21	49%	0	35%	26%	+9	44%	-9	-	-	-	-	-
	2018-2019	46%	29%	+17	47%	-1	45%	38%	+7	47%	-2	-	-	-	-	-
	2021-2022	40%	44%	-4	57%	-17	18%	30%	-12	39%	-21	-	-	-	-	-
Grade 7	2015-2016	19%	21%	-2	36%	-17	26%	15%	+11	36%	-10	-	-	-	-	-
	2016-2017	28%	23%	+5	42%	-14	27%	16%	+11	38%	-11	-	-	-	-	-
	2017-2018	37%	21%	+16	40%	-3	39%	19%	+20	42%	-3	-	-	-	-	-
	2018-2019	33%	21%	+12	40%	-7	44%	23%	+21	44%	0	-	-	-	-	-
	2021-2022	53%	34%	+19	48%	+5	31%	22%	+9	36%	-5	-	-	-	-	-
Grade 8	2015-2016	26%	21%	+5	41%	-15	15%	3%	+12	24%	-9	56%	49%	+7	61%	-5
	2016-2017	29%	25%	+4	46%	-17	37%	1%	+36	22%	+15	46%	46%	0	59%	-13
	2017-2018	46%	28%	+18	48%	-2	55%	10%	+45	31%	+24	53%	46%	+7	59%	-6
	2018-2019	42%	36%	+6	48%	-6	62%	19%	+43	34%	+28	64%	43%	+21	56%	+8
	2021-2022	34%	33%	+1	50%	-16	29%	12%	+17	27%	+2	39%	36%	+3	50%	-11

*See NOTES (1), (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				
		Utica Academy of Science CS	Frankfort-Schuyler CSD	Differential to District	NYS	Differential to NYS	Utica Academy of Science CS	Frankfort-Schuyler CSD	Differential to District	NYS	Differential to NYS	Utica Academy of Science CS	Frankfort-Schuyler CSD	Differential to District	NYS	Differential to NYS
Grade 3	2021-2022	30%	17%	+13	46%	-16	35%	31%	+4	48%	-13	-	-	-	-	-
Grade 4	2021-2022	30%	24%	+6	42%	-12	36%	31%	+5	43%	-7	74%	76%	-2	80%	-6
Grade 6	2015-2016	11%	16%	-5	35%	-24	28%	8%	+20	40%	-12	-	-	-	-	-
	2016-2017	13%	35%	-22	33%	-20	18%	24%	-6	40%	-22	-	-	-	-	-
	2017-2018	49%	53%	-4	49%	0	35%	30%	+5	44%	-9	-	-	-	-	-
	2018-2019	46%	46%	0	47%	-1	45%	27%	+18	47%	-2	-	-	-	-	-
	2021-2022	40%	56%	-16	57%	-17	18%	20%	-2	39%	-21	-	-	-	-	-
Grade 7	2015-2016	19%	52%	-33	36%	-17	26%	48%	-22	36%	-10	-	-	-	-	-
	2016-2017	28%	30%	-2	42%	-14	27%	19%	+8	38%	-11	-	-	-	-	-
	2017-2018	37%	41%	-4	40%	-3	39%	40%	-1	42%	-3	-	-	-	-	-
	2018-2019	33%	50%	-17	40%	-7	44%	54%	-10	44%	0	-	-	-	-	-
	2021-2022	53%	38%	+15	48%	+5	31%	37%	-6	36%	-5	-	-	-	-	-
Grade 8	2015-2016	26%	40%	-14	41%	-15	15%	23%	-8	24%	-9	56%	87%	-31	61%	-5
	2016-2017	29%	50%	-21	46%	-17	37%	0%	+37	22%	+15	46%	65%	-19	59%	-13
	2017-2018	46%	23%	+23	48%	-2	56%	33%	+23	31%	+25	53%	74%	-21	59%	-6
	2018-2019	42%	41%	+1	48%	-6	62%	4%	+58	34%	+28	64%	56%	+8	56%	+8
	2021-2022	34%	18%	+16	50%	-16	29%	28%	+1	27%	+2	39%	32%	+7	50%	-11

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

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

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

Students with Disabilities Grade-Level Proficiency

		ELA					Math					Science				
		Utica Academy of Science CS	Utica CSD	Differential to District	NYS	Differential to NYS	Utica Academy of Science CS	Utica CSD	Differential to District	NYS	Differential to NYS	Utica Academy of Science CS	Utica CSD	Differential to District	NYS	Differential to NYS
Grade 6	2016-2017	14%	0%	+14	7%	+7	0%	3%	-3	11%	-11	-	-	-	-	-
	2017-2018	0%	3%	-3	16%	-16	14%	6%	+8	15%	-1	-	-	-	-	-
	2018-2019	43%	5%	+38	15%	+28	14%	9%	+5	15%	-1	-	-	-	-	-
	2021-2022	20%	15%	+5	22%	-2	0%	10%	-10	11%	-11	-	-	-	-	-
Grade 7	2016-2017	0%	6%	-6	11%	-11	0%	1%	-1	10%	-10	-	-	-	-	-
	2017-2018	20%	0%	+20	12%	+8	40%	1%	+39	13%	+27	-	-	-	-	-
	2018-2019	0%	2%	-2	10%	-10	25%	1%	+24	13%	+12	-	-	-	-	-
	2021-2022	14%	10%	+4	16%	-2	0%	3%	-3	10%	-10	-	-	-	-	-
Grade 8	2016-2017	0%	0%	0	13%	-13	0%	0%	0	5%	-5	0%	15%	-15	31%	-31
	2017-2018	0%	11%	-11	16%	-16	0%	2%	-2	10%	-10	20%	23%	-3	32%	-12
	2018-2019	0%	3%	-3	15%	-15	20%	5%	+15	11%	+9	0%	23%	-23	29%	-29
	2021-2022	0%	2%	-2	17%	-17	29%	1%	+28	8%	+21	17%	16%	+1	25%	-8

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

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

Students with Disabilities Grade-Level Proficiency

		ELA					Math					Science				
		Utica Academy of Science CS	Frankfort-Schuyler CSD	Differential to District	NYS	Differential to NYS	Utica Academy of Science CS	Frankfort-Schuyler CSD	Differential to District	NYS	Differential to NYS	Utica Academy of Science CS	Frankfort-Schuyler CSD	Differential to District	NYS	Differential to NYS
Grade 6	2017-2018	0%	0%	0	16%	-16	-	-	-	-	-	-	-	-	-	-
	2018-2019	43%	0%	+43	15%	+28	14%	0%	+14	15%	-1	-	-	-	-	-
	2021-2022	20%	29%	-9	22%	-2	0%	8%	-8	11%	-11	-	-	-	-	-
Grade 7	2016-2017	0%	0%	0	11%	-11	0%	0%	0	10%	-10	-	-	-	-	-
	2021-2022	14%	0%	+14	16%	-2	-	-	-	-	-	-	-	-	-	-
Grade 8	2021-2022	0%	0%	0	17%	-17	29%	0%	+29	8%	+21	17%	25%	-8	25%	-8

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

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

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

English Language Learners Grade-Level Proficiency

		ELA					Math					Science				
		Utica Academy of Science CS	Utica CSD	Differential to District	NYS	Differential to NYS	Utica Academy of Science CS	Utica CSD	Differential to District	NYS	Differential to NYS	Utica Academy of Science CS	Utica CSD	Differential to District	NYS	Differential to NYS
Grade 3	2021-2022	33%	18%	+15	33%	0	33%	23%	+10	36%	-3	-	-	-	-	-
Grade 4	2021-2022	0%	14%	-14	29%	-29	40%	16%	+24	31%	+9	50%	50%	0	65%	-15
Grade 6	2015-2016	0%	5%	-5	9%	-9	13%	13%	0	16%	-3	-	-	-	-	-
	2017-2018	25%	15%	+10	24%	+1	25%	16%	+9	23%	+2	-	-	-	-	-
	2021-2022	17%	32%	-15	37%	-20	33%	18%	+15	21%	+12	-	-	-	-	-
Grade 7	2015-2016	11%	5%	+6	7%	+4	9%	4%	+5	14%	-5	-	-	-	-	-
	2016-2017	8%	4%	+4	8%	0	17%	4%	+13	12%	+5	-	-	-	-	-
	2017-2018	14%	6%	+8	15%	-1	14%	7%	+7	20%	-6	-	-	-	-	-
	2018-2019	11%	14%	-3	14%	-3	22%	18%	+4	21%	+1	-	-	-	-	-
	2021-2022	33%	32%	+1	26%	+7	22%	16%	+6	18%	+4	-	-	-	-	-
Grade 8	2015-2016	15%	2%	+13	9%	+6	13%	4%	+9	12%	+1	13%	21%	-8	25%	-12
	2016-2017	0%	0%	0	9%	-9	0%	0%	0	10%	-10	0%	23%	-23	22%	-22
	2017-2018	17%	14%	+3	21%	-4	9%	5%	+4	19%	-10	8%	29%	-21	31%	-23
	2018-2019	17%	16%	+1	19%	-2	67%	16%	+51	21%	+46	50%	27%	+23	27%	+23
	2021-2022	8%	26%	-18	21%	-13	8%	13%	-5	14%	-6	18%	30%	-12	25%	-7

*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				
		Utica Academy of Science CS	Utica CSD	Differential to District	NYS	Differential to NYS	Utica Academy of Science CS	Utica CSD	Differential to District	NYS	Differential to NYS	Utica Academy of Science CS	Utica CSD	Differential to District	NYS	Differential to NYS
Grade 3	2021-2022	27%	21%	+6	35%	-8	33%	27%	+6	36%	-3	-	-	-	-	-
Grade 4	2021-2022	33%	17%	+16	30%	+3	32%	19%	+13	31%	+1	73%	64%	+9	72%	+1
Grade 6	2015-2016	13%	18%	-5	25%	-12	24%	29%	-5	28%	-4	-	-	-	-	-
	2016-2017	13%	16%	-3	23%	-10	20%	24%	-4	28%	-8	-	-	-	-	-
	2017-2018	47%	26%	+21	39%	+8	36%	25%	+11	32%	+4	-	-	-	-	-
	2018-2019	45%	26%	+19	37%	+8	45%	36%	+9	36%	+9	-	-	-	-	-
	2021-2022	29%	41%	-12	47%	-18	10%	27%	-17	27%	-17	-	-	-	-	-
Grade 7	2015-2016	18%	21%	-3	25%	-7	25%	15%	+10	25%	0	-	-	-	-	-
	2016-2017	26%	19%	+7	31%	-5	26%	12%	+14	26%	0	-	-	-	-	-
	2017-2018	32%	21%	+11	31%	+1	38%	20%	+18	30%	+8	-	-	-	-	-
	2018-2019	34%	21%	+13	31%	+3	45%	23%	+22	33%	+12	-	-	-	-	-
	2021-2022	49%	30%	+19	39%	+10	25%	19%	+6	25%	0	-	-	-	-	-
Grade 8	2015-2016	20%	19%	+1	31%	-11	12%	3%	+9	19%	-7	49%	47%	+2	51%	-2
	2016-2017	27%	25%	+2	37%	-10	32%	1%	+31	18%	+14	44%	46%	-2	49%	-5
	2017-2018	39%	26%	+13	39%	0	48%	11%	+37	26%	+22	54%	46%	+8	50%	+4
	2018-2019	41%	33%	+8	39%	+2	60%	18%	+42	29%	+31	61%	40%	+21	47%	+14
	2021-2022	32%	29%	+3	42%	-10	29%	11%	+18	22%	+7	37%	34%	+3	41%	-4

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

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

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

Economically Disadvantaged Grade-Level Proficiency

		ELA					Math					Science				
		Utica Academy of Science CS	Frankfort-Schuyler CSD	Differential to District	NYS	Differential to NYS	Utica Academy of Science CS	Frankfort-Schuyler CSD	Differential to District	NYS	Differential to NYS	Utica Academy of Science CS	Frankfort-Schuyler CSD	Differential to District	NYS	Differential to NYS
Grade 3	2021-2022	27%	25%	+2	35%	-8	33%	25%	+8	36%	-3	-	-	-	-	-
Grade 4	2021-2022	33%	19%	+14	30%	+3	32%	30%	+2	31%	+1	73%	70%	+3	72%	+1
Grade 6	2015-2016	13%	13%	0	25%	-12	24%	13%	+11	28%	-4	-	-	-	-	-
	2016-2017	13%	23%	-10	23%	-10	20%	18%	+2	28%	-8	-	-	-	-	-
	2017-2018	47%	41%	+6	39%	+8	36%	20%	+16	32%	+4	-	-	-	-	-
	2018-2019	45%	29%	+16	37%	+8	45%	10%	+35	36%	+9	-	-	-	-	-
	2021-2022	29%	52%	-23	47%	-18	10%	15%	-5	27%	-17	-	-	-	-	-
Grade 7	2015-2016	18%	27%	-9	25%	-7	25%	10%	+15	25%	0	-	-	-	-	-
	2016-2017	26%	26%	0	31%	-5	26%	19%	+7	26%	0	-	-	-	-	-
	2017-2018	32%	29%	+3	31%	+1	38%	11%	+27	30%	+8	-	-	-	-	-
	2018-2019	34%	43%	-9	31%	+3	45%	41%	+4	33%	+12	-	-	-	-	-
	2021-2022	49%	31%	+18	39%	+10	25%	17%	+8	25%	0	-	-	-	-	-
Grade 8	2015-2016	20%	22%	-2	31%	-11	12%	13%	-1	19%	-7	49%	88%	-39	51%	-2
	2016-2017	27%	20%	+7	37%	-10	-	-	-	-	-	44%	64%	-20	49%	-5
	2017-2018	39%	23%	+16	39%	0	49%	36%	+13	26%	+23	54%	73%	-19	50%	+4
	2018-2019	41%	29%	+12	39%	+2	61%	0%	+61	29%	+32	61%	33%	+28	47%	+14
	2021-2022	32%	14%	+18	42%	-10	29%	26%	+3	22%	+7	37%	23%	+14	41%	-4

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

2022 NYSED Charter School Information Dashboard

Regents Outcomes

Charter School

UTICA ACADEMY OF SCIENCE CHARTER SCHOOL

Regents Testing Outcomes – Aggregate and Subgroup Annual Regents Outcomes:

Annual Regents Outcomes

		All Students				SWD				ELL				ED			
		Charter Total Tested	Utica Academy of Science CS	NYS	Differential to NYS	Charter Total Tested	Utica Academy of Science CS	NYS	Differential to NYS	Charter Total Tested	Utica Academy of Science CS	NYS	Differential to NYS	Charter Total Tested	Utica Academy of Science CS	NYS	Differential to NYS
Algebra I (Common Core)	2017-2018	89	80%	70%	+10	8	13%	39%	-26	12	58%	46%	+12	68	76%	60%	+16
	2018-2019	98	83%	71%	+12	7	14%	43%	-29	11	55%	50%	+5	87	80%	62%	+18
	2019-2020	60	100%	93%	+7	-	-	-	-	9	100%	90%	+10	55	100%	92%	+8
	2020-2021	92	100%	97%	+3	8	100%	96%	+4	9	100%	98%	+2	70	100%	96%	+4
	2021-2022	69	54%	69%	-15	6	17%	42%	-25	7	57%	46%	+11	59	59%	59%	0
Algebra II (Common Core)	2017-2018	38	74%	82%	-8	-	-	-	-	-	-	-	-	31	74%	72%	+2
	2018-2019	28	75%	83%	-8	-	-	-	-	-	-	-	-	24	75%	72%	+3
	2019-2020	59	100%	99%	+1	-	-	-	-	-	-	-	-	47	100%	99%	+1
	2020-2021	24	100%	100%	0	-	-	-	-	-	-	-	-	19	100%	100%	0
	2021-2022	38	55%	68%	-13	-	-	-	-	-	-	-	-	28	61%	54%	+7
English Language Arts (Common Core)	2017-2018	50	66%	79%	-13	-	-	-	-	-	-	-	-	44	64%	70%	-6
	2018-2019	53	94%	84%	+10	-	-	-	-	-	-	-	-	46	93%	78%	+15
	2019-2020	70	100%	96%	+4	-	-	-	-	-	-	-	-	57	100%	94%	+6
	2020-2021	85	100%	99%	+1	-	-	-	-	-	-	-	-	63	100%	99%	+1
	2021-2022	65	54%	84%	-30	-	-	-	-	-	-	-	-	52	48%	78%	-30
Geometry (Common Core)	2017-2018	82	38%	67%	-29	7	0%	38%	-38	7	29%	45%	-16	67	36%	54%	-18
	2018-2019	69	55%	70%	-15	6	17%	41%	-24	-	-	-	-	59	51%	57%	-6
	2019-2020	86	99%	98%	+1	-	-	-	-	-	-	-	-	75	100%	97%	+3
	2020-2021	62	100%	100%	0	-	-	-	-	6	100%	100%	0	50	100%	100%	0
	2021-2022	68	13%	57%	-44	5	0%	31%	-31	8	0%	33%	-33	53	11%	44%	-33
Global History	2018-2019	57	75%	79%	-4	5	40%	52%	-12	5	0%	56%	-56	50	74%	72%	+2
	2019-2020	78	99%	98%	+1	-	-	-	-	9	89%	95%	-6	66	98%	97%	+1
	2020-2021	64	100%	100%	0	-	-	-	-	5	100%	100%	0	53	100%	100%	0
	2021-2022	63	71%	81%	-10	7	29%	57%	-28	7	71%	63%	+8	50	72%	74%	-2
Global History Transition	2017-2018	59	66%	73%	-7	7	14%	45%	-31	6	33%	44%	-11	49	61%	62%	-1
	2018-2019	10	50%	62%	-12	-	-	-	-	-	-	-	-	10	50%	51%	-1
Living Environment	2017-2018	87	66%	73%	-7	9	56%	44%	+12	16	13%	43%	-30	66	62%	60%	+2
	2018-2019	117	68%	73%	-5	7	43%	45%	-2	15	13%	43%	-30	103	66%	63%	+3
	2019-2020	72	94%	96%	-2	-	-	-	-	13	92%	94%	-2	67	94%	95%	-1
	2020-2021	76	100%	99%	+1	8	100%	97%	+3	7	100%	98%	+2	58	100%	98%	+2
	2021-2022	67	69%	76%	-7	6	50%	53%	-3	7	71%	51%	+20	57	67%	67%	0

2022 NYSED Charter School Information Dashboard

Regents Outcomes

Physical Setting/ Chemistry	2017-2018	62	24%	72%	-48	-	-	-	-	-	-	-	-	48	23%	59%	-36
	2018-2019	41	39%	73%	-34	-	-	-	-	-	-	-	-	34	35%	60%	-25
	2019-2020	56	100%	98%	+2	-	-	-	-	-	-	-	-	45	100%	98%	+2
	2020-2021	28	100%	100%	0	-	-	-	-	-	-	-	-	20	100%	100%	0
	2021-2022	29	38%	62%	-24	-	-	-	-	-	-	-	-	22	41%	49%	-8
Physical Setting/ Earth Science	2017-2018	24	25%	68%	-43	-	-	-	-	-	-	-	-	20	20%	58%	-38
	2018-2019	66	59%	64%	-5	5	40%	39%	+1	7	29%	37%	-8	55	53%	53%	0
	2019-2020	83	98%	97%	+1	6	83%	95%	-12	9	89%	96%	-7	76	97%	96%	+1
	2020-2021	65	100%	98%	+2	-	-	-	-	5	100%	99%	+1	54	100%	98%	+2
	2021-2022	71	42%	61%	-19	5	20%	38%	-18	10	20%	37%	-17	54	39%	50%	-11
US History and Government	2017-2018	47	87%	81%	+6	-	-	-	-	-	-	-	-	42	86%	73%	+13
	2018-2019	43	88%	77%	+11	-	-	-	-	-	-	-	-	36	86%	67%	+19
	2019-2020	52	96%	97%	-1	-	-	-	-	-	-	-	-	47	96%	95%	+1
	2020-2021	62	100%	100%	0	-	-	-	-	-	-	-	-	46	100%	100%	0
	2021-2022	52	100%	100%	0	-	-	-	-	-	-	-	-	41	100%	100%	0

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

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 3: High School Outcomes

Charter School

UTICA ACADEMY OF SCIENCE CHARTER SCHOOL

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

Aggregate and Subgroup 4-Year Cohort Regents Testing Outcomes

		All Students				SWD				ELL				ED			
		Charter Total Cohort	Utica Academy of Science CS	NYS	Differential to NYS	Charter Total Cohort	Utica Academy of Science CS	NYS	Differential to NYS	Charter Total Cohort	Utica Academy of Science CS	NYS	Differential to NYS	Charter Total Cohort	Utica Academy of Science CS	NYS	Differential to NYS
ELA	2013 Cohort	24	92%	85%	+7	-	-	-	-	5	60%	41%	+19	18	89%	80%	+9
	2014 Cohort	29	97%	84%	+13	-	-	-	-	-	-	-	-	24	100%	78%	+22
	2015 Cohort	41	93%	84%	+9	-	-	-	-	-	-	-	-	36	92%	79%	+13
	2016 Cohort	38	100%	88%	+12	-	-	-	-	-	-	-	-	32	100%	84%	+16
	2017 Cohort	49	100%	89%	+11	-	-	-	-	-	-	-	-	43	100%	86%	+14
Global History	2013 Cohort	24	92%	78%	+14	-	-	-	-	5	80%	35%	+45	18	89%	70%	+19
	2014 Cohort	29	86%	77%	+9	-	-	-	-	-	-	-	-	24	88%	69%	+19
	2015 Cohort	41	90%	78%	+12	-	-	-	-	-	-	-	-	36	89%	70%	+19
	2016 Cohort	38	97%	84%	+13	-	-	-	-	-	-	-	-	32	97%	80%	+17
	2017 Cohort	49	100%	87%	+13	-	-	-	-	-	-	-	-	43	100%	84%	+16
Math	2013 Cohort	24	100%	85%	+15	-	-	-	-	5	100%	53%	+47	18	100%	80%	+20
	2014 Cohort	29	97%	83%	+14	-	-	-	-	-	-	-	-	24	100%	77%	+23
	2015 Cohort	41	93%	84%	+9	-	-	-	-	-	-	-	-	36	92%	78%	+14
	2016 Cohort	38	97%	88%	+9	-	-	-	-	-	-	-	-	32	100%	85%	+15
	2017 Cohort	49	98%	90%	+8	-	-	-	-	-	-	-	-	43	98%	88%	+10
Science	2013 Cohort	24	96%	84%	+12	-	-	-	-	5	100%	42%	+58	18	94%	78%	+16
	2014 Cohort	29	90%	83%	+7	-	-	-	-	-	-	-	-	24	92%	76%	+16
	2015 Cohort	41	93%	83%	+10	-	-	-	-	-	-	-	-	36	92%	76%	+16
	2016 Cohort	38	100%	87%	+13	-	-	-	-	-	-	-	-	32	100%	83%	+17
	2017 Cohort	49	100%	90%	+10	-	-	-	-	-	-	-	-	43	100%	87%	+13
US History	2013 Cohort	24	100%	81%	+19	-	-	-	-	5	100%	40%	+60	18	100%	74%	+26
	2014 Cohort	29	93%	80%	+13	-	-	-	-	-	-	-	-	24	96%	72%	+24
	2015 Cohort	41	88%	79%	+9	-	-	-	-	-	-	-	-	36	86%	71%	+15
	2016 Cohort	38	100%	84%	+16	-	-	-	-	-	-	-	-	32	100%	79%	+21
	2017 Cohort	49	100%	85%	+15	-	-	-	-	-	-	-	-	43	100%	81%	+19

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

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 3: High School Outcomes

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

Not applicable to this charter school

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

High School Graduation Rates by Cohort

		All Students				SWD				ELL				ED			
		Charter Total Cohort	N/A	NYS Graduation Rate	Differential to NYS	Charter Total Cohort	N/A	NYS Graduation Rate	Differential to NYS	Charter Total Cohort	N/A	NYS Graduation Rate	Differential to NYS	Charter Total Cohort	N/A	NYS Graduation Rate	Differential to NYS
2014 Cohort	4 Year	29	93%	83%	+10	-	-	-	-	-	-	-	-	24	96%	76%	+20
	5 Year	28	96%	86%	+10	-	-	-	-	-	-	-	-	23	100%	81%	+19
	6 Year	27	100%	87%	+13	-	-	-	-	-	-	-	-	23	100%	83%	+17
2015 Cohort	4 Year	41	90%	83%	+7	-	-	-	-	-	-	-	-	36	89%	77%	+12
	5 Year	40	100%	87%	+13	-	-	-	-	-	-	-	-	35	100%	82%	+18
	6 Year	40	100%	88%	+12	-	-	-	-	-	-	-	-	35	100%	84%	+16
2016 Cohort	4 Year	38	97%	85%	+12	-	-	-	-	-	-	-	-	32	97%	80%	+17
	5 Year	38	97%	88%	+9	-	-	-	-	-	-	-	-	32	97%	83%	+14
2017 Cohort	4 Year	49	100%	86%	+14	-	-	-	-	-	-	-	-	43	100%	81%	+19

*See NOTES (2) and (3).

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

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

Utica Academy of Science CS	All Students			SWD			ELL			ED		
	Charter Total Cohort	Total On-Track	On-Track	Charter Total Cohort	Total On-Track	On-Track	Charter Total Cohort	Total On-Track	On-Track	Charter Total Cohort	Total On-Track	On-Track
2014	29	25	86%	-	-	-	6	6	100%	25	22	88%
2015	44	38	86%	-	-	-	-	-	-	38	32	84%
2016	44	40	91%	-	-	-	-	-	-	36	33	92%
2017	51	51	100%	-	-	-	-	-	-	45	45	100%
2018	63	63	100%	-	-	-	-	-	-	47	47	100%

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

2022 NYSED Charter School Information Dashboard

Benchmark 9 - Indicator 1: Enrollment and Retention

Charter School

UTICA ACADEMY OF SCIENCE CHARTER SCHOOL

1.a.i. Aggregate Enrollment:

Aggregate Enrollment: Reported vs Contracted - Target = 100%

Utica Academy of Science CS	Contracted Enrollment	Reported Enrollment	Percent of Contracted Enrollment
2017-2018	462	447	97%
2018-2019	594	531	89%
2019-2020	660	678	103%
2020-2021	726	741	102%
2021-2022	792	793	100%

1.a.ii. Subgroup Enrollment:

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

	SWD			ELL			ED		
	Utica Academy of Science CS	Utica CSD	Differential to District	Utica Academy of Science CS	Utica CSD	Differential to District	Utica Academy of Science CS	Utica CSD	Differential to District
2017-2018	9%	16%	-7	12%	23%	-11	79%	85%	-6
2018-2019	7%	16%	-9	8%	22%	-14	84%	86%	-2
2019-2020	8%	16%	-8	7%	24%	-17	86%	87%	-1
2020-2021	7%	16%	-9	11%	23%	-12	84%	88%	-4
2021-2022	6%	17%	-11	13%	22%	-9	85%	83%	+2

*See NOTES (2) and (6).

