Summary of Findings

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Benchmark 1: Student Performance

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

Benchmark 2: Teaching and Learning
School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students' well-being, improved academic outcomes, and educational success. The school implements research-based practices and has rigorous and coherent curriculum and assessments that are aligned to the New York State Learning Standards (NYSLS) for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking and achievement.

Finding: Meets

Element	Indicators
1. Curriculum	

Benchmark4: Financial Condition

Benchmark6: Board Oversight and Governance

Contractual Relationships

- Indicator a:

- Indicator b:

Charter School Selection

	NEW YORK CITY GEOGRAPHIC DISTRICT #10		
			Vickie Smith
Total Public School Enrollment of Reside	16%		2019
Students attending Charter Schools:			
Additional School District:	N/A		7/1/20-6/30/23
(if applicable)*			
Total Public School Enrollment of Reside	-	2018-2019	CEO Email:
Students attending Charter Schools:			
	9-12		BOT President:
	1960 UNIVERSITY AVE BRONX NY 10453		BOT President Phone:
	https://www.chslsj.org		BOT President Email:
	NEW YORK CITY	2022-2023	Institution ID:
	NEW YORK CITY REGION - BRONX		
	7/1/2015		
	NYS BOR		
	RICHARD BURKE		
	(646) 530-2375		
	rburke@chslsj.org		
	JOHN CALLAHAN		
	(347) 696-0042		
	jack@jcallahan.com		
	800000082485		

2022 CSO Survey Results

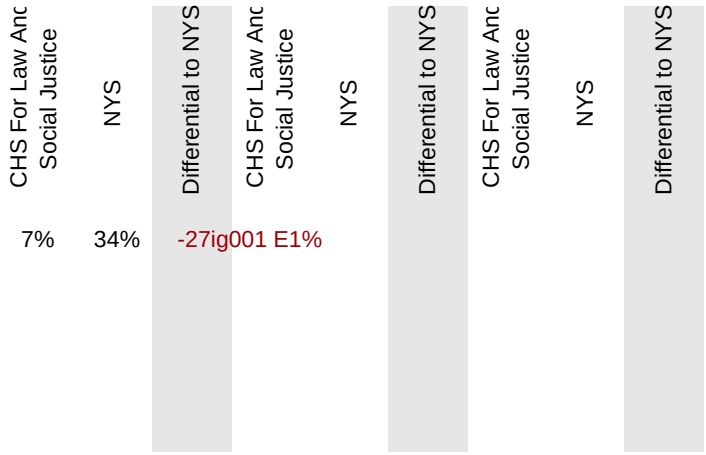
Student Survey (Grades 9-12)

	ELA Differential	Math Differential	Science Differential	Graduation Rate Differential	
A Philip Randolph Campus HS	.	.	.	-3	
Benjamin Franklin HS for Finance and Information	.	.	.	-12	
Civic Leadership Academy	.	.	.	-14	-14[(G (en)2

	Charter Total Cohort	CHS for Law and Social Justice	NYS	Differential to NYS	Charter Total Cohort	CHS for Law and Social Justice	NYS	Differential to NYS	Charter Total Cohort	CHS for Law and Social Justice	NYS	Differential to NYS	Charter Total Cohort	CHS for Law and Social Justice	NYS	Differential to NYS	
2015 Cohort	109	88%	84%	+4	12	67%	55%	+12	11	73%	55%	+18	72	89%	79%	+10	
2016 Cohort	106	77%	88%	-11	13	77%	66%	+11	14	36%	69%	-33	82	78%	84%	-6	
2017 Cohort	122	82%	89%	-7	16	94%	69%	+25	10	90%	75%	+15	94	83%	86%	-3	
2018 Cohort	106	75%	87%	-12	13	69%	71%	-2	20	60%	68%	-8	93	77%	83%	78%	84%

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 3: High School Outcomes



2022 NYSED Charter School Information Dashboard

Benchmark 9 - Indicator 1: Enrollment and Retention

Charter School

1.a.i. Aggregrate Enrollment:

Aggregate Enrollment: Reported vs Contracted - Target = 100%

CHS for Law and Social Justice	Contracted Enrollment	Reported Enrollment	Percent of Contracte Enrollment
2017-2018	345	355	103%
2018-2019	450	422	94%
2019-2020	450	469	104%
2020-2021	450	481	107%
2021-2022	450	511	114%

1.a.ii. Subgroup Enrollment:

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

	SWD			ELL			ED		
	CHS for Law and Social Justice	NYC CSD 10	Differential to District	CHS for Law and Social Justice	NYC CSD 10	Differential to District	CHS for Law and Social Justice	NYC CSD 10	Differential to District
	15%	18%	-3	21%	26%	-5	77%	78%	-1
2018-2019	13%	17%	-4	15%	24%	-9	78%	75%	+3
2019-2020	15%	16%	-1	21%	23%	-2	83%	76%	+7
2020-2021	17%	17%	0	8%	23%	-15	83%	78%	+5
2021-2022	17%	18%	-1	25%	22%	+3	83%	77%	+6

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 mat science exams.

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

(3) Pursuant to NYSED business rules, the data was suppressed for subgroups containing <5 students and the subgroup category may not be included f 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 le 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 Co 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 w 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 o their Regents math exams with a score equal to or higher than 80.

NET ASSETS					
Unrestricted	1,518,080	1,661,116	2,125,228	3,648,989	3,323,938
Restricted					
Total Net Assets	1,518,080	1,661,116	2,125,228	3,648,989	3,323,938
Total Liabilities and Net Assets	2,336,961	2,410,688	4,108,516	4,761,352	4,619,654
OPERATING REVENUE					
State and Local Per Pupil Revenue Reg. Ed	4,768,789	6,469,496	7,166,784	7,234,331	7,497,652
State and Local Per Pupil Revenue SPED	341,072	411,939	980,816	1,015,628	1,209,363
State and Local Per Pupil Facilities Revenue	1,002,125	1,346,000	1,904,860	1,915,869	2,042,655
Federal Grants	286,141	347,747	385,545	608,211	1,128,439
State and City Grants	150,175				
Other Operating Income				320	
Total Operating Revenue	6,548,302	8,575,182	10,438,005	10,774,039	11,878,429
EXPENSES					
Program Services					
Regular Education	4,574,957	6,119,058	6,877,974	7,258,570	8,377,304
Special Education	920,039	1,158,325	1,622,951	1,791,646	2,194,037
Other Expenses	2				
Total Program Services	5,494,996			1,622,951	65,609
Fundraising					
Total Support Services					769,514
Total Expenses					6,264,510
Surplus/Deficit from Operations					283,792
SUPPORT AND OTHER REVENUE					
Interest and Other Income	133	188	133	68	
Contributions and Grants	800	17,800		1,207	
Fundraising Support		5,641			
Other Support and					

