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

# Collegiate Academy for Mathematics and Personal Awareness Charter School

**Renewal Site Visit Date: December 14, 2022**

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# SCHOOL DESCRIPTION

**Charter School Summary**[1]

| | |
|---|---|
| **Name of Charter School** | |
| **Board Chair** | |

## SCHOOL CHARACTERISTICS

### Current Grade Levels and Approved Enrollment

| | Year 1<br>2021 to 2022 | Year 2<br>2022 to 2023 |
|---|---|---|

- **Board materials (roster, minutes, and strategic plan, if applicable) and a n**

# BENCHMARK ANALYSIS

**New**

## *Summary of Findings*

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- **Summary of Areas of Growth and Strengths**
  - 
  - 
  - 
  - 
  - 
- **Summary of Areas in Need of Improvement**
  - 
  - 

**Benchmark 1: Student Performance**

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

**Finding: Meets**

**Summative Evidence for Benchmark 1**

**Benchmark 2: Teaching and Learning**

School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students' well-being, improved academic outcomes, and educational success. The school implements research-based practices and has rigorous and coherent curriculum and assessments that are aligned to the New

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| Element | Indicators |
| --- | --- |
| 2. Instruction | |

| Element | Indicators |
| --- | --- |
| | |

***Behavior Management and Safety:***

- **Indicator a:**

- **Indicator f:**

***Social-Emotional and Mental Health Supports***

- **Indicator a:**

| Benchmark 4: Financial Condition |
| --- |
| The school is in sound and stable financial condition as evidenced by performance on key financial indicators. |

**Finding: Meets**

**Summative Evidence for Benchmark 4:**

## Benchmark 7: Organizational Cap ity

***School Leadership:***

- **Indicator a:**

- **Indicator e:**

  Danielson Framework

- **Indicator f:**

***Contractual Relationships***

- **Indicator a:**

- **Indicator b:**

| 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**

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| 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 |

- **Indicator b:**
    - **SWD:**

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

NEWSurvey

g Charter 27%

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Grades Served:

Address:

Website:

RIC:

Regents Region:

Regent:

Active Date:

Authorizer:

CEO:

CEO Phone:

CEO Email:

BOT President:

BOT President Phone:

BOT President Email:

Institution ID:

*An additional district may be used for comparison if a school is chartered to

Midterm

Check rin

Renewal

Midterm

Renewal

| | Benchmark Rating | Year of Rating |
|---|---|---|
| BM1 | | |
| BM2 | | |
| BM3 | | |
| BM4 | | |
| BM5 | | |
| BM6 | | |
| BM7 | | |
| BM8 | | |
| BM9 | | |
| Designation (2021r2022): | BM10 | |

## 2022 CSO Survey Results

Parent Survey

Student Survey (Grades 9 r12)

Teacher Survey

# 2022 NYSED Charter School Information Dashboard

## Benchmark 1 r Indicator 1 or Similar Schools Comparison

| | | | | | | |
|---|---|---|---|---|---|---|
| | | Harold T Wiley School | +24 | +30 | +67 | . |
| | | Hawtree Creek MS | r1 | +23 | +27 | . |
| | | JHS 226 Virgil Grisson | +22 | +37 | +36 | . |
| | | JHS 78 Roy H Mann | +11 | +33 | +39 | . |
| | | Johnson City MS | +21 | +38 | +24 | . |
| | | MS 113 Ronald Edmonds Learning Center | +20 | +46 | +47 | . |
| | | MS 61 Dr Gladstone H Atwell | +16 | +30 | +22 | . |
| | | Mott Hall IV | +17 | +42 | +67 | . |
| | | Pelham Gardens MS | +23 | +34 | +54 | . |
| | | Red Jacket MS | +20 | +35 | +43 | . |
| | | School of Integrated Learning (The) | +4 | +24 | +28 | . |
| | | Urban Institute of Mathematics | 0 | +21 | +67 | . |
| | | Williamsburg Collegiate CS | r4 | +7 | +67 | . |
| | | Mean | +19 | +35 | +45 | . |
| | | Mean | +21 | +37 | +42 | . |

*See NOTES (1) and (11).

Charter School r

Students

| All Students | SWD | ELL | ED | All Students | SWD | ELL | ED |
|---|---|---|---|---|---|---|---|
| 25% | 0% | r | 30% | 23% | 0% | r | 27% |
| 55% | 23% | r | 59% | 37% | 0% | r | 42% |
| 53% | 17% | r | 54% | 30% | 15% | r | 30% |
| 76% | 44% | r | 76% | 65% | 50% | r | 66% |

# 2022 NYSED Charter School Information Dashboard

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

-

Elementary/Middle School Assessment Proficiency State and District Differentials Over Time

Comparison of

Collegiate Academy for Mathematics and Personal Awareness Academ Arentials

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

# 2022 NYSED Charter School Information Dashboard

Benchmark 1 r

# 2022 NYSED Charter School Information Dashboard

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

# 2022 NYSED Charter School Information Dashboard

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

| | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 19 Collegiate Academy for Mathematics and Personal Awareness CS | NYC CSD 19 | Diffe 0 T-6.6 (a)-1.5 (r)-6.2 (y)-4.8 (/)y 0.0006 Tc 0.23 Tw 0 Tf | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | |

# 2022 NYSED Charter School Information Dashboard

## Benchmark 9rIndicator 1: Enrollment and Retention

Charter School

COLLEGIATE ACADEMY FOR MATHEMATICS AND PERSONAL AWARENESS CHARTER SCHOOL

Aggregate Enrollment: Reported vs Contractedr Target = 100%

| Collegiate Academy for Mathematics and Personal Awareness CS | Contracted Enrollment | Reported Enrollment | Percent of Contracted Enrollment |
|---|---|---|---|
| 2017r2018 | 250 | 66 | 26% |
| 2018r2019 | 375 | 109 | 29% |
| 2019r2020 | 375 | 86 | 23% |
| 2020r2021 | 375 | 89 | 24% |
| 2021r2022 | 110 | 120 | 109% |