2022 NYSED Charter School Information Dashboard

Benchmark 9 - Indicator 1: Enrollment and Retention

1.a.ii. Subgroup Enrollment:

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

	SWD			ELL			ED		
	Utica Academy of Science CS	Frankfort-Schuyler CSD	Differential to District	Utica Academy of Science CS	Frankfort-Schuyler CSD	Differential to District	Utica Academy of Science CS	Frankfort-Schuyler CSD	Differential to District
2017-2018	9%	15%	-6	12%	1%	+11	79%	43%	+36
2018-2019	7%	13%	-6	8%	2%	+6	84%	47%	+37
2019-2020	8%	15%	-7	7%	2%	+5	86%	50%	+36
2020-2021	7%	15%	-8	11%	3%	+8	84%	49%	+35
2021-2022	6%	14%	-8	13%	3%	+10	85%	47%	+38

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

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

Retention - Aggregate and Subgroups

	All Students			SWD			ELL			ED		
	Utica Academy of Science CS	Utica CSD	Differential to District	Utica Academy of Science CS	Utica CSD	Differential to District	Utica Academy of Science CS	Utica CSD	Differential to District	Utica Academy of Science CS	Utica CSD	Differential to District
2017-2018	78%	91%	-13	80%	89%	-9	71%	90%	-19	77%	91%	-14
2018-2019	78%	92%	-14	64%	91%	-27	63%	93%	-30	78%	93%	-15
2019-2020	86%	90%	-4	68%	90%	-22	91%	92%	-1	84%	90%	-6
2020-2021	88%	91%	-3	82%	91%	-9	93%	91%	+2	89%	91%	-2
2021-2022	89%	90%	-1	86%	88%	-2	86%	91%	-5	90%	90%	0

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

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		
	Utica Academy of Science CS	Frankfort-Schuyler CSD	Differential to District	Utica Academy of Science CS	Frankfort-Schuyler CSD	Differential to District	Utica Academy of Science CS	Frankfort-Schuyler CSD	Differential to District	Utica Academy of Science CS	Frankfort-Schuyler CSD	Differential to District
2017-2018	78%	94%	-16	80%	88%	-8	71%	100%	-29	77%	88%	-11
2018-2019	78%	94%	-16	64%	93%	-29	63%	100%	-37	78%	90%	-12
2019-2020	86%	92%	-6	68%	88%	-20	91%	79%	+12	84%	90%	-6
2020-2021	88%	91%	-3	82%	91%	-9	93%	100%	-7	89%	85%	+4
2021-2022	89%	89%	0	86%	83%	+3	86%	82%	+4	90%	82%	+8

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

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

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

		All Students			SWD			ELL			ED		
		Original Cohort	Persistent	Percent Persistent	Original Cohort	Persistent	Percent Persistent	Original Cohort	Persistent	4 Year Persistent	Original Cohort	Persistent	Percent Persistent
2014 Cohort	4-Year	38	19	50%	-	-	-	12	6	50%	21	11	52%
	5-Year	38	19	50%	-	-	-	12	6	50%	21	11	52%
	6-Year	38	19	50%	-	-	-	12	6	50%	21	11	52%
2015 Cohort	4-Year	64	33	52%	7	2	29%	10	4	40%	53	27	51%
	5-Year	64	36	56%	7	2	29%	10	4	40%	53	30	57%
	6-Year	64	36	56%	7	2	29%	10	4	40%	53	30	57%
2016 Cohort	4-Year	66	35	53%	-	-	-	19	5	26%	57	28	49%
	5-Year	66	35	53%	-	-	-	19	5	26%	57	28	49%
2017 Cohort	4-Year	56	43	77%	5	2	40%	5	3	60%	45	36	80%

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

2022 NYSED Charter School Information Dashboard

Notes

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

Charter School Fiscal Accountability Summary

UTICA ACADEMY OF SCIENCE CHARTER SCHOOL

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

2017-18	2018-19	2019-20	2020-21	2021-22
6-12	K-1, 6-12	K-2, 6-12	K-3, 6-12	K-4, 6-12
K-12	K-12	K-12	K-12	K-12
462	594	660	726	792
858	858	858	858	858
448	532	678	741	793

ASSETS

Current Assets

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

7,550,368	10,044,257	12,963,757	14,825,108	7,511,338
778,828	1,094,739	815,277	1,359,831	3,683,153
171,896	211,347	531,825	175,432	272,720
428,784	257,882	1,153,473	669,660	1,228,634
8,929,876	11,608,225	15,464,332	17,030,031	12,695,845

Non-Current Assets

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

3,447,496	4,089,248	7,416,860	13,292,786	24,079,231
81,192	204,439	229,643	230,104	254,569
208,286	233,286	209,874	209,874	225,779
-	94,101	-	216,741	206,667
3,736,974	4,621,074	7,856,377	13,949,505	24,766,246
12,666,850	16,229,299	23,320,709	30,979,536	37,462,091

LIABILITIES AND NET ASSETS

Current Liabilities

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

388,292	475,892	186,993	507,955	397,092
1,456,838	1,701,672	1,564,036	1,646,314	1,981,732
-	-	-	-	-
-	-	-	-	644,567
142,141	94,101	1,250,620	99,998	114,066
1,987,271	2,271,665	3,001,649	2,254,267	3,137,457

Long-Term Liabilities

Deferred Rent
Other Long-Term Liabilities

-	-	-	-	-
-	-	1,839,242	-	-
-	-	1,839,242	-	-
1,987,271	2,271,665	4,840,891	2,254,267	3,137,457

NET ASSETS

Unrestricted
Restricted

10,639,480	13,957,634	18,479,818	16,975,269	22,574,634
40,099	-	-	11,750,000	11,750,000
10,679,579	13,957,634	18,479,818	28,725,269	34,324,634
12,666,850	16,229,299	23,320,709	30,979,536	37,462,091

OPERATING REVENUE

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

18,497,132	21,247,385	24,739,687	26,333,888	27,765,797
558,315	574,491	589,706	906,785	718,950
-	-	-	-	-
1,554,804	1,643,943	1,499,349	2,148,563	5,899,486
753,662	645,976	173,721	163,379	186,497
984,025	1,408,203	1,120,811	834,184	2,044,455
22,347,938	25,519,998	28,123,274	30,386,799	36,615,185

EXPENSES

Program Services

Regular Education
Special Education
Other Expenses

14,517,891	15,485,418	16,641,085	17,242,250	21,406,947
1,377,154	1,551,980	1,888,467	1,362,371	1,743,131
1,226,794	1,518,718	1,258,234	650,567	2,172,495
17,121,839	18,556,116	19,787,786	19,255,188	25,322,573

Supporting Services

Management and General
Fundraising

3,167,583	3,685,827	3,813,304	3,887,092	5,124,135
-	-	-	-	-
3,167,583	3,685,827	3,813,304	3,887,092	5,124,135
20,289,422	22,241,943	23,601,090	23,142,280	30,446,708
2,058,516	3,278,055	4,522,184	7,244,519	6,168,477

SUPPORT AND OTHER REVENUE

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

-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
-	-	-	3,000,932	(569,112)
-	-	-	3,000,932	(569,112)

Change in Net Assets

Net Assets - Beginning of Year
Net Assets - End of Year

2,058,516	3,278,055	4,522,184	10,245,451	5,599,365
8,621,063	10,679,579	13,957,634	18,479,818	28,725,269
10,679,579	13,957,634	18,479,818	28,725,269	34,324,634

REVENUE & EXPENSE BREAKDOWN

Revenue - Per Pupil

Operating
Support and Other Revenue

49,884	47,970	41,480	41,008	46,173
-	-	-	4,050	(718)
49,884	47,970	41,480	45,058	45,455

Expenses - Per Pupil

Program Services
Management and General, Fundraising

38,218	34,880	29,186	25,985	31,933
7,070	6,928	5,624	5,246	6,462
45,289	41,808	34,810	31,231	38,394

Total Expenses

% of Program Services
% of Management and Other
% of Revenue Exceeding Expenses

84.4%	83.4%	83.8%	83.2%	83.2%
15.6%	16.6%	16.2%	16.8%	16.8%
10.1%	14.7%	19.2%	44.3%	18.4%

FINANCIAL COMPOSITE SCORE

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

3.00	3.00	3.00	3.00	3.00
Strong	Strong	Strong	Strong	Strong

WORKING CAPITAL

Net Working Capital
Working Capital (Current) Ratio

6,942,605	9,336,560	12,462,683	14,775,764	9,558,388
4.5	5.1	5.2	7.6	4.0

BENCHMARK and FINDING:

Ratio should be equal to or greater than 1.2

DEBT TO ASSET

Debt to Asset Ratio

0.2	0.1	0.2	0.1	0.1
Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard

BENCHMARK and FINDING:

Ratio should be equal to or less than 1.0

CASH POSITION

Days of Cash

135.8	164.8	200.5	233.8	90.0
Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard

BENCHMARK and FINDING:

Ratio should be equal to or greater than 60 days

TOTAL MARGIN

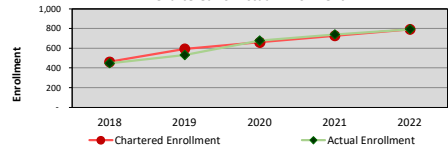
Total Margin Ratio

0.1	0.1	0.2	0.3	0.2
Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard

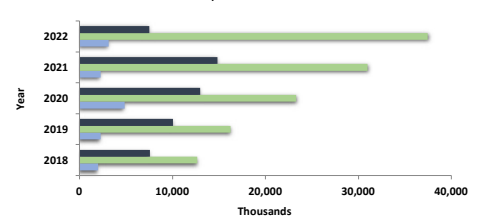
BENCHMARK and FINDING:

Ratio should be equal to or greater than 0.0

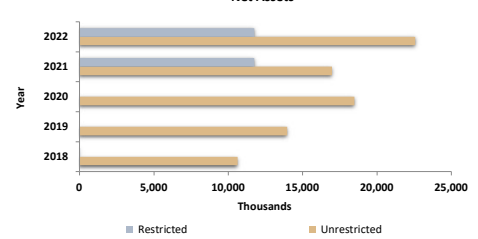
Chartered vs. Actual Enrollment



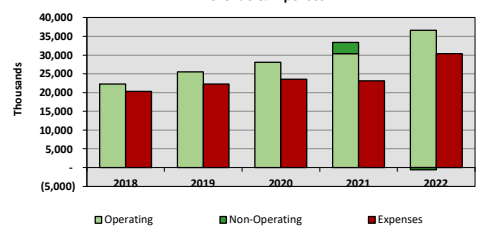
Cash, Assets and Liabilities



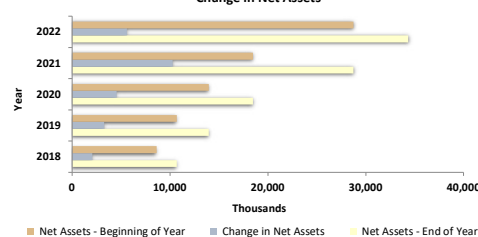
Net Assets



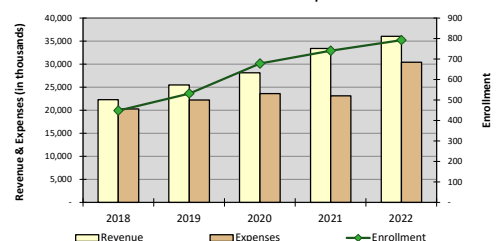
Revenue & Expenses



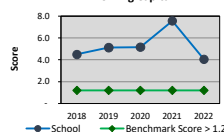
Change in Net Assets



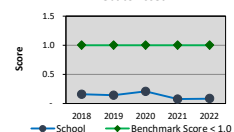
Enrollment vs. Revenue & Expenses



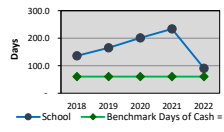
Working Capital



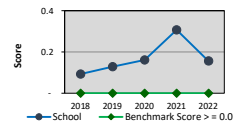
Debt to Asset



Days of Cash



Total Margin





NYS BOARD OF REGENTS AUTHORIZED CHARTER SCHOOLS

April 2021

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

Prepared for Utica Academy of Science 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,

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

David Frank
Executive Director, Charter Schools Office

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

Utica Academy of Science CS Response n = 101 Response Rate = 14%

		All Charter Schools		Utica Academy of Science CS		Difference
Q1a The charter school has high academic expectations for my child.	Strongly Agree	77%	7,064	81%	82	4
	Somewhat Agree	18%	1,633	14%	14	-4
	Neither Agree nor Disagree	4%	331	1%	1	-3
	Somewhat Disagree	1%	96	1%	1	0
	Strongly Disagree	1%	81	3%	3	2
Q1b I am aware of the academic supports available to my child.	Strongly Agree	71%	6,563	69%	70	-2
	Somewhat Agree	21%	1,916	20%	20	-1
	Neither Agree nor Disagree	4%	401	3%	3	-1
	Somewhat Disagree	2%	198	5%	5	3
	Strongly Disagree	1%	127	3%	3	2
Q1c The teaching quality at this school is very high.	Strongly Agree	72%	6,617	60%	61	-12
	Somewhat Agree	20%	1,887	30%	30	10
	Neither Agree nor Disagree	5%	443	3%	3	-2
	Somewhat Disagree	2%	154	3%	3	1
	Strongly Disagree	1%	104	4%	4	3
Q2a The school's discipline policy is clear.	Strongly Agree	72%	6,640	78%	79	6
	Somewhat Agree	17%	1,557	9%	9	-8
	Neither Agree nor Disagree	9%	792	10%	10	1
	Somewhat Disagree	1%	122	2%	2	1
	Strongly Disagree	1%	94	1%	1	0

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

Utica Academy of Science CS Response n = 101 Response Rate = 14%

		All Charter Schools		Utica Academy of Science CS		Difference
Q2b The school's discipline policy is fair to all students.	Strongly Agree	67%	6,210	64%	65	-3
	Somewhat Agree	18%	1,628	16%	16	-2
	Neither Agree nor Disagree	11%	1,058	15%	15	4
	Somewhat Disagree	2%	159	4%	4	2
	Strongly Disagree	2%	150	1%	1	-1
Q2c The school's discipline policy is enforced by all teachers and staff.	Strongly Agree	67%	6,147	61%	62	-6
	Somewhat Agree	17%	1,574	16%	16	-1
	Neither Agree nor Disagree	13%	1,240	20%	20	7
	Somewhat Disagree	1%	133	3%	3	2
	Strongly Disagree	1%	111	0%	0	-1
Q2d I am aware of how the school supports student social-emotional development.	Strongly Agree	67%	6,125	67%	68	0
	Somewhat Agree	20%	1,835	16%	16	-4
	Neither Agree nor Disagree	9%	840	9%	9	0
	Somewhat Disagree	2%	218	4%	4	2
	Strongly Disagree	2%	187	4%	4	2
Q2e The school has social, emotional, and mental health programs and supports for all students.	Strongly Agree	61%	5,570	58%	59	-3
	Somewhat Agree	20%	1,873	17%	17	-3
	Neither Agree nor Disagree	15%	1,367	18%	18	3
	Somewhat Disagree	2%	207	3%	3	1
	Strongly Disagree	2%	188	4%	4	2

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

Utica Academy of Science CS Response n = 101 Response Rate = 14%

		All Charter Schools		Utica Academy of Science CS		Difference
Q3a The school provides a safe environment.	Strongly Agree	76%	7,006	75%	76	-1
	Somewhat Agree	15%	1,366	14%	14	-1
	Neither Agree nor Disagree	7%	677	9%	9	2
	Somewhat Disagree	1%	95	1%	1	0
	Strongly Disagree	1%	61	1%	1	0
Q3b The school has systems in place to ensure that the environment is free from bullying, harassment, and discrimination.	Strongly Agree	66%	6,075	57%	58	-9
	Somewhat Agree	20%	1,801	25%	25	5
	Neither Agree nor Disagree	11%	1,018	13%	13	2
	Somewhat Disagree	2%	193	4%	4	2
	Strongly Disagree	1%	118	1%	1	0
Q3c Classroom environments support learning and are generally free from disruption.	Strongly Agree	65%	5,997	58%	59	-7
	Somewhat Agree	21%	1,916	24%	24	3
	Neither Agree nor Disagree	11%	1,026	14%	14	3
	Somewhat Disagree	2%	160	4%	4	2
	Strongly Disagree	1%	106	0%	0	-1
Q3d The school has high behavioral expectations for my child.	Strongly Agree	75%	6,923	75%	76	0
	Somewhat Agree	17%	1,570	17%	17	0
	Neither Agree nor Disagree	6%	581	8%	8	2
	Somewhat Disagree	1%	57	0%	0	-1
	Strongly Disagree	1%	74	0%	0	-1

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

Utica Academy of Science CS Response n = 101 Response Rate = 14%

		All Charter Schools		Utica Academy of Science CS		Difference
Q4a The school provides opportunities for parent participation within the school community.	Strongly Agree	69%	6,353	68%	69	-1
	Somewhat Agree	19%	1,753	16%	16	-3
	Neither Agree nor Disagree	9%	827	12%	12	3
	Somewhat Disagree	2%	152	2%	2	0
	Strongly Disagree	1%	120	2%	2	1
Q4b I receive regular and timely information on my child's academic progress in my home language.	Strongly Agree	77%	7,104	67%	68	-10
	Somewhat Agree	15%	1,398	22%	22	7
	Neither Agree nor Disagree	4%	354	2%	2	-2
	Somewhat Disagree	2%	204	8%	8	6
	Strongly Disagree	2%	145	1%	1	-1
Q4c The school uses many methods of communication with families.	Strongly Agree	80%	7,393	73%	74	-7
	Somewhat Agree	14%	1,274	16%	16	2
	Neither Agree nor Disagree	4%	325	6%	6	2
	Somewhat Disagree	1%	119	4%	4	3
	Strongly Disagree	1%	94	1%	1	0
Q4d The school seeks feedback from parents through surveys, meetings, or some other way.	Strongly Agree	76%	7,029	76%	77	0
	Somewhat Agree	16%	1,508	16%	16	0
	Neither Agree nor Disagree	5%	418	4%	4	-1
	Somewhat Disagree	2%	159	4%	4	2
	Strongly Disagree	1%	91	0%	0	-1

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

Utica Academy of Science CS Response n = 101 Response Rate = 14%

		All Charter Schools		Utica Academy of Science CS		Difference
Q4e The school has a complaint policy that is easy to find.	Strongly Agree	53%	4,900	55%	56	2
	Somewhat Agree	20%	1,820	9%	9	-11
	Neither Agree nor Disagree	21%	1,970	26%	26	5
	Somewhat Disagree	3%	288	8%	8	5
	Strongly Disagree	2%	227	2%	2	0
Q4f The school has a complaint policy that is easy to understand.	Strongly Agree	55%	5,098	54%	55	-1
	Somewhat Agree	19%	1,744	11%	11	-8
	Neither Agree nor Disagree	21%	1,970	27%	27	6
	Somewhat Disagree	2%	211	7%	7	5
	Strongly Disagree	2%	182	1%	1	-1
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	53%	54	-1
	Somewhat Agree	20%	1,803	13%	13	-7
	Neither Agree nor Disagree	19%	1,754	22%	22	3
	Somewhat Disagree	4%	364	4%	4	0
	Strongly Disagree	3%	295	8%	8	5
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	6%	6	-9
	I occasionally attend board meetings	27%	2,477	11%	11	-16
	I know when board meetings take place, but do not attend	31%	2,808	29%	29	-2
	I do not know when board meetings take place and I do not attend	28%	2,545	54%	55	26

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

Utica Academy of Science CS Response n = 101 Response Rate = 14%

		All Charter Schools		Utica Academy of Science CS		Difference
Q6 Do you feel the school is fulfilling its mission?	Yes	87%	7,969	78%	79	-9
	No	4%	353	7%	7	3
	I don't know the school's mission	10%	883	15%	15	5
Q7a The school has clear instructions on cleaning procedures and practices used in the school's buildings.	Strongly Agree	52%	4,758	52%	53	0
	Somewhat Agree	12%	1,073	10%	10	-2
	Neither Agree nor Disagree	7%	685	10%	10	3
	Somewhat Disagree	1%	57	1%	1	0
	Strongly Disagree	0%	46	1%	1	1
	Did not experience in-person learning	28%	2,586	26%	26	-2
Q7b I am confident the school is following the proper safety standards.	Strongly Agree	58%	5,347	57%	58	-1
	Somewhat Agree	10%	953	9%	9	-1
	Neither Agree nor Disagree	6%	507	8%	8	2
	Somewhat Disagree	0%	43	1%	1	1
	Strongly Disagree	0%	39	0%	0	0
	Did not experience in-person learning	25%	2,316	25%	25	0
Q7c My child has difficulty learning in the current school setting.	Strongly Agree	13%	1,186	13%	13	0
	Somewhat Agree	13%	1,191	14%	14	1
	Neither Agree nor Disagree	11%	1,021	9%	9	-2
	Somewhat Disagree	7%	604	7%	7	0
	Strongly Disagree	27%	2,455	30%	30	3
	Did not experience in-person learning	30%	2,748	28%	28	-2

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

Utica Academy of Science CS Response n = 101 Response Rate = 14%

		All Charter Schools		Utica Academy of Science CS		Difference
Q7d I worry my child will come in contact with COVID19 while in school.	Strongly Agree	23%	2,082	16%	16	-7
	Somewhat Agree	15%	1,419	10%	10	-5
	Neither Agree nor Disagree	13%	1,207	14%	14	1
	Somewhat Disagree	7%	631	15%	15	8
	Strongly Disagree	14%	1,301	22%	22	8
	Did not experience in-person learning	28%	2,565	24%	24	-4
Q8a The school has provided me with help to support my child's remote learning.	Strongly Agree	69%	6,334	61%	62	-8
	Somewhat Agree	19%	1,739	17%	17	-2
	Neither Agree nor Disagree	6%	552	14%	14	8
	Somewhat Disagree	3%	256	3%	3	0
	Strongly Disagree	2%	202	5%	5	3
	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	28%	28	0
	Somewhat Agree	21%	1,913	25%	25	4
	Neither Agree nor Disagree	11%	1,004	8%	8	-3
	Somewhat Disagree	12%	1,094	9%	9	-3
	Strongly Disagree	27%	2,529	31%	31	4
	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**

Utica Academy of Science CS Response n = 101 Response Rate = 14%

		All Charter Schools		Utica Academy of Science CS		Difference
Q8c Managing my work along with my child's remote learning schoolwork has been a challenge.	Strongly Agree	42%	3,829	52%	53	10
	Somewhat Agree	25%	2,258	25%	25	0
	Neither Agree nor Disagree	11%	974	6%	6	-5
	Somewhat Disagree	7%	656	5%	5	-2
	Strongly Disagree	15%	1,381	11%	11	-4
	Did not experience remote learning	1%	107	1%	1	0
Q8d The internet in my home works when my child needs to access school materials for remote learning	Strongly Agree	65%	6,023	67%	68	2
	Somewhat Agree	22%	2,003	21%	21	-1
	Neither Agree nor Disagree	5%	479	2%	2	-3
	Somewhat Disagree	4%	388	5%	5	1
	Strongly Disagree	2%	227	5%	5	3
	Did not experience remote learning	1%	85	0%	0	-1
Q8e My child has access to a tech device for school when needed for remote learning.	Strongly Agree	84%	7,747	83%	84	-1
	Somewhat Agree	10%	928	9%	9	-1
	Neither Agree nor Disagree	3%	263	2%	2	-1
	Somewhat Disagree	1%	97	3%	3	2
	Strongly Disagree	1%	88	3%	3	2
	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	60%	61	-7
	Somewhat Agree	24%	2,170	27%	27	3
	Neither Agree nor Disagree	6%	508	9%	9	3
	Somewhat Disagree	3%	234	4%	4	1
	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**

Utica Academy of Science CS Response n = 101 Response Rate = 14%

		All Charter Schools		Utica Academy of Science CS		Difference
Q9b I need to devote a great amount of time to support my child's school participation.	Strongly Agree	39%	3,628	46%	46	7
	Somewhat Agree	27%	2,507	26%	26	-1
	Neither Agree nor Disagree	15%	1,420	10%	10	-5
	Somewhat Disagree	9%	867	10%	10	1
	Strongly Disagree	9%	783	9%	9	0
Q9c I am concerned about my child's social or emotional well-being.	Strongly Agree	35%	3,258	33%	33	-2
	Somewhat Agree	23%	2,123	26%	26	3
	Neither Agree nor Disagree	14%	1,313	14%	14	0
	Somewhat Disagree	10%	877	7%	7	-3
	Strongly Disagree	18%	1,634	21%	21	3
Q9d I am more connected with my child's day-to-day education now than ever before.	Strongly Agree	52%	4,773	49%	49	-3
	Somewhat Agree	24%	2,249	28%	28	4
	Neither Agree nor Disagree	15%	1,360	11%	11	-4
	Somewhat Disagree	5%	447	7%	7	2
	Strongly Disagree	4%	376	6%	6	2

NYSED CSO Parent Survey 2021

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

Utica Academy of Science CS

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

Because I like the rules of school and I like how students respect each other and the staff of school care about their students

Because I want my child to not only be challenged academically, but to face challenges with a bright outlook and sense of preparedness as she grows up and enters higher education and "the real world"

Because all her siblings graduated from this school.

Because it has small classroom sizes ,also I liked the uniform idea I also like the way the school tries to make my child work her best

Because it is the best school in this area and I feel very happy because they are always aware of my child's education and their assignments.

Because it's a great school they have great expectations for student and support the students to be the best they can be

Because of the classroom size, disciplinary policies, academic and socio-emotional support as well as because of safety and well-being reasons of my child.

Because of what they focus on and the small class sizes.

Because she has been in charter school all her life I like charter teaching better.

Because, subjects at school are really good . Will be helpful for my child for future ..

Better education

Cause if the smaller class and I also wanted my daughter to be able to be in school. She needs that

Dedicated and caring staff, strong academic program, a lot of activities.

Did not like the public school system

Did not like the public school system.

Es una escuela muy recomendada

Good communication

Greater educational opportunities; ability to advance beyond grade level. Neither has happened.

Has disciplines, easy to contact with teachers, good education, teachers are concerned about your grad.

He expressed his interest going in to 6th grade.

He has been going since the school opened in our area and I am very happy with how they teach and handle everything.

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

Utica Academy of Science CS

Higher academic achievement and standards than other Utica public schools, my son loves science, and we agree with the school's philosophy and approach to diversity.

Higher academic expectations. Smaller school setting.

I choose this school for my child because it's a school that helps prepare for my child's future.

I choose this school for my child to attend Bc of the focus on college prep, small class sizes and the uniforms. She remains in this school and I hope my son is accepted to start next year, Bc of all of those things but also Bc the level of care the teachers and staff provide. This past 2020-2021 experience has really gone well largely as an example of what amazing teachers work here. I felt very connected to what was going on, they were very proactive in connecting to parents if the kids fell behind... the school really rose to the challenge and very quickly adapted to the pandemic struggles and it's exactly what I would have expected them to be able to do, but I was very impressed w how quickly they did. I think largely in part Bc of the different environment of the school vs a traditional one.

I chose it because I felt it was the best option. I read nothing but great things, I have had friends with children in this school with nothing but great feedback.

I chose the Utica Academy of Science for my son because the education is great.

I chose the school for my child to attend because of the fact that I live in an area that has a very large population of children going to many different elementary schools. I have had experience in the regular School Utica school system and noticed that it is extremely poor based on the fact that the teacher student ratio is a very extreme problem in the school district. There needs to be way less students in a class or they need to have more than two teachers in one classroom to accommodate the needs of the amount of children in the class sizes. What is this school guaranteeing that the class sizes do not go above 22 students and that they also have a regular teacher and a teacher assistant at all times in the elementary school assured me that each teacher potentially has only 12 students apiece Period making me feel more comfortable that my daughter well receive the critical skills of math reading and writing. It's extremely important to me that a teacher notices when a child struggling struggling and having that teacher student ratio at the proper amount makes me feel comfortable that my child is lacking in any of those critical skills should be picked up by the teacher or teachers that are in her classroom. I also chose this school for my child because I liked the diversity that the school has to offer.

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

Utica Academy of Science CS

I chose this school because it provides the best education in my area. I like the size of the classrooms. It can be highly recommended
I chose this school for my child because this school is really good with preparing students for the college level
I chose this school for my daughter because of the college prep opportunities, uniforms and I anticipated smaller more personal class sizes.
I have 2 children in the school. I liked at first the smaller class sizes as to now they are bigger. Not that that's a bad thing I believe the smaller classes are better for the kids
I knew this was the type of environment he would excel in.
I like the structure of the program, I like that they all wear uniforms which prevents discrimination amongst the children. Also, I like the high educational expectations that this school practices. Thank you for all you do
I thought they would teach him at his grade level but that is not happening. His testing for math and reading scores him in 5th grade levels.
I want a good education for my kids
I want more for my kids
I was impressed by the school's performance as it referred to another child in the school
I've heard many great things about it
Individual attention
It helped [my child] learn more than what he learned in public school I would like him to progress more in the coming years in this school
It seems like a good school with smaller class sizes
It was my child's choice and I accepted it.
It's high standards of education
It's smaller and they have great teachers
Location and small classroom size. Had chosen because of the academic basis they pride themselves on. I'm not impressed. Looking to find a different school
My other child went there. I do not approve of the other public schools in the area. I knew most of the staff and teachers. I love the smaller class sizes and the personability. It was a great fit for my child.
One of the top best schools in my area my daughter can attend that I can afford. I want the best for my daughter to succeed in her future and I see this school help her with it.

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

Utica Academy of Science CS

STEM program.
Safe, Small setting, teachers care and one on one learning.
Small class sizes
Smaller class room sizes
Smaller class size and more involved teachers/staff
Smaller class size and quality of education and teachers
Smaller class sizes
Smaller classes, individualized support, high success and graduation rates
Smaller classes, more one on one interaction is available for students. Better opportunities in furthering education.
Smaller classes, school has high expectations and better opportunities for him.
Smaller school, helpful environment, expectations for students, more activities, higher academic standards.
The education is better. Teachers and staff learn the students and help them with personal needs.
The family interactions and support they provide for the kids
The opportunity for her to be pushed
The school is very attentive to the student's and parent's needs.
The schools in my area are not great. It was a blessing that the charter school opened when it did.
The small class sizes...the focus on STEM education. The uniforms.
Their perfect..
There is no better alternative in the area. While there are some edges to be polished, it is still the most academically rigorous and discipline-oriented school in Utica Region.
They are positive and promote! I know that my child is in safe hands, they don't only focus on having scholars succeed, they focus on teachers succeeding to be the best they can be as well!
They care for students and put exceptional effort to achieve success.
They have a good education system.
They have the best support and resources to help my child grown and learn
Unhappy with the utica school district schools due to bullying and lack of the students being held accountable for thier actions.

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

Utica Academy of Science CS

Wanted better opportunities for her.

awesome feedback from others

**her father told me about the charter school that there very good
school and she been there since kindergarten and im glad i agree
to letting her go to the school.**

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

Utica Academy of Science CS

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

I do not have any concerns just the hope that the school is able to continue virtually until at least the fall Bc this has been a very low stress situation for all of us as a family during a very stressful time. And I thank all of the many staff and teachers that are involved w that so thank you.

I hope school will continue online learning until it's safe to go back to in person school.

I only want to say that I hope schools reopen again because nothing can replace the class atmosphere

In my opinion - with the exception of art, music and gym which have excellent teaching skills - his academic teachers just read the material to the students. They don't really teach it.

It's a great school.. I like it

Keep up the great work!

More virtual opportunity for structured student lunches / events / activities to assist the remote learners with keeping in touch with their peers

N/A

None

Parents should be notified MUCH earlier if thier child is not performing well or completing assignments on time. Teachers need to enter grades and completed work into the systems much quicker so that parents can tell if the assignments have been completed or not or if the child needs assistance.

The capacity of school should be increased so more parents would have an option to sign their child to the school.

The teachers are not putting an equal amount of time into both online and in person students. Online students dont get enough supported learning

There is nothing I can write that will make anything better. It's depressing.

Very happy with The school. My son is doing very well.