NET ASSETS					
Unrestricted	3,323,938				
Restricted					
Total Net Assets	3,323,938				
Total Liabilities and Net Assets	4,619,654				
OPERATING REVENUE					
State and Local Per Pupil Revenue Reg. Ed	7,497,652				
State and Local Per Pupil Revenue SPED	1,209,363				
State and Local Per Pupil Facilities Revenue	2,042,655				
Federal Grants	1,128,439				
State and City Grants					
Other Operating Income	320				
Total Operating Revenue	11,878,429				
EXPENSES					
Program Services					
Regular Education	8,377,304				
Special Education	2,194,037				
Other Expenses					
Total Program Services		1,791,646	1,125,814	1,632,139	
Fundraising	104,113				
Total Support Services	1,211,692	1,473,101	1,125,814	1,632,139	
Total Expenses	8,489,075	9,974,026	10,176,030	12,203,480	
Surplus/Deficit from Operations	86,107	463,979	598,009	(325,051)	
SUPPORT AND OTHER REVENUE					
Interest and Other Income					
Contributions and Grants					
Fundraising Support					
Other Support and					

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

								Difference
		Strongly Agree			77%	7,064	77%	72	0
		Somewhat Agree			18%	1,633	17%	16	-1
		Neither Agree nor Disagree			4%	331	4%	4	0
		Somewhat Disagree			1%	96	1%	1	0
		Strongly Disagree			1%	81	0%	0	-1
		Strongly Agree			71%	6,563	77%	72	6
		Somewhat Agree			21%	1,916	16%	15	-5
		Neither Agree nor Disagree			16%	15			-4
her Agree nor Disagree	5%	443	5%	5	0				
newhat Disagree	2%	154	1%	1	-1				
ngly Disagree	1%	104	1%	1	0				
ngly Agree	72%	6,640	77%	72	5				
newhat Agree	17%	1,557	14%	13	-3				

Difference

New York State Department of Education

Difference

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

CHS for Law and Social Justice Response n = 93 Response Rate = 19%

		All Charter Schools		CHS for Law and Social Justice		Difference
Q4a The school provides opportunities for parent participation within the school community.	Strongly Agree	69%	6,353	72%	67	3
	Somewhat Agree	19%	1,753	17%	16	-2
	Neither Agree nor Disagree	9%	827	10%	9	1
	Somewhat Disagree	2%	152	1%	1	-1
	Strongly Disagree	1%	120	0%	0	-1
Q4b I receive regular and timely information on my child's academic progress in my home language.	Strongly Agree	77%	7,104	87%	81	10
	Somewhat Agree	15%	1,398	11%	10	-4
	Neither Agree nor Disagree	4%	354	1%	1	-3
	Somewhat Disagree	2%	204	1%	1	-1
	Strongly Disagree	2%	145	0%	0	-2
Q4c The school uses many methods of communication with families.	Strongly Agree	80%	7,393	85%	79	5
	Somewhat Agree	14%	1,274	12%	11	-2
	Neither Agree nor Disagree	4%	325	3%	3	-1
	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	80%	74	4
	Somewhat Agree	16%	1,508	17%	16	1
	Neither Agree nor Disagree	5%	418	3%	3	-2
	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

CHS for Law and Social Justice **Response n = 93** **Response Rate = 19%**

	All Charter Schools		CHS for Law and Social Justice		Difference
Yes	87%	7,969	87%	81	0
No	4%	353	3%	3	-1
I don't know the school's mission	10%	904 Td [(849t)0.65.847eol's			

Difference

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

CHS for Law and Social Justice Response n = 93 Response Rate = 19%

	All Charter Schools	CHS for Law and Social Justice	Difference
Strongly Agree			

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

CHS for Law and Social Justice **Response n = 93** **Response Rate = 19%**

	All Charter Schools		CHS for [illegible] and Social Justice		Difference
Strongly Agree	39%	3,628	39%	27	10
Somewhat agree	29%	27			

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

CHS for Law and Social Justice Response n = 27

		All Charter Schools		CHS for Law and Social Justice		Difference
Q1a The school has a documented curriculum that is aligned to the New York State learning standards.	Strongly Agree					
Q1b The school's curriculum is aligned horizontally across same grade level classrooms.						
Q1c The school's curriculum is aligned vertically between grade levels.						
Q1d The curriculum and corresponding materials are differentiated to provide opportunities for all students to master grade-level skills and concepts.						

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

CHS for Law and Social Justice Response n = 27

		All Charter Schools		CHS for Law and Social Justice		Difference
Q2c The school differentiates instruction to ensure equity and access for all students.	Strongly Agree	63%	1,509	74%	20	11
	Somewhat Agree	28%	673	19%	5	-9
	Neither Agree nor Disagree	5%	110	0%	0	-5
	Somewhat Disagree	4%	90	4%	1	0
	Strongly Disagree	1%	30	4%	1	3
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	59%	16	1
	Somewhat Agree	26%	634	19%	5	-7
	Neither Agree nor Disagree	6%	146	4%	1	-2
	Somewhat Disagree	7%	166	4%	1	-3
	Strongly Disagree	3%	61	15%	4	12
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	22%	6	-1
	Neither Agree nor Disagree	6%	154	4%	1	-2
	Somewhat Disagree	5%	111	4%	1	-1
	Strongly Disagree	2%	52	4%	1	2
Q3a The school uses a system of formative, diagnostic, and summative assessments.	Strongly Agree	69%	1,676	63%	17	-6
	Somewhat Agree	25%	606	33%	9	8
	Neither Agree nor Disagree	3%	77	0%	0	-3
	Somewhat Disagree	2%	37	0%	0	-2
	Strongly Disagree	1%	16	4%	1	3