SubgroupEnrollment:StudentswithDisabilities,EnglishLanguageLearnersŽ ,
andEconomicallyDisadvantaged

| | SWD | | | ELL | | | ED | | |
|---|---|---|---|---|---|---|---|---|---|
| | Collegiate Academy for Mathematics and Personal Awareness CS | NYC CSD 19 | Differential to District | Collegiate Academy for Mathematics and Personal Awareness CS | NYC CSD 19 | Differential to District | Collegiate Academy for Mathematics and Personal Awareness CS | NYC CSD 19 | Differential to District |
| 2017r2018 | 26% | 26% | 0 | 5% | 17% | r12 | 80% | 93% | r13 |
| 2018r2019 | 23% | 25% | r2 | 4% | 18% | r14 | 75% | 92% | r17 |
| 2019r2020 | 22% | 25% | r3 | 0% | 19% | r19 | 73% | 93% | r20 |
| 2020r2021 | 19% | 27% | r8 | 1% | 21% | r20 | 87% | 94% | r7 |
| 2021r2022 | 21% | 26% | r5 | 2% | 20% | r18 | 79% | 93% | r14 |

*SeeNOTES(2)and(6).

# 2022 NYSED Charter School Information Dashboard

## Benchmark 9rIndicator 1: Enrollment and Retention

### Retentionr Aggregate

| | All Students | | | SWD | | | ELL | | | ED | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Collegiate Academy for Mathematics and Personal Awareness CS | NYC CSD 19 | Differential to District | Collegiate Academy for Mathematics and Personal Awareness CS | NYC CSD 19 | Differential to District | Collegiate Academy for Mathematics and Personal Awareness CS | NYC CSD 19 | Differential to District | Collegiate Academy for Mathematics and Personal Awareness CS | NYC CSD 19 | Differential to District |
| 2017r2018 | 72% | 89% | r17 | 80% | 86% | r6 | 75% | 85% | r10 | 75% | 88% | r13 |
| 2018r2019 | 82% | 88% | r6 | 76% | 86% | r10 | 67% | 87% | r20 | 81% | 88% | r7 |
| 2019r2020 | 82% | 89% | r7 | 91% | 88% | +3 | 100% | 88% | +12 | 84% | 89% | r5 |
| 2020r2021 | 84% | 93% | r9 | 73% | 92% | r19 | | r | | 82% | 93% | r11 |
| 2021r2022 | 86% | 84% | +2 | 70% | 80% | r10 | 100% | 84% | +16 | 83% | 85% | r2 |

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

# 2022 NYSED Charter School Information Dashboard

## Notes

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

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

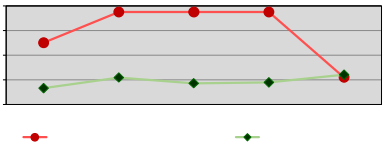
(3) Pursuant to NYSED's Data Privacy Policy, both white Asian NYSED NYSED (students) (students)

(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).

(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 passed at least one of their Regents math exams with a score equal to or higher than 80.



# NYS BOARD OF REGENTS AUTHORIZED CHARTER SCHOOLS

April 2021

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

Prepared for Collegiate Academy for Mathematics and Personal Awareness Charter School

NYS Education Department Charter School Office

| | | | | Collegiate Academy for Mathematics and Personal Awareness | | Difference |
|---|---|---|---|---|---|---|
| Q1a The charter school has high academic expectations for my child. | **Strongly Agree** | 77% | 7,064 | 99% | 87 | 22 |
| | **Somewhat Agree** | 18% | 1,633 | 1% | 1 | -17 |
| | **Neither Agree nor Disagree** | 4% | 331 | 0% | 0 | -4 |
| | **Somewhat Disagree** | 1% | 96 | 0% | 0 | -1 |
| | **Strongly Disagree** | 1% | 81 | 0% | 0 | -1 |
| Q1b I am aware of the academic supports available to my child. | **Strongly Agree** | 71% | 6,563 | 99% | 87 | 28 |
| | **Somewhat Agree** | 21% | 1,916 | 1% | 1 | -20 |
| | **Neither Agree nor Disagree** | 4% | 401 | 0% | 0 | -4 |
| | **Somewhat Disagree** | 2% | 198 | 0% | 0 | -2 |
| | **Strongly Disagree** | 1% | 127 | 0% | 0 | -1 |
| Q1c The teaching quality at this school is very high. | **Strongly Agree** | 72% | 6,617 | 92% | 81 | 20 |
| | **Somewhat Agree** | 20% | 1,887 | 5% | 4 | -15 |
| | **Neither Agree nor Disagree** | 5% | 443 | 2% | 2 | -3 |
| | **Somewhat Disagree** | 2% | 154 | 1% | 1 | -1 |
| | **Strongly Disagree** | 1% | 104 | 0% | 0 | -1 |
| Q2a The school's discipline policy is clear. | **Strongly Agree** | 72% | 6,640 | 93% | 82 | 21 |
| | **Somewhat Agree** | 17% | 1,557 | 5% | 4 | -12 |
| | **Neither Agree nor Disagree** | 9% | 792 | 1% | 1 | -8 |
| | **Somewhat Disagree** | 1% | 122 | 0% | 0 | -1 |
| | **Strongly Disagree** | 1% | 94 | 1% | | |