Would prefer to receive an update on academic performance before they're behind.

none at this time

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

Utica Academy of Science CS Response n = 27

		All Charter Schools		Utica Academy of Science CS		Difference
Q1a The school has a documented curriculum that is aligned to the New York State learning standards.	Strongly Agree	75%	1,804	78%	21	3
	Somewhat Agree	19%	456	15%	4	-4
	Neither Agree nor Disagree	4%	87	7%	2	3
	Somewhat Disagree	2%	41	0%	0	-2
	Strongly Disagree	1%	24	0%	0	-1
Q1b The school's curriculum is aligned horizontally across same grade level classrooms.	Strongly Agree	66%	1,602	74%	20	8
	Somewhat Agree	22%	528	19%	5	-3
	Neither Agree nor Disagree	8%	182	7%	2	-1
	Somewhat Disagree	3%	66	0%	0	-3
	Strongly Disagree	1%	34	0%	0	-1
Q1c The school's curriculum is aligned vertically between grade levels.	Strongly Agree	59%	1,413	67%	18	8
	Somewhat Agree	28%	664	19%	5	-9
	Neither Agree nor Disagree	9%	219	7%	2	-2
	Somewhat Disagree	3%	83	7%	2	4
	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	70%	19	10
	Somewhat Agree	29%	692	22%	6	-7
	Neither Agree nor Disagree	5%	130	7%	2	2
	Somewhat Disagree	4%	108	0%	0	-4
	Strongly Disagree	2%	46	0%	0	-2

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

Utica Academy of Science CS Response n = 27

		All Charter Schools		Utica Academy of Science CS		Difference
Q1e The curriculum is systematically reviewed and revised.	Strongly Agree	61%	1,480	70%	19	9
	Somewhat Agree	24%	576	11%	3	-13
	Neither Agree nor Disagree	8%	196	11%	3	3
	Somewhat Disagree	4%	101	7%	2	3
	Strongly Disagree	2%	59	0%	0	-2
Q1f The school has a strong science curriculum.	Strongly Agree	42%	1,009	52%	14	10
	Somewhat Agree	27%	660	19%	5	-8
	Neither Agree nor Disagree	21%	509	22%	6	1
	Somewhat Disagree	6%	135	4%	1	-2
	Strongly Disagree	4%	99	4%	1	0
Q2a The school staff has a shared understanding of high-quality instruction that supports all learners.	Strongly Agree	65%	1,572	81%	22	16
	Somewhat Agree	27%	650	7%	2	-20
	Neither Agree nor Disagree	4%	87	4%	1	0
	Somewhat Disagree	3%	69	7%	2	4
	Strongly Disagree	1%	34	0%	0	-1
Q2b Instructional delivery fosters engagement with all students.	Strongly Agree	61%	1,468	78%	21	17
	Somewhat Agree	31%	751	11%	3	-20
	Neither Agree nor Disagree	4%	104	4%	1	0
	Somewhat Disagree	3%	69	7%	2	4
	Strongly Disagree	1%	20	0%	0	-1

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

Utica Academy of Science CS Response n = 27

		All Charter Schools		Utica Academy of Science CS		Difference
Q2c The school differentiates instruction to ensure equity and access for all students.	Strongly Agree	63%	1,509	63%	17	0
	Somewhat Agree	28%	673	19%	5	-9
	Neither Agree nor Disagree	5%	110	19%	5	14
	Somewhat Disagree	4%	90	0%	0	-4
	Strongly Disagree	1%	30	0%	0	-1
Q2d The school provides staff with professional development opportunities that promote best practices and improves all students' success, including subgroups: Students with disabilities (SWDs), English language learners (ELLs), and economically disadvantaged students (EDs)	Strongly Agree	58%	1,405	67%	18	9
	Somewhat Agree	26%	634	15%	4	-11
	Neither Agree nor Disagree	6%	146	7%	2	1
	Somewhat Disagree	7%	166	7%	2	0
	Strongly Disagree	3%	61	4%	1	1
Q2e There is a uniform expectation for teachers' implementation of academic rigor in the school.	Strongly Agree	64%	1,535	67%	18	3
	Somewhat Agree	23%	560	7%	2	-16
	Neither Agree nor Disagree	6%	154	11%	3	5
	Somewhat Disagree	5%	111	4%	1	-1
	Strongly Disagree	2%	52	11%	3	9
Q3a The school uses a system of formative, diagnostic, and summative assessments.	Strongly Agree	69%	1,676	78%	21	9
	Somewhat Agree	25%	606	19%	5	-6
	Neither Agree nor Disagree	3%	77	0%	0	-3
	Somewhat Disagree	2%	37	4%	1	2
	Strongly Disagree	1%	16	0%	0	-1

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

Utica Academy of Science CS Response n = 27

		All Charter Schools		Utica Academy of Science CS		Difference
Q3b The school uses qualitative and quantitative data to inform instruction and improve student outcomes.	Strongly Agree	67%	1,623	67%	18	0
	Somewhat Agree	26%	633	22%	6	-4
	Neither Agree nor Disagree	4%	89	4%	1	0
	Somewhat Disagree	2%	41	4%	1	2
	Strongly Disagree	1%	26	4%	1	3
Q3c The school uses qualitative and quantitative data to evaluate the quality and effectiveness of the academic program.	Strongly Agree	63%	1,508	74%	20	11
	Somewhat Agree	26%	632	11%	3	-15
	Neither Agree nor Disagree	6%	152	4%	1	-2
	Somewhat Disagree	4%	87	4%	1	0
	Strongly Disagree	1%	33	7%	2	6
Q3d The school modifies its academic program after using data measurements.	Strongly Agree	59%	1,419	70%	19	11
	Somewhat Agree	26%	631	11%	3	-15
	Neither Agree nor Disagree	8%	190	11%	3	3
	Somewhat Disagree	5%	124	4%	1	-1
	Strongly Disagree	2%	48	4%	1	2
Q3e The school uses multiple measures to assess student progress toward State learning standards.	Strongly Agree	64%	1,555	81%	22	17
	Somewhat Agree	25%	614	7%	2	-18
	Neither Agree nor Disagree	6%	142	4%	1	-2
	Somewhat Disagree	3%	76	0%	0	-3
	Strongly Disagree	1%	25	7%	2	6

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

Utica Academy of Science CS Response n = 27

		All Charter Schools		Utica Academy of Science CS		Difference
Q4a The school follows the NYSED approved identification process for students with disabilities.	Strongly Agree	72%	1,743	85%	23	13
	Somewhat Agree	16%	375	7%	2	-9
	Neither Agree nor Disagree	10%	238	7%	2	-3
	Somewhat Disagree	1%	30	0%	0	-1
	Strongly Disagree	1%	26	0%	0	-1
Q4b The school follows the NYSED approved identification process for English language learners.	Strongly Agree	68%	1,648	85%	23	17
	Somewhat Agree	17%	404	0%	0	-17
	Neither Agree nor Disagree	12%	296	15%	4	3
	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	67%	18	0
	Somewhat Agree	23%	553	19%	5	-4
	Neither Agree nor Disagree	5%	128	7%	2	2
	Somewhat Disagree	3%	83	4%	1	1
	Strongly Disagree	2%	42	4%	1	2
Q4d The school provides supports to meet the academic needs for English language learners.	Strongly Agree	63%	1,520	67%	18	4
	Somewhat Agree	23%	560	15%	4	-8
	Neither Agree nor Disagree	8%	181	7%	2	-1
	Somewhat Disagree	4%	102	7%	2	3
	Strongly Disagree	2%	49	4%	1	2

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

Utica Academy of Science CS Response n = 27

		All Charter Schools		Utica Academy of Science CS		Difference
Q4e The school provides supports to meet the academic needs for economically disadvantaged students.	Strongly Agree	72%	1,725	74%	20	2
	Somewhat Agree	19%	466	11%	3	-8
	Neither Agree nor Disagree	6%	148	11%	3	5
	Somewhat Disagree	2%	49	4%	1	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	70%	19	3
	Somewhat Agree	22%	533	19%	5	-3
	Neither Agree nor Disagree	7%	159	7%	2	0
	Somewhat Disagree	3%	67	4%	1	1
	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	56%	15	1
	Somewhat Agree	27%	644	15%	4	-12
	Neither Agree nor Disagree	8%	199	15%	4	7
	Somewhat Disagree	7%	157	15%	4	8
	Strongly Disagree	3%	75	0%	0	-3
Q5b In general, attendance is not an issue at the school.	Strongly Agree	32%	776	19%	5	-13
	Somewhat Agree	30%	719	44%	12	14
	Neither Agree nor Disagree	15%	353	11%	3	-4
	Somewhat Disagree	15%	353	22%	6	7
	Strongly Disagree	9%	211	4%	1	-5

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

Utica Academy of Science CS Response n = 27

		All Charter Schools		Utica Academy of Science CS		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	56%	15	6
	Somewhat Agree	22%	541	19%	5	-3
	Neither Agree nor Disagree	23%	547	26%	7	3
	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	52%	14	1
	Somewhat Agree	27%	642	15%	4	-12
	Neither Agree nor Disagree	12%	301	22%	6	10
	Somewhat Disagree	6%	136	7%	2	1
	Strongly Disagree	4%	93	4%	1	0
Q6a The school's discipline policy is clear.	Strongly Agree	54%	1,306	67%	18	13
	Somewhat Agree	29%	696	15%	4	-14
	Neither Agree nor Disagree	7%	178	4%	1	-3
	Somewhat Disagree	7%	169	15%	4	8
	Strongly Disagree	3%	63	0%	0	-3
Q6b The school's discipline policy is fair to all students.	Strongly Agree	57%	1,371	63%	17	6
	Somewhat Agree	25%	601	11%	3	-14
	Neither Agree nor Disagree	10%	248	19%	5	9
	Somewhat Disagree	6%	134	7%	2	1
	Strongly Disagree	2%	58	0%	0	-2

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

Utica Academy of Science CS Response n = 27

		All Charter Schools		Utica Academy of Science CS		Difference
Q6c The school's discipline policy is enforced by all teachers and staff.	Strongly Agree	44%	1,067	56%	15	12
	Somewhat Agree	32%	766	15%	4	-17
	Neither Agree nor Disagree	12%	281	15%	4	3
	Somewhat Disagree	9%	216	7%	2	-2
	Strongly Disagree	3%	82	7%	2	4
Q6d The school's discipline policy is updated as necessary with feedback from faculty.	Strongly Agree	49%	1,188	67%	18	18
	Somewhat Agree	25%	595	11%	3	-14
	Neither Agree nor Disagree	14%	337	15%	4	1
	Somewhat Disagree	7%	179	0%	0	-7
	Strongly Disagree	5%	113	7%	2	2
Q6e The school utilizes behavior intervention plans for students who require specific social and behavioral skills in an academic setting.	Strongly Agree	62%	1,484	59%	16	-3
	Somewhat Agree	25%	613	19%	5	-6
	Neither Agree nor Disagree	8%	185	15%	4	7
	Somewhat Disagree	4%	89	7%	2	3
	Strongly Disagree	2%	41	0%	0	-2
Q6f Teachers and staff interacting with students with disabilities are aware of and follow specific discipline and prevention protocols for these students.	Strongly Agree	58%	1,409	67%	18	9
	Somewhat Agree	26%	626	19%	5	-7
	Neither Agree nor Disagree	9%	229	15%	4	6
	Somewhat Disagree	5%	110	0%	0	-5
	Strongly Disagree	2%	38	0%	0	-2

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

Utica Academy of Science CS Response n = 27

		All Charter Schools		Utica Academy of Science CS		Difference
Q7a The school provides a safe environment.	Strongly Agree	78%	1,879	85%	23	7
	Somewhat Agree	17%	409	7%	2	-10
	Neither Agree nor Disagree	3%	77	7%	2	4
	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	78%	21	12
	Somewhat Agree	24%	590	15%	4	-9
	Neither Agree nor Disagree	6%	141	4%	1	-2
	Somewhat Disagree	2%	57	4%	1	2
	Strongly Disagree	1%	28	0%	0	-1
Q7c Classroom environments support learning and are generally free from disruption.	Strongly Agree	61%	1,470	70%	19	9
	Somewhat Agree	27%	662	15%	4	-12
	Neither Agree nor Disagree	5%	130	7%	2	2
	Somewhat Disagree	5%	110	7%	2	2
	Strongly Disagree	2%	40	0%	0	-2
Q7d The school has high behavioral expectations for all students	Strongly Agree	67%	1,627	78%	21	11
	Somewhat Agree	22%	528	15%	4	-7
	Neither Agree nor Disagree	6%	134	4%	1	-2
	Somewhat Disagree	3%	84	0%	0	-3
	Strongly Disagree	2%	39	4%	1	2

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

Utica Academy of Science CS Response n = 27

		All Charter Schools		Utica Academy of Science CS		Difference
Q7e Teacher-student interactions could typically be described as supportive and respectful.	Strongly Agree	76%	1,836	78%	21	2
	Somewhat Agree	20%	480	22%	6	2
	Neither Agree nor Disagree	2%	59	0%	0	-2
	Somewhat Disagree	1%	24	0%	0	-1
	Strongly Disagree	1%	13	0%	0	-1
Q7f There is a uniform expectation for all teachers' classroom management in your school.	Strongly Agree	66%	1,600	70%	19	4
	Somewhat Agree	23%	554	22%	6	-1
	Neither Agree nor Disagree	6%	138	0%	0	-6
	Somewhat Disagree	4%	85	4%	1	0
	Strongly Disagree	1%	35	4%	1	3
Q8 What is the name of your school's Dignity for All Students Act (DASA) coordinator?	Name Given	66%	1,597	70%	19	4
	Don't Know	34%	815	30%	8	-4
Q9 When is the last time you received a copy of the school's DASA policy?	This school year	61%	1,469	74%	20	13
	The previous school year	16%	381	15%	4	-1
	Prior to the previous school year	5%	121	4%	1	-1
	I'm not aware of any DASA policy	18%	441	7%	2	-11
Q10 When is the last time you received DASA training?	<1 year ago	48%	1,147	67%	18	19
	1-2 years ago	23%	549	22%	6	-1
	3-4 years ago	11%	270	0%	0	-11
	>4 years ago	9%	214	11%	3	2
	I've never received DASA training	10%	232	0%	0	-10
Q11_Open What is the name of your school's McKinney-Vento Coordinator?	Name Given	49%	1,191	67%	18	18
	Don't Know	51%	1,221	33%	9	-18

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

Utica Academy of Science CS Response n = 27

		All Charter Schools		Utica Academy of Science CS		Difference
Q11a The school provides opportunities for parent participation within the school community.	Strongly Agree	66%	1,601	81%	22	15
	Somewhat Agree	24%	579	15%	4	-9
	Neither Agree nor Disagree	6%	139	0%	0	-6
	Somewhat Disagree	3%	68	4%	1	1
	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	70%	19	-1
	Somewhat Agree	22%	528	15%	4	-7
	Neither Agree nor Disagree	4%	90	15%	4	11
	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	85%	23	4
	Somewhat Agree	15%	365	15%	4	0
	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	78%	21	5
	Somewhat Agree	18%	443	22%	6	4
	Neither Agree nor Disagree	6%	134	0%	0	-6
	Somewhat Disagree	2%	39	0%	0	-2
	Strongly Disagree	1%	24	0%	0	-1

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

Utica Academy of Science CS Response n = 27

		All Charter Schools		Utica Academy of Science CS		Difference
Q11e The school has a systematic and transparent process for responding to family or community concerns.	Strongly Agree	66%	1,599	78%	21	12
	Somewhat Agree	22%	536	19%	5	-3
	Neither Agree nor Disagree	7%	175	0%	0	-7
	Somewhat Disagree	3%	65	0%	0	-3
	Strongly Disagree	2%	37	4%	1	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	70%	19	11
	Somewhat Agree	18%	437	11%	3	-7
	Neither Agree nor Disagree	20%	475	19%	5	-1
	Somewhat Disagree	2%	43	0%	0	-2
	Strongly Disagree	1%	32	0%	0	-1
Q12a The school has social, emotional, and mental health programs and supports for all students.	Strongly Agree	68%	1,632	70%	19	2
	Somewhat Agree	23%	553	15%	4	-8
	Neither Agree nor Disagree	4%	106	11%	3	7
	Somewhat Disagree	3%	84	4%	1	1
	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	56%	15	2
	Somewhat Agree	24%	578	11%	3	-13
	Neither Agree nor Disagree	14%	335	26%	7	12
	Somewhat Disagree	6%	144	4%	1	-2
	Strongly Disagree	2%	56	4%	1	2

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

Utica Academy of Science CS Response n = 27

		All Charter Schools		Utica Academy of Science CS		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	52%	14	-1
	Somewhat Agree	23%	552	7%	2	-16
	Neither Agree nor Disagree	17%	400	26%	7	9
	Somewhat Disagree	5%	129	15%	4	10
	Strongly Disagree	2%	55	0%	0	-2
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	63%	17	5
	Somewhat Agree	26%	624	19%	5	-7
	Neither Agree nor Disagree	8%	189	7%	2	-1
	Somewhat Disagree	6%	133	11%	3	5
	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	70%	19	24
	Somewhat Agree	16%	393	11%	3	-5
	Neither Agree nor Disagree	32%	766	19%	5	-13
	Somewhat Disagree	3%	76	0%	0	-3
	Strongly Disagree	3%	71	0%	0	-3
Q13 How many total years of K-12 teaching experience do you have?	Less than 1 year	6%	146	7%	2	1
	1-3 years	21%	513	22%	6	1
	4-6 years	29%	711	48%	13	19
	7-10 years	19%	466	7%	2	-12
	More than 10 years	24%	576	15%	4	-9

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

Utica Academy of Science CS Response n = 27

		All Charter Schools		Utica Academy of Science CS		Difference
Q14 How long have you been teaching in this school in your current grade level?	Less than 1 year	25%	602	26%	7	1
	1-3 years	44%	1,065	52%	14	8
	4-6 years	22%	523	19%	5	-3
	7-10 years	6%	134	4%	1	-2
	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%	4	-4
	1-3 years	42%	1,016	48%	13	6
	4-6 years	24%	584	26%	7	2
	7-10 years	7%	180	4%	1	-3
	More than 10 years	7%	162	7%	2	0
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	63%	17	3
	Somewhat Agree	26%	625	19%	5	-7
	Neither Agree nor Disagree	6%	137	7%	2	1
	Somewhat Disagree	5%	121	4%	1	-1
	Strongly Disagree	4%	90	7%	2	3
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	59%	16	6
	Somewhat Agree	27%	658	15%	4	-12
	Neither Agree nor Disagree	7%	172	11%	3	4
	Somewhat Disagree	8%	185	4%	1	-4
	Strongly Disagree	5%	124	11%	3	6

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

Utica Academy of Science CS Response n = 27

		All Charter Schools		Utica Academy of Science CS		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	56%	15	8
	Somewhat Agree	26%	639	15%	4	-11
	Neither Agree nor Disagree	12%	294	7%	2	-5
	Somewhat Disagree	8%	201	19%	5	11
	Strongly Disagree	5%	124	4%	1	-1
Q16d The school's leadership demonstrates a high level of accountability such that leadership takes responsibility for outcomes.	Strongly Agree	56%	1,353	63%	17	7
	Somewhat Agree	24%	578	15%	4	-9
	Neither Agree nor Disagree	8%	189	7%	2	-1
	Somewhat Disagree	7%	166	7%	2	0
	Strongly Disagree	5%	126	7%	2	2
Q17a Roles and responsibilities for leaders, staff, management, and the board of trustees are clearly defined and adhered to.	Strongly Agree	54%	1,304	52%	14	-2
	Somewhat Agree	26%	635	19%	5	-7
	Neither Agree nor Disagree	10%	251	11%	3	1
	Somewhat Disagree	6%	141	7%	2	1
	Strongly Disagree	3%	81	11%	3	8
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	70%	19	13
	Somewhat Agree	27%	657	11%	3	-16
	Neither Agree nor Disagree	8%	194	11%	3	3
	Somewhat Disagree	5%	129	4%	1	-1
	Strongly Disagree	3%	62	4%	1	1

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

Utica Academy of Science CS Response n = 27

		All Charter Schools		Utica Academy of Science CS		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	59%	16	-1
	Somewhat Agree	24%	575	19%	5	-5
	Neither Agree nor Disagree	8%	199	11%	3	3
	Somewhat Disagree	5%	121	0%	0	-5
	Strongly Disagree	3%	71	11%	3	8
Q18a The school has established procedures for effective collaboration among teachers.	Strongly Agree	62%	1,501	67%	18	5
	Somewhat Agree	27%	645	19%	5	-8
	Neither Agree nor Disagree	5%	125	4%	1	-1
	Somewhat Disagree	4%	92	0%	0	-4
	Strongly Disagree	2%	49	11%	3	9
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	78%	21	13
	Somewhat Agree	26%	621	19%	5	-7
	Neither Agree nor Disagree	5%	129	4%	1	-1
	Somewhat Disagree	2%	57	0%	0	-2
	Strongly Disagree	2%	38	0%	0	-2
Q18c The school has mechanisms to solicit teacher and staff feedback and to gauge their satisfaction.	Strongly Agree	58%	1,391	67%	18	9
	Somewhat Agree	25%	607	4%	1	-21
	Neither Agree nor Disagree	7%	171	11%	3	4
	Somewhat Disagree	6%	136	11%	3	5
	Strongly Disagree	4%	107	7%	2	3

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

Utica Academy of Science CS Response n = 27

		All Charter Schools		Utica Academy of Science CS		Difference
Q18d The school provides you with the resources and support to do your job well when teaching remotely.	Strongly Agree	63%	1,514	52%	14	-11
	Somewhat Agree	24%	573	19%	5	-5
	Neither Agree nor Disagree	6%	145	15%	4	9
	Somewhat Disagree	5%	123	11%	3	6
	Strongly Disagree	2%	57	4%	1	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	59%	16	-5
	Somewhat Agree	22%	537	26%	7	4
	Neither Agree nor Disagree	9%	219	7%	2	-2
	Somewhat Disagree	3%	65	7%	2	4
	Strongly Disagree	2%	37	0%	0	-2
Q18f The school provides you with the resources and support to do your job well when teaching concurrently.	Strongly Agree	57%	1,365	52%	14	-5
	Somewhat Agree	22%	529	19%	5	-3
	Neither Agree nor Disagree	16%	390	19%	5	3
	Somewhat Disagree	3%	71	7%	2	4
	Strongly Disagree	2%	57	4%	1	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	52%	14	7
	Somewhat Agree	33%	804	22%	6	-11
	Neither Agree nor Disagree	10%	244	19%	5	9
	Somewhat Disagree	7%	180	4%	1	-3
	Strongly Disagree	4%	107	4%	1	0

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

Utica Academy of Science CS Response n = 27

		All Charter Schools		Utica Academy of Science CS		Difference
Q20 Meetings, such as faculty, staff, grade-level, curricular, child study, and the like are:	Well organized	78%	1,878	78%	21	0
	Well attended	83%	2,012	78%	21	-5
	Focused on relevant content	70%	1,696	63%	17	-7
	Recognized by all faculty as valuable	45%	1,092	41%	11	-4
	None of the above	2%	60	4%	1	2
Q21 Please select all types of meetings where faculty members collaborate with one another.	Team meetings	94%	2,271	85%	23	-9
	Department meetings	76%	1,834	63%	17	-13
	Staff meetings	86%	2,081	96%	26	10
	Informal planning time	78%	1,892	63%	17	-15
	Teacher/professional leadership meetings	73%	1,764	63%	17	-10
	Other	9%	226	7%	2	-2

NYSED CSO Teacher Survey 2021

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

Utica Academy of Science CS

Q2_Open1 Explain what an academically rigorous lesson looks like in your classroom:	1. Warm Up - review of prerequisite content/intro to new lesson 2. Lesson Delivery - A 10-15 minute lesson video (Edpuzzle) 3. Independent Work Time - 20-30 minutes supervised independent work time 4. Check for Understanding - 20 minutes class discussion/group review of independent work solutions
	A lesson that provides students to think critically and explain themselves verbally/in written format using logic and organized evidence.
	A rigorous lesson includes reviewing previously covered material for retention and understanding of vocab terms and key concepts. Aligning new vocabulary and concepts/terms to context in specified historical settings. Transition of material and background knowledge to introduction of a new topic. 3. New topic discussion-relating to real world experience. 4. Learning activity on new material, Review/Exit Ticket of material covered to check for retention and understanding.
	A rigorous lesson is one that may be just out of reach for most students, but with scaffolding and teacher support, most students are able to achieve success.
	A typical skills lesson has many different components which makes it rigorous for most students. They are tested on their grammar, writing, and reading/comprehension skills.
	Academic rigor in my class means that students do hands on science inquiry-based work that accompanies their classwork and notes and that they strive to work independently (and without cheating) to understand the concepts that make the world function. The assessment of their learning is based of Regents level questions as they prepare throughout the school year for the exam.
	An academically rigorous lesson for skills would be letter and sound review, new sound or skill, practice reading and writing words with the new sounds or skills.

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

Utica Academy of Science CS

An academically rigorous lesson is a lesson that goes above and beyond the standards needed. One example would be talking about subduction angles and their relationship to volcano distances from the trench. The curriculum requires the students know what a subduction boundary is. An academically rigorous lesson does more.

Class that encourages students to think outside the box and ask questions about what they are learning and the world around them.

Each lesson is modified to the students academic goals , the students are taught reading, writing and listening and learning as well as Math. Students are grouped based on the instruction they need provided. Differentiated instruction is provided throughout the lesson as well as standard objective before the lesson starts, and then at the end of the lesson the objective is assessed through a quick exit ticket , or review. Students check if they met the goal through different assessments throughout .

Every year, my first goal is to start building strong relationships with students. Then, provide students with self-paced lessons which help me differentiate my lessons while challenging them with different approaches. And don't forget to sustain balance.

Everybody is engaged and eager to learn the subject.

In my classroom, I tend to follow the KUD model. I make sure scholars have access to basic keywords/vocabulary that will be used in a lesson; I then teach the basic concepts of the lesson, and then students are given the opportunity to independently demonstrate their learning.

In my classroom, this means engagement beyond just the standard curriculum. I want my scholars to be able to analyze current events and connect them with history and to become engaged participants in society with the ability to think critically so I try to foster those skills in class.

Instruction is differentiated and engages all students.

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

Utica Academy of Science CS

	It is more engaged and hands on activities.
	N/A
	Students are challenged to think, perform, and grow in my classroom.
	Students are consistently engaged in instruction and learning
	Students are doing more than copying and solving problems. The rigor comes in when I make them question a problem or look through a different lense as they hear others opinions and point of view
	Students are engaged in academics all day with plenty of opportunity to practice the material and develop their skills.
	Students start with daily question in first five min which is related with previous lesson topic. We either have direct lesson from the teacher with support from nearpod or we use video material from different educational websites like Emathinstruction or khan academy to learn the topic. Students ask their questions via chat. After the lesson we have Q&A session. This whole process takes 15 min. Next 20 min they are working on assigned work to practice what they learned (lxl, nearpod, khan academy, emathinstruction). Last 5 min is either summary of what they learned or exit ticket that they solve in teachers screen
	Teaching a variety of musical concepts, genres, and topics for grades 6 through 8.
	The activities/tasks are designed to encourage students to think and perform at a grade-appropriate level.
	lessons that are engaging to students across levels.
	modeling, review, assessment, exit ticket, questions, discussions
	students are focused, engaged, and challenged

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

Utica Academy of Science CS

Q2_Open2 Explain how you differentiate instruction for students in your classes:

Adjust content, process, or product.

By using small group instruction and providing more/less support as needed.

Differentiated instruction is based on academic needs of students in my classroom. Low level students receive extra support as well as visual anchors.

ELL students receive push-in and pull-out services every day to supplement their lessons. An interventionist pulls students out that are struggling with content to spend more time on it until they are back on track. All lessons, while following the same format, activities adhere to students' interests and modes of learning.

Have students work in small groups Students demonstrate their knowledge in different ways (choice boards) Support struggling readers/students

I do many different things including adjusting work for students, explaining things in multiple ways, providing 1 on 1 support for students.

I flipped my lessons 3 years ago and since then all my lessons are automatically differentiated. And this year, study groups helped me a lot. I let students choose their own groups. Students get together twice a week to help each other. Every group has a team leader who reports to the teacher. And teacher regularly monitors study groups closely.

I mainly use formative assessment to differentiate instruction in my class.

I plan my lesson according to students needs.

I provide some students with a copy of class notes, I differentiate writing material by providing some students with graphic organizers/sentence stems. In addition, I try to explain things with images, verbal explanations, and including sign language to engage kinesthetic learners.

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

Utica Academy of Science CS

	I provide various versions of assessments and work with the SpEd/ELL teachers to ensure that accommodations are being made appropriately and create individualized plans for scholar's success. I also try to use multiple forms of instruction and engagement in class.
	I scaffold lesson materials, including the video lesson and independent work so that all students can be successful. Students who need additional support receive more one on one instruction during independent work time.
	I use hands on physical examples and models, scaffolded notes with graphic organizers and plenty of supporting video - both for information AND for lab review
	I use instructional techniques such as multiple visuals, highlighting key terms, and simplifying complex sentences.
	In my class, I would have small groups with different leveled kids in each group.
	Instruction is often tailored to specific needs/strengths of students
	Scholars may be grouped based on a high/low ability, students are accommodated based on their IEPs and 504s, lessons are scaffolded following the UDL format.
	Students are given baseline tests and subsequent leveled testing to ensure that lower level students are receiving the scaffolding and support required to help them be successful.

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

Utica Academy of Science CS

	Students are leveled from groups one through four. Based on their academic needs , students are placed either for challenging work or for more assistance during lesson. Some students learn better through visual , auditory or hands on. Each is provided for specific student based on the way that they learn to target academic goals. Some students need direct one on one instruction while others need to be challenged with more challenging tasks. Students are provided with a reference folder to always be able to go back on if needed learning support and I make sure students complete what is needed throughout lesson, based on different strategies that are provided.
	Students are supported by written instructions on material provided as well as being read from the teacher. Material is supported by video instructions as well as pictures. Students are interested in games and memes. My documents contains school related fun caps.
	Using different materials addressing all receptors.
	Using visual aids, adapting for all types of learners.
	We use iReady to meet scholars at their specific needs. I have students answer specific questions based on their ability. Scholars have different duties when they finish their work. I also have differentiated spelling tests.
	Whole group/small group differentiation instruction during intervention time.
	Word banks, word definitions, paraphrasing, sight words, guided notes. etc.
	one on one instruction, small group instruction, modified work for SPED and ELLs
	simplifying materials, modifying, discussion,

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

Utica Academy of Science CS

Q3_Open How do you use data in your classroom to guide instruction?	As required by my school. STAR test data and benchmarks modeled after (and using) old state tests in order to determine what students will pass the state test, and which students have the possibility of passing with additional help. No other data has been required to be collected by my administration.
	Based on the data, I reteach/review the topics which were not achieved/mastered by the majority of my students.
	Data helps me determine areas of weakness or lack of understanding that allow me to reteach or redirect and provide students with additional information or learning tasks to double check the material that they haven't learned.
	Formative and summative assessments are given weekly to gauge student understanding. Data is reviewed daily and weekly to groups students according to their understanding level. If students are in a lower level group, they will receive more small group support during study hall and small group work time in the classroom.
	How well students can demonstrate musical skills.
	I look at student records, IEPs grades, test scores
	I looked at data to plan the whole class lesson.
	I monitor scholar's progress/Regents-readiness throughout the year on weekly assessments and larger exams.
	I routinely survey my students for them to reflect on my lessons, there learning, and what "works" for them. In addition, I do record test scores and essay grades along side student writing portfolios. I wish there was more time and flexibility to complete longer term projects.
	I start using data at the very beginning of each semester in order to assess my students skills (strong points, weak areas) in order to concentrate on areas that need the most improvement then plan and modify instruction in order to meet individual's needs

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

Utica Academy of Science CS

I use Khan academy reports to collect data. Reports help me see what questions missed most and how much students spend time on what concepts. Then I know if I must reteach some or all of the concepts or if I will be able to move on.

I use data from edoctrina to guide instruction for my class. I can track them easily.

I use data to modify instruction for all levels. I also use it for intervention. Students receive extra support in order to meet their academic needs.

In the classroom, I use the data to see what the students have mastered and what areas the students need more support in.

It helps me target skills with specific students.

My classroom has a wide scale of abilities. It helps me create anticipatory sets to lessons to fill in the gaps and drive small group/intervention times.

STAR testing data is using in the classroom to guide instruction , each group has standardized instruction that is needed to be met throughout lessons. This is implemented depending on what they need throughout instruction. Their learning goals are implemented into lessons either by adding on- or assisting throughout .

Student data/performance guides my instruction to determine what should be covered or reviewed more rigorously, such as if specific concepts or the presentation of a material should be altered/changed in different settings in order to help students' understanding and retention of concepts going forward.

The data is used to decide students' levels within the classroom and are assessed if they have met the learning targets or if the student may need remedial review on a topic.

Using various reports, such as STAR data, individual work, etc. to see how to group students to give them more help.