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

CHS for Law and Social Justice **Response n = 27**

	All Charter Schools	CHS for Law and Social Justice	Difference
Strongly Agree			

New York State Department of Education
Charter School Office

Difference

New York State Department of Education

Difference

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

CHS for Law and Social Justice **Response n = 27**

		All Charter	Difference

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

CHS for Law and Social Justice **Response n = 27**

		All Charter Schools		CHS for Law and Social Justice		Difference
Q11a The school provides opportunities for parent participation within the school community.	Strongly Agree	66%	1,601	74%	20	8
	Somewhat Agree	24%	579	22%	6	-2
	Neither Agree nor Disagree	6%	139	0%	0	-6
	Somewhat Disagree	3%	68	0%	0	-3
	Strongly Disagree	1%	25	4%	1	3
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	26%	7	4
	Neither Agree nor Disagree	4%	90	0%	0	-4
	Somewhat Disagree	2%	54	4%	1	2
	Strongly Disagree	1%	19	0%	0	-1
Q11c The school uses many methods of communication with families.	Strongly Agree	81%	1,960	78%	21	-3
	Somewhat Agree	15%	365	15%	4	0
	Neither Agree nor Disagree	2%	48	0%	0	-2
	Somewhat Disagree	1%	27	7%	2	6
	Strongly Disagree	0%	12	0%	0	0
Q11d The school seeks feedback	Strongly Agree	73%	1,772	78%	21	5
	Somewhat Agree	18%	443	11%	3	-7
	Neither Agree nor Disagree	6%	134	4%	1	-2
	Somewhat Disagree	2%	39	7%	2	5
	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

CHS for Law and Social Justice **Response n = 27**

		All Charter	Difference

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

CHS for Law and Social Justice **Response n = 27**

		All Charter Schools		CHS for Law and Social Justice		Difference
Q14 How long have you been teaching in this school in your current grade level?	Less than 1 year	25%	602	19%	5	-6
	1-3 years	44%	1,065	63%	17	19
	4-6 years	22%	523	15%	4	-7
	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	Less than 1 year	19%	470	11%	3	-8
	1-3 years	42%	1,016	48%	13	6
	4-6 years	24%	584	30%	8	6
	7-10 years	7%	180	11%	3	4
	More than 10 years	7%	162	0%	0	-7
	Strongly Agree	60%	1,439	59%	16	-1
	Somewhat Agree	26%	625	33%	9	7
	Neither Agree nor Disagree	6%	137	0%	0	-6
	Somewhat Disagree	5%	121	4%	1	-1
	Strongly Disagree	4%	90	4%	1	0
	Strongly Agree	53%	1,273	52%	14	-1
	Somewhat Agree	27%	658	37%	10	10
	Neither Agree nor Disagree	7%	172	4%	1	-3
	Somewhat Disagree	8%	185	4%	1	-4
	Strongly Disagree	5%	124	4%	1	-1

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

CHS for Law and Social Justice **Response n = 27**

Difference

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

CHS for Law and Social Justice **Response n = 27**

	All Charter Schools		CHS for Law and Social Justice		Difference
Well organized	78%	1,878	81%	22	3
Well attended					

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

CHS for Law and Social Justice

	Modified materials including shorter readings with the same main ideas, simplified syntax and vocabulary, and guiding questions throughout the reading. Differentiated materials include visuals and graphics. Students are grouped based on student needs.
	Providing scaffold q9 (f)4.9 (o)4 (i)-6.6 uhe

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

CHS for Law and Social Justice

I use it to inform lessons plan, identify concepts for reteaching, and differentiate student instruction.

After learning about the google spreadsheet that I can get from students response on google forms and the edgenuity reports I have been using those to make sure that I reteach certain topics or address any misconceptions that arise.

Based on data, create mandatory assigned intervention groups.

Daily refined instruction based on exit tickets,
q0 -1.304 T9 >>Bf04 T9 >7o ( )0.5 (ar)-2.4 (i)0.5 u1sQ q 48 678.480Lexa sps

Datn 0.55 (t)4.9 (er)0.6 (m)3.9 (i)0.5 (n2.4 (ess)4.4 (aw)h)0.5 (0.50.6 (t)4.9 (ho)

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

CHS for Law and Social Justice

	I use the STAR Reading Test given 2-3 times a year to see where student's instructional reading levels are and that helps me inform my student groupings. This allows me to provide regular check-ins and conference with students during Literature Circles.
	I would analyze results of previous work and based of those results I would reteach certain topics based on those results. I would also revisit the different teaching strategies previously use, to ensure I differentiate lessons to address student's needs.
	If needed will reteach lesson to the students if shown many have not mastered the content, if it's only a few will be sure to target those students throughout upcoming assignments.
	Our do nows and exit tickets help us determine learning as well as quizzes and assessments. After each we come together to assess and determine next steps.
	Primarily Star Data is used to create groups, evaluate independent student progress, etc. Also, running record and the San Diego Quick reading assessment are used as informal assessments to diagnose reading issues.
	To better address misconceptions and be more proactive and purposeful with planning the curriculum.additionally, to better provide the right and specific needs of each student.
	To decide whether something must be re-taught or targeted with a small group of students.
	Using the data to identify what type of support my scholars need and implement the support in the instruction.
	We Don't
	We use STAR testing data and make sure our scholars are offered reading materials at their reading level.
	We use data in class with check ins for do now's and questioning. We use data using assessments and surveys

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

CHS for Law and Social Justice

	With Pre and post testing, planning lesson plans. I can monitor growth of individual students and prepare students for standardized testing.
	it informs my next class and how to enter a new lesson.

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

CHS for Law and Social Justice

	Teachers directly contact the culture team in order to raise discipline concerns. We use the restorative justice model.
	There is a referral form that goes to the culture team. Each teacher also has a group chat with the culture team to raise student discipline concerns as they arise in the classroom. We also have grade team meetings to bring up concenrs.
	There is a student referral system in place, with assistant deans of discipline that support teachers.
	Through contacting the culture staff and weekly teacher meetings.
	We get into communication with a dean from the culture team. He follow up with the situation.
	We have a great system where teachers report to a specific grade level dean and they are very responsive and effective
	We have weekly grade level meetings to discuss issues like this. At each grade level meeting we have a designated dean from our culture team who works with the teachers and scholars of that specific grade level and they know them well.
	With remote teaching, teachers email the Culture Team regarding discipline concerns.
	grade level and content meetings. Dean and culture support.
	none
	speak with parents and school culture team,
	we have a form that we fill out that goes to the deans.
	we have a support team that includes deans and guidance counselors