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

**Collegiate Academy for Mathematics and Personal Awareness CS** **Response n = 88** **Response Rate = 98%**

| | | All Charter Schools | | Collegiate Academy for Mathematics and Personal Awareness | | Difference |
|---|---|---|---|---|---|---|
| Q2b The school's discipline policy is fair to all students. | Strongly Agree | 67% | 6,210 | 92% | 81 | 25 |
| | Somewhat Agree | 18% | 1,628 | 6% | 5 | -12 |
| | Neither Agree nor Disagree | 11% | 1,058 | 2% | 2 | -9 |
| | Somewhat Disagree | 2% | 159 | 0% | 0 | -2 |
| | Strongly Disagree | 2% | 150 | 0% | 0 | -2 |
| Q2c The school's discipline policy is enforced by all teachers and staff. | Strongly Agree | 67% | 6,147 | 95% | 84 | 28 |
| | Somewhat Agree | 17% | 1,574 | 2% | 2 | -15 |
| | Neither Agree nor Disagree | 13% | 1,240 | 2% | 2 | -11 |
| | Somewhat Disagree | 1% | 133 | 0% | 0 | -1 |
| | Strongly Disagree | 1% | 111 | 0% | 0 | -1 |
| Q2d The school's discipline policy is enforced by all students. | Strongly Agree | 67% | 6,125 | 95% | 84 | 28 |
| | Somewhat Agree | 20% | 1,835 | 3% | 3 | -17 |
| | Neither Agree nor Disagree | 9% | 840 | 1% | 1 | -8 |
| | Somewhat Disagree | 2% | 218 | 0% | 0 | -2 |
| | Strongly Disagree | 2% | 187 | 0% | 0 | -2 |
| Q2e The school's discipline policy is enforced by all parents. | Strongly Agree | 61% | 5,570 | 91% | 80 | 30 |
| | Somewhat Agree | 20% | 1,873 | 7% | 6 | -13 |
| | Neither Agree nor Disagree | 15% | 1,367 | 2% | 2 | -13 |
| | Somewhat Disagree | 2% | 207 | 0% | 0 | -2 |
| | Strongly Disagree | 2% | 188 | 0% | 0 | -2 |

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

**Collegiate Academy for Mathematics and Personal Awareness CS** **Response n = 88** **Response Rate = 98%**

| | | All Charter Schools | | Collegiate Academy for Mathematics and Personal Awareness | | Difference |
|---|---|---|---|---|---|---|
| Q3a The school provides a safe environment. | Strongly Agree | 76% | 7,006 | 95% | 84 | 19 |
| | Somewhat Agree | 15% | 1,366 | 5% | 4 | -10 |
| | Neither Agree nor Disagree | 7% | 677 | 0% | 0 | -7 |
| | Somewhat Disagree | 1% | 95 | 0% | 0 | -1 |
| | Strongly Disagree | 1% | 61 | 0% | 0 | -1 |
| Q3b The school has systems in place to ensure that the environment is free from bullying, harassment, and discrimination. | Strongly Agree | 66% | 6,075 | 97% | 85 | 31 |
| | Somewhat Agree | 20% | 1,801 | 2% | 2 | -18 |
| | Neither Agree nor Disagree | 11% | 1,018 | 1% | 1 | -10 |
| | Somewhat Disagree | 2% | 193 | 0% | 0 | -2 |
| | Strongly Disagree | 1% | 118 | 0% | 0 | -1 |
| Q3c Classroom environments support learning and are generally free from disruption. | Strongly Agree | 65% | 5,997 | 91% | 80 | 26 |
| | Somewhat Agree | 21% | 1,916 | 6% | 5 | -15 |
| | Neither Agree nor Disagree | 11% | 1,026 | 3% | 3 | -8 |
| | Somewhat Disagree | 2% | 160 | 0% | 0 | -2 |
| | Strongly Disagree | 1% | 106 | 0% | 0 | -1 |
| Q3d The school has high behavioral expectations for my child. | Strongly Agree | 75% | 6,923 | 97% | 85 | 22 |
| | Somewhat Agree | 17% | 1,570 | 3% | 3 | -14 |
| | Neither Agree nor Disagree | 6% | 581 | 0% | 0 | -6 |
| | 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

**Collegiate Academy for Mathematics and Personal Awareness CS  Response n = 88  Response Rate = 98%**

| | | All Charter Schools | | Collegiate Academy for Mathematics and Personal Awareness | | Difference |
|---|---|---|---|---|---|---|
| Q4a The school provides opportunities for parent participation within the school community. | Strongly Agree | 69% | 6,353 | 97% | 85 | 28 |
| | Somewhat Agree | 19% | 1,753 | 3% | 3 | -16 |
| | Neither Agree nor Disagree | 9% | 827 | 0% | 0 | -9 |
| | Somewhat Disagree | 2% | 152 | 0% | 0 | -2 |
| | Strongly Disagree | 1% | 120 | 0% | 0 | -1 |
| Q4b I receive regular and timely information on my child's academic progress in my home language. | Strongly Agree | 77% | 7,104 | 97% | 85 | 20 |
| | Somewhat Agree | 15% | 1,398 | 2% | 2 | -13 |
| | Neither Agree nor Disagree | 4% | 354 | 0% | 0 | -4 |
| | Somewhat Disagree | 2% | 204 | 0% | 0 | -2 |
| | Strongly Disagree | 2% | 145 | 1% | 1 | -1 |
| Q4c The school uses many methods of communication with families. | Strongly Agree | 80% | 7,393 | 98% | 86 | 18 |
| | Somewhat Agree | 14% | 1,274 | 1% | 1 | -13 |
| | Neither Agree nor Disagree | 4% | 325 | 1% | 1 | -3 |
| | Somewhat Disagree | 1% | 119 | 0% | 0 | -1 |
| | Strongly Disagree | 1% | 94 | 0% | 0 | -1 |
| Q4d The school seeks feedback from parents through surveys, meetings, or some other way. | Strongly Agree | 76% | 7,029 | 98% | 86 | 22 |
| | Somewhat Agree | 16% | 1,508 | 2% | 2 | -14 |
| | Neither Agree nor Disagree | 5% | 418 | 0% | 0 | -5 |
| | Somewhat Disagree | 2% | 159 | 0% | 0 | -2 |
| | Strongly Disagree | 1% | 91 | 0% | 0 | -1 |