Utilize formative assessments to determine next steps in the lesson.

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

Utica Academy of Science CS

	We complete monthly STAR tests to monitor growth and quarterly benchmarks to assess proficiency with standards. Results from warm up questions and checks for understanding are used to determine day to day changes to instructional needs.
	We use data to measure the student's individualized skills. This helps with planning for intervention blocks (math AIS and guided reading) student's are grouped appropriately based on their needs.
	We use edoctarina to have data to detect the problematic issues and background. I as a teacher have revisions on background topics or teach the lesson with a different approach next time if it was needed.
	Weekly quiz data is used to asses the performance of all students. Extra lessons and review days are scheduled to help improve the knowledge and skills that my students are lacking.
	assessments

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

Utica Academy of Science CS

Q6_Open Describe the methods available for teachers to raise student discipline concerns. If no such methods exist, write "none" in the space below.

-Restorative justice circles

?

Communication with dean of students and/or behavior specialist.

Contact dean of students, or behavior specialist.

Contacting the school's Behavior Specialist directly.

Disciplinary logs and actions plans to address those needs are available to address individual concerns and also possible solutions among the staff and parents/guardians.

It is very easy at our school because the behavior specialist is very willing to meet about any concerns.

It used to be very clear in School Tools. Less clear this year but also less necessary because of remote learning. That being said, I know who to contact should it be necessary.

Methods: weekly grade level meetings, weekly staff meetings, mentorship program, communication with Dean of Students/colleagues/Dean

N/A

None

RTI model used at the school. Behavioral intervention Plans are also used and discussed weekly to see how students are improving.

Teacher is provided with multiple resources on different strategies that should be used to raise discipline concerns. We all follow one band one sound protocol where the school has a step by step basis on how And what to do if discipline concerns arise. We have steps in place where we have support systems such as the behavioral specialist, dean of students and dean of school as well as the academic coach that provide that support .

Teacher talk Parents meeting

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

Utica Academy of Science CS

	Teachers can go to the student's mentor teacher first for support. If that is unsuccessful, teachers can reach out to parents. If that is unsuccessful, teachers can reach out to the counselor and/or dean of students. If that is unsuccessful, the teacher can reach out to the dean to complete a home visit.
	Teachers can immediately contact the Behavior Specialist or the Counselor to address a disciplinary concern. Teachers can also bring up these concerns up at weekly grade level meetings during the "Student concerns" portion of the meeting, where grade level teachers are able to discuss solutions. Teachers are also able to issue write ups if needed.
	Teachers raise such concerns during the grade-level meetings or by contacting the Student Affairs directly.
	Teachers should write a referral for any discipline concerns.
	Warnings, phone calls, parent conferences
	We have had training on a 3 level intervention method (non-verbal, verbal, head-in-the-game discussion and then referral to admin/behavior specialist. (I am assuming you are asking about how we handle discipline)
	We use referrals and there are several channels to communicate student discipline concerns with counselors, behavior specialist and the dean of students.
	Weekly staff meetings to discuss specific student concerns
	email, telephone, face to face contact
	none
	none.
	weekly team meeting weekly staff meeting

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

Utica Academy of Science CS

Q7_Open Describe how the school addresses issues of bullying, discrimination, and harassment. If you don't know, write "don't know."

Classroom teachers discuss the topics of bullying. We also use mindfulness in our classrooms.

DASA Coordinator is involved, and they complete a write-up.

DASA training

Dean of students, behavior specialist, and dean of school get involved.

Do not know.

Holding assemblies every year. Posters.

I think that staff does a great job at fostering a positive and inclusive environment and therefore bullying is much lower than I have seen at other schools I worked for.

Issues regarding bullying, discrimination, and harassment are immediately referred to the counselor Mrs. D'Aoust who swiftly begins an investigation into the incident. Updates are provided to staff whenever possible in regards to these concerns.

Our school follows a no nonsense nurture model. Student's are held to expectations and must meet them on a daily basis.

Teachers and Students communicate any bullying, discrimination, and harassment to the dean of students and she handles the issues.

The issue is directed to guidance officer/counselor or dean of student Issue is reported via DASA form (available in our office) Issue is investigated and hopefully addressed Occasionally staff is informed that issue has been resolved or handled

The staff and administration step in when there is any bullying, discrimination, and harassment. It is made clear that they are state reportable incidents that are considered violent or disruptive.

There is a policy against bullying, discrimination, and harassment (such as consequences for doing any of those).

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

Utica Academy of Science CS

	These issues aren't tolerated in our school. Students are spoken to, parent is notified, in school suspension will take place if necessary.
	They have been reported to administration and they are inviting everyone included in a circle to address the issue and bring up solutions
	Through social emotional lessons and developing those skills needed for empathy in the school environment.
	We are constantly discussing at our meetings and annual trainings are provided.
	We have an anti-bullying program and students are generally respectful of that. Any issues go straight to counselors and administration.
	We have different level code colors that all have different rules and procedures that take place for every offense. This is all based on the situation and event taking place for the school to take the action it needs to provide support for any issues with bullying , discrimination and harassment.
	Workshops, classes, school Counselor and Behavior Specialist are routinely involved
	Zero-tolerance. Has procedures in place to help students, faculty, & staff identify bullying and appropriate steps needed to be taken to prevent it or mitigate a potentially harmful situation.
	clip charts, dojo, calls home, interventions
	communication with parents weekly, behavior interventions
	counseling and restorative practices
	don't know
	same as above

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

Utica Academy of Science CS

Q12_Open Provide examples of how the school supports students' social-emotional and mental health needs:

Advisory teachers check in with their advisees every day and conduct well-being, SEL, and mindfulness activities with them. Students are also aware of whom to approach if they have issues with SEL.

Behavior specialist or dean of students reaches out to students who have social-emotional and/or mental health issues.

Communicating with parents and families about students overall well being.

Community Events, The Mentorship Program, Classroom specific best practices.

I think the school has really been trying to reach out to scholars during this wild time and keep them engaged with the school community

In 20-21 school year, social and emotional health needs are met with small group Zoom and phone calls/video calls. Also all teachers are assigned a small advisory group that enables us to make sure we make regular contact with all students and their families during the school year. So far, it seems to be helping kids and families stay connected and have a place to bring concerns and to just connect

Individual counseling, small group counseling, parent communication

N/A

Our Dean of Students does a lot with mindfulness activities, and our behavior specialist does a lot with growth mindset

Our counselor Mrs. D'Aoust provides resources and training to teachers to support the mental/social-emotional health of students. She is always available to pull students from class (in person or online) to address concerns. She reaches out to and establishes connections with programs outside of our school, such as Empowered Pathways, to provide further support to students in need.

School Guidance deals with students who need social-emotional, mental and health needs.

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

Utica Academy of Science CS

	Schools teachers are encouraged to incorporate social-emotional development and healthy habits. Also, provides support with Advisory teachers so students have a direct contact within the school. The guidance counselor also offers open office hours to students.
	Students are able to meet with our dean of students and behavioral specialist to discuss what's on their minds and to help them cope with different things.
	Students are put into mentorship groups that meet every day. These meetings focus on social-emotional wellness and give students easy access to their mentor for any support they require.
	Teachers and counselors are expected to contact with students daily base even if they are remote. School leaders and teachers discuss the needs of students and offer programs per their needs.
	The School Counselor regularly meets with students to help them and support them
	There is google classroom for all student and they are participating activities like act of a kindness. Share their pictures and chats in coffee talks via zoom
	Through growth mindset and mind relaxation techniques/lessons from the behavior specialist and dean of students. Classroom activities throughout the year as well.
	UNKN

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

Utica Academy of Science CS

	We support students social emotional and mental health needs in many ways , we all work together as a team - however it starts with the teacher - we are trained on how to build that student teacher relationship - however to expand and help students more the students are provided with mental health classes - to teach the students how to deal with stressful situations - making sure to teach about the brain and how it works as well as their "growth mindset". We also have the dean of students who not only makes sure our students are well by checking in but also provides mindfulness classes to show how students can build on the social and mental health needs. Our school dean provides teachers with many trainings to coach us how to deal with students that need that extra support as well. Overall, we make a very strong team and our first priority is our students safety as well as their needs.
	Zoom parties, school-wide google classroom to provide social-emotional support.
	additional lessons by behavior specialist
	making phone calls, sending letters, and doing home visit
	mentorship program, family involvement, parent contact
	virtual meetings, Cafe Friday, Kindness Program, Google Classroom for entire school population, Mentorship Program

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

Utica Academy of Science CS

Q18_Open1 Please describe the teacher evaluation process. If none exists, write "none" in the space below.

Announce/ unannounced

Dean of the school evaluate teacher by using Danielson domain.

Evaluations are done throughout the year. Formal observations are done twice with follow up meetings.

Evaluations, mentorships, coaching, feedback.

Formal lesson observations and walk-throughs

I think that we are doing a lot more frequent and informal evaluations now, which really helps normalize it and give constructive criticism and support.

It is done often and they come assess of positive words

It is efficient and productive.

N/A

Observations throughout the year, Goal Setting, Mid Year and End of Year Evaluations

Random visit and observation and one announced observation.

Stressful. We are given warning for an announced observation in the fall, and then we can expect an unannounced observation in the spring. We have some walkthroughs where some feedback is provided, but rarely are they useful, and mostly serve as a stressor.

Teacher are fully aware of the evaluation guidelines and what is being looked for. Teachers are observed and then a meeting is scheduled to go over evaluations with insight on how to improve and/or accolades for a job well done.

Teachers are evaluated twice formally. Once announced and once unannounced and then multiple times throughout the school year with 5-20 min sit ins from either the Dean of School, Dean of Students or Behavior Specialist. This includes visiting zooms as well.

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

Utica Academy of Science CS

	Teachers are observed and evaluated with the danielson rubric.
	Teachers form goals at the beginning of the year. A series of observations and walkthroughs happen. A pdf of feedback is generated and given to teachers. A half year check in meeting is scheduled and goals are reviewed. More observation and evaluation takes place. At the end of the year teachers are asked to state how they did and then contract meetings occur.
	Teachers receive walkthroughs throughout the year. They are formally observed (announced and planned) in the Fall and then formally observed (unannounced) in the Spring. Meetings occur after both formal observations and written feedback is given for all walkthroughs.
	Teaching staff receives a minimum of two (2) formal written observation reports per year. In addition, a final summary evaluation along with a professional improvement plan (if necessary) is given to the employee at the close of each year.
	There are both informal and formal observations done by the dean of schools, which means that one observation in the classroom is announced (done in spring) and one is unannounced (done in winter).
	There is an evaluation sheet that is emailed out ahead of time and admin come into class or into a live online class and evaluate what is being done. Teacher and admin discuss after class.
	They do it twice a year. With notice and without notice. They visit your classroom in person or virtually and follow your each step during the instructions. Later, they give you feedback.
	They use the 4 point Evaluation System that looks at Routines and Procedures, Planned Lessons, Taught Lessons, and Professional Duties
	This year, the evaluation process is a modified Danielson framework form that accounts for remote learning and lesson planning

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

Utica Academy of Science CS

	Walk throughs and feedback meetings follows. Agreed lesson policies checked and material and teaching instructions are evaluated
	We get observed one time that's unannounced in the beginning of the year - and then one time at the end of the year that's announced . We also get walk through observations at least once weekly. The dean of school then meets with us in person- giving us effective feedback. We are also given options on how we can help to improve on the areas we need work on such as observing another teacher , or taking different trainings - as well as many other options too. During our walk through informal observations she makes sure to leave feedback as well on my learning plan and focuses on how many students are on task during instruction as well as our positive to negative ratios. She also gives positive and constructive feedback when needed.
	We have announced and unannounced observations plus walkthroughs. Our school uses the frontline for evaluations and to give feedback.
	observations, regular feedback, data discussion and feedback

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

Utica Academy of Science CS

Q18_Open2 Provide examples of how school leadership solicits feedback from staff. If none exists, write "none" in the space below.

Asking questions, and arranging a meeting
By holding surveys.
Frequent surveys and staff meetings to encourage open communication.
Group Q and A at staff meetings. Private meetings about questions and concerns.
I don't think there is a forma way. However, there is a time for grade chairs to listen to teacher concerns and bring them up at grade level meetings.
Leadership has a habit of asking for feedback from staff in surveys, and then they become upset with staff for expressing concerns and providing negative feedback. In the years I have been here, I have never once seen staff feedback be taken seriously.
N/A
None
School admin send us feedback through frontline. When we get observed, we get to see how well we did and the areas of growth.
School administrator use google form or other tools to get feed back from teachers in order to see their opinion.
School leadership sometimes sends out surveys to staff. Staff is able to put forth concerns in class.
Surveys, collaborative meetings, constant communication with teacher/parents/guardians
The feedback is collected through surveys, teacher meetings, etc.
The school dean provides us with different surveys on school decision making plans , as well as in person meetings , trainings and questionnaires. She always asks the team before making any decision for the school . It feels great to be part of a team- and have a leader who takes our ideas and creates them as a school wide plan.

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

Utica Academy of Science CS

	The school leadership has multiple surveys during the year, and you can always discuss and bring your concern at any time.
	They email or send out surveys
	Through surveys and staff meetings
	We are often surveyed via Google Forms for feedback.
	Weekly staff meetings and open lines of communication. That being said, I don't think the admin expectations are reasonable during COVID - if teachers have to miss school they must take sick time and yet are still expected to live teach. We have no scholars in the building currently so it doesn't make sense that staff cannot teach from home when there are extenuating circumstances.
	frequent staff meetings
	n.a
	school leadership gives random surveys about random and not necessarily relevant things and then disregards staff feedback anyway
	surveys
	takes feedback everywork

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

Utica Academy of Science CS

Q22_Open Describe your understanding of the mission and key design elements of the school:	The Utica Academy of Science Charter School (UASCS) will provide support, challenges and opportunities for its students, and it will instill the necessary skills and knowledge in math, science, and technology to empower students, through high intellectual standards, preparing them for college, career, and citizenship. The school seeks to graduate students who can think critically and creatively, who are committed to a lifetime of learning and civic involvement, and who are conscious of local, global, and environmental issues. 1. College Preparation 2. Performance-Based Accountability 3. Student-Centered Approach 4. Glocal Education 5. Parent Involvement and Home Visit
	As I understand UAS, it's mission is to educate students to be college and career ready in a small and student-responsive setting, with the idea that students will someday be productive and active members of their community.
	College preparation Performance-based accountability Student-centered approach Glocal education Parent involvement and home visit
	Diversity Glocal education Extensive Tutoring
	I believe we are trying to create a supportive community of college-ready scholars who will help improve our small city.
	I understand them clearly as they are clearly articulated through the administration and the rest of the faculty. The charter school has clear objectives and visions and these are well communicated and supported by the faculty and staff.
	Mission in general is to support scholars learning and social growth.
	N/A
	Our mission is to graduate all students from our school as college ready scholars.
	Our school is designed as college prep. Students here are on the track to college and we have high expectations. We aim to turn out citizens ready to contribute to society.

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

Utica Academy of Science CS

	Our school will provide many opportunities for our scholars. We are here to support their needs and to also challenge our them. We prepare our students for college and we are there to help them be successful and upstanding citizens.
	Provide challenges and support to students.
	Provide students with an opportunity to learn in a safe learning environment. Prepare students to be successful citizens in the community.
	The Utica Academy of Science Charter School (UASCS) will provide support, challenges and opportunities for its students, and it will instill the necessary skills and knowledge in math, science, and technology to empower students, through high intellectual standards, preparing them for college, career, and citizenship. The school seeks to graduate students who can think critically and creatively, who are committed to a lifetime of learning and civic involvement, and who are conscious of local, global, and environmental issues.
	The Utica Academy of Science Elementary School is a welcoming, collaborative community where we educate, motivate, and elevate our scholars. Together we empower our scholars to be lifelong learners. Through a positive, diverse learning environment we nurture our scholars' compassion and curiosity.
	The Utica Academy of Science is a welcoming and collaborative community. We focus on scholars concepts and curiosities.
	The school provides rigorous education, social and emotional support and seeks to empower students from economically disadvantaged backgrounds
	The school provides support, challenges and opportunities for its students, and it will instill the necessary skills and knowledge in math, science, and technology to empower students, through high intellectual standards, preparing them for college, career, and citizenship.

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

Utica Academy of Science CS

	The school seeks for providing the students with the opportunities to prepare them for college, to make them accountable, and to be global citizens.
	UAS-HS mission is to prepare each scholar with improved academic, social, and emotional skills that will prepare them for life after High School
	Utica Academy of Science promotes high standards for students to achieve while school preparing them for college, career, and citizenship.
	We are a uases team that provide a collaborative teaching . We provide a safe and enjoyable learning environment.
	We are here to help students grow and become better citizens both globally and locally.
	We are supposed to be a college prep school
	We play a part in creating our schools vision so it is nice that we get to contribute our thoughts to that
	We want students to be prepared to be "glocal" citizens.
	Well educated and mannered environment

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

Utica Academy of Science CS

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.

Building HR and general HR are not doing their work and including myself we avoid from asking for anything so we won't get lectured by [them]. It person was also disrespectful on a issue that [they themself] expressed it is manager's work. Simply I have been treated by Manager/HR and It person. When I looked for solution from district HR [they] send the issue to someone (General It manager) who has no right to respond me in that topic. Many avoids from conflict so they can keep their jobs.

I am an educator with [many] years experience so I have had the opportunity to work with many administrators and faculty. I am proud to be a part of SANY because of how much the district values education and is doing everything that a well run school/district should do in order to truly achieve success for the school body population.

I am very proud of what we have accomplished through the past years I have been working here. Mr Duman always makes sure we have what we need en order for our scholars to be successful.

I believe there must be more social activities among stuff.

I think teachers need mental health support this year more than ever. Thank you

N/A

NONE

Our class sizes are too high. I have classes sizes around 30 to 31. These classes have students with IEPs for 1:15 Ratios. I think hiring more teachers to lower the class size will be vital to student learning.

This school is truly a positive , diverse , and great place to teach as well as to be a parent of a uases scholar!

n/a

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

Utica Academy of Science CS Response n = 26 Response Rate = 10%

		All Charter Schools		Utica Academy of Science CS		Difference
Q1a_In-Person I regularly attend school-sponsored events, such as school dances, sporting events, student performances, or other school activities.	Strongly Agree	11%	358	8%	2	-3
	Somewhat Agree	15%	476	19%	5	4
	Neither Agree nor Disagree	8%	257	4%	1	-4
	Somewhat Disagree	4%	132	4%	1	0
	Strongly Disagree	5%	147	8%	2	3
	I have not attended in-person	57%	1,825	58%	15	1
Q1a_Remote I regularly attend school-sponsored events, such as school dances, sporting events, student performances, or other school activities.	Strongly Agree	18%	566	8%	2	-10
	Somewhat Agree	22%	712	4%	1	-18
	Neither Agree nor Disagree	19%	595	23%	6	4
	Somewhat Disagree	9%	291	19%	5	10
	Strongly Disagree	15%	478	31%	8	16
	I have not attended remotely	17%	553	15%	4	-2
Q1b_In-Person I regularly participate in extra-curricular activities offered through this school such as school clubs or organizations, musical groups, sports teams, student government, or any other extra-curricular activities.	Strongly Agree	13%	423	15%	4	2
	Somewhat Agree	13%	405	8%	2	-5
	Neither Agree nor Disagree	8%	247	0%	0	-8
	Somewhat Disagree	4%	131	4%	1	0
	Strongly Disagree	6%	184	12%	3	6
	I have not attended in-person	56%	1,805	62%	16	6
Q1b_Remote I regularly participate in extra-curricular activities offered through this school such as school clubs or organizations, musical groups, sports teams, student government, or any other extra-curricular activities.	Strongly Agree	18%	584	12%	3	-6
	Somewhat Agree	22%	702	31%	8	9
	Neither Agree nor Disagree	17%	537	8%	2	-9
	Somewhat Disagree	10%	323	15%	4	5
	Strongly Disagree	15%	485	27%	7	12
	I have not attended remotely	18%	564	8%	2	-10
Q1c_In-Person At this school, students have the opportunity to help decide things like class activities and rules.	Strongly Agree	17%	532	8%	2	-9
	Somewhat Agree	18%	561	15%	4	-3
	Neither Agree nor Disagree	10%	304	12%	3	2
	Somewhat Disagree	4%	134	4%	1	0
	Strongly Disagree	3%	89	0%	0	-3
	I have not attended in-person	49%	1,575	62%	16	13

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

Utica Academy of Science CS Response n = 26 Response Rate = 10%

		All Charter Schools		Utica Academy of Science CS		Difference
Q1c_Remote At this school, students have the opportunity to help decide things like class activities and rules.	Strongly Agree	27%	876	15%	4	-12
	Somewhat Agree	33%	1,045	35%	9	2
	Neither Agree nor Disagree	20%	629	19%	5	-1
	Somewhat Disagree	8%	264	4%	1	-4
	Strongly Disagree	7%	226	23%	6	16
	I have not attended remotely	5%	155	4%	1	-1
Q1d_In-Person There are opportunities for students at this school to get involved in sports, clubs, and other school activities outside of class.	Strongly Agree	31%	979	38%	10	7
	Somewhat Agree	11%	361	8%	2	-3
	Neither Agree nor Disagree	6%	194	0%	0	-6
	Somewhat Disagree	2%	60	0%	0	-2
	Strongly Disagree	1%	37	0%	0	-1
	I have not attended in-person	49%	1,564	54%	14	5
Q1d_Remote There are opportunities for students at this school to get involved in sports, clubs, and other school activities outside of class.	Strongly Agree	40%	1,285	31%	8	-9
	Somewhat Agree	25%	789	19%	5	-6
	Neither Agree nor Disagree	16%	524	27%	7	11
	Somewhat Disagree	5%	169	8%	2	3
	Strongly Disagree	6%	199	12%	3	6
	I have not attended remotely	7%	229	4%	1	-3
Q1e_In-Person I have the opportunity to be part of class discussions or activities.	Strongly Agree	33%	1,055	31%	8	-2
	Somewhat Agree	12%	388	12%	3	0
	Neither Agree nor Disagree	5%	148	0%	0	-5
	Somewhat Disagree	1%	28	0%	0	-1
	Strongly Disagree	1%	27	4%	1	3
	I have not attended in-person	48%	1,549	54%	14	6
Q1e_Remote I have the opportunity to be part of class discussions or activities.	Strongly Agree	60%	1,929	58%	15	-2
	Somewhat Agree	23%	722	15%	4	-8
	Neither Agree nor Disagree	9%	286	15%	4	6
	Somewhat Disagree	2%	61	4%	1	2
	Strongly Disagree	2%	63	4%	1	2
	I have not attended remotely	4%	134	4%	1	0

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

Utica Academy of Science CS Response n = 26 Response Rate = 10%

		All Charter Schools		Utica Academy of Science CS		Difference
Q2a The bathrooms in this school are clean.	Strongly Agree	21%	665	12%	3	-9
	Somewhat Agree	18%	588	19%	5	1
	Neither Agree nor Disagree	9%	300	8%	2	-1
	Somewhat Disagree	5%	151	8%	2	3
	Strongly Disagree	4%	119	0%	0	-4
	I have not attended in-person	43%	1,372	54%	14	11
Q2b The temperature in this school is comfortable (there is heat and air conditioning as necessary).	Strongly Agree	21%	684	4%	1	-17
	Somewhat Agree	21%	656	12%	3	-9
	Neither Agree nor Disagree	9%	284	12%	3	3
	Somewhat Disagree	5%	158	15%	4	10
	Strongly Disagree	2%	71	4%	1	2
	I have not attended in-person	42%	1,342	54%	14	12
Q2c Repairs are made in a timely manner.	Strongly Agree	18%	560	8%	2	-10
	Somewhat Agree	16%	510	12%	3	-4
	Neither Agree nor Disagree	18%	591	15%	4	-3
	Somewhat Disagree	4%	118	12%	3	8
	Strongly Disagree	2%	70	0%	0	-2
	I have not attended in-person	42%	1,346	54%	14	12
Q2d I am proud of the way my school looks.	Strongly Agree	25%	811	15%	4	-10
	Somewhat Agree	18%	579	19%	5	1
	Neither Agree nor Disagree	12%	393	8%	2	-4
	Somewhat Disagree	4%	112	4%	1	0
	Strongly Disagree	3%	91	4%	1	1
	I have not attended in-person	38%	1,209	50%	13	12
Q3a This school provides instructional materials (e.g., textbooks, handouts) that reflect my cultural background, ethnicity, and identity.	Strongly Agree	41%	1,321	27%	7	-14
	Somewhat Agree	29%	922	15%	4	-14
	Neither Agree nor Disagree	23%	745	35%	9	12
	Somewhat Disagree	4%	122	15%	4	11
	Strongly Disagree	3%	85	8%	2	5

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

Utica Academy of Science CS Response n = 26 Response Rate = 10%

		All Charter Schools		Utica Academy of Science CS		Difference
Q3b The things I'm learning in school are important to me.	Strongly Agree	34%	1,083	23%	6	-11
	Somewhat Agree	36%	1,155	42%	11	6
	Neither Agree nor Disagree	17%	552	19%	5	2
	Somewhat Disagree	8%	258	12%	3	4
	Strongly Disagree	5%	147	4%	1	-1
Q3c Classroom environments support learning and are generally free from disruption.	Strongly Agree	37%	1,187	15%	4	-22
	Somewhat Agree	36%	1,145	54%	14	18
	Neither Agree nor Disagree	18%	590	19%	5	1
	Somewhat Disagree	6%	176	8%	2	2
	Strongly Disagree	3%	97	4%	1	1
Q4a My classes are challenging.	Strongly Agree	23%	736	27%	7	4
	Somewhat Agree	44%	1,391	38%	10	-6
	Neither Agree nor Disagree	21%	680	27%	7	6
	Somewhat Disagree	9%	293	4%	1	-5
	Strongly Disagree	3%	95	4%	1	1
Q4b I feel that I am on-track for high school graduation.	Strongly Agree	47%	1,492	42%	11	-5
	Somewhat Agree	30%	951	42%	11	12
	Neither Agree nor Disagree	15%	470	8%	2	-7
	Somewhat Disagree	6%	204	8%	2	2
	Strongly Disagree	2%	78	0%	0	-2
Q4c The school provides me with college prep assistance and information.	Strongly Agree	42%	1,356	42%	11	0
	Somewhat Agree	32%	1,035	46%	12	14
	Neither Agree nor Disagree	19%	600	8%	2	-11
	Somewhat Disagree	4%	137	4%	1	0
	Strongly Disagree	2%	67	0%	0	-2
Q4d I know who to talk to for information about different careers.	Strongly Agree	44%	1,393	42%	11	-2
	Somewhat Agree	28%	895	15%	4	-13
	Neither Agree nor Disagree	17%	558	19%	5	2
	Somewhat Disagree	7%	213	12%	3	5
	Strongly Disagree	4%	136	12%	3	8

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

Utica Academy of Science CS Response n = 26 Response Rate = 10%

		All Charter Schools		Utica Academy of Science CS		Difference
Q5a_In-Person [How often type of bullying experienced or observed] Student to student based on a student's real or perceived race or ethnicity.	Daily	3%	87	0%	0	-3
	Weekly	2%	48	4%	1	2
	Monthly	1%	27	0%	0	-1
	A few times	5%	144	8%	2	3
	Rarely	10%	315	8%	2	-2
	Never	23%	743	15%	4	-8
	I have not attended in-person	57%	1,831	65%	17	8
Q5a_Remote [How often type of bullying experienced or observed] Student to student based on a student's real or perceived race or ethnicity.	Daily	3%	110	0%	0	-3
	Weekly	2%	61	0%	0	-2
	Monthly	1%	41	0%	0	-1
	A few times	5%	156	4%	1	-1
	Rarely	11%	351	15%	4	4
	Never	71%	2,267	77%	20	6
	I have not attended remotely	7%	209	4%	1	-3
Q5b_In-Person [How often type of bullying experienced or observed] Student to student based on a student's real or perceived religion.	Daily	2%	74	4%	1	2
	Weekly	1%	29	0%	0	-1
	Monthly	1%	25	0%	0	-1
	A few times	3%	108	0%	0	-3
	Rarely	7%	220	8%	2	1
	Never	29%	912	23%	6	-6
	I have not attended in-person	57%	1,827	65%	17	8
Q5b_Remote [How often type of bullying experienced or observed] Student to student based on a student's real or perceived religion.	Daily	3%	90	0%	0	-3
	Weekly	2%	60	0%	0	-2
	Monthly	1%	33	4%	1	3
	A few times	4%	125	4%	1	0
	Rarely	9%	286	12%	3	3
	Never	75%	2,402	77%	20	2
	I have not attended remotely	6%	199	4%	1	-2

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

Utica Academy of Science CS Response n = 26 Response Rate = 10%

		All Charter Schools		Utica Academy of Science CS		Difference
Q5c_In-Person [How often type of bullying experienced or observed] Student to student based on a student's real or perceived disability.	Daily	2%	78	4%	1	2
	Weekly	1%	35	0%	0	-1
	Monthly	1%	25	0%	0	-1
	A few times	4%	125	0%	0	-4
	Rarely	8%	263	12%	3	4
	Never	26%	846	19%	5	-7
	I have not attended in-person	57%	1,823	65%	17	8
Q5c_Remote [How often type of bullying experienced or observed] Student to student based on a student's real or perceived disability.	Daily	3%	96	0%	0	-3
	Weekly	2%	57	8%	2	6
	Monthly	1%	24	0%	0	-1
	A few times	4%	134	4%	1	0
	Rarely	10%	322	15%	4	5
	Never	74%	2,369	69%	18	-5
	I have not attended remotely	6%	193	4%	1	-2
Q5d_In-Person [How often type of bullying experienced or observed] Student to student based on a student's real or perceived gender identity.	Daily	2%	74	4%	1	2
	Weekly	2%	51	0%	0	-2
	Monthly	1%	30	0%	0	-1
	A few times	5%	148	0%	0	-5
	Rarely	7%	233	12%	3	5
	Never	26%	835	19%	5	-7
	I have not attended in-person	57%	1,824	65%	17	8
Q5d_Remote [How often type of bullying experienced or observed] Student to student based on a student's real or perceived gender identity.	Daily	3%	107	4%	1	1
	Weekly	2%	52	0%	0	-2
	Monthly	1%	42	0%	0	-1
	A few times	5%	162	8%	2	3
	Rarely	10%	304	12%	3	2
	Never	73%	2,333	73%	19	0
	I have not attended remotely	6%	195	4%	1	-2