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

CHS for Law and Social Justice

	The school is proactive when dealing with bullying, discrimination and harassment. Activities and workshops are in place to bring awareness to the school community. If there's ever any known issues of bullying, discrimination, and harassment, it is quickly address by the culture department.
	The school provides advisory classes where students are presented with theses iasues. Additionally, the schools has student town hall presentations regularly.
	There are town halls that are led by the Guidance Counselor/Dean to address any issues of bullying, discrimination, and harassment. There is immediate intervention that happens when these issues arise in real time.
	There is a full anti-bullying policy involving counselors and Deans. It is constantly monitored and pro-active.
	This is addresses through the school Culture team and with the support of all the teachers.
	advisory and SEL curriculum, support from the culture team
	deans
	don't know
	don't know. I haven't witnessed bullying, discrimination and harassment.
	don't know. I just know we have a system in place but I've never witnessed it in use. Bullying in general does not seem to be a large issue in our school.
	meetings with culture team, counselers and parents

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

CHS for Law and Social Justice

	Advisory classes and an SEL curriculum that is provided for advisors through Suite 360 lessons.
	Advisory periods that address SEL at the beginning of each day. Students can come to their assigned advisers as a trusted adult in the school.
	Advisory program. Counselors.
	Checking in with students whether it is with their

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

CHS for Law and Social Justice

Q18_Open1 Please describe the teacher evaluation process. If none exists, write "none" in the space below.	**Because of the pandemic we have suspended the formal teacher evaluation process. In past years we are evaluated using the danileson framework. This year we have non-evaluative weekly classroom visits by our designated AP and then coaching meetings that occur weekly where we discuss trends and set goals based on these observations.**
	Cant say just yet
	Currently none due to covid/remote teaching
	Danielson
	Danielson Pre-observation meeting Observation post observations
	Danielson - 2 formal observations a year, several informal
	Danielson Framework
	Danielson framework. At least 2 informal and 2 formal evaluations. No more than 3 each.
	Danielson rubric is used to evaluate teachers
	Information and expectations of evaluations and observations are share with staff ahead of time. Information needs to be completed by teachers prior to and after evaluations. There is a meeting followed by teacher evaluations.
	None for remote learning. For in-person learning, formal and informal observations
	None, remote learning.
	Not sure yet, I started late in the 2nd semester last year, observations where already in progress and I haven't observed yet.
	Remote zoom classroom visit and evaluation.
	Sit down with principal to discuss your plans submit final plan an materials day of plan evaluated using Danielson
	Teachers follow the DOE model of evaluation.
	The school uses the Danielson framework.

New York State Department of Education
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Open End Responses

CHS for Law and Social Justice

	Gave out survey for feedbacks and discussion during staff meeting.
	Google Forms Staff meetings
	Google for questions
	Leadership often visits classrooms and provides

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

CHS for Law and Social Justice

	They survey us. We meet as a team weekly with members of leadership present in meetings to document any concerns. Weekly coaching meetings are an opportunity for every teacher to have the ear of their AP and work through any issues that arise.
	Through google forms
	We have weekly department meetings, whole staff meetings and coaching meetings
	any feedback I received was in a one on one meeting with my team lead.
	based on Danielson teaching framework school give the feedback.
	frequent meeting check-ins
	none
	sometimes they send out surveys during some meetings they ask for input but it's usually ignored or an excuse is given
	surveys
	surveys quarterly, grade level meetings, AP interaction and weekly staff meetings.
	surveys, meetings, check-ins

New York State Department of 3ark S (t)on

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Open End Responses

CHS for Law and Social Justice

	The school's mission is to do everything we can to stop the school to prison pipeline and to educate our schools while focusing on law and social justice issues that impact them and our community.
	The schools mission is to give every student the opportunity to move forward in a society that constantly pulls them back by learning social laws and applying it for justice.
	To afford students with a high quality education and empower them to be active citizens in their communities and beyond.
	To graduate students from HS
	To help all students be successful within and outside of the school building and expose them to issues of social justice.
	To promote social justice and create citizens who are empowered to create a more just and equal society.
	law and social justice, excellence, acceptance and inclusion and community and social responsibility.
	we are a college now school prepping students for graduation and attendance to a 4 year college. On top of that we are a law and social justice themed school who's mission is to bring students on a track to eventually attend law school and work in the legal and social justice sector.
	we are a school that promotes social justice.

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CHS for Law and Social Justice

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.	**Massive positive change with new leadership back in 2019!**
	N/A
	Need more teacher feedback and focus on teacher development. More student/teacher trips are also necessary.
	Remote learning has made teaching very difficult for all of us, however despite any faults the school may have the school as a whole is doing the best that it can.

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

CHS for Law and Social Justice Response n = 146 Response Rate = 31%

		All Charter Schools		CHS for Law and Social Justice		Difference
Q1a_In-Person I regularly attend school-sponsored events, such as school dances, sporting events, student performances, or other school activities.	Strongly Agree	11%	358	7%	10	-4
	Somewhat Agree	15%	476	16%	24	1
	Neither Agree nor Disagree	8%	257	7%	10	-1
	Somewhat Disagree	4%	132	5%	8	1
	Strongly Disagree	5%	147	4%	6	-1
	I have not attended in-person	57%	1,825			
Q1a_Remote I regularly attend school-sponsored events, such as school dances, sporting events, student performances, or other school activities.				Strongly Agree		1
				Somewhat Agree		1
				Neither Agree nor Disagree		1
				Somewhat Disagree		4
				Strongly Disagree		3
				I have not attended in-person		4
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.						
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.						
Q1c_In-Person At this school, students have the opportunity to help decide things like class activities and rules.						

Difference

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

CHS for Law and Social Justice **Response n = 146** **Response Rate = 31%**

	All Charter Schools	CHS for Law and Social Justice	Difference
Daily	32%	37%	5%

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

CHS for Law and Social Justice Response n = 146 Response Rate = 31%

		All Charter Schools		CHS for Law and Social Justice		Difference
	Daily	2%	78	2%	3	0
	Weekly	1%	35	0%	0	-1
	Monthly	1%	25	0%	0	-1
	A few times	4%	125	4%	6	0
	Rarely	8%	263	10%	14	2
	Never	26%	846	27%	39	1
	I have not attended in-person	57%	1,823	58%	84	1
	Daily	3%	96	3%	5	0
	Weekly	2%	57	1%	2	-1
	Monthly	1%	24	0%	0	-1
	A few times	4%	134	5%	8	1
	Rarely	10%	322	10%	15	0
	Never	74%	2,369	72%	105	-2
	I have not attended remotely	6%	193	8%	11	2
	Daily	2%	74	3%	5	1
	Weekly	2%	51	3%	4	1
	Monthly	1%	30	0%	0	-1
	A few times	5%	148	3%	5	-2
	Rarely	7%	233	8%	12	1
	Never	26%	835	27%	39	1
	I have not attended in-person	57%	1,824	55%	81	-2