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

**Collegiate Academy for Mathematics and Personal Awareness CS** **Response n = 88** **Response Rate = 98%**

| | All Charter Schools | Collegiate Academy for Mathematics and Personal Awareness | Difference |
|---|---|---|---|

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

**Collegiate Academy for Mathematics and Personal Awareness CS  Response n = 88  Response Rate = 98%**

| | | All Charter Schools | | Collegiate Academy for Mathematics and Personal Awareness | | Difference |
|---|---|---|---|---|---|---|
| Q7d I worry my child will come in contact with COVID19 while in school. | Strongly Agree | 23% | 2,082 | 10% | 9 | -13 |
| | Somewhat Agree | 15% | 1,419 | 7% | 6 | -8 |
| | Neither Agree nor Disagree | 13% | 1,207 | 9% | 8 | -4 |
| | Somewhat Disagree | 7% | 631 | 6% | 5 | -1 |
| | Strongly Disagree | 14% | 1,301 | 17% | 15 | 3 |
| | Did not experience in-person learning | 28% | 2,565 | 51% | 45 | 23 |
| Q8a The school has provided me with help to support my child's remote learning. | Strongly Agree | 69% | 6,334 | 95% | 84 | 26 |
| | Somewhat Agree | 19% | 1,739 | 5% | 4 | -14 |
| | Neither Agree nor Disagree | 6% | 552 | 0% | 0 | -6 |
| | Somewhat Disagree | 3% | 256 | 0% | 0 | -3 |
| | Strongly Disagree | 2% | 202 | 0% | 0 | -2 |
| | Did not experience remote learning | 1% | 122 | 0% | 0 | -1 |
| Q8b Handling remote learning platforms (Zoom, Google Meet, teacher apps, etc.) has been difficult. | Strongly Agree | 28% | 2,552 | 31% | 27 | 3 |
| | Somewhat Agree | 21% | 1,913 | 10% | 9 | -11 |
| | Neither Agree nor Disagree | 11% | 1,004 | 9% | 8 | -2 |
| | Somewhat Disagree | 12% | 1,094 | 6% | 5 | -6 |
| | Strongly Disagree | 27% | 2,529 | 44% | 39 | 17 |
| | Did not experience remote learning | 1% | 113 | 0% | 0 | -1 |

**Difference**

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

**Collegiate Academy for Mathematics and Personal Awareness CS**

| | |
|---|---|
| **OPEN1 Why did you choose this school for your child to attend?** | **A family member told me great things about the school, such as their rigorous program and support for their students.** |
| | **Advertising** |
| | **Because of the educational support** |
| | **Because the school have a high learning of skills.** |
| | **Because the staff members are very supportive to the black and brown community . Makes my children feel more comfortable when learning.** |
| | **Because they are the best in teaching and the treat the kids equally** |
| | **Because this school was highly recommended and it passed the level of education that I wand my child obtain** |
| | **CAMPA offered the ideal social and emotional growth support my child needed. I was also thrilled to know my son would be receiving an academically rich and rigorous education that I identified with and would happily support.** |
| | **Campa provides the highest quality education for my child without the private school sticker price. They have high expectations for her and support her when and where she requires. Its small class size also allows her to receive more attention from her teachers - that's rare and important. Campa is a gem that I was lucky to discover.** |
| | **Elegi campa para mi hijo porque les apasiona la educación de mi hijo.** |
| | **Everything this school offers my child benefits from it the principal and teachers and staff members are very great with communicating with me and my child I love the way the principal runs his school** |
| | **Good educational school** |
| | **I attended a open house and like what the school had to offer students in the community.** |
| | **I attended a virtual open house and was excited by the opportunities and academic programs provided by the school.** |
| | **I attended the schools community event and was very intrigued by what the had to offer academically and supportively.** |
| | **I choose the school because I have heard so much good about the school** |
| | **I choose this Charter school because of there excellent curriculum. The teachers and staff always go above and beyond to educate each student.** |
| | **I choose this school because they are giving my child the opportunity to excel. The school covers him in all capacities and it has been beneficial for him.** |

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

## Collegiate Academy for Mathematics and Personal Awareness CS

I choose this school for my child to attend because it is a very good school. I know my child is getting the best educational instructions from home. The teachers and staff support the kids especially during this difficult time. I could not of made a better choice when I chose this education village to shape my child mind and future.

I choose this school for my child to attend because of the rigorous curriculum and the high expectations expected for my child and I to meet.

I choose this school someone recommended it to me

I choose this this because it my highly recommended from a co-worker who graduated from a school that was her principal. The principal now operates this Charter school.

I chose the listed because it provides my son with a clear and supportive education. CAMPA encourages their student to push themselves for a better future, and they support the parents with anything we need.

I chose the school because of their curriculum for high school preparation and pre-college preparation. I also chose the school because of children get individual attention which I've noticed their grades have escalated greatly. So I appreciate the school and I'm very very happy with the staff and the faculty

I chose this school because after attending the orientation session I felt they would provide the best education for my child and their academic standards were amazing.