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

Utica Academy of Science CS Response n = 26 Response Rate = 10%

		All Charter Schools		Utica Academy of Science CS		Difference
Q5e_In-Person [How often type of bullying experienced or observed] Student to student based on a student's real or perceived sexual identity.	Daily	3%	87	4%	1	1
	Weekly	1%	37	0%	0	-1
	Monthly	1%	26	0%	0	-1
	A few times	4%	143	4%	1	0
	Rarely	8%	264	4%	1	-4
	Never	26%	816	23%	6	-3
	I have not attended in-person	57%	1,822	65%	17	8
Q5e_Remote [How often type of bullying experienced or observed] Student to student based on a student's real or perceived sexual identity.	Daily	3%	95	0%	0	-3
	Weekly	2%	59	4%	1	2
	Monthly	1%	47	0%	0	-1
	A few times	5%	165	12%	3	7
	Rarely	10%	311	8%	2	-2
	Never	73%	2,323	73%	19	0
	I have not attended remotely	6%	195	4%	1	-2
Q5f_In-Person [How often type of bullying experienced or observed] Student to student based on a student's real or perceived economic status.	Daily	2%	73	0%	0	-2
	Weekly	2%	49	0%	0	-2
	Monthly	1%	28	0%	0	-1
	A few times	5%	169	4%	1	-1
	Rarely	8%	243	0%	0	-8
	Never	25%	800	31%	8	6
	I have not attended in-person	57%	1,833	65%	17	8
Q5f_Remote [How often type of bullying experienced or observed] Student to student based on a student's real or perceived economic status.	Daily	3%	99	0%	0	-3
	Weekly	2%	52	0%	0	-2
	Monthly	1%	42	0%	0	-1
	A few times	5%	168	0%	0	-5
	Rarely	10%	327	8%	2	-2
	Never	72%	2,304	88%	23	16
	I have not attended remotely	6%	203	4%	1	-2

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

Utica Academy of Science CS Response n = 26 Response Rate = 10%

		All Charter Schools		Utica Academy of Science CS		Difference
Q5g_In-Person [How often type of bullying experienced or observed] Student to student based on another reason.	Daily	3%	103	8%	2	5
	Weekly	2%	63	0%	0	-2
	Monthly	2%	53	0%	0	-2
	A few times	7%	237	12%	3	5
	Rarely	9%	272	0%	0	-9
	Never	20%	641	15%	4	-5
	I have not attended in-person	57%	1,826	65%	17	8
Q5g_Remote [How often type of bullying experienced or observed] Student to student based on another reason.	Daily	4%	116	8%	2	4
	Weekly	2%	61	0%	0	-2
	Monthly	1%	43	0%	0	-1
	A few times	8%	269	12%	3	4
	Rarely	13%	401	8%	2	-5
	Never	66%	2,098	69%	18	3
	I have not attended remotely	6%	207	4%	1	-2
Q5h_In-Person [How often type of bullying experienced or observed] Teacher or administrator to student based on any of the categories listed above.	Daily	3%	86	0%	0	-3
	Weekly	1%	34	0%	0	-1
	Monthly	1%	17	0%	0	-1
	A few times	3%	108	0%	0	-3
	Rarely	5%	162	0%	0	-5
	Never	30%	958	35%	9	5
	I have not attended in-person	57%	1,830	65%	17	8
Q5h_Remote [How often type of bullying experienced or observed] Teacher or administrator to student based on any of the categories listed above.	Daily	4%	115	0%	0	-4
	Weekly	2%	48	4%	1	2
	Monthly	1%	39	0%	0	-1
	A few times	5%	146	4%	1	-1
	Rarely	8%	246	4%	1	-4
	Never	75%	2,383	85%	22	10
	I have not attended remotely	7%	218	4%	1	-3

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

Utica Academy of Science CS Response n = 26 Response Rate = 10%

		All Charter Schools		Utica Academy of Science CS		Difference
Q6a [How often type of cyberbullying experienced or observed] Student to student based on a student's real or perceived race or ethnicity.	Daily	4%	130	0%	0	-4
	Weekly	2%	56	4%	1	2
	Monthly	1%	41	0%	0	-1
	A few times	6%	201	4%	1	-2
	Rarely	14%	449	27%	7	13
	Never	73%	2,318	65%	17	-8
Q6b [How often type of cyberbullying experienced or observed] Student to student based on a student's real or perceived religion.	Daily	4%	112	0%	0	-4
	Weekly	2%	55	4%	1	2
	Monthly	1%	47	4%	1	3
	A few times	5%	145	4%	1	-1
	Rarely	12%	390	19%	5	7
	Never	77%	2,446	69%	18	-8
Q6c [How often type of cyberbullying experienced or observed] Student to student based on a student's real or perceived disability.	Daily	3%	98	0%	0	-3
	Weekly	2%	56	8%	2	6
	Monthly	2%	49	0%	0	-2
	A few times	6%	180	8%	2	2
	Rarely	12%	393	19%	5	7
	Never	76%	2,419	65%	17	-11
Q6d [How often type of cyberbullying experienced or observed] Student to student based on a student's real or perceived gender identity.	Daily	3%	110	4%	1	1
	Weekly	2%	50	0%	0	-2
	Monthly	2%	53	4%	1	2
	A few times	6%	195	12%	3	6
	Rarely	13%	419	19%	5	6
	Never	74%	2,368	62%	16	-12
Q6e [How often type of cyberbullying experienced or observed] Student to student based on a student's real or perceived sexual identity.	Daily	3%	108	0%	0	-3
	Weekly	2%	54	4%	1	2
	Monthly	2%	59	0%	0	-2
	A few times	7%	214	19%	5	12
	Rarely	13%	400	19%	5	6
	Never	74%	2,360	58%	15	-16

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

Utica Academy of Science CS Response n = 26 Response Rate = 10%

		All Charter Schools		Utica Academy of Science CS		Difference
Q6f [How often type of cyberbullying experienced or observed] Student to student based on a student's real or perceived economic status.	Daily	3%	110	0%	0	-3
	Weekly	2%	56	0%	0	-2
	Monthly	2%	48	0%	0	-2
	A few times	6%	202	8%	2	2
	Rarely	13%	422	23%	6	10
	Never	74%	2,357	69%	18	-5
Q6g [How often type of cyberbullying experienced or observed] Student to student based on another reason.	Daily	4%	127	4%	1	0
	Weekly	2%	79	8%	2	6
	Monthly	2%	73	8%	2	6
	A few times	9%	297	4%	1	-5
	Rarely	15%	464	15%	4	0
	Never	67%	2,155	62%	16	-5
Q6h [How often type of cyberbullying experienced or observed] Teacher or administrator to student based on any of the categories listed above.	Daily	3%	107	0%	0	-3
	Weekly	2%	52	4%	1	2
	Monthly	1%	40	0%	0	-1
	A few times	5%	145	0%	0	-5
	Rarely	9%	300	4%	1	-5
	Never	80%	2,551	92%	24	12
Q7a I feel physically safe in my school.	Strongly Agree	43%	1,377	38%	10	-5
	Somewhat Agree	27%	877	31%	8	4
	Neither Agree nor Disagree	25%	798	27%	7	2
	Somewhat Disagree	3%	95	4%	1	1
	Strongly Disagree	2%	48	0%	0	-2
Q7b I feel safe traveling to and from my school.	Strongly Agree	41%	1,299	50%	13	9
	Somewhat Agree	29%	929	15%	4	-14
	Neither Agree nor Disagree	23%	748	27%	7	4
	Somewhat Disagree	5%	158	8%	2	3
	Strongly Disagree	2%	61	0%	0	-2

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

Utica Academy of Science CS Response n = 26 Response Rate = 10%

		All Charter Schools		Utica Academy of Science CS		Difference
Q7c I feel that the school culture supports me.	Strongly Agree	47%	1,488	35%	9	-12
	Somewhat Agree	28%	907	15%	4	-13
	Neither Agree nor Disagree	20%	651	42%	11	22
	Somewhat Disagree	3%	101	4%	1	1
	Strongly Disagree	2%	48	4%	1	2
Q7d I feel that the school's discipline policy is applied fairly to all students.	Strongly Agree	40%	1,276	19%	5	-21
	Somewhat Agree	27%	864	19%	5	-8
	Neither Agree nor Disagree	22%	690	27%	7	5
	Somewhat Disagree	7%	231	15%	4	8
	Strongly Disagree	4%	134	19%	5	15
Q7e I have not had anything stolen from me at this school.	Strongly Agree	54%	1,710	54%	14	0
	Somewhat Agree	14%	436	8%	2	-6
	Neither Agree nor Disagree	18%	561	15%	4	-3
	Somewhat Disagree	6%	182	0%	0	-6
	Strongly Disagree	10%	306	23%	6	13
Q7f I have not seen any property damaged by students at this school.	Strongly Agree	36%	1,139	23%	6	-13
	Somewhat Agree	17%	529	12%	3	-5
	Neither Agree nor Disagree	28%	883	31%	8	3
	Somewhat Disagree	11%	344	12%	3	1
	Strongly Disagree	9%	300	23%	6	14
Q8a Most or all of my teachers are available to help me with schoolwork.	Strongly Agree	57%	1,826	42%	11	-15
	Somewhat Agree	31%	994	42%	11	11
	Neither Agree nor Disagree	8%	255	8%	2	0
	Somewhat Disagree	3%	89	8%	2	5
	Strongly Disagree	1%	31	0%	0	-1
Q8b My teachers care about me.	Strongly Agree	53%	1,690	31%	8	-22
	Somewhat Agree	27%	878	27%	7	0
	Neither Agree nor Disagree	16%	517	35%	9	19
	Somewhat Disagree	2%	67	4%	1	2
	Strongly Disagree	1%	43	4%	1	3

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

Utica Academy of Science CS Response n = 26 Response Rate = 10%

		All Charter Schools		Utica Academy of Science CS		Difference
Q8c My teachers give me individual attention when I ask and even when I don't ask but need it.	Strongly Agree	49%	1,575	23%	6	-26
	Somewhat Agree	32%	1,025	58%	15	26
	Neither Agree nor Disagree	14%	445	15%	4	1
	Somewhat Disagree	3%	100	0%	0	-3
	Strongly Disagree	2%	50	4%	1	2
Q8d My teachers expect me to do my best all the time.	Strongly Agree	66%	2,107	77%	20	11
	Somewhat Agree	24%	760	19%	5	-5
	Neither Agree nor Disagree	8%	271	4%	1	-4
	Somewhat Disagree	1%	38	0%	0	-1
	Strongly Disagree	1%	19	0%	0	-1
Q8e My teachers often connect what I am learning to life outside the classroom.	Strongly Agree	41%	1,301	31%	8	-10
	Somewhat Agree	31%	998	31%	8	0
	Neither Agree nor Disagree	19%	615	27%	7	8
	Somewhat Disagree	6%	184	8%	2	2
	Strongly Disagree	3%	97	4%	1	1
Q8f I have at least one adult at the school that I can talk to about problems I'm dealing with outside of school.	Strongly Agree	51%	1,631	46%	12	-5
	Somewhat Agree	19%	612	23%	6	4
	Neither Agree nor Disagree	17%	551	8%	2	-9
	Somewhat Disagree	5%	148	12%	3	7
	Strongly Disagree	8%	253	12%	3	4
Q9a I am treated respectfully by my fellow students.	Strongly Agree	47%	1,507	38%	10	-9
	Somewhat Agree	32%	1,007	31%	8	-1
	Neither Agree nor Disagree	16%	501	15%	4	-1
	Somewhat Disagree	4%	125	12%	3	8
	Strongly Disagree	2%	55	4%	1	2
Q9b I am treated respectfully by my teachers and other adults in my school.	Strongly Agree	65%	2,078	65%	17	0
	Somewhat Agree	24%	781	19%	5	-5
	Neither Agree nor Disagree	9%	275	15%	4	6
	Somewhat Disagree	1%	39	0%	0	-1
	Strongly Disagree	1%	22	0%	0	-1

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

Utica Academy of Science CS Response n = 26 Response Rate = 10%

		All Charter Schools		Utica Academy of Science CS		Difference
Q9c Adults working at this school reward students for positive behavior.	Strongly Agree	47%	1,517	38%	10	-9
	Somewhat Agree	28%	899	23%	6	-5
	Neither Agree nor Disagree	18%	584	19%	5	1
	Somewhat Disagree	4%	129	12%	3	8
	Strongly Disagree	2%	66	8%	2	6
Q9d Adults working at this school help students develop strategies to understand and control their feelings and actions.	Strongly Agree	47%	1,515	27%	7	-20
	Somewhat Agree	29%	914	15%	4	-14
	Neither Agree nor Disagree	18%	591	35%	9	17
	Somewhat Disagree	3%	107	15%	4	12
	Strongly Disagree	2%	68	8%	2	6
Q9e This school has a positive impact on my life.	Strongly Agree	40%	1,273	15%	4	-25
	Somewhat Agree	27%	871	27%	7	0
	Neither Agree nor Disagree	24%	755	38%	10	14
	Somewhat Disagree	5%	149	15%	4	10
	Strongly Disagree	5%	147	4%	1	-1
Q10 Would you choose to be attending a different school if you could?	Yes	15%	483	4%	1	-11
	No	55%	1,748	54%	14	-1
	Maybe	30%	964	42%	11	12

NYSED CSO Student Survey 2021

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

Utica Academy of Science CS

OPEN1 If you did experience or observe cyberbullying in any of the situations above, please list examples of the types of cyberbullying you saw:	A person I used to have in person messaged me on social media and said said things based on my transition and sexuality.
	I always hear students usually talk drama a lot around social media and my sister has gotten it a lot from some other people
	I did not experience nor did I observe cyberbullying in any of the situations above.
	I do not wish to comment.
	People have said microaggressions towards minorities or have said pretty homophobic/transphobic things
	no
	what pronouns they use, how they dress, etc

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

Utica Academy of Science CS

OPEN2 We would really appreciate it if you would explain why you chose your answer to 'Would you choose to be attending a different school if you could?'	All answers are off my of personal experience in the school and the memories i have
	Because I would like to see how public schools are and I don't want to wear a uniform anymore
	I chose maybe because I really like this school but, I feel like I'm missing out on several opportunities.
	I don't know, I can't think of any other school that I could attend to, that would only be the case if I'm moving but as far as I know, I'm not (if I do, it'll be another charter school then). So I'm finishing the rest of my education at Utica Academy. ??
	I feel that this school might be the best school to lead me on to going to a dream college and get a better life
	I feel this way because urban dove is my second shot and ever since I've transferred to this school I feel like I could reach my full potential.
	I like how we have low class sizes so I know everyone that I got to school with.
	I might not like going to school most of the time but I know that this one is much better then somewhere like Procter. Basically it's like the better of two evils.
	I will choose one that is near my house
	I wish the uniforms were different dependent on the weather. I wish we had different/ better looking uniforms. (skirts, better material)
	More opportunities elsewhere.
	My education is more important to me rather than my happiness currently.
	No because it's my final year at this school and it's a much better school then if I chose over other public schools
	There are positive and negative things. The negative things are mostly the people. The school is fine.
	This school has great opportunities but the problem is that there is a lack of diversity when it comes to clubs and extracurricular activities. There is no such thing as a band in our school and a lot of clubs such as chess are no longer available. The only extracurricular activity that seems to be doing somewhat ok are the sports but most of the students are not much into sports including myself.
	This school has great teachers and they actually care about you and your grades

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

Utica Academy of Science CS

Well,I chose the answer I did above because I've been at UASCS for six years now(Since I was eleven years old,6th grade) and I'll be honest,I'm bored of school at this point.School is boring now.But School shouldn't be boring.It should be fun.But Charter has taught me many things.What I mean by that is it has taught me many life lessons and it has also changed the way I see things.I was a kid when I first came to UASCS,but now I'm a teenager and almost an adult.I've had my ups and downs at UASCS.

While I do wish our school gave more options in the art department, I do believe we have a good school.

if i had another option that isn't to big of a school i would probably go there if the rules and regulations were to be different and better than my current schools

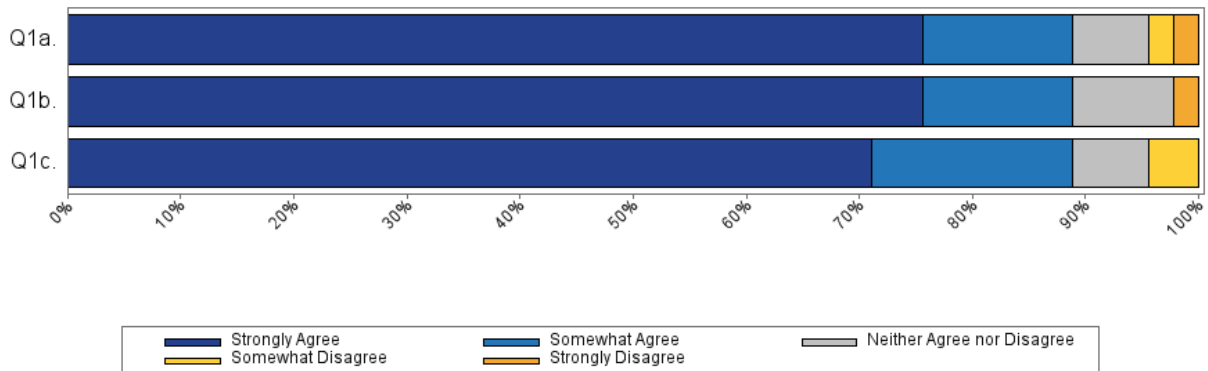
**New York State Department of Education
Charter School Office
Student Survey 2021
Open End Responses**

Utica Academy of Science CS

<p>OPEN3 If there is anything else you would like us to know about your experience in this school, please let us know here. To submit your survey, click SUBMIT.</p>	<p>It would help my school a lot if there were education opportunities for staff and teachers to learn how to deal with LGBT+ issues as well as how to help someone get extra help if needed without being diagnosed with a disability or having an IEP.</p>
	<p>There are a few things I would like you to know about my experience in this school. One of them is the school should have Music class. Not only that, it should also have French class.</p>
	<p>We need more clubs and music to be implemented.</p>
	<p>We need to get rid of these double periods as well as mentorship because it consumes my day and makes it longer than it needs to be. On specific days of the week I don't get out of remote school through zoom classes until 4 and keep in mind that my school day starts at 8:30 now because of mentorship. Then I have to spend the rest of my day doing homework and I feel like this constant cycle of school and homework is really taking time away from my own life and family time.</p>
	<p>Why did they add live class in the afternoon in the third semester specifically. I would be okay with it if it was the first semester or second, but I feel like this was done too late in the year and has caught me off guard when I was just starting to get used to the live classes</p>
	<p>everything is ok but hard taking it online, but I'm also trying my best!</p>

NYSED CSO Parent Survey 2022
UTICA ACADEMY OF SCIENCE CHARTER SCHOOL
45 RESPONSES
6% RESPONSE RATE

Academics

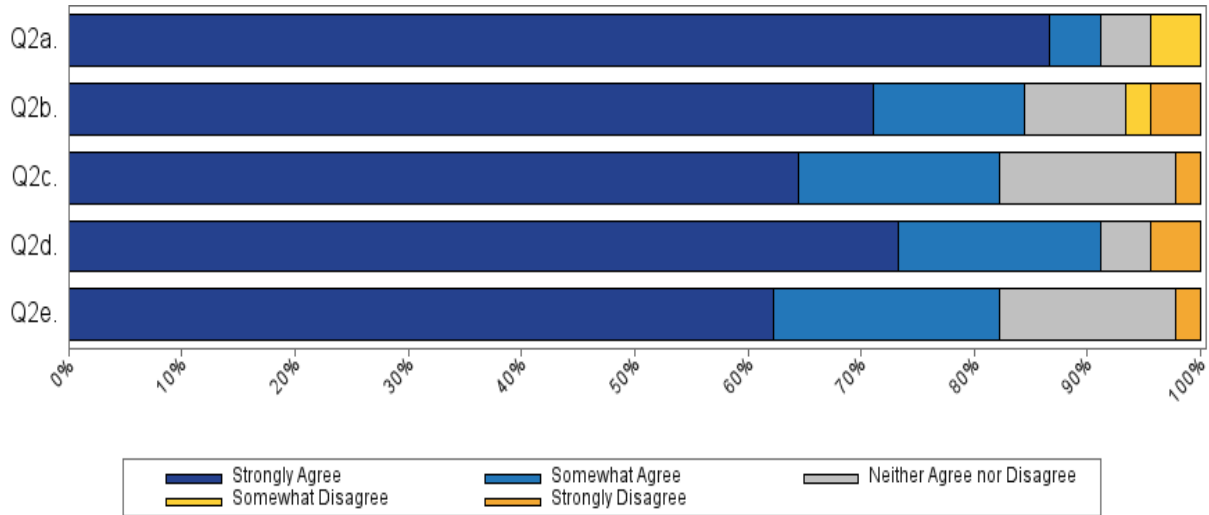


Academics		% by School	Total by School	% All Schools	Total All Schools
Q1a. The charter school has high academic expectations for my child.	Strongly Agree	76%	34	74%	4,204
	Somewhat Agree	13%	6	19%	1,080
	Neither Agree nor Disagree	7%	3	4%	225
	Somewhat Disagree	2%	1	2%	97
	Strongly Disagree	2%	1	2%	89
Q1b. I am aware of the academic supports available to my child.	Strongly Agree	76%	34	70%	3,988
	Somewhat Agree	13%	6	20%	1,166
	Neither Agree nor Disagree	9%	4	4%	254
	Somewhat Disagree	0%	0	3%	143
	Strongly Disagree	2%	1	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	71%	32	67%	3,790
	Somewhat Agree	18%	8	23%	1,335
	Neither Agree nor Disagree	7%	3	5%	309
	Somewhat Disagree	4%	2	3%	148
	Strongly Disagree	0%	0	2%	113

NYSED CSO Parent Survey 2022
UTICA ACADEMY OF SCIENCE CHARTER SCHOOL
45 RESPONSES
6% RESPONSE RATE

Behavior Management and Safety

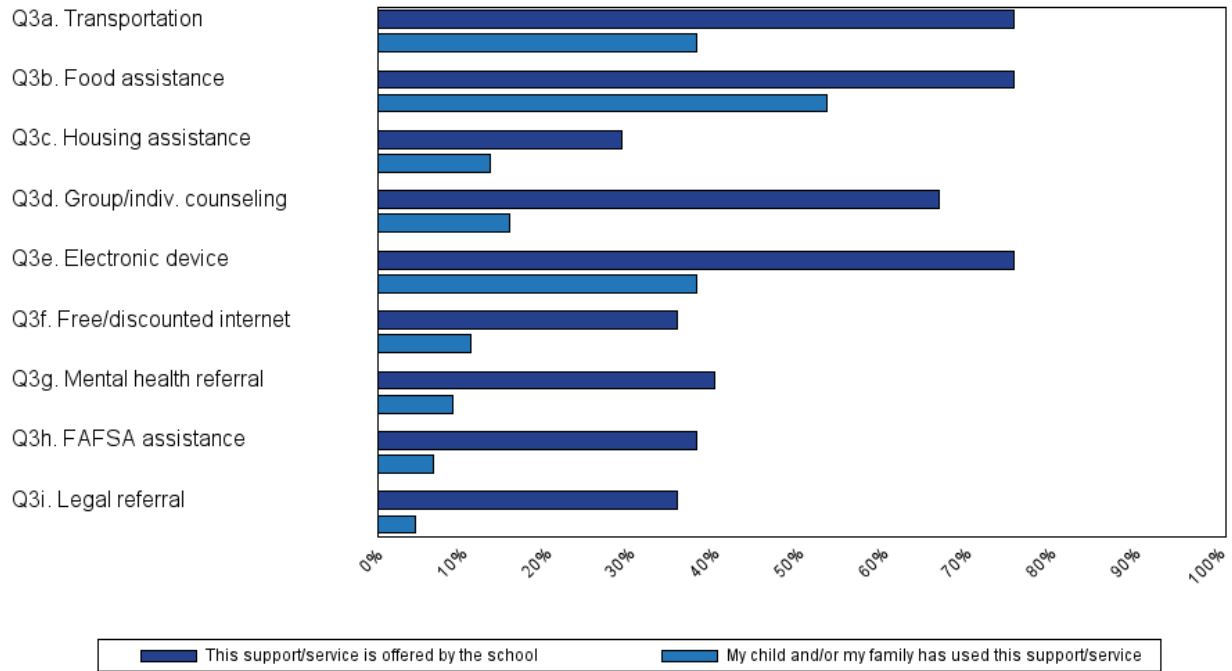


Behavior Management and Safety		% by School	Total by School	% All Schools	Total All Schools
Q2a. The school's discipline policy is clear.	Strongly Agree	87%	39	68%	3,849
	Somewhat Agree	4%	2	18%	1,051
	Neither Agree nor Disagree	4%	2	8%	456
	Somewhat Disagree	4%	2	3%	173
	Strongly Disagree	0%	0	3%	166
Q2b. The school's discipline policy is fair to all students.	Strongly Agree	71%	32	63%	3,610
	Somewhat Agree	13%	6	19%	1,068
	Neither Agree nor Disagree	9%	4	10%	593
	Somewhat Disagree	2%	1	4%	205
	Strongly Disagree	4%	2	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%	29	61%	3,481
	Somewhat Agree	18%	8	20%	1,132
	Neither Agree nor Disagree	16%	7	12%	703
	Somewhat Disagree	0%	0	3%	189
	Strongly Disagree	2%	1	3%	190
Q2d. I am aware of how the school supports student social-emotional development.	Strongly Agree	73%	33	63%	3,610
	Somewhat Agree	18%	8	22%	1,233
	Neither Agree nor Disagree	4%	2	9%	498
	Somewhat Disagree	0%	0	3%	172
	Strongly Disagree	4%	2	3%	182
Q2e. The school has social, emotional, and mental health programs and supports for all students.	Strongly Agree	62%	28	59%	3,372
	Somewhat Agree	20%	9	21%	1,183
	Neither Agree nor Disagree	16%	7	14%	809
	Somewhat Disagree	0%	0	3%	159
	Strongly Disagree	2%	1	3%	172

NYSED CSO Parent Survey 2022
UTICA ACADEMY OF SCIENCE CHARTER SCHOOL
45 RESPONSES
6% RESPONSE RATE

Support Services



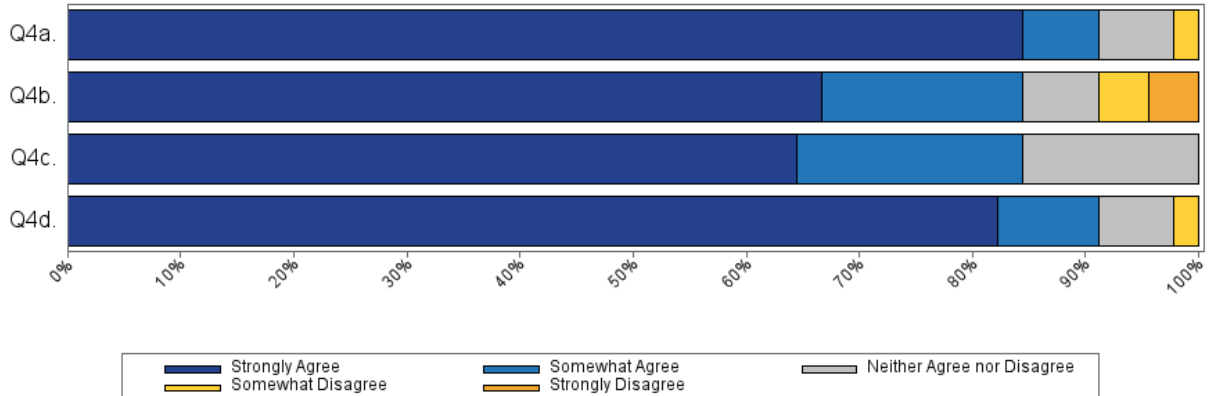
Support Services		% by School	Total by School	% All Schools	Total All Schools
Q3a. Transportation	This support/service is offered by the school	76%	34	68%	3,897
	My child and/or my family has used this support/service	38%	17	28%	1,601

Support Services		% by School	Total by School	% All Schools	Total All Schools
Q3b. Food assistance	This support/service is offered by the school	76%	34	63%	3,572
	My child and/or my family has used this support/service	53%	24	25%	1,442
Q3c. Housing assistance	This support/service is offered by the school	29%	13	26%	1,475
	My child and/or my family has used this support/service	13%	6	8%	449
Q3d. Group/individ. counseling	This support/service is offered by the school	67%	30	56%	3,182
	My child and/or my family has used this support/service	16%	7	16%	905
Q3e. Electronic device	This support/service is offered by the school	76%	34	70%	3,986
	My child and/or my family has used this support/service	38%	17	46%	2,624
Q3f. Free/discounted internet	This support/service is offered by the school	36%	16	43%	2,429
	My child and/or my family has used this support/service	11%	5	14%	799
Q3g. Mental health referral	This support/service is offered by the school	40%	18	42%	2,366

Support Services		% by School	Total by School	% All Schools	Total All Schools
Q3g. Mental health referral	My child and/or my family has used this support/service	9%	4	8%	437
Q3h. FAFSA assistance	This support/service is offered by the school	38%	17	34%	1,957
	My child and/or my family has used this support/service	7%	3	8%	470
Q3i. Legal referral	This support/service is offered by the school	36%	16	27%	1,523
	My child and/or my family has used this support/service	4%	2	5%	281