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

CHS for Law and Social Justice Response n = 146 Response Rate = 31%

	All Charter Schools	CHS for Law and Social Justice	Difference

New York State Department of Education
Charter School Office
Student Survey 2021
All Charter Schools Response n = 1,496
CHS for Law and Social Justice Response n = 146 Response Rate = 31%

	All Charter Schools		CHS for Law and Social Justice		Difference
Daily	3%	494	4%	6	1
Weekly	2%	103	1%	1	-1
Monthly	2%	63	1%	2	-1
A few times	7%	237	10%	15	3
Rarely	9%	272	6%	9	-3
Never	20%	641	20%	29	0

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

CHS for Law and Social Justice **Response n = 146** **Response Rate = 31%**

Difference

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

CHS for Law a2 14.27e,14. ( )0.5 (S)-2.9 (o)4.4c (i)0.5al(i)0.5 ( )0.5Ju(o)4.4st(f)4.9 (i)0.5ce ( )0.6 (i)0.5 ( )0.5 ( )0.5 ( )0.6Re(o)4.4 (o)0.

Difference

Difference

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

CHS for Law and Social Justice **Response n = 146** **Response Rate = 31%**

	All Charter Schools		CHS for Law and Social Justice		Difference
Strongly Agree	1,575	46%	67		-3
Somewhat					

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

CHS for Law and Social Justice Response n = 146 Response Rate = 31%

		All Charter Schools		CHS for Law and Social Justice		Difference
Q9c Adults working at this school reward students for positive behavior.	Strongly Agree	47%	1,517	42%	61	-5
	Somewhat Agree	28%	899	29%	42	1
	Neither Agree nor Disagree	18%	584	21%	31	3
	Somewhat Disagree	4%	129	7%	10	3
	Strongly Disagree	2%	66	1%	2	-1
Q9d Adults working at this school help students develop strategies to understand and control their feelings and actions.	Strongly Agree	47%	1,515	44%	64	-3
	Somewhat Agree	29%	914	29%	42	0
	Neither Agree nor Disagree	18%	591	19%	28	1
	Somewhat Disagree	3%	107	6%	9	3
	Strongly Disagree	2%	68	2%	3	0
Q9e This school has a positive impact on my life.	Strongly Agree	40%	1,273	35%	51	-5
	Somewhat Agree	27%	871	22%	32	-5
	Neither Agree nor Disagree	24%	755	29%	43	5
	Somewhat Disagree	5%	149	6%	9	1
	Strongly Disagree	5%	147	8%	11	3
Q10 Would you choose to be attending a different school if you could?	Yes	15%	483	20%	29	5
	No	55%	1,748	49%	71	-6
	Maybe	30%	964	32%	46	2

NYSED CSO Student Survey 2021

-People bullying a person cause he's different.

2 Estudiante a estudiante basado en la religión real o percibida de un estudiante.

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

CHS for Law and Social Justice

Well, I have seen a student post some inappropriate language regarding a teacher once. Not sure if it was actually them, it may have been that someone got access to her school account.
i dont really know but i have not learned a single thing since online school
i havent seen any yet from the school
many jokes in general towards a certain race and/or gender
many people would come into the class pretending to be other students and curse people out.
n/a
nahhh
never seen
no
no i havent experienced cyberbullying
no no cyberbullying
no, I did not experience any cyberbullying.
none
nope no bullying.
nun
people call each other name
snap chat posts , twitter quotes, memes
someone hacked a students email and was cursing out a teacher
student posting other students in an aggressive manner
vesi r

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

CHS for Law and Social Justice

Cause I'm almost done and I don't want to transfer.

A mi me gusta esta escuela porque cuando necesito ayuda, me

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

CHS for Law and Social Justice

I want to change schools because I honestly dislike this school. Especially when it comes to the rules and restrictions, I feel like students' opinions aren't thought of nor considered. And I honestly feel we should not be doing state regents because we didn't get to learn at our fullest potential.

I wanted to be in a different school and my parents put me in this one.

I will probably transfer because of the students like some of them are dramatic and do too much and some of the teachers(not all)take long to grade and to respond for my emails like they take off points quick if I dont something but if I did it they take like almost a year to grade it which makes no sense and the some of the teachers will just ignore messages/emails on purpose.

I wish the phone policy wasn't a thing, I understand not being allowed to use our phones during class time but at least let us keep our phones with us because you never know. Allow to use it during lunch and or when we are done with work and our teacher says ok. also getting to school at 4 is too much. 8-4 is mentally draining , at least let us leave 2ish , 4 is too much

I won't be moving schools because the teachers here are really helpful

I would like to be in school physically because I want to experience the school, teachers and students

I would like to chooses a different school because of the fact that it is a long day of school everyday and the once i get off i go straight to homework and then on my day off i do assignments that i