I chose this school because not only are they very good academically and make sure my children receive a great education they are there for the kids mentally and emotionally. They try to connect with the kids not only as students but as well as human beings

I chose this school cause what they s7 (er)-B6 (y)25.3 ( )0.5 (as .4 (u)4.b5 (t)4.9 (h)4u (b)4.5 (u)4. .4

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

**Collegiate Academy for Mathematics and Personal Awareness CS**

| | |
|---|---|
| | The schools overall mission statement is what drew me to tge school. the level of commitment to my child's successful learning experience is awesome. we are extremely satisfied with CAMPA. |
| | The staff and guidance given to the student's is phenomenal. My son has excelled in every way possible, and this school has held him to high standard. The remote learning program they have is just like being in a classroom and my son does not miss a beat. They challenge him to excel beyond his limits, and I appreciate every moment. Remote learning has allowed me to be more engaged in my sons learning and has allowed me to learn as well to better assist him when help is needed for homework. Campa has made me feel complete confident in the guidance form my son. |
| | The staff and principle are greeeat |
| | They challenge and bring out the best in my child. |
| | They programs they offer are great. |
| | This is a very well ground school and the teachers and staff are really involved with the students and parent |
| | This school devote there time to my child 24hour seven days a week.This school supports my child's development an they provide a clean and safe environment for the kids. |
| | This school is the best school my children have attended. My son graduated in 2020 and I wished they would've extended the high school last year. My daughter who is in the 7th grade is doing much better than she has in her last school. This school is very supportive and will help you in anyway possible. |
| | This school offers a rigorous education coupled with high expectations for my child. I am very happy with the administration and educational leadership of the school. |
| | This school was highly recommended to me as having strong academics and a very disciplined environment. My experience has proven this to be true. I made the best decision for my daughter. |
| | This school was my first choice because of the leadership/administration of the school. I was also very impressed by the schools mission to ensure an academically rigorous environment for my child. I really appreciate their awareness of middle school children and I know that if they also expand to high school age, my child will definitely continue at the school because I'm sure that it will prepare him for college. I'm very satisfied with the school and I am very happy that I chose this school for my son. I am looking forward to him being in person. |

# New York State Department of Education
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**Collegiate Academy for Mathematics and Personal Awareness CS**

| | |
|---|---|
| | This school was recommended to me by a family member. I like their mission and approach to education. I like their holistic approach to educating young people. I also like the regents exam they offer o students in my community. |
| | To achieve  excellent |
| | Was told by many people that it was a great school |
| | Well grounded staff with years of academic excellence under their belts. It was a great choice for my daughter. |
| | social media |

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## Collegiate Academy for Mathematics and Personal Awareness CS

As the parent of an 8th grader I fear that we won't find the same qualities in a high school.  with more funding, Im sure CAMPA would be a great high school and wish we could stay to receive the next steps from this powerful, caring, yet small community of educators.

Before entering CAMPA my daughter faced many challenges. She was socially inverted and struggling academically. The school counselor Ms. Brijadder really got her to come out of her shell. She loves school, she is drastically improving academically and I am grateful. The academic program, social and emotional support is by far the best we have experienced this far in my daughter's academic journey. They truly support the whole child. Remote learning is unorthodox but

| | | | | | Difference |
|---|---|---|---|---|---|
| **Strongly Agree** | 75% | 1,804 | 100% | 5 | 25 |
| **Somewhat Agree** | 19% | 456 | 0% | 0 | -19 |
| **Neither Agree nor Disagree** | 4% | 87 | 0% | 0 | -4 |
| **Somewhat Disagree** | 2% | 41 | 0% | 0 | -2 |
| **Strongly Disagree** | 1% | 24 | 0% | 0 | -1 |
| **Strongly Agree** | 66% | 1,602 | 80% | 4 | 14 |
| **Somewhat Agree** | 22% | 528 | 0% | 0 | -22 |
| **Neither Agree nor Disagree** | 8% | 182 | 20% | 1 | |

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

**Collegiate Academy for Mathematics and Personal Awareness CS  Response n = 5**

| | | All Charter Schools | | Collegiate Academy for Mathematics and Personal Awareness CS | | Difference |
|---|---|---|---|---|---|---|
| Q1e The curriculum is systematically reviewed and revised. | Strongly Agree | 61% | 1,480 | 100% | 5 | 39 |
| | Somewhat Agree | 24% | 576 | 0% | 0 | -24 |
| | Neither Agree nor Disagree | 8% | 196 | 0% | 0 | -8 |
| | Somewhat Disagree | 4% | 101 | 0% | 0 | -4 |
| | Strongly Disagree | 2% | 59 | 0% | 0 | -2 |
| Q1f The school has a strong science curriculum. | Strongly Agree | 42% | 1,009 | 100% | 5 | 58 |
| | Somewhat Agree | 27% | 660 | 0% | 0 | -27 |
| | Neither Agree nor Disagree | 21% | 509 | 0% | 0 | -21 |
| | Somewhat Disagree | 6% | 135 | 0% | 0 | -6 |
| | Strongly Disagree | 4% | 99 | 0% | 0 | -4 |
| Q2a The school staff has a shared understanding of high-quality instruction that supports all learners. | Strongly Agree | 65% | 1,572 | 80% | 4 | 15 |
| | Somewhat Agree | 27% | 650 | 20% | 1 | -7 |
| | Neither Agree nor Disagree | 4% | 87 | 0% | 0 | -4 |
| | Somewhat Disagree | 3% | 69 | 0% | 0 | -3 |
| | Strongly Disagree | 1% | 34 | 0% | 0 | -1 |
| Q2b Instructional delivery fosters engagement with all students. | Strongly Agree | 61% | 1,468 | 60% | 3 | -1 |
| | Somewhat Agree | 31% | 751 | 40% | 2 | 9 |
| | Neither Agree nor Disagree | 4% | 104 | 0% | 0 | -4 |
| | Somewhat Disagree | 3% | 69 | 0% | 0 | -3 |
| | Strongly Disagree | 1% | 20 | 0% | 0 | -1 |