NYSED CSO Parent Survey 2022
UTICA ACADEMY OF SCIENCE CHARTER SCHOOL
45 RESPONSES
6% RESPONSE RATE

Behavior Management

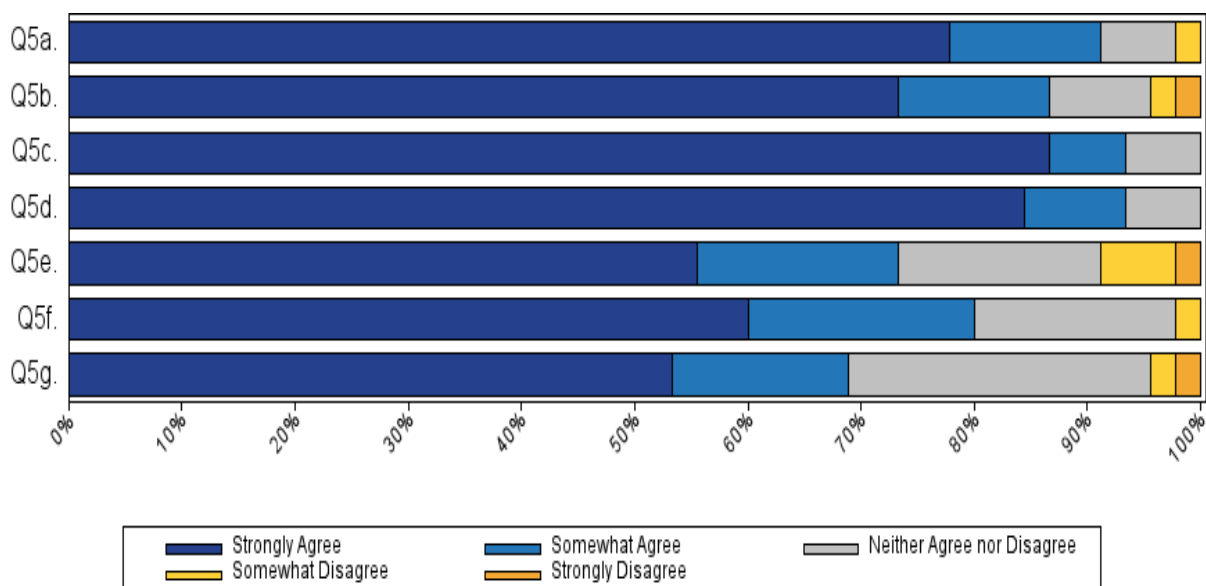


Behavior Management		% by School	Total by School	% All Schools	Total All Schools
Q4a. The school provides a safe environment.	Strongly Agree	84%	38	70%	3,988
	Somewhat Agree	7%	3	20%	1,160
	Neither Agree nor Disagree	7%	3	5%	296
	Somewhat Disagree	2%	1	3%	143
	Strongly Disagree	0%	0	2%	108
Q4b. The school has systems in place to ensure that the environment is free from bullying, harassment, and discrimination.	Strongly Agree	67%	30	60%	3,406
	Somewhat Agree	18%	8	23%	1,293
	Neither Agree nor Disagree	7%	3	10%	546
	Somewhat Disagree	4%	2	4%	255
	Strongly Disagree	4%	2	3%	195

Behavior Management		% by School	Total by School	% All Schools	Total All Schools
Q4c. Classroom environments support learning and are generally free from disruption.	Strongly Agree	64%	29	59%	3,369
	Somewhat Agree	20%	9	24%	1,383
	Neither Agree nor Disagree	16%	7	10%	568
	Somewhat Disagree	0%	0	4%	221
	Strongly Disagree	0%	0	3%	154
Q4d. The school has high behavioral expectations for my child.	Strongly Agree	82%	37	71%	4,023
	Somewhat Agree	9%	4	20%	1,129
	Neither Agree nor Disagree	7%	3	7%	379
	Somewhat Disagree	2%	1	1%	84
	Strongly Disagree	0%	0	1%	80

NYSED CSO Parent Survey 2022
UTICA ACADEMY OF SCIENCE CHARTER SCHOOL
45 RESPONSES
6% RESPONSE RATE

Family Engagement and Communication



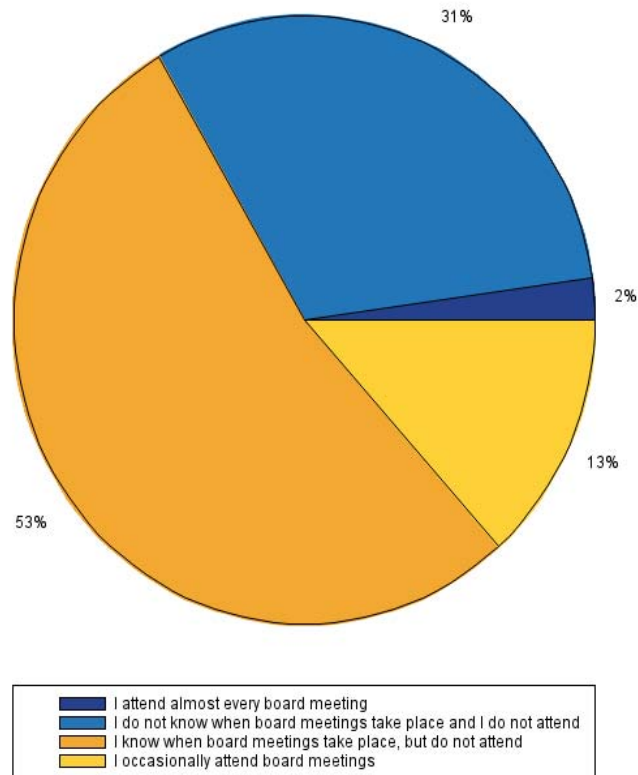
Family Engagement and Communication		% by School	Total by School	% All Schools	Total All Schools
Q5a. The school provides opportunities for parent participation within the school community.	Strongly Agree	78%	35	63%	3,613
	Somewhat Agree	13%	6	21%	1,172
	Neither Agree nor Disagree	7%	3	10%	582
	Somewhat Disagree	2%	1	3%	175
	Strongly Disagree	0%	0	3%	153
Q5b. I receive regular and timely information on my child's academic progress in my home language.	Strongly Agree	73%	33	74%	4,219
	Somewhat Agree	13%	6	16%	937
	Neither Agree nor Disagree	9%	4	4%	235
	Somewhat Disagree	2%	1	3%	157
	Strongly Disagree	2%	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	87%	39	77%	4,411
	Somewhat Agree	7%	3	15%	875
	Neither Agree nor Disagree	7%	3	4%	213
	Somewhat Disagree	0%	0	2%	96
	Strongly Disagree	0%	0	2%	100
Q5d. The school seeks feedback from parents through surveys, meetings, or some other way.	Strongly Agree	84%	38	72%	4,123
	Somewhat Agree	9%	4	18%	1,003
	Neither Agree nor Disagree	7%	3	6%	324
	Somewhat Disagree	0%	0	2%	126
	Strongly Disagree	0%	0	2%	119
Q5e. The school has a complaint policy that is easy to find.	Strongly Agree	56%	25	51%	2,911
	Somewhat Agree	18%	8	19%	1,055
	Neither Agree nor Disagree	18%	8	22%	1,271
	Somewhat Disagree	7%	3	4%	209
	Strongly Disagree	2%	1	4%	249
Q5f. The school has a complaint policy that is easy to understand.	Strongly Agree	60%	27	53%	3,016
	Somewhat Agree	20%	9	18%	1,018
	Neither Agree nor Disagree	18%	8	23%	1,295
	Somewhat Disagree	2%	1	3%	150
	Strongly Disagree	0%	0	4%	216

Family Engagement and Communication		% by School	Total by School	% All Schools	Total All Schools
Q5g. The school informs parents about how it performs compared to other schools in the district and New York State.	Strongly Agree	53%	24	51%	2,877
	Somewhat Agree	16%	7	19%	1,107
	Neither Agree nor Disagree	27%	12	20%	1,162
	Somewhat Disagree	2%	1	5%	261
	Strongly Disagree	2%	1	5%	288

NYSED CSO Parent Survey 2022
UTICA ACADEMY OF SCIENCE CHARTER SCHOOL
45 RESPONSES
6% RESPONSE RATE

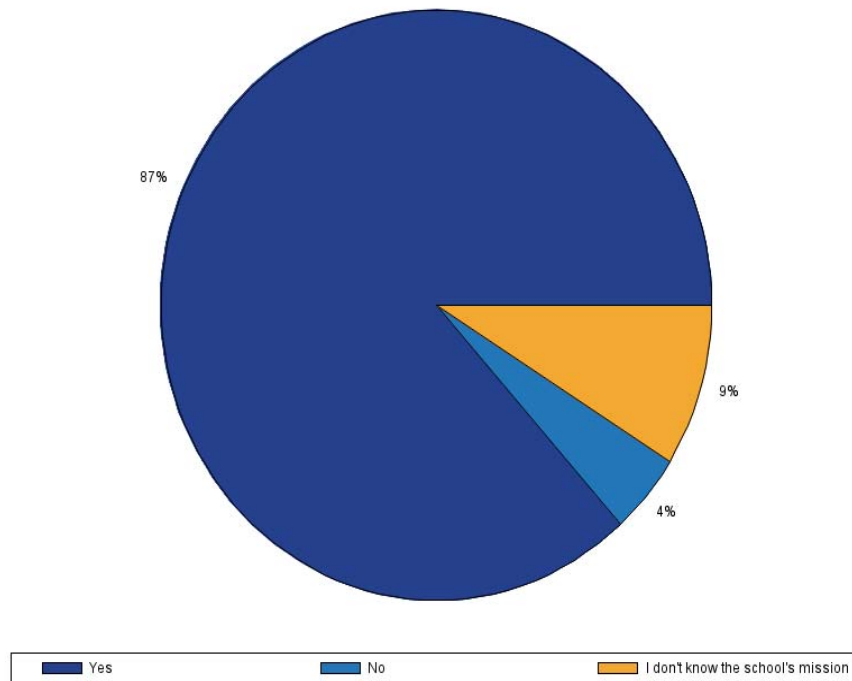
Q6. Thinking about this school's board meetings, which of the following statements best applies to you?



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	2%	1	14%	808
	I occasionally attend board meetings	13%	6	23%	1,314
	I know when board meetings take place, but do not attend	53%	24	35%	1,975
	I do not know when board meetings take place and I do not attend	31%	14	28%	1,598

NYSED CSO Parent Survey 2022
UTICA ACADEMY OF SCIENCE CHARTER SCHOOL
45 RESPONSES
6% RESPONSE RATE

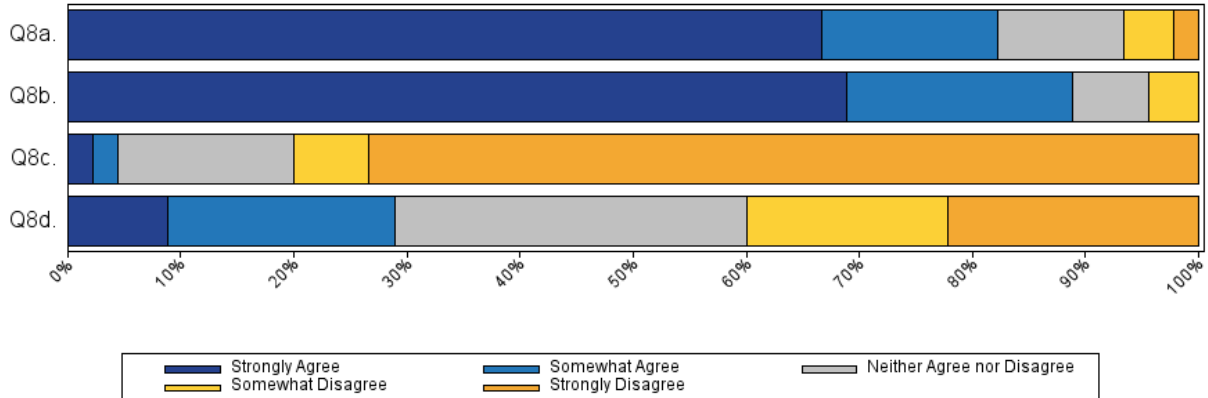
Q7. Do you feel the school is fulfilling its mission?



School Mission		% by School	Total by School	% All Schools	Total All Schools
Q7. Do you feel the school is fulfilling its mission?	Yes	87%	39	83%	4,724
	No	4%	2	6%	328
	I don't know the school's mission	9%	4	11%	643

NYSED CSO Parent Survey 2022
UTICA ACADEMY OF SCIENCE CHARTER SCHOOL
45 RESPONSES
6% RESPONSE RATE

COVID-19 In-Person Learning Environment

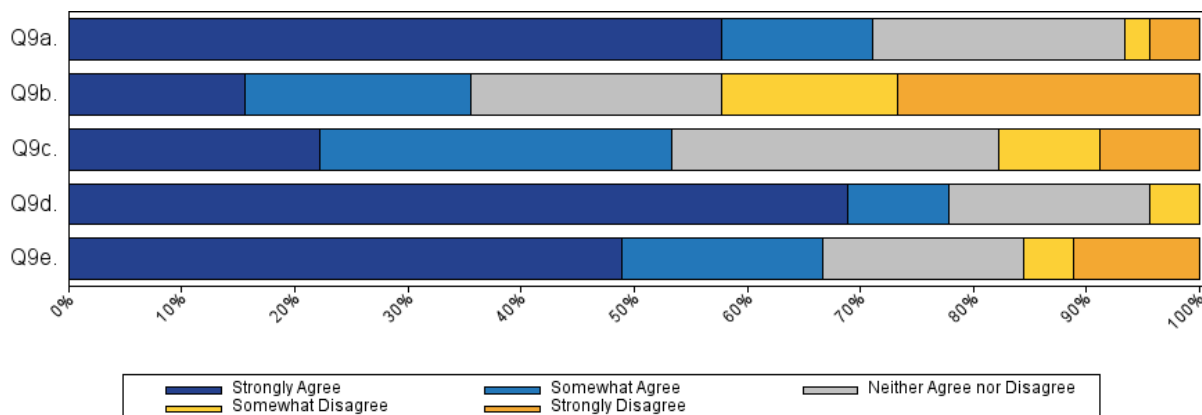


COVID-19 Learning Environment		% by School	Total by School	% All Schools	Total All Schools
Q8a. The school has clear instructions on cleaning procedures and practices used in the school's buildings.	Strongly Agree	67%	30	64%	3,665
	Somewhat Agree	16%	7	18%	1,042
	Neither Agree nor Disagree	11%	5	14%	798
	Somewhat Disagree	4%	2	2%	97
	Strongly Disagree	2%	1	2%	93
Q8b. I am confident the school is following the proper safety standards.	Strongly Agree	69%	31	70%	3,979
	Somewhat Agree	20%	9	19%	1,060
	Neither Agree nor Disagree	7%	3	8%	457
	Somewhat Disagree	4%	2	2%	101
	Strongly Disagree	0%	0	2%	98

COVID-19 Learning Environment		% by School	Total by School	% All Schools	Total All Schools
Q8c. My child has difficulty learning in the current school setting.	Strongly Agree	2%	1	14%	779
	Somewhat Agree	2%	1	12%	663
	Neither Agree nor Disagree	16%	7	14%	790
	Somewhat Disagree	7%	3	9%	523
	Strongly Disagree	73%	33	52%	2,940
Q8d. I worry my child will come in contact with COVID19 while in school.	Strongly Agree	9%	4	19%	1,085
	Somewhat Agree	20%	9	21%	1,194
	Neither Agree nor Disagree	31%	14	24%	1,384
	Somewhat Disagree	18%	8	11%	623
	Strongly Disagree	22%	10	25%	1,409

NYSED CSO Parent Survey 2022
UTICA ACADEMY OF SCIENCE CHARTER SCHOOL
45 RESPONSES
6% RESPONSE RATE

COVID-19 Remote Learning Environment

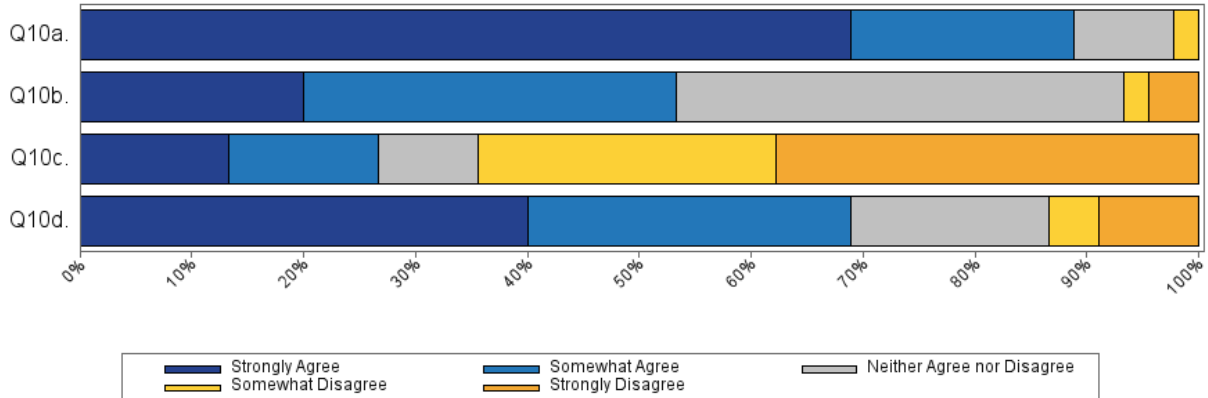


COVID-19 Remote Learning Environment		% by School	Total by School	% All Schools	Total All Schools
Q9a. The school has provided me with help to support my child's remote learning.	Strongly Agree	58%	26	58%	3,325
	Somewhat Agree	13%	6	17%	943
	Neither Agree nor Disagree	22%	10	21%	1,204
	Somewhat Disagree	2%	1	2%	97
	Strongly Disagree	4%	2	2%	126
Q9b. Handling remote learning platforms (Zoom, Google Meet, teacher apps, etc.) has been difficult.	Strongly Agree	16%	7	26%	1,463
	Somewhat Agree	20%	9	16%	888
	Neither Agree nor Disagree	22%	10	24%	1,359
	Somewhat Disagree	16%	7	11%	603
	Strongly Disagree	27%	12	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	22%	10	29%	1,657
	Somewhat Agree	31%	14	20%	1,153
	Neither Agree nor Disagree	29%	13	26%	1,500
	Somewhat Disagree	9%	4	8%	434
	Strongly Disagree	9%	4	17%	951
Q9d. The internet in my home works when my child needs to access school materials for remote learning	Strongly Agree	69%	31	64%	3,669
	Somewhat Agree	9%	4	14%	824
	Neither Agree nor Disagree	18%	8	16%	939
	Somewhat Disagree	4%	2	2%	142
	Strongly Disagree	0%	0	2%	121
Q9e. My child has access to a tech device for school when needed for remote learning.	Strongly Agree	49%	22	73%	4,151
	Somewhat Agree	18%	8	10%	585
	Neither Agree nor Disagree	18%	8	14%	814
	Somewhat Disagree	4%	2	1%	57
	Strongly Disagree	11%	5	2%	88

NYSED CSO Parent Survey 2022
UTICA ACADEMY OF SCIENCE CHARTER SCHOOL
45 RESPONSES
6% 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	69%	31	66%	3,744
	Somewhat Agree	20%	9	24%	1,354
	Neither Agree nor Disagree	9%	4	6%	335
	Somewhat Disagree	2%	1	3%	165
	Strongly Disagree	0%	0	2%	97
Q10b. I need to devote a great amount of time to support my child's school participation.	Strongly Agree	20%	9	32%	1,812
	Somewhat Agree	33%	15	25%	1,437
	Neither Agree nor Disagree	40%	18	23%	1,332
	Somewhat Disagree	2%	1	11%	621
	Strongly Disagree	4%	2	9%	493

COVID-19 Learning Environment		% by School	Total by School	% All Schools	Total All Schools
Q10c. I am concerned about my child's social or emotional well-being	Strongly Agree	13%	6	27%	1,564
	Somewhat Agree	13%	6	18%	1,028
	Neither Agree nor Disagree	9%	4	17%	947
	Somewhat Disagree	27%	12	14%	771
	Strongly Disagree	38%	17	24%	1,385
Q10d. I am more connected with my child's day-to-day education now than ever before.	Strongly Agree	40%	18	48%	2,721
	Somewhat Agree	29%	13	24%	1,389
	Neither Agree nor Disagree	18%	8	19%	1,075
	Somewhat Disagree	4%	2	5%	284
	Strongly Disagree	9%	4	4%	226

NYSED CSO Parent Survey 2022
UTICA ACADEMY OF SCIENCE CHARTER SCHOOL
45 RESPONSES
6% RESPONSE RATE

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

Question Answer
Best school in the area and best school to help make my daughter successful in her future.
I wanted a school that would teach to my child's whole being and not just academic success.
*Positive references. Search for a high educational program. Good english language training
Behavirol policy's and academic quality
Had high expectation's
Sibling goes there and child has been going there seems kindergarten
High expectations
I was afraid to send my child to any of the Utica schools. We were lucky that the charter school opened when it was time for him to start school.
I feel it is the best for him
Quality of education
I like school policy and fell like good education for my kids
Because is the best school ever.
Teachers are very nice and take a care of their students.
Smaller class setting amazing involved staff
Promised to teach him at his advanced grade level.
For its mission and the promise of smaller classes which has not been the case so far.
Smaller classroom size more one on one support if needed
*Positive references. Support in the sciences.
me and her father choose this school because is a good school and my daugther been there since kindergarten and she loves it. i feel very blessed that she is going to the utica academy of science charter school.
The academic structure
Safe
Smaller classes
School diversity
Smaller school setting with more hands on individualized learning.
Because other parents said that this school was better
Structure, Diversity, Uniforms, Way of teaching, Staff and its mission
I heard nothing but good things about this school. My child has learned so much. For that I am grateful.
For a better education.
He went last year and I like the communication there is between teacher and parents
I chose UASCS for their strong polices for students to pursue higher education, communication skills and mental and social well being and personal accountability! The before mentioned are strongly lacking in public schools.
I like the small class sizes and individualized support for my child. STEM and hands on learning are great! Field trips are awesome!
Best education for my kids.
For a better education & learning

NYSED CSO Parent Survey 2022
UTICA ACADEMY OF SCIENCE CHARTER SCHOOL
45 RESPONSES
6% RESPONSE RATE

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

Question Answer
Because of all the great things I've heard about this school
I have heard a great deal of positive reviews for this school, and having a limit on students to better accommodate each of them to learn and be taught closely by each teacher, is a great plus for me in choosing this school. As a first time mom, I'm very glad and satisfied of my son's progress in attending UASCS.
Small safe environment and one-on-one attention.
My child has always been in the charter school environment since starting her educational career. When we moved here 2 yrs ago Utica Academy was the only school I applied my child for and fortunately she got 2 pick in her grade lottery selection. It's been a pleasure thus far
Diversity

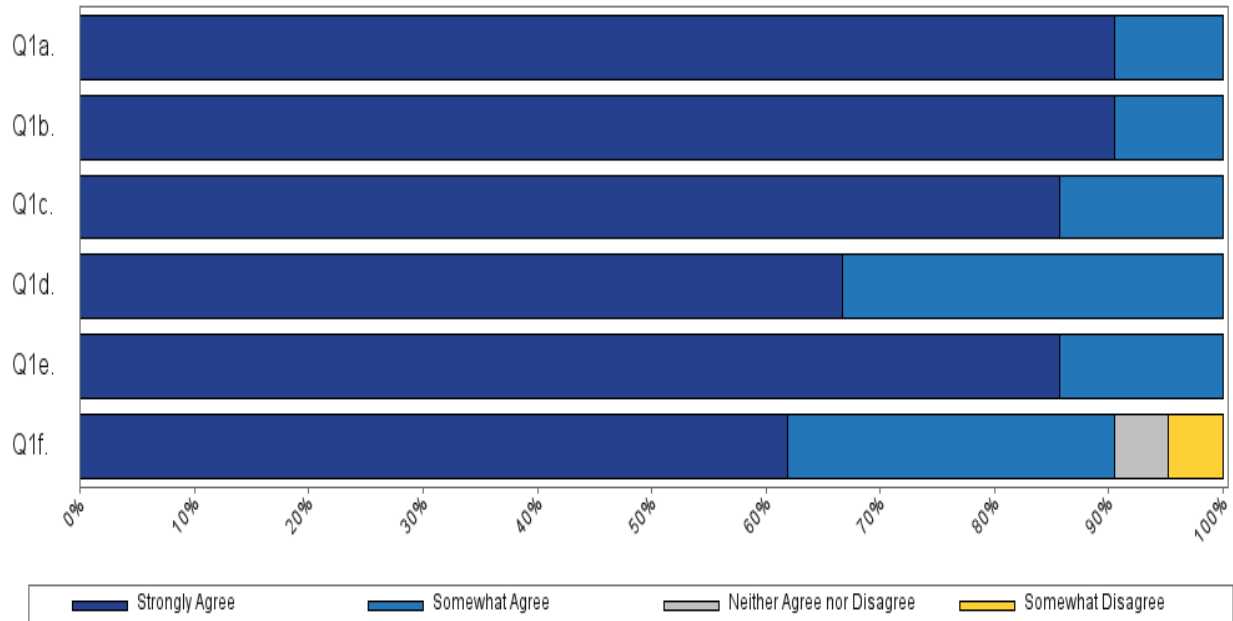
NYSED CSO Parent Survey 2022
UTICA ACADEMY OF SCIENCE CHARTER SCHOOL
45 RESPONSES
6% RESPONSE RATE

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

Question Answer
*An interpreter service should be provided at school for parents who have another mother tongue. This would facilitate more effective communication
Busing. What is being done for our children to be on school on time and come home at decent time at night. My opinion schools need to start again at 745 like it use to be
*Provide interpreter service for parents who have another mother tongue
No concerns my child is doing great
We really love the school and everything the school provides. Every year we see a big improvement in our kid abilities to read, count, speak. You're doing a great job!!!
This school is amazing! The teachers and support staff go above and beyond to accommodate the scholars. It's a close-knit community at UAS!
Transportation has been the biggest concern since the beginning of this school year.

NYSED CSO Teacher Survey 2022
UTICA ACADEMY OF SCIENCE CHARTER SCHOOL
21 RESPONSES
42% RESPONSE RATE

Curriculum

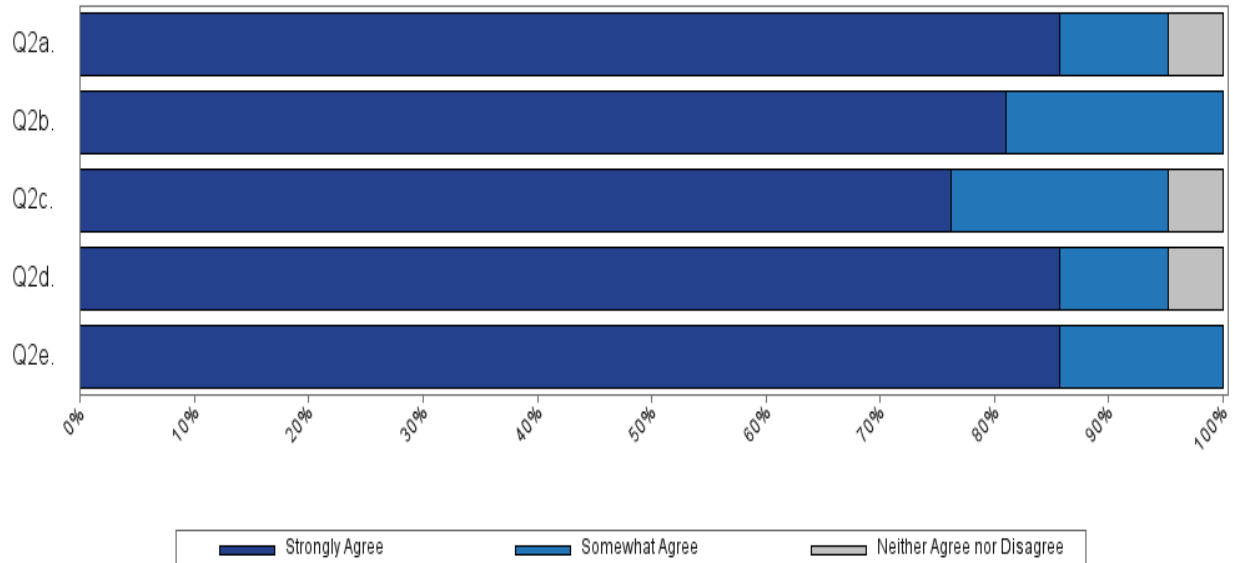


Curriculum		% by School	Total by School	% All Schools	Total All Schools
Q1a. The school has a documented curriculum that is aligned to the New York State learning standards.	Strongly Agree	90%	19	68%	1,310
	Somewhat Agree	10%	2	24%	460
	Neither Agree nor Disagree	0%	0	4%	74
	Somewhat Disagree	0%	0	3%	49
	Strongly Disagree	0%	0	2%	38
Q1b. The school's curriculum is aligned horizontally across same grade level classrooms.	Strongly Agree	90%	19	58%	1,113
	Somewhat Agree	10%	2	26%	506
	Neither Agree nor Disagree	0%	0	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	86%	18	51%	978
	Somewhat Agree	14%	3	32%	612
	Neither Agree nor Disagree	0%	0	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	67%	14	50%	975
	Somewhat Agree	33%	7	34%	651
	Neither Agree nor Disagree	0%	0	8%	146
	Somewhat Disagree	0%	0	5%	106
	Strongly Disagree	0%	0	3%	53
Q1e. The curriculum is systematically reviewed and revised.	Strongly Agree	86%	18	50%	966
	Somewhat Agree	14%	3	28%	545
	Neither Agree nor Disagree	0%	0	11%	222
	Somewhat Disagree	0%	0	7%	127
	Strongly Disagree	0%	0	4%	71
Q1f. The school has a strong science curriculum.	Strongly Agree	62%	13	35%	683
	Somewhat Agree	29%	6	30%	574
	Neither Agree nor Disagree	5%	1	23%	436
	Somewhat Disagree	5%	1	7%	136
	Strongly Disagree	0%	0	5%	102

NYSED CSO Teacher Survey 2022
UTICA ACADEMY OF SCIENCE CHARTER SCHOOL
21 RESPONSES
42% RESPONSE RATE

Instruction

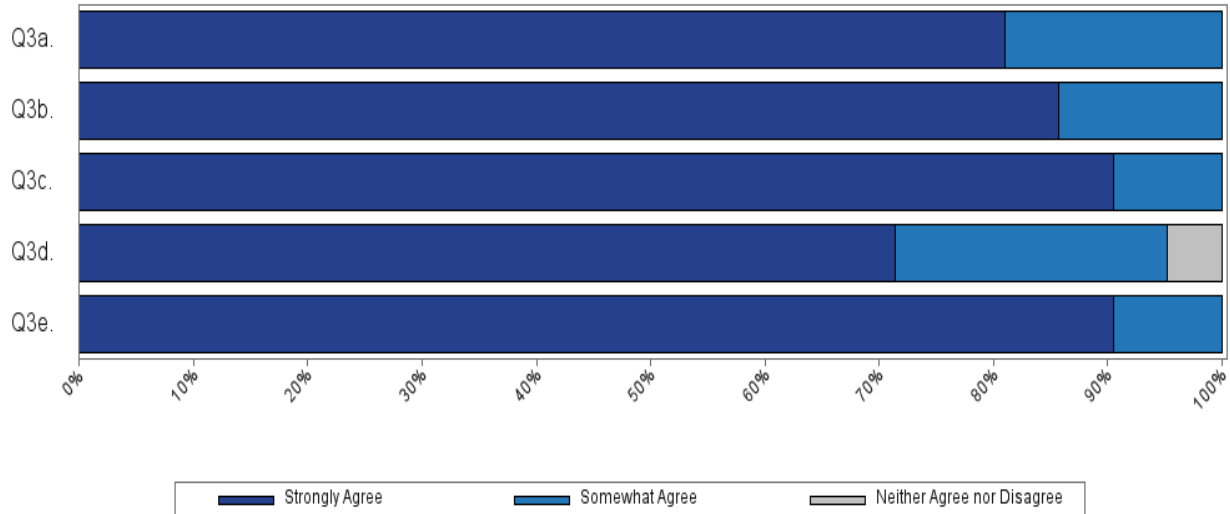


Instruction		% by School	Total by School	% All Schools	Total All Schools
Q2a. The school staff has a shared understanding of high-quality instruction that supports all learners.	Strongly Agree	86%	18	54%	1,038
	Somewhat Agree	10%	2	34%	653
	Neither Agree nor Disagree	5%	1	4%	86
	Somewhat Disagree	0%	0	6%	113
	Strongly Disagree	0%	0	2%	41
Q2b. Instructional delivery fosters engagement with all students.	Strongly Agree	81%	17	52%	1,008
	Somewhat Agree	19%	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	76%	16	52%	999
	Somewhat Agree	19%	4	34%	654
	Neither Agree nor Disagree	5%	1	6%	124
	Somewhat Disagree	0%	0	6%	115
	Strongly Disagree	0%	0	2%	39
Q2d. The school provides staff with professional development opportunities that promote best practices and improves all students' success, including subgroups: Students with disabilities (SWDs), English language learners (ELLs), and economically disadvantaged students (EDs).	Strongly Agree	86%	18	48%	922
	Somewhat Agree	10%	2	30%	570
	Neither Agree nor Disagree	5%	1	9%	170
	Somewhat Disagree	0%	0	8%	162
	Strongly Disagree	0%	0	6%	107
Q2e. There is a uniform expectation for teachers' implementation of academic rigor in the school.	Strongly Agree	86%	18	53%	1,022
	Somewhat Agree	14%	3	29%	566
	Neither Agree nor Disagree	0%	0	8%	159
	Somewhat Disagree	0%	0	6%	114
	Strongly Disagree	0%	0	4%	70