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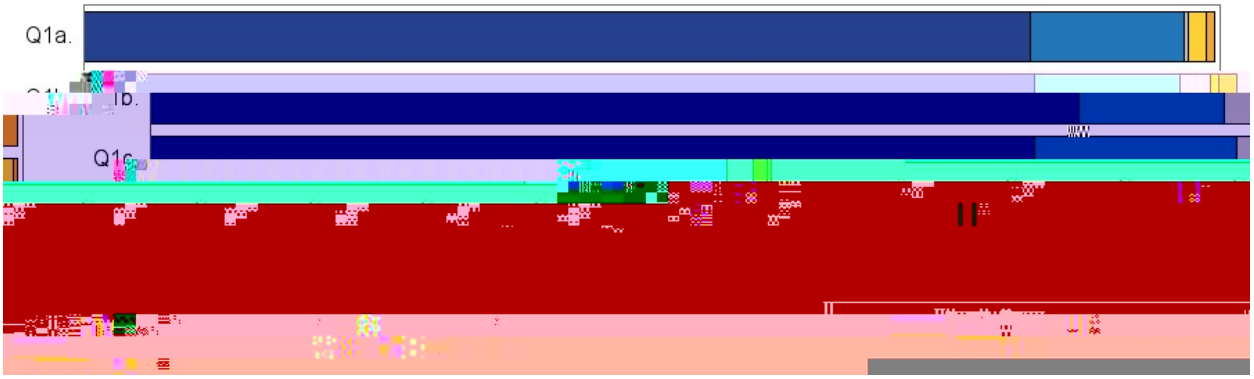
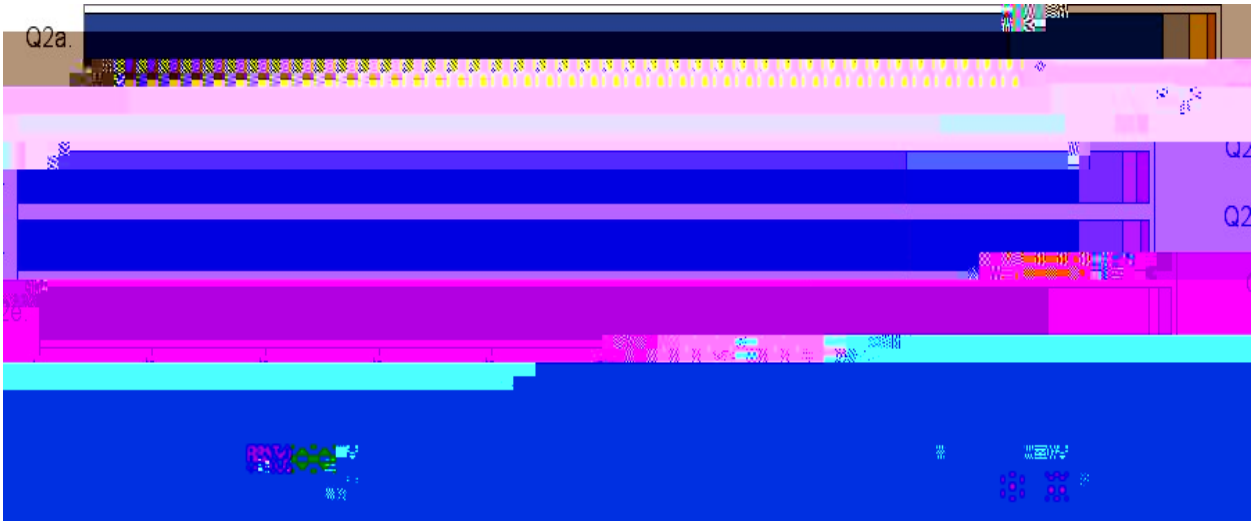
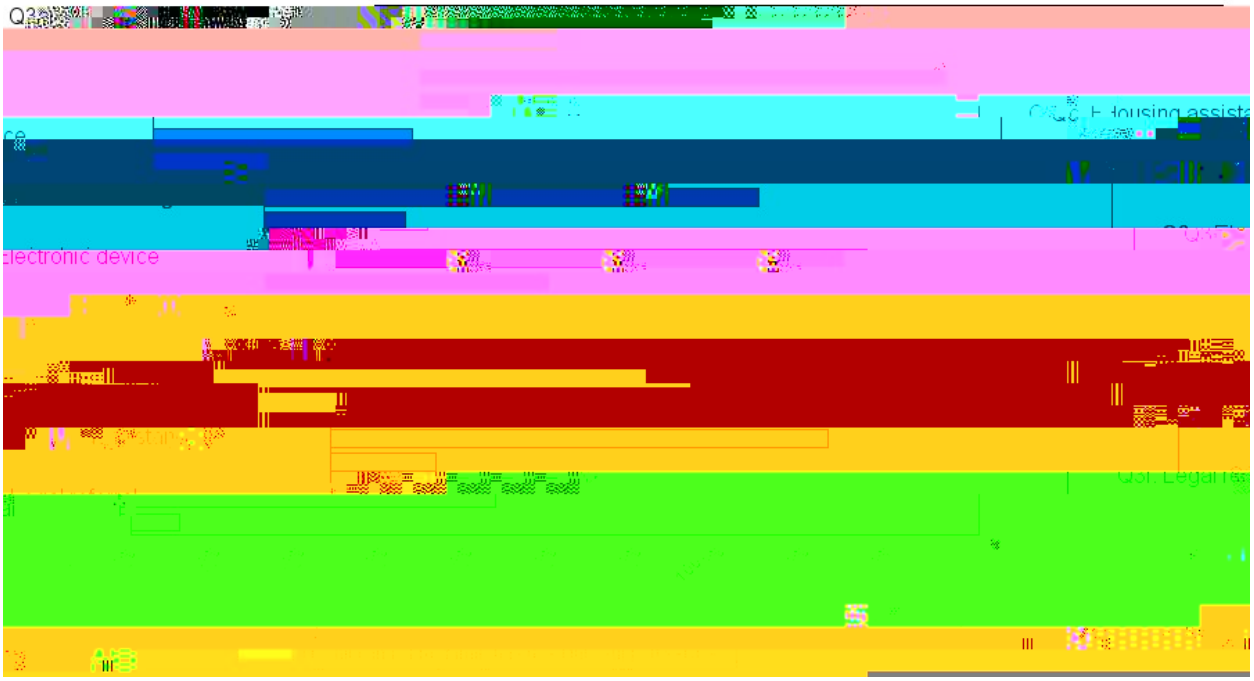
New York State Department of Education
Charter School Office
Student Survey 2021

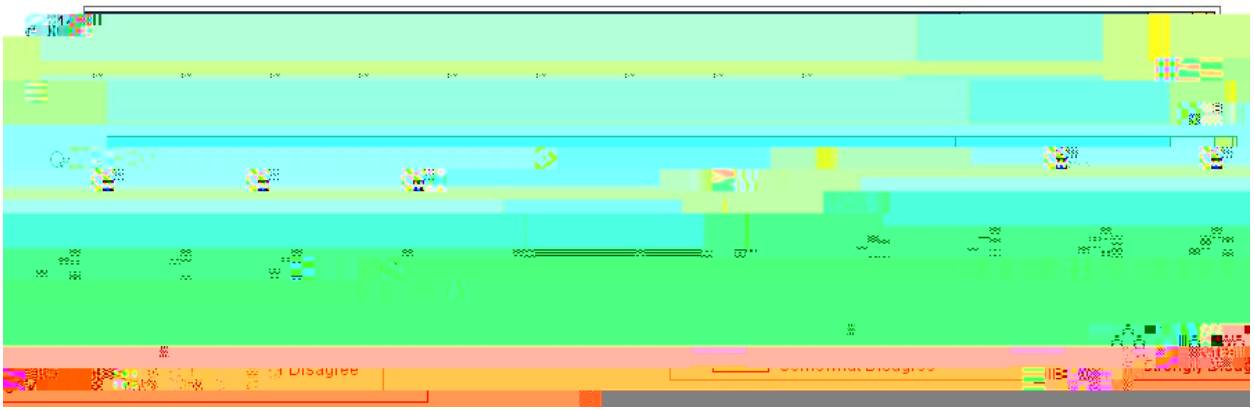
New York State Department of Education
Charter School Office
Student Survey 2021
Open End Responses