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**Collegiate Academy for Mathematics and Personal Awareness CS** **Response n = 5**

| | All Charter Schools | Collegiate Academy for Mathematics and | Difference |
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**Collegiate Academy for Mathematics and Personal Awareness CS** **Response n = 5**

| | All Charter Schools | Collegiate Academy for Mathematics and Personal Awareness CS | Difference |
|---|---|---|---|

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**Collegiate Academy for Mathematics and Personal Awareness CS  Response n = 5**

| | All Charter Schools | | Collegiate Academy for Mathematics and Personal Awareness CS | | Difference |
|---|---|---|---|---|---|
| Strongly Agree | 72% | 1,743 | 100% | 5 | 28 |
| Somewhat Agree | 16% | 375 | 0% | 0 | -16 |
| Neither Agree nor Disagree | 10% | 238 | 0% | 0 | -10 |
| Somewhat Disagree | 1% | 30 | 0% | 0 | -1 |
| Strongly Disagree | 1% | 26 | 0% | 0 | -1 |
| Strongly Agree | 68% | 1,648 | 100% | 5 | 32 |
| Neither Agee nor Disae | **10%** | **26** | **0%** | | |

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# All Charter Schools Response n = 2,412

**Collegiate Academy for Mathematics and Personal Awareness CS  Response n = 5**

| | | All Charter Schools | | Collegiate Academy for Mathematics and Personal Awareness CS | | Difference |
|---|---|---|---|---|---|---|
| Q7a The school provides a safe environment. | Strongly Agree | 78% | 1,879 | 100% | 5 | 22 |
| | Somewhat Agree | 17% | 409 | 0% | 0 | -17 |
| | Neither Agree nor Disagree | 3% | 77 | 0% | 0 | -3 |
| | Somewhat Disagree | 1% | 29 | 0% | 0 | -1 |
| | Strongly Disagree | 1% | 18 | 0% | 0 | -1 |
| Q7b The school has systems in place to ensure that the environment is free from bullying, harassment, and discrimination. | Strongly Agree | 66% | 1,596 | 100% | 5 | 34 |
| | Somewhat Agree | 24% | 590 | 0% | 0 | -24 |
| | Neither Agree nor Disagree | 6% | 141 | 0% | 0 | -6 |
| | Somewhat Disagree | 2% | 57 | 0% | 0 | -2 |
| | Strongly Disagree | 1% | 28 | 0% | 0 | -1 |
| Q7c Classroom environments support learning and are generally | Strongly Agree | 61% | 1,470 | 100% | 5 | 39 |
| | Somewhat Agree | 27% | 662 | 0% | 0 | -27 |
| | Neither Agree nor Disagree | 5% | 130 | 0% | 0 | -5 |
| | Somewhat Disagree | 5% | 110 | 0% | 0 | -5 |
| | Strongly Disagree | 2% | 40 | 0% | 0 | -2 |
| | Strongly Agree | 67% | 1,627 | 100% | 5 | 33 |
| | Somewhat Agree | 22% | 528 | 0% | 0 | -22 |
| | Neither Agree nor Disagree | 6% | 134 | 0% | 0 | -6 |
| | Somewhat Disagree | 3% | 84 | 0% | 0 | -3 |
| | Strongly Disagree | 2% | 39 | 0% | 0 | -2 |

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**Collegiate Academy for Mathematics and Personal Awareness CS** **Response n = 5**

| | All Charter Schools | Collegiate Academy for Mathematics and | Difference |
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# New York State Department of Education
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# All Charter Schools Response n = 2,412

**Collegiate Academy for Mathematics and Personal Awareness CS  Response n = 5**

| | | All Charter Schools | | Collegiate Academy for Mathematics and Personal Awareness CS | | Difference |
|---|---|---|---|---|---|---|
| Q11a The school provides opportunities for parent participation within the school community. | Strongly Agree | 66% | 1,601 | 100% | 5 | 34 |
| | Somewhat Agree | 24% | 579 | 0% | 0 | -24 |
| | Neither Agree nor Disagree | 6% | 139 | 0% | 0 | -6 |
| | Somewhat Disagree | 3% | 68 | 0% | 0 | -3 |
| | Strongly Disagree | 1% | 25 | 0% | 0 | -1 |
| Q11b Parents receive regular and timely information on their child's academic progress in their home language. | Strongly Agree | 71% | 1,721 | 100% | 5 | 29 |
| | Somewhat Agree | 22% | 528 | 0% | 0 | -22 |
| | Neither Agree nor Disagree | 4% | 90 | 0% | 0 | -4 |
| | Somewhat Disagree | 2% | 54 | 0% | 0 | -2 |
| | Strongly Disagree | 1% | 19 | 0% | 0 | -1 |
| Q11c The school uses many methods of communication with families. | Strongly Agree | 81% | 1,960 | 100% | 5 | 19 |
| | Somewhat Agree | 15% | 365 | 0% | 0 | -15 |
| | Neither Agree nor Disagree | 2% | 48 | 0% | 0 | -2 |
| | Somewhat Disagree | 1% | 27 | 0% | 0 | -1 |
| | Strongly Disagree | 0% | 12 | 0% | 0 | 0 |
| Q11d The school seeks feedback from parents through surveys, meetings, or some other way. | Strongly Agree | 73% | 1,772 | 100% | 5 | 27 |
| | Somewhat Agree | 18% | 443 | 0% | 0 | -18 |
| | Neither Agree nor Disagree | 6% | 134 | 0% | 0 | -6 |
| | Somewhat Disagree | 2% | 39 | 0% | 0 | -2 |
| | Strongly Disagree | 1% | 24 | 0% | 0 | -1 |