NYSED CSO Teacher Survey 2022
UTICA ACADEMY OF SCIENCE CHARTER SCHOOL
21 RESPONSES
42% RESPONSE RATE

Assessment and Program Evaluation

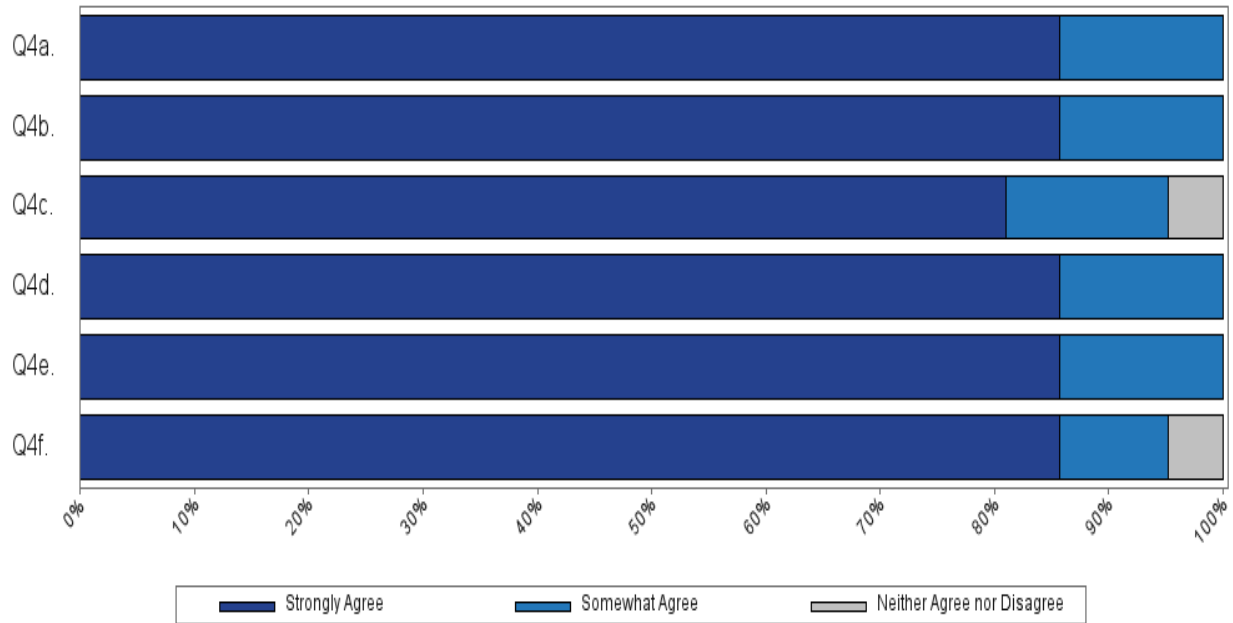


Assessment and Program Evaluation		% by School	Total by School Answer Count	% All Schools	Total All Schools
Q3a. The school uses a system of formative, diagnostic, and summative assessments.	Strongly Agree	81%	17	66%	1,267
	Somewhat Agree	19%	4	27%	522
	Neither Agree nor Disagree	0%	0	5%	88
	Somewhat 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	86%	18	62%	1,200
	Somewhat Agree	14%	3	28%	532
	Neither Agree nor Disagree	0%	0	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	90%	19	58%	1,129
	Somewhat Agree	10%	2	29%	555
	Neither Agree nor Disagree	0%	0	7%	134
	Somewhat Disagree	0%	0	5%	87
	Strongly Disagree	0%	0	1%	26
Q3d. The school modifies its academic program after using data measurements.	Strongly Agree	71%	15	50%	964
	Somewhat Agree	24%	5	30%	583
	Neither Agree nor Disagree	5%	1	11%	218
	Somewhat Disagree	0%	0	7%	126
	Strongly Disagree	0%	0	2%	40
Q3e. The school uses multiple measures to assess student progress toward State learning standards.	Strongly Agree	90%	19	59%	1,144
	Somewhat Agree	10%	2	28%	532
	Neither Agree nor Disagree	0%	0	8%	156
	Somewhat Disagree	0%	0	4%	69
	Strongly Disagree	0%	0	2%	30

NYSED CSO Teacher Survey 2022
UTICA ACADEMY OF SCIENCE CHARTER SCHOOL
21 RESPONSES
42% RESPONSE RATE

Supports for Diverse Learners

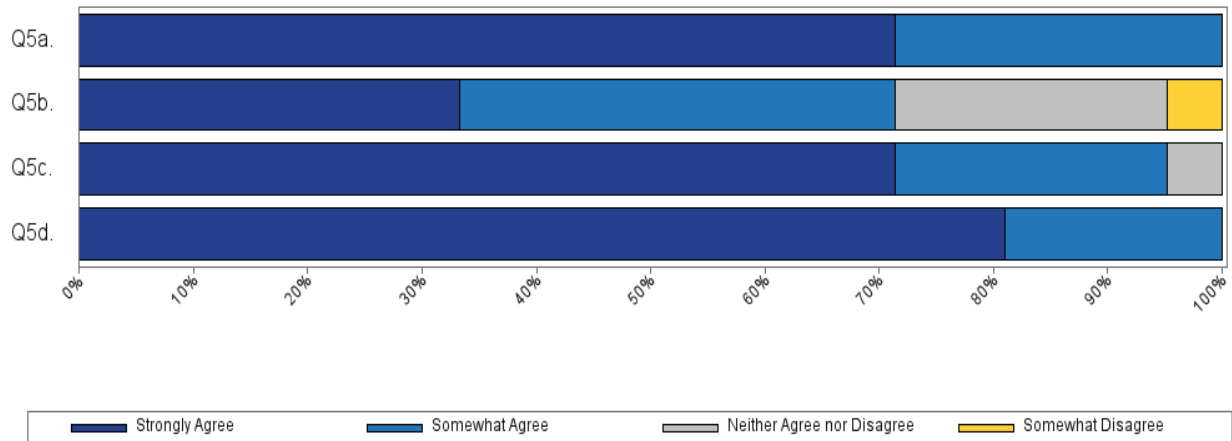


Supports for Diverse Learners		% by School	Total by School	% All Schools	Total All Schools
Q4a. The school follows the NYSED approved identification process for students with disabilities.	Strongly Agree	86%	18	62%	1,194
	Somewhat Agree	14%	3	20%	391
	Neither Agree nor Disagree	0%	0	14%	262
	Somewhat 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	86%	18	61%	1,181
	Somewhat Agree	14%	3	20%	393
	Neither Agree nor Disagree	0%	0	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	81%	17	56%	1,079
	Somewhat Agree	14%	3	27%	516
	Neither Agree nor Disagree	5%	1	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	86%	18	55%	1,053
	Somewhat Agree	14%	3	26%	511
	Neither Agree nor Disagree	0%	0	10%	200
	Somewhat Disagree	0%	0	6%	117
	Strongly Disagree	0%	0	3%	50
Q4e. The school provides supports to meet the academic needs for economically disadvantaged students.	Strongly Agree	86%	18	61%	1,169
	Somewhat Agree	14%	3	25%	477
	Neither Agree nor Disagree	0%	0	10%	201
	Somewhat Disagree	0%	0	3%	59
	Strongly Disagree	0%	0	1%	25
Q4f. The school has systems to monitor the progress of individual students and to facilitate communication between interventionists and classroom teachers regarding the needs of individual students.	Strongly Agree	86%	18	54%	1,050
	Somewhat Agree	10%	2	28%	533
	Neither Agree nor Disagree	5%	1	9%	183
	Somewhat Disagree	0%	0	6%	110
	Strongly Disagree	0%	0	3%	55

NYSED CSO Teacher Survey 2022
UTICA ACADEMY OF SCIENCE CHARTER SCHOOL
21 RESPONSES
42% RESPONSE RATE

Measures of Culture, Climate, and Student Engagement

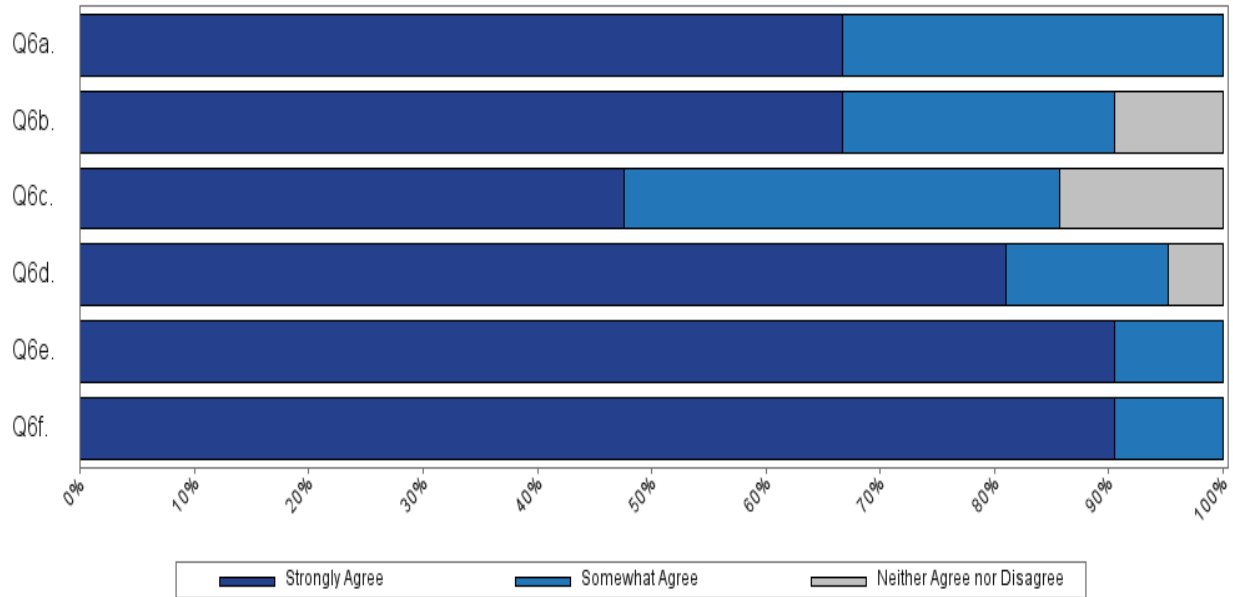


Measures of Culture, Climate, and Student Engagement		% by School	Total by School	% All Schools	Total All Schools
Q5a. The school has processes and procedures in place to address chronic absenteeism for all students.	Strongly Agree	71%	15	38%	725
	Somewhat Agree	29%	6	30%	577
	Neither Agree nor Disagree	0%	0	12%	238
	Somewhat Disagree	0%	0	12%	225
	Strongly Disagree	0%	0	9%	166
Q5b. In general, attendance is not an issue at the school.	Strongly Agree	33%	7	24%	456
	Somewhat Agree	38%	8	27%	512
	Neither Agree nor Disagree	24%	5	15%	293
	Somewhat Disagree	5%	1	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	71%	15	37%	717
	Somewhat Agree	24%	5	29%	569
	Neither Agree nor Disagree	5%	1	21%	407
	Somewhat Disagree	0%	0	7%	141
	Strongly Disagree	0%	0	5%	97
Q5d. The school has a process in place to measure and evaluate school climate culture.	Strongly Agree	81%	17	38%	738
	Somewhat Agree	19%	4	31%	589
	Neither Agree nor Disagree	0%	0	16%	306
	Somewhat Disagree	0%	0	8%	161
	Strongly Disagree	0%	0	7%	137

NYSED CSO Teacher Survey 2022
UTICA ACADEMY OF SCIENCE CHARTER SCHOOL
21 RESPONSES
42% RESPONSE RATE

Behavior Management and Safety

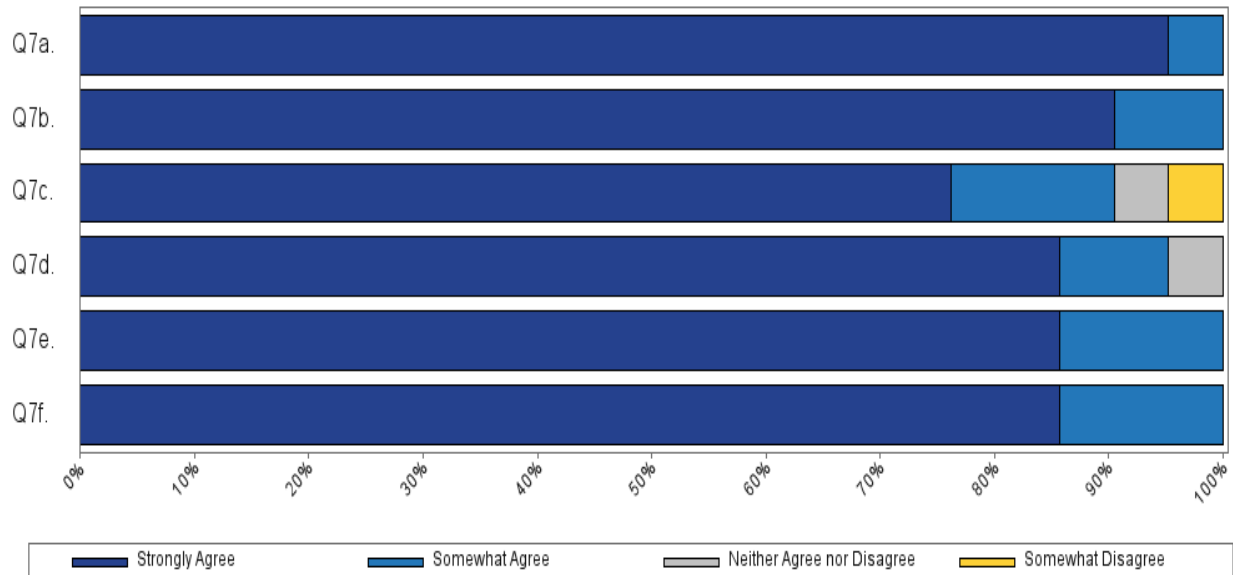


Behavior Management and Safety		% by School	Total by School	% All Schools	Total All Schools
Q6a. The school's discipline policy is clear.	Strongly Agree	67%	14	35%	674
	Somewhat Agree	33%	7	30%	580
	Neither Agree nor Disagree	0%	0	10%	190
	Somewhat Disagree	0%	0	14%	270
	Strongly Disagree	0%	0	11%	217
Q6b. The school's discipline policy is fair to all students.	Strongly Agree	67%	14	39%	751
	Somewhat Agree	24%	5	26%	509
	Neither Agree nor Disagree	10%	2	13%	257
	Somewhat Disagree	0%	0	13%	256
	Strongly Disagree	0%	0	8%	158

Behavior Management and Safety		% by School	Total by School	% All Schools	Total All Schools
Q6c. The school's discipline policy is enforced by all teachers and staff.	Strongly Agree	48%	10	28%	545
	Somewhat Agree	38%	8	30%	581
	Neither Agree nor Disagree	14%	3	13%	244
	Somewhat Disagree	0%	0	18%	352
	Strongly Disagree	0%	0	11%	209
Q6d. The school's discipline policy is updated as necessary with feedback from faculty.	Strongly Agree	81%	17	33%	641
	Somewhat Agree	14%	3	26%	509
	Neither Agree nor Disagree	5%	1	16%	310
	Somewhat Disagree	0%	0	14%	273
	Strongly Disagree	0%	0	10%	198
Q6e. The school utilizes behavior intervention plans for students who require specific social and behavioral skills in an academic setting.	Strongly Agree	90%	19	42%	818
	Somewhat Agree	10%	2	32%	617
	Neither Agree nor Disagree	0%	0	11%	209
	Somewhat Disagree	0%	0	9%	181
	Strongly Disagree	0%	0	5%	106
Q6f. Teachers and staff interacting with students with disabilities are aware of and follow specific discipline and prevention protocols for these students.	Strongly Agree	90%	19	42%	811
	Somewhat Agree	10%	2	33%	628
	Neither Agree nor Disagree	0%	0	14%	265
	Somewhat Disagree	0%	0	8%	145
	Strongly Disagree	0%	0	4%	82

NYSED CSO Teacher Survey 2022
UTICA ACADEMY OF SCIENCE CHARTER SCHOOL
21 RESPONSES
42% RESPONSE RATE

Behavior Management and Safety

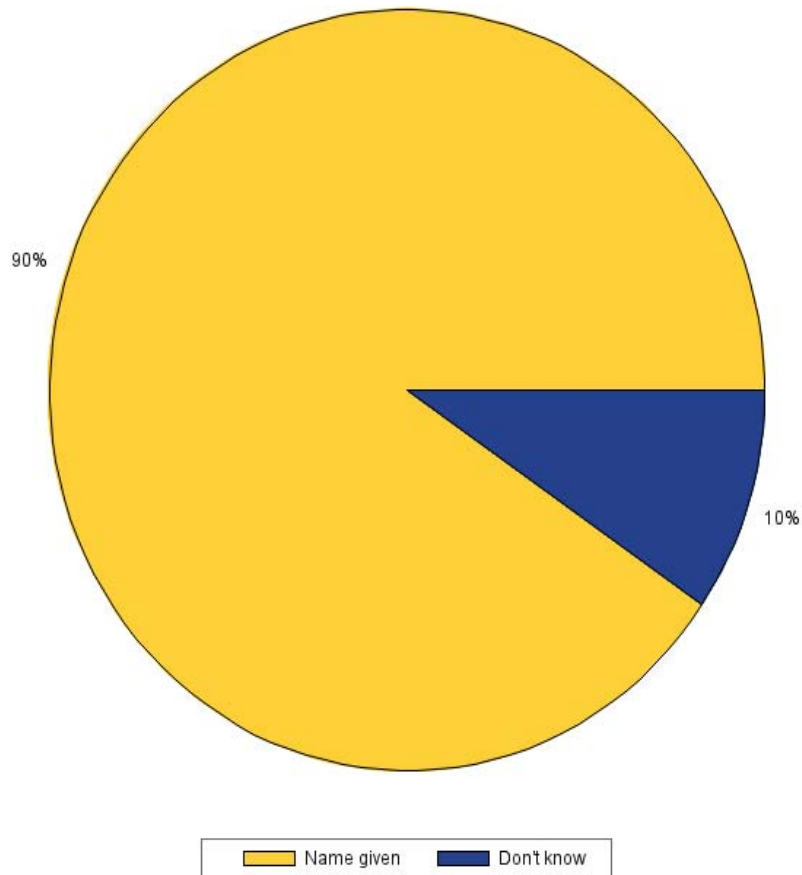


Behavior Management and Safety		% by School	Total by School	% All Schools	Total All Schools
Q7a. The school provides a safe environment.	Strongly Agree	95%	20	60%	1,162
	Somewhat Agree	5%	1	27%	523
	Neither Agree nor Disagree	0%	0	5%	103
	Somewhat Disagree	0%	0	5%	104
	Strongly Disagree	0%	0	2%	39
Q7b. The school has systems in place to ensure that the environment is free from bullying, harassment, and discrimination.	Strongly Agree	90%	19	49%	945
	Somewhat Agree	10%	2	30%	586
	Neither Agree nor Disagree	0%	0	8%	155
	Somewhat Disagree	0%	0	9%	165
	Strongly Disagree	0%	0	4%	80

Behavior Management and Safety		% by School	Total by School	% All Schools	Total All Schools
Q7c. Classroom environments support learning and are generally free from disruption.	Strongly Agree	76%	16	38%	741
	Somewhat Agree	14%	3	34%	654
	Neither Agree nor Disagree	5%	1	9%	180
	Somewhat Disagree	5%	1	12%	233
	Strongly Disagree	0%	0	6%	123
Q7d. The school has high behavioral expectations for all students.	Strongly Agree	86%	18	47%	899
	Somewhat Agree	10%	2	30%	570
	Neither Agree nor Disagree	5%	1	9%	171
	Somewhat Disagree	0%	0	10%	194
	Strongly Disagree	0%	0	5%	97
Q7e. Teacher-student interactions could typically be described as supportive and respectful.	Strongly Agree	86%	18	55%	1,062
	Somewhat Agree	14%	3	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	86%	18	48%	933
	Somewhat Agree	14%	3	31%	598
	Neither Agree nor Disagree	0%	0	9%	174
	Somewhat Disagree	0%	0	8%	149
	Strongly Disagree	0%	0	4%	77

NYSED CSO Teacher Survey 2022
UTICA ACADEMY OF SCIENCE CHARTER SCHOOL
21 RESPONSES
42% RESPONSE RATE

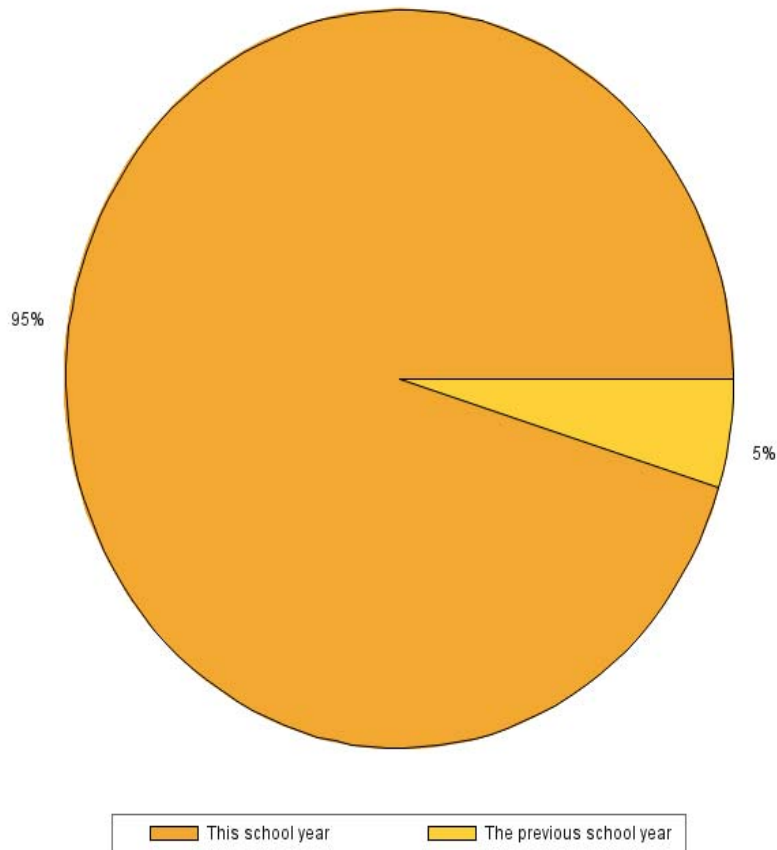
Q8. What is the name of your school's Dignity for All Students Act (DASA) coordinator?



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	90%	19	59%	1,144
	Don't know	10%	2	41%	787

NYSED CSO Teacher Survey 2022
UTICA ACADEMY OF SCIENCE CHARTER SCHOOL
21 RESPONSES
42% RESPONSE RATE

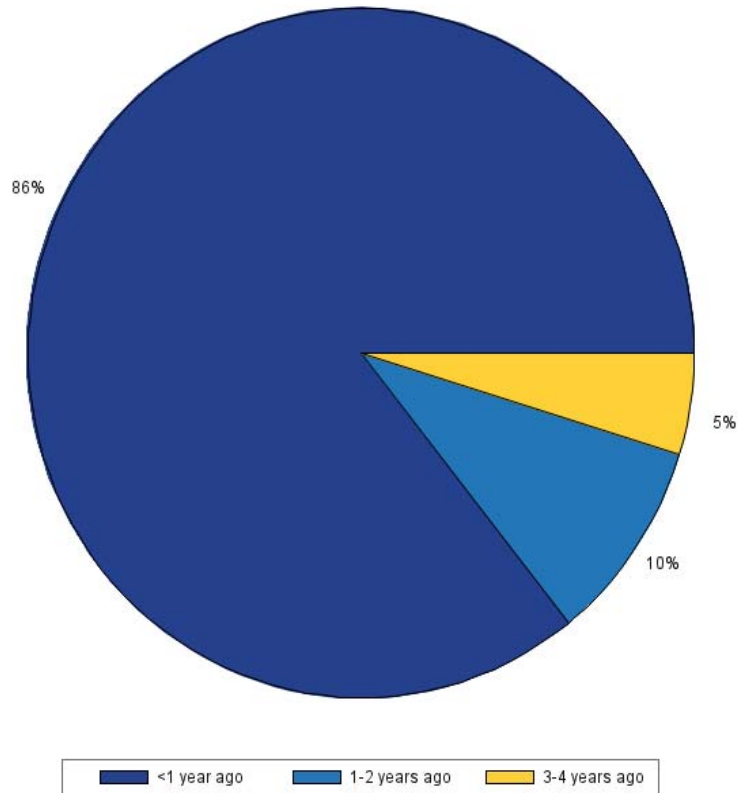
Q9. When is the last time you received a copy of the school's DASA policy?



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	95%	20	62%	1,204
	The previous school year	0%	0	9%	176
	Prior to the previous school year	0%	0	6%	117
	I'm not aware of any DASA policy	5%	1	22%	434

NYSED CSO Teacher Survey 2022
UTICA ACADEMY OF SCIENCE CHARTER SCHOOL
21 RESPONSES
42% RESPONSE RATE

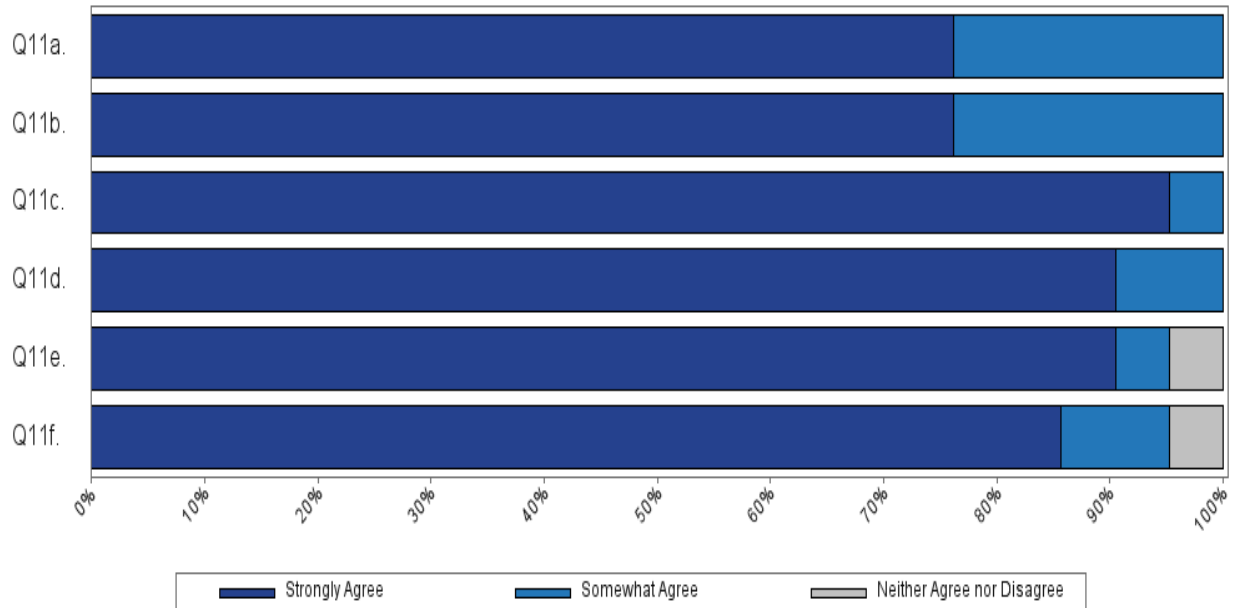
Q10. When is the last time you received DASA training?