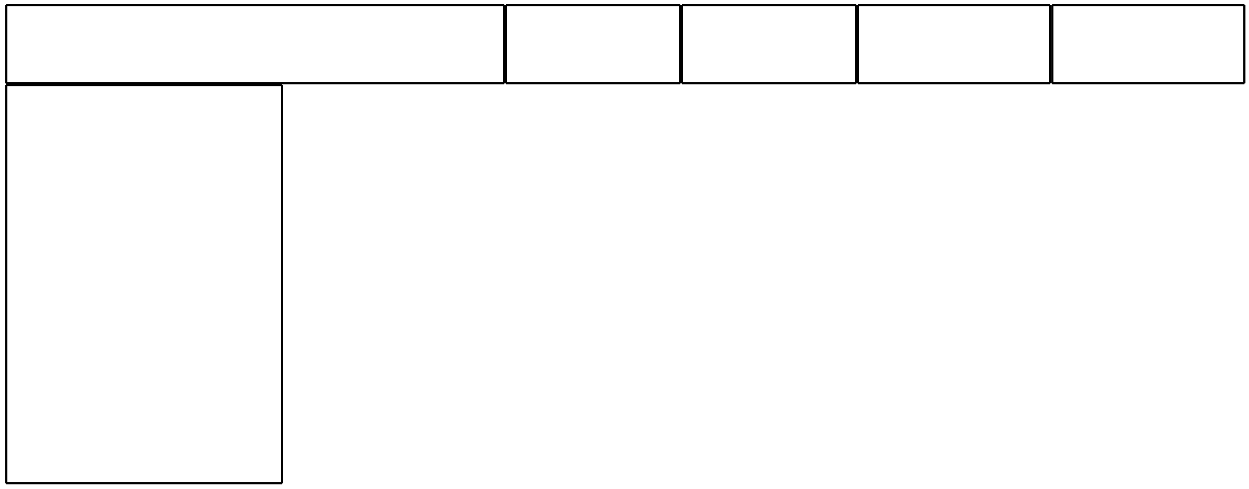

Q1a.
Q1b.
Q1c

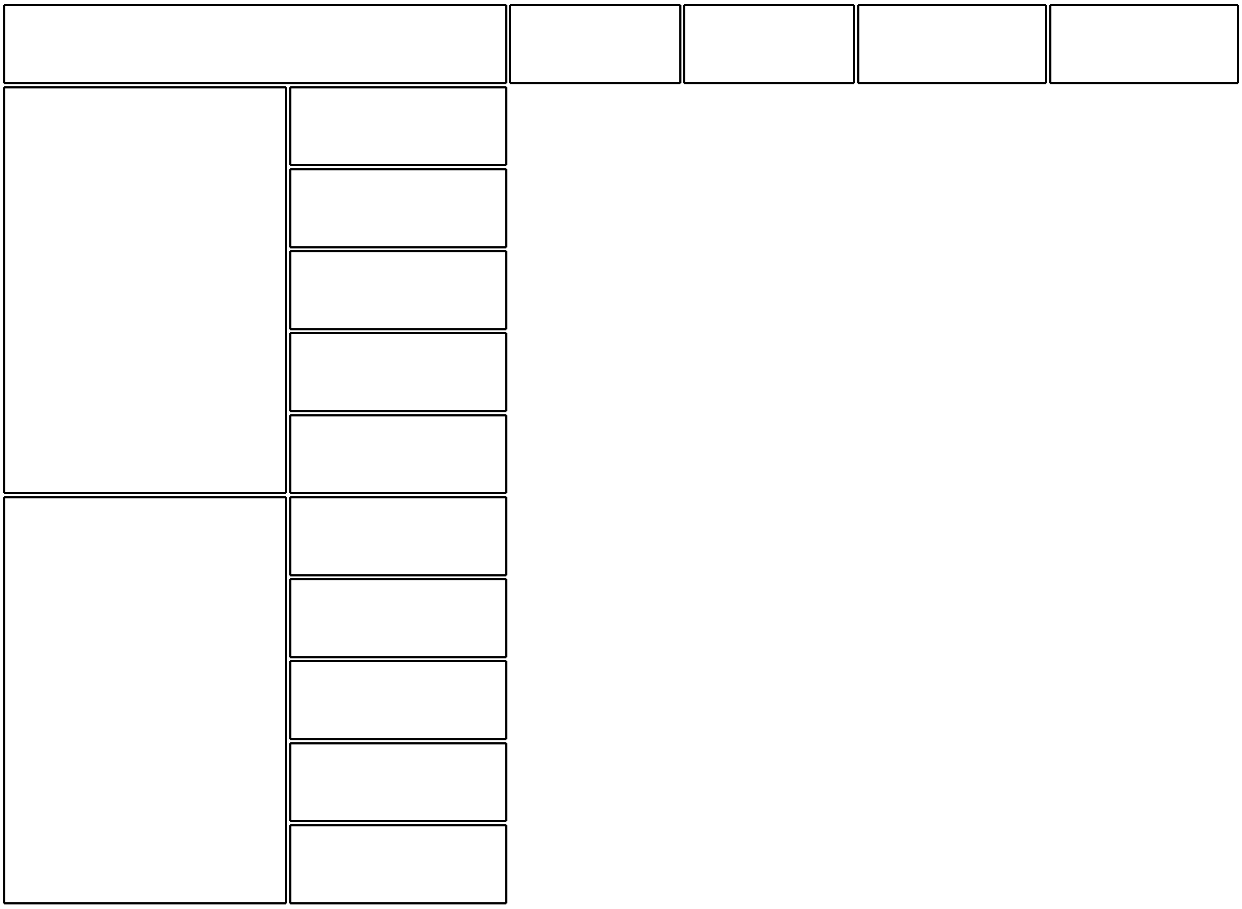
Q2a.

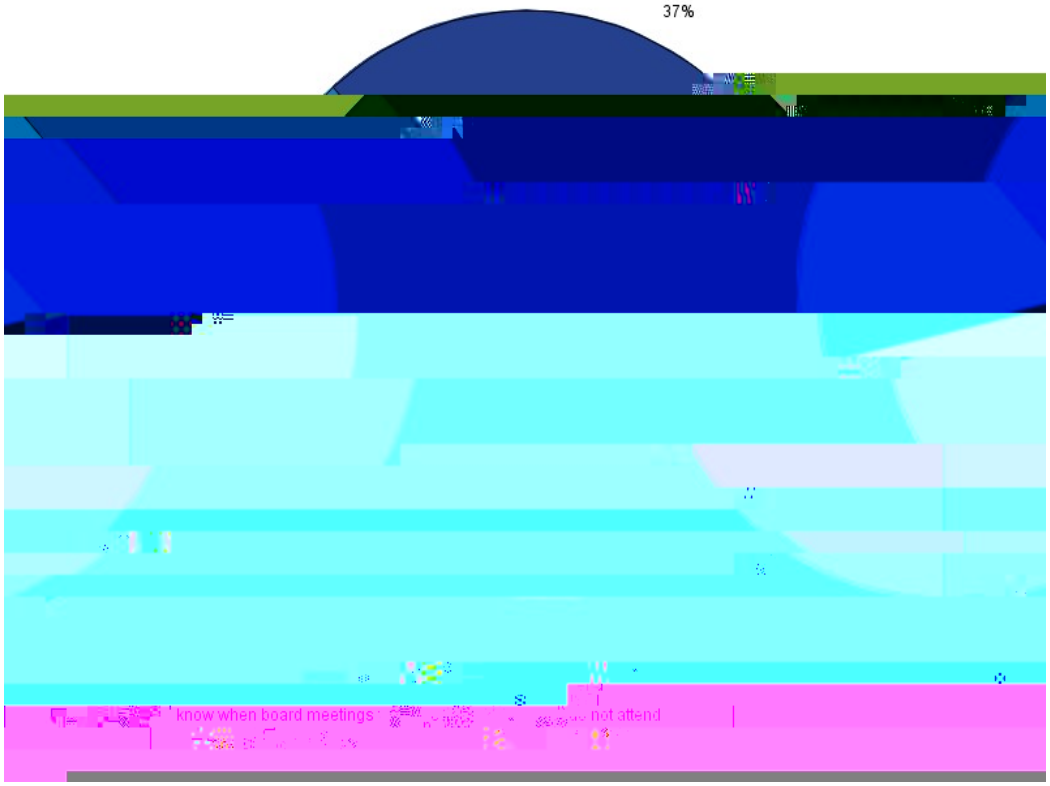


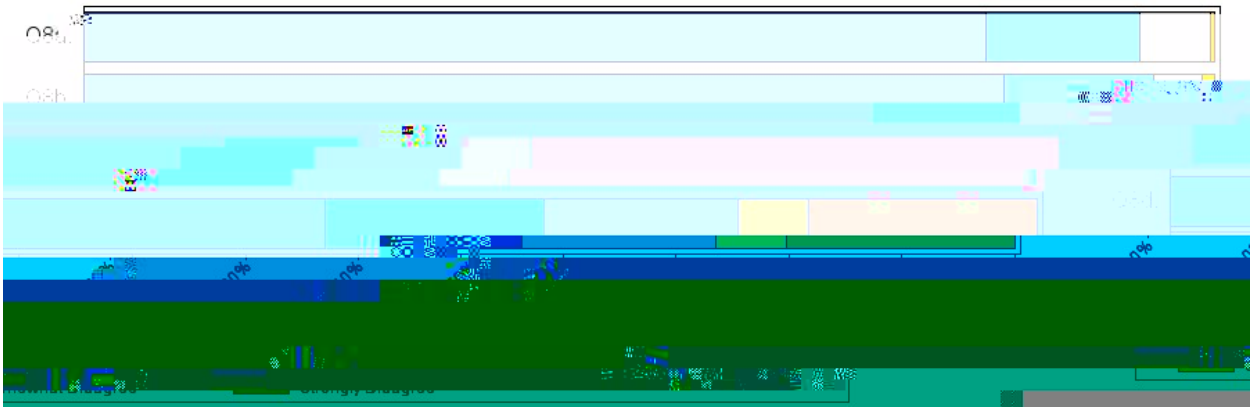


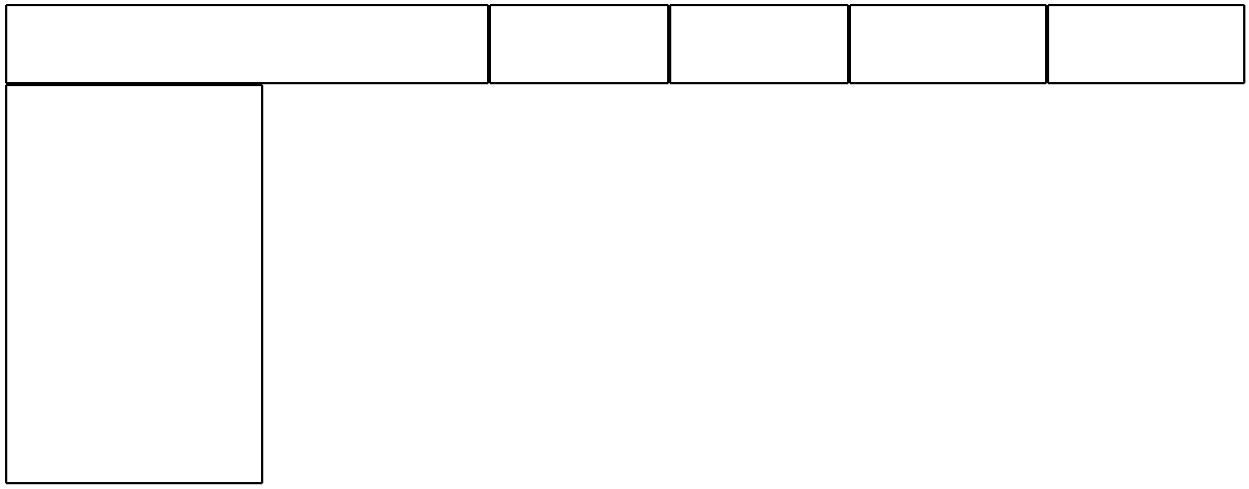