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**Collegiate Academy for Mathematics and Personal Awareness CS  Response n = 5**

| | All Charter Schools | | Collegiate Academy for Mathematics and Personal Awareness CS | | Difference | |
|---|---|---|---|---|---|---|
| **Strongly Agree** | 66% | 1,599 | 100% | 5 | 34 | |
| **Somewhat Agree** | 22% | 536 | 0% | 0 | -22 | |
| **Neither Agree nor Disagree** | 7% | 175 | 0% | 0 | -7 | |
| **Somewhat Disagree** | 3% | 65 | 0% | 0 | -3 | |
| **Strongly Disagree** | 2% | 37 | 0% | 0 | -2 | |
| **Strongly Agree** | 59% | 1,425 | 100% | 5 | 41 | |
| **Somewhat Agree** | 18% | 437 | 0% | 175 | 0% | -3 |
| S | | 3 | 6 | | | |

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| | Difference |
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# All Charter Schools Response n = 2,412

**Collegiate Academy for Mathematics and Personal Awareness CS  Response n = 5**

| | All Charter Schools | | Collegiate Academy for Mathematics and Personal Awareness CS | | Difference |
|---|---|---|---|---|---|
| **Strongly Agree** | 48% | 1,154 | 80% | 4 | 32 |
| **Somewhat Agree** | 26% | 639 | 20% | 1 | -6 |

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# All Charter Schools Response n = 2,412

**Collegiate Academy for Mathematics and Personal Awareness CS  Response n = 5**

| | | All Charter Schools | | Collegiate Academy for Mathematics and Personal Awareness 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 | 80% | 4 | 20 |
| | Somewhat Agree | 24% | 575 | 20% | 1 | -4 |
| | Neither Agree nor Disagree | 8% | 199 | 0% | 0 | -8 |
| | Somewhat Disagree | 5% | 121 | 0% | 0 | -5 |
| | Strongly Disagree | 3% | 71 | 0% | 0 | -3 |
| Q18a The school has established procedures for effective collaboration among teachers. | Strongly Agree | 62% | 1,501 | 80% | 4 | 18 |
| | Somewhat Agree | 27% | 645 | 20% | 1 | -7 |
| | Neither Agree nor Disagree | 5% | 125 | 0% | 0 | -5 |
| | Somewhat Disagree | 4% | 92 | 0% | 0 | -4 |
| | Strongly Disagree | 2% | 49 | 0% | 0 | -2 |
| Q18b The school has systems to monitor and maintain organizational and instructional quality through a formal evaluation process for teacher and other staff. | Strongly Agree | 65% | 1,567 | 100% | 5 | 35 |
| | Somewhat Agree | 26% | 621 | 0% | 0 | -26 |
| | Neither Agree nor Disagree | 5% | 129 | 0% | 0 | -5 |
| | 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 | 100% | 5 | 42 |
| | Somewhat Agree | 25% | 607 | 0% | 0 | -25 |
| | Neither Agree nor Disagree | 7% | 171 | 0% | 0 | -7 |
| | Somewhat Disagree | 6% | 136 | 0% | 0 | -6 |
| | Strongly Disagree | 4% | 107 | 0% | 0 | -4 |

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Difference

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**Collegiate Academy for Mathematics and Personal Awareness CS**

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| **Q2_Open1 Explain what an academically rigorous lesson looks like in your classroom:** | **Academically rigorous lessons are delivered by presenting above grade level material and asking critical thinking questions after discussion of concepts have been presented.** |
| | **An academically rigorous lesson in my classroom has multiple components. Some of those components include a differentiated lesson with visual aides such as videos and maps to assist students understanding of the topics at hand.** |
| | **An academically rigorous lesson in my classroom reflects differentiated learning, clear standards and objectives are expressed and assessments to observe the level of student understanding.** |
| | **In my classroom, an academic rigorous lesson begins with assessing what skills students have mastered related to accomplishing the objectives of the lesson. I will then begin where a majority of my students levels originate and throughout the lesson facilitate a process that aggressively but methodically raises the skill levels of my students to match the expectations of the standards and level of complexity of the terminating examinations. My middle school students are expected to reach high school level mastery as they matriculate from grades 6 to 8. I give almost individualized but certainly small group support to them as they elevate to the higher levels of complex understandings.** |
| | **Reading high level text across genres in order to compare and contrast ideas by multiple authors in order to express connections similarities and differences between topics found in fiction and non fiction texts accurately and thoroughly. Partner reading after skill driven mini lessons, academic discourse involving high level questioning provoking critical thought, finishing with an independent writing task in which students must cite evidence and provide sources.** |

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## Collegiate Academy for Mathematics and Personal Awareness CS

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| | **Differentiated instruction is presented in various ways, in some cases we chunk down concepts and assignments, demonstrating with visual aids during and after lessons, multiple ways of presenting information (including rephrasing) and when possible allowing students to share board and demonstrate / similar to coming up to whiteboard in classroom.** |
| | **Differentiating text, splitting the class and providing separate tasks based on data, which build the skills needed for each students to perform on grade level and beyond.** |
| | **Differentiation even in the most homogenous groupings is a necessary component of any instructional approach. Though I may, based on past performance, anticipate which students may have an increased difficulty with particular areas of the curricula, student progress and checks for understanding are assessed during each lesson. Based on this regular process, I employ additional approaches and instructional modalities to assist with student understanding including but not limited to group work with individual and group tasks that facilitate cooperative learning, various media presentations, continuous spiraling, hands-on assignments and manipulatives, othe0.5 (w)-31.1 (i)0.5 4 (d)4.4 (i)0** |

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## Collegiate Academy for Mathematics and Personal Awareness CS

**Assessment results facilitate reteaching of lesson threads where the majority of the class have not performed well. It also drives small group instruction on specific needs per student.**

**Data is used to drive instruction because it influences how the lessons are taught, what is reiterated upon, expounded upon, what needs to be repeated etc. Students teach us how to teach them.**

**I use data in my classroom to gage students' responses both correct a d incorrect. I do this primarily because it tells me what needs to be re-taught and what concepts they understand.**

**I use my data to group students, plan targeted skill lessons, choose texts for students, and create works based on skills needed.**

**I utilize various approaches of collecting the data instrumental to my lessons. Data collection occurs through various forms each day including do now assignments targeted for review and assessment of prerequisite skills, questioning of students during the lesson, individual and group assignments during the lesson, student questions during the lesson, quizzes, exit tickets, homework assignments and projects and unit, benchmark and state examinations. The classroom data is used even during the lesson to drive my objectives from key point to key point. They inform me as to the effectiveness of my instruction in real-time. Homework and overnight assignments provide information that drives next day lessons.**

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**Collegiate Academy for Mathematics and Personal Awareness CS**

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| **Q6_Open Describe the methods available for teachers to raise student discipline concerns. If no such methods exist, write "none" in the space below.** | **Our school has a comprehensive approach to raising and addressing our discipline concerns. Each year I have been here, the administration reviews and trains us in how to report and navigate disciplinary concerns. Given our small environment, each administrator is available to hear our concerns. However, we are required to follow the protocol which includes, reporting and describing our concern on a Google form that is forwarded to the Dean and School Counselor. One or both will then speak with us about the report. Sometimes we are asked to meet with the Academic Intervention Team with the child - and at times, with the parents as well. We discuss the issue and propose an approach to address the concern in the future. Sometimes there are disciplinary actions taken against the child. If necessary, we will have follow-up meetings in a couple of weeks where student progress is assessed. We also hold weekly staff meetings with the administration during which student concerns may also be introduced.** |
| | **Protocol on discipline starts with Homeroom teacher present within each classroom, issues if not resolved are elevated to the Dean and then if not resolve or necessary they are brought to AIS Team which is comprised of Principal, Director of Operations, SpEd Coordinator, Guidance Counselor, Dean and parent if necessary.** |
| | **Staff utilizes 'Slack,' as well as a shared 'Google Form,' to raise disciplinary concerns.** |
| | **Teachers have a clear method by which to address behavior concerns at CAMPA. The dean has consistently laid out the behavior policies for both students and staff and during PDs we are reminded of appropriate ways to de-escalate potentially negative situations in the classroom.** |
| | **shared documents, staff meetings** |

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**Collegiate Academy for Mathematics and Personal Awareness CS**

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| **Q12_Open Provide examples of how the school supports students' social-emotional and mental health needs:** | **All students at CAMPA have access to trauma and grief council. I have seen many times Mrs. Brijadder council and help students who are experiencing extreme difficulties in the personal lives.** |
| | **Daily Survey on Mood Thermometer, At Risk Counseling and AIS team support.** |
| | **Providing support to individuals and groups of students in their academics during recitation hours, office hours, and tutoring hours.** |
| | **School provides support in collaboration with 'Tomorrow's Leaders,' program and holds weekly sessions with students.** |
| | **Several times a week, students are asked about their mood with the Mood Meter Check during Homeroom. Students of concern are reported to the school counselor. We are asked by the administration to report any students whose mood appears to have changed for the worse or are of concern. The school counselor holds group and individual meetings with students regarding their emotional states, especially during the pandemic. Surveys were given to our parents in the beginning and middle of the year to assess their concerns so the school can devise approaches to addressing them. Even a partner organization has been working with the school to provide support to students - and staff.** |

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## Collegiate Academy for Mathematics and Personal Awareness CS

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| | Lesson plan criteria checks, performance evaluations by administrations, analyzing data, analysis of student work.<br><br>Principal Leonard will schedule a day and time to come observe me. Prior to the observation, I am required to complete a pre-observation form that asks about my lesson. He and I will meet to review the pre-observation form while he asks about my lesson. After he observes my lesson, we will meet to review the strengths and weaknesses of my lesson. He will then tell me what to work on and approaches to do so. Finally, he will schedule another observation to assess if I improved.<br><br>Teachers are regularly evaluated by having lesson plans checked and refined, in class sessions are observed and followed by meetings with faculty to discuss and improvements that can be made. |

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**Collegiate Academy for Mathematics and Personal Awareness CS**

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| | CAMPA is a middle school that presents opportunities for students to accelerate into high |

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**Collegiate Academy for Mathematics and Personal Awareness CS**

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|---|---|
| **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.** | **CAMPA is a great school. I love teaching at CAMPA. I do think the school's charter should be renewed and that CAMPA should be expanded to 9th grade.** |
| | **This school is the first for me that appears to truly care about the growth of children and the entire school community. Principal Leonard and Mr. Gaston have high expectations of everyone but they work hard to help us meet those goals. I believe in them because they believe in me.** |
| | **We are a dedicated caring team who work in unison to create consistency of high expectations. WE customize learning needs and utilize the strengths of each other to teach each child. Because we are skilled in different areas and some overlap we are able to address the many needs of our students.** |