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	86%	18	48%	927
	1-2 years ago	10%	2	21%	399
	3-4 years ago	0%	0	10%	193
	>4 years ago	0%	0	10%	195
	I've never received DASA training	5%	1	11%	217

NYSED CSO Teacher Survey 2022
UTICA ACADEMY OF SCIENCE CHARTER SCHOOL
21 RESPONSES
42% RESPONSE RATE

Family Engagement and Communication

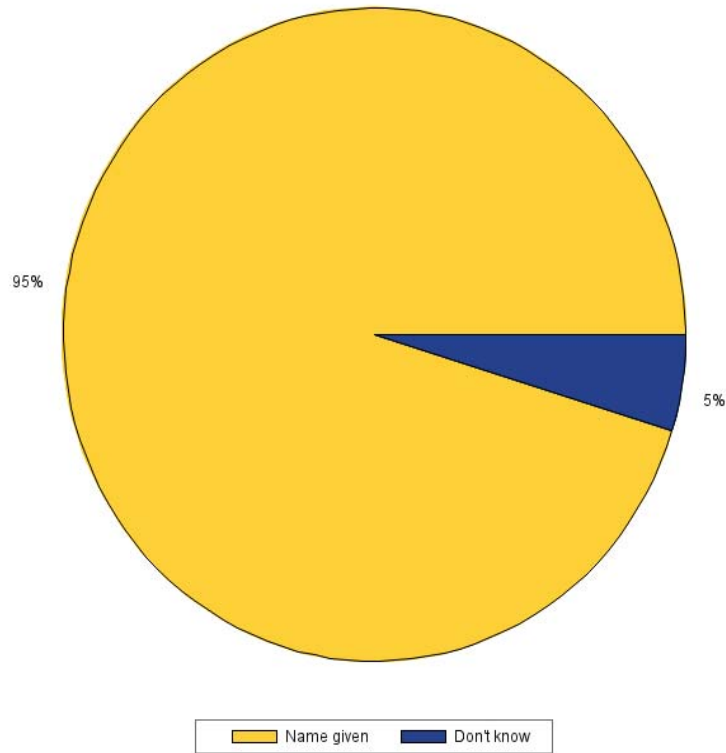


Family Engagement and Communication		% by School	Total by School	% All Schools	Total All Schools
Q11a. The school provides opportunities for parent participation within the school community.	Strongly Agree	76%	16	50%	961
	Somewhat Agree	24%	5	30%	585
	Neither Agree nor Disagree	0%	0	11%	214
	Somewhat Disagree	0%	0	6%	117
	Strongly Disagree	0%	0	3%	54
Q11b. Parents receive regular and timely information on their child's academic progress in their home language.	Strongly Agree	76%	16	57%	1,100
	Somewhat Agree	24%	5	31%	601
	Neither Agree nor Disagree	0%	0	7%	135
	Somewhat Disagree	0%	0	3%	60
	Strongly Disagree	0%	0	2%	35

Family Engagement and Communication		% by School	Total by School	% All Schools	Total All Schools
Q11c. The school uses many methods of communication with families.	Strongly Agree	95%	20	67%	1,295
	Somewhat Agree	5%	1	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	90%	19	56%	1,088
	Somewhat Agree	10%	2	29%	567
	Neither Agree nor Disagree	0%	0	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	90%	19	52%	996
	Somewhat Agree	5%	1	30%	572
	Neither Agree nor Disagree	5%	1	12%	240
	Somewhat Disagree	0%	0	4%	82
	Strongly Disagree	0%	0	2%	41
Q11f. The school informs parents about how it performs compared to other schools in the district and New York State.	Strongly Agree	86%	18	45%	873
	Somewhat Agree	10%	2	23%	448
	Neither Agree nor Disagree	5%	1	25%	484
	Somewhat Disagree	0%	0	4%	80
	Strongly Disagree	0%	0	2%	46

NYSED CSO Teacher Survey 2022
UTICA ACADEMY OF SCIENCE CHARTER SCHOOL
21 RESPONSES
42% RESPONSE RATE

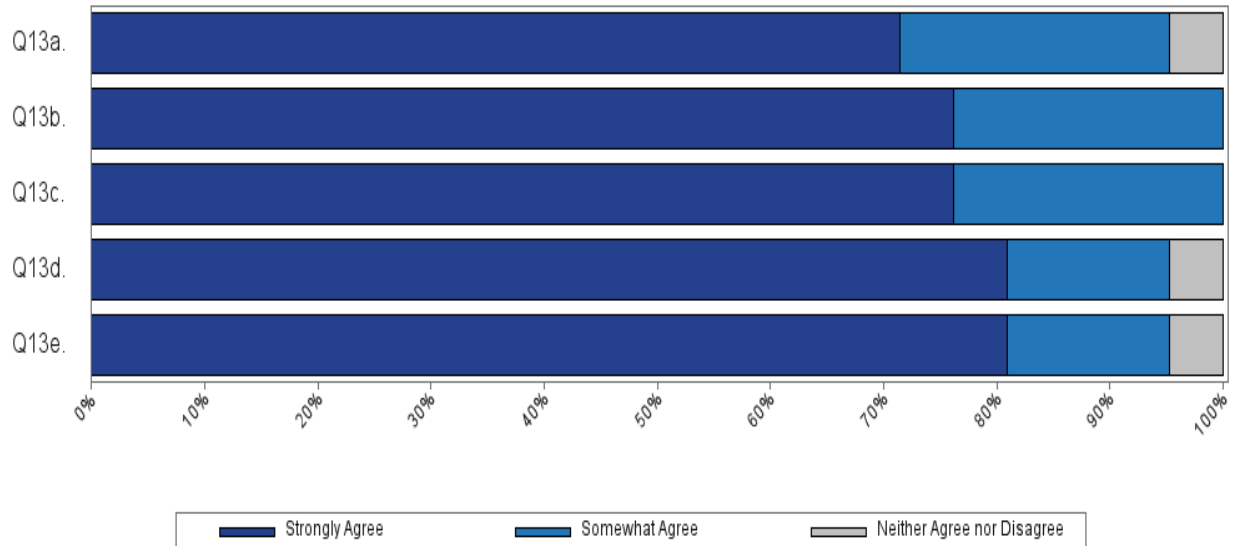
Q12. What is the name of your school's McKinney-Vento Coordinator?



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	95%	20	40%	780
	Don't know	5%	1	60%	1,151

NYSED CSO Teacher Survey 2022
UTICA ACADEMY OF SCIENCE CHARTER SCHOOL
21 RESPONSES
42% RESPONSE RATE

Social-Emotional and Mental Health Support

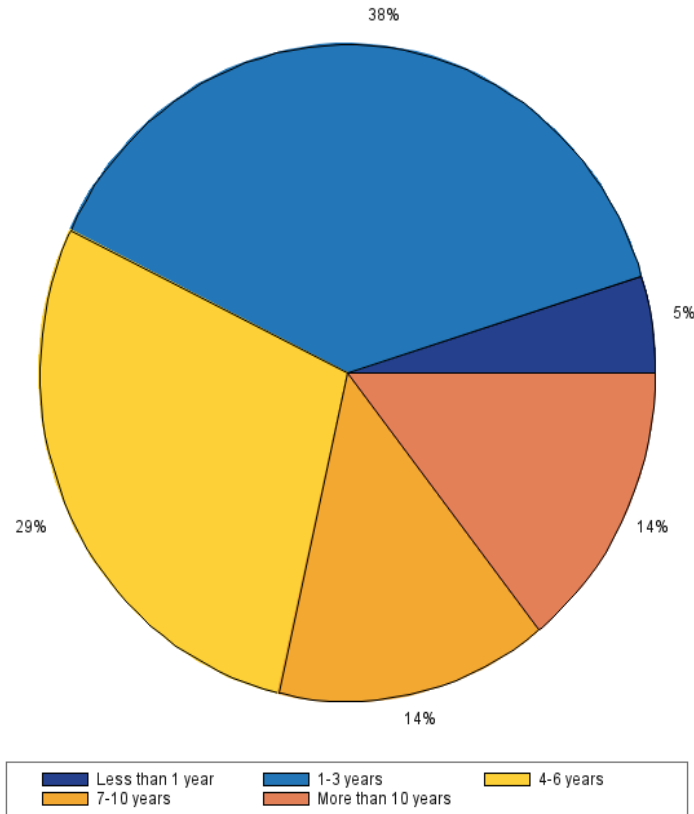


Social-Emotional and Mental Health Support		% by School	Total by School	% All Schools	Total All Schools
Q13a. The school has social, emotional, and mental health programs and supports for all students.	Strongly Agree	71%	15	53%	1,023
	Somewhat Agree	24%	5	32%	618
	Neither Agree nor Disagree	5%	1	6%	111
	Somewhat Disagree	0%	0	6%	122
	Strongly Disagree	0%	0	3%	57
Q13b. School leaders collect and use data to track the social-emotional needs of all students, including students in subgroups.	Strongly Agree	76%	16	43%	831
	Somewhat Agree	24%	5	29%	552
	Neither Agree nor Disagree	0%	0	16%	314
	Somewhat Disagree	0%	0	8%	155
	Strongly Disagree	0%	0	4%	79

Social-Emotional and Mental Health Support		% by School	Total by School	% All Schools	Total All Schools
Q13c. School leaders collect and use data regarding the impact of programs designed to support the social and emotional health of all students.	Strongly Agree	76%	16	43%	829
	Somewhat Agree	24%	5	27%	526
	Neither Agree nor Disagree	0%	0	18%	352
	Somewhat Disagree	0%	0	8%	145
	Strongly Disagree	0%	0	4%	79
Q13d. The school provides staff with professional development opportunities to support the social-emotional and mental health of students in a culturally responsive manner.	Strongly Agree	81%	17	46%	892
	Somewhat Agree	14%	3	30%	583
	Neither Agree nor Disagree	5%	1	10%	202
	Somewhat Disagree	0%	0	8%	145
	Strongly Disagree	0%	0	6%	109
Q13e. The school has processes and procedures in place to address the learning and social-emotional needs of McKinney-Vento eligible students.	Strongly Agree	81%	17	36%	688
	Somewhat Agree	14%	3	20%	392
	Neither Agree nor Disagree	5%	1	35%	676
	Somewhat Disagree	0%	0	4%	78
	Strongly Disagree	0%	0	5%	97

NYSED CSO Teacher Survey 2022
UTICA ACADEMY OF SCIENCE CHARTER SCHOOL
21 RESPONSES
42% RESPONSE RATE

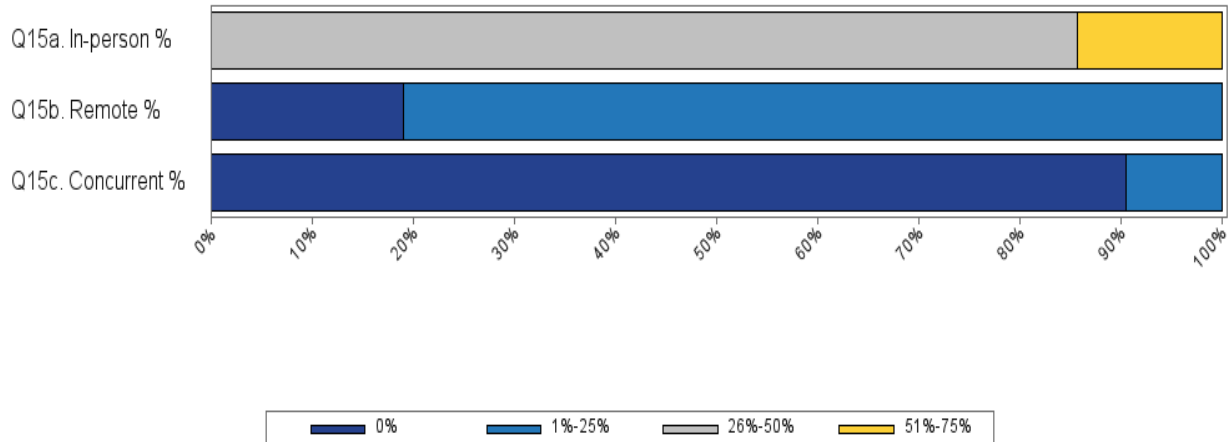
Q14. How many total years of K-12 teaching experience do you have?



Teaching Experience		% by School	Total by School	% All Schools	Total All Schools
Q14. How many total years of K-12 teaching experience do you have?	Less than 1 year	5%	1	7%	137
	1-3 years	38%	8	21%	401
	4-6 years	29%	6	26%	499
	7-10 years	14%	3	21%	408
	More than 10 years	14%	3	25%	486

NYSED CSO Teacher Survey 2022
UTICA ACADEMY OF SCIENCE CHARTER SCHOOL
21 RESPONSES
42% RESPONSE RATE

Teaching Modality

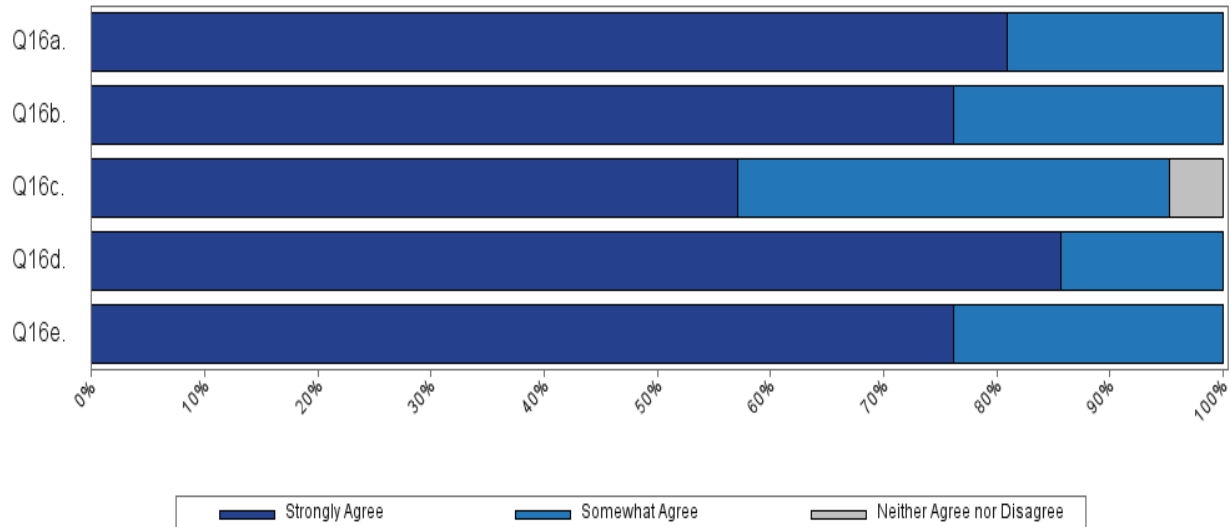


Teaching Modality		% by School	Total by School	% All Schools	Total All Schools
Q15a. In-person %	0%	0%	0	4%	69
	1% to 25%	0%	0	1%	15
	26% to 50%	0%	0	3%	63
	51% to 75%	0%	0	5%	92
	76% to 99%	86%	18	52%	1,002
	100%	14%	3	36%	690
Q15b. Remote %	0%	19%	4	42%	804
	1% to 25%	81%	17	55%	1,054
	26% to 50%	0%	0	3%	50
	51% to 75%	0%	0	0%	9
	76% to 99%	0%	0	0%	7
	100%	0%	0	0%	7

Teaching Modality		% by School	Total by School	% All Schools	Total All Schools
Q15c. Concurrent %	0%	90%	19	79%	1,522
	1% to 25%	10%	2	16%	311
	26% to 50%	0%	0	2%	38
	51% to 75%	0%	0	0%	3
	76% to 99%	0%	0	1%	13
	100%	0%	0	2%	44

NYSED CSO Teacher Survey 2022
UTICA ACADEMY OF SCIENCE CHARTER SCHOOL
21 RESPONSES
42% RESPONSE RATE

School Leadership

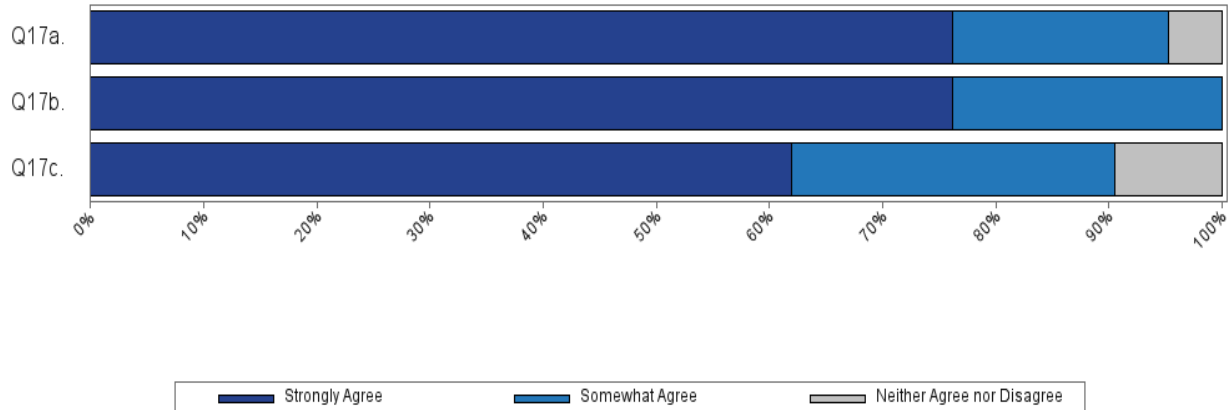


School Leadership		% by School	Total by School	% All Schools	Total All Schools
Q16a. The school has an effective school leadership team that communicates a clearly defined mission and set of goals to staff and the school community.	Strongly Agree	81%	17	47%	914
	Somewhat Agree	19%	4	29%	565
	Neither Agree nor Disagree	0%	0	9%	173
	Somewhat Disagree	0%	0	8%	159
	Strongly Disagree	0%	0	6%	120
Q16b. The school has a clear and well-established communication systems and decision-making processes in place to ensure effective communication across the school.	Strongly Agree	76%	16	42%	811
	Somewhat Agree	24%	5	30%	570
	Neither Agree nor Disagree	0%	0	10%	192
	Somewhat Disagree	0%	0	11%	217
	Strongly Disagree	0%	0	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	57%	12	34%	655
	Somewhat Agree	38%	8	28%	539
	Neither Agree nor Disagree	5%	1	15%	280
	Somewhat Disagree	0%	0	15%	295
	Strongly Disagree	0%	0	8%	162
Q16d. The school makes decisions – when warranted – to remove ineffective staff members.	Strongly Agree	86%	18	37%	709
	Somewhat Agree	14%	3	26%	508
	Neither Agree nor Disagree	0%	0	21%	411
	Somewhat Disagree	0%	0	10%	184
	Strongly Disagree	0%	0	6%	119
Q16e. The school's leadership demonstrates a high level of accountability such that leadership takes responsibility for outcomes.	Strongly Agree	76%	16	42%	810
	Somewhat Agree	24%	5	28%	539
	Neither Agree nor Disagree	0%	0	14%	271
	Somewhat Disagree	0%	0	9%	166
	Strongly Disagree	0%	0	8%	145

NYSED CSO Teacher Survey 2022
UTICA ACADEMY OF SCIENCE CHARTER SCHOOL
21 RESPONSES
42% RESPONSE RATE

Professional Climate

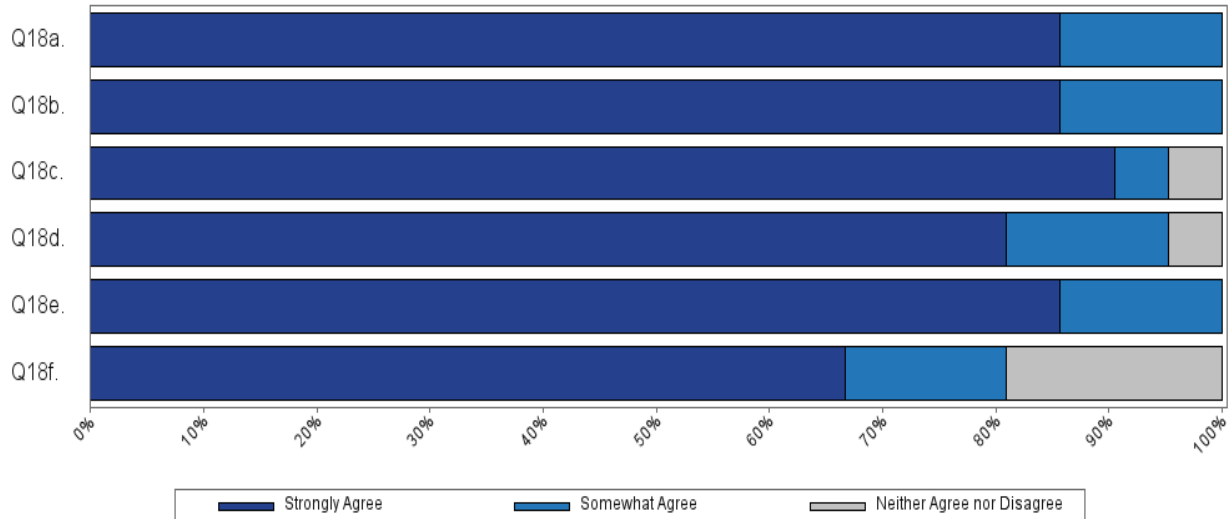


Professional Climate		% by School	Total by School	% All Schools	Total All Schools
Q17a. Roles and responsibilities for leaders, staff, management, and the board of trustees are clearly defined and adhered to.	Strongly Agree	76%	16	43%	838
	Somewhat Agree	19%	4	30%	585
	Neither Agree nor Disagree	5%	1	13%	249
	Somewhat Disagree	0%	0	8%	158
	Strongly Disagree	0%	0	5%	101
Q17b. The school ensures that staff has the requisite skills, expertise, and professional development necessary to meet all students' needs, including students in subgroups.	Strongly Agree	76%	16	44%	843
	Somewhat Agree	24%	5	32%	623
	Neither Agree nor Disagree	0%	0	12%	228
	Somewhat Disagree	0%	0	8%	153
	Strongly Disagree	0%	0	4%	84

Professional Climate		% by School	Total by School	% All Schools	Total All Schools
Q17c. The school is fully staffed with personnel who are able to meet all operational needs, including finance, human resources, and communications.	Strongly Agree	62%	13	42%	813
	Somewhat Agree	29%	6	27%	527
	Neither Agree nor Disagree	10%	2	14%	267
	Somewhat Disagree	0%	0	10%	192
	Strongly Disagree	0%	0	7%	132

NYSED CSO Teacher Survey 2022
UTICA ACADEMY OF SCIENCE CHARTER SCHOOL
21 RESPONSES
42% RESPONSE RATE

Professional Climate

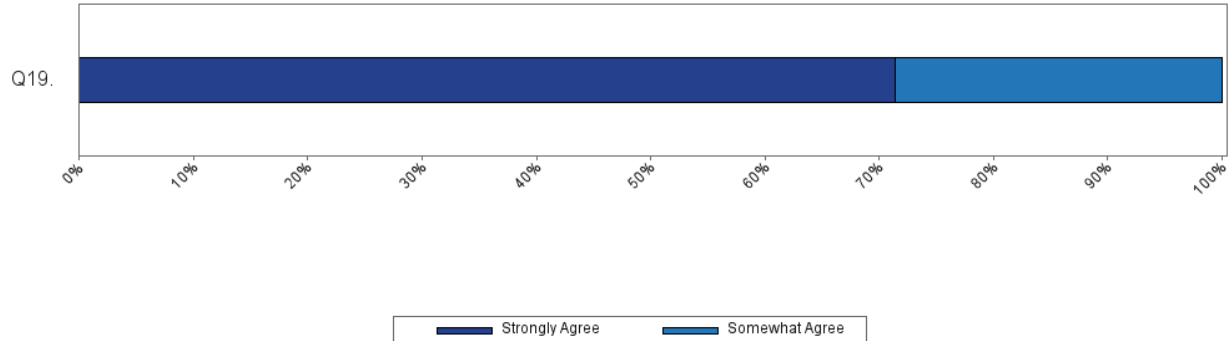


Professional Climate		% by School	Total by School	% All Schools	Total All Schools
Q18a. The school has established procedures for effective collaboration among teachers.	Strongly Agree	86%	18	48%	922
	Somewhat Agree	14%	3	34%	656
	Neither Agree nor Disagree	0%	0	8%	151
	Somewhat Disagree	0%	0	7%	141
	Strongly Disagree	0%	0	3%	61
Q18b. The school has systems to monitor and maintain organizational and instructional quality through a formal evaluation process for teacher and other staff.	Strongly Agree	86%	18	52%	1,001
	Somewhat Agree	14%	3	32%	615
	Neither Agree nor Disagree	0%	0	9%	165
	Somewhat Disagree	0%	0	5%	90
	Strongly Disagree	0%	0	3%	60

Professional Climate		% by School	Total by School	% All Schools	Total All Schools
Q18c. The school has mechanisms to solicit teacher and staff feedback and to gauge their satisfaction.	Strongly Agree	90%	19	45%	870
	Somewhat Agree	5%	1	31%	599
	Neither Agree nor Disagree	5%	1	11%	207
	Somewhat Disagree	0%	0	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	81%	17	47%	913
	Somewhat Agree	14%	3	27%	522
	Neither Agree nor Disagree	5%	1	18%	356
	Somewhat Disagree	0%	0	5%	90
	Strongly Disagree	0%	0	3%	50
Q18e. The school provides you with the resources and support to do your job well when teaching in-person.	Strongly Agree	86%	18	53%	1,030
	Somewhat Agree	14%	3	33%	633
	Neither Agree nor Disagree	0%	0	7%	128
	Somewhat Disagree	0%	0	5%	91
	Strongly Disagree	0%	0	3%	49
Q18f. The school provides you with the resources and support to do your job well when teaching concurrently.	Strongly Agree	67%	14	39%	759
	Somewhat Agree	14%	3	22%	434
	Neither Agree nor Disagree	19%	4	32%	610
	Somewhat Disagree	0%	0	4%	78
	Strongly Disagree	0%	0	3%	50

NYSED CSO Teacher Survey 2022
UTICA ACADEMY OF SCIENCE CHARTER SCHOOL
21 RESPONSES
42% RESPONSE RATE

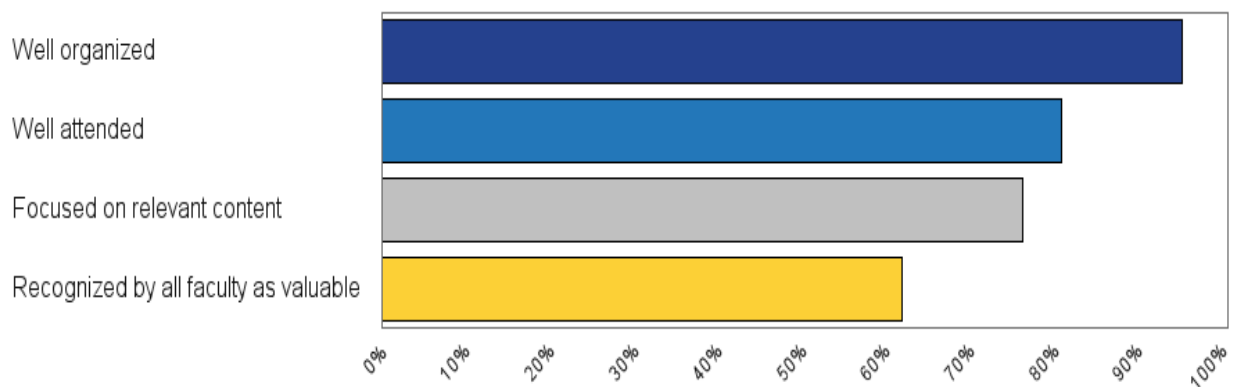
Professional Climate



Professional Climate		% by School	Total by School	% All Schools	Total All Schools
Q19. How strongly do you agree or disagree that there is a long-term career pathway and opportunities for professional growth for you at this school?	Strongly Agree	71%	15	40%	764
	Somewhat Agree	29%	6	35%	683
	Neither Agree nor Disagree	0%	0	12%	225
	Somewhat Disagree	0%	0	8%	148
	Strongly Disagree	0%	0	6%	111

NYSED CSO Teacher Survey 2022
UTICA ACADEMY OF SCIENCE CHARTER SCHOOL
21 RESPONSES
42% RESPONSE RATE

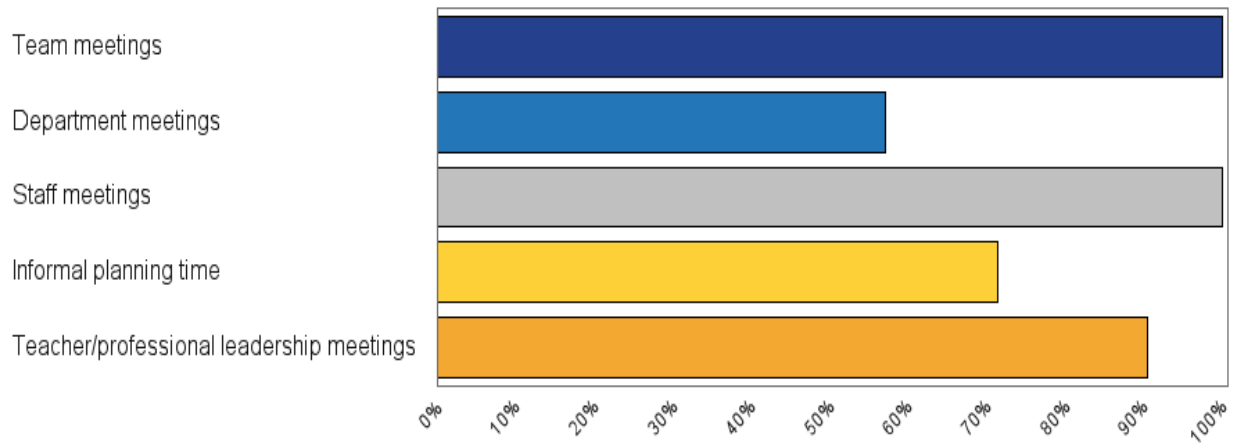
Q20. Meetings, such as faculty, staff, grade-level, curricular, child study, and the like are:



Q20. Meetings, such as faculty, staff, grade-level, curricular, child study, and the like are:	% by School	Total by School	% All Schools	Total All Schools
Well organized	95%	20	68%	1,314
Well attended	81%	17	78%	1,500
Focused on relevant content	76%	16	63%	1,217
Recognized by all faculty as valuable	62%	13	36%	700
None of the above	0%	0	5%	105

NYSED CSO Teacher Survey 2022
UTICA ACADEMY OF SCIENCE CHARTER SCHOOL
21 RESPONSES
42% RESPONSE RATE

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



Q21. Select all types of meetings where faculty members collaborate with one another:	% by School	Total by School	% All Schools	Total All Schools
Team meetings	100%	21	90%	1,739
Department meetings	57%	12	67%	1,297
Staff meetings	100%	21	80%	1,553
Informal planning time	71%	15	73%	1,419
Teacher/professional leadership meetings	90%	19	65%	1,257
Other	0%	0	5%	95

NYSED CSO Teacher Survey 2022
UTICA ACADEMY OF SCIENCE CHARTER SCHOOL
21 RESPONSES
42% RESPONSE RATE

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

Question Answer
I believe that UASES is very proactive as opposed to reactive. They try to identify possible issues and deal with them before they are problematic.
I wanted to address the attendance concern here. I do not believe it is within the school's control that our attendance has struggled this year. This is a result of the current pandemic we are facing, but we are providing opportunities to remedy this by handing out COVID tests, providing Saturday school to make up missed days, as well as upcoming summer school. I have been growing with this school for [years] now and I feel it has been a great place to be, I always feel heard when making suggestions and comfortable doing so. All schools are currently struggling with staffing and our school does a great job having each other's back when faced with these issues. We are always discussing ways to do better and constantly reassessing curriculum materials as we grow and learn. We still have room to grow, but a good foundation to grow it from.
The school has meet the challenges from COVID excellently. Difficult situations the past two years has brought the staff together more with respect to helping our students.
This school welcomes everyone with such a positive warm culture. This school provides effective instruction to target students learning needs. As a team we strive to work together to ensure students success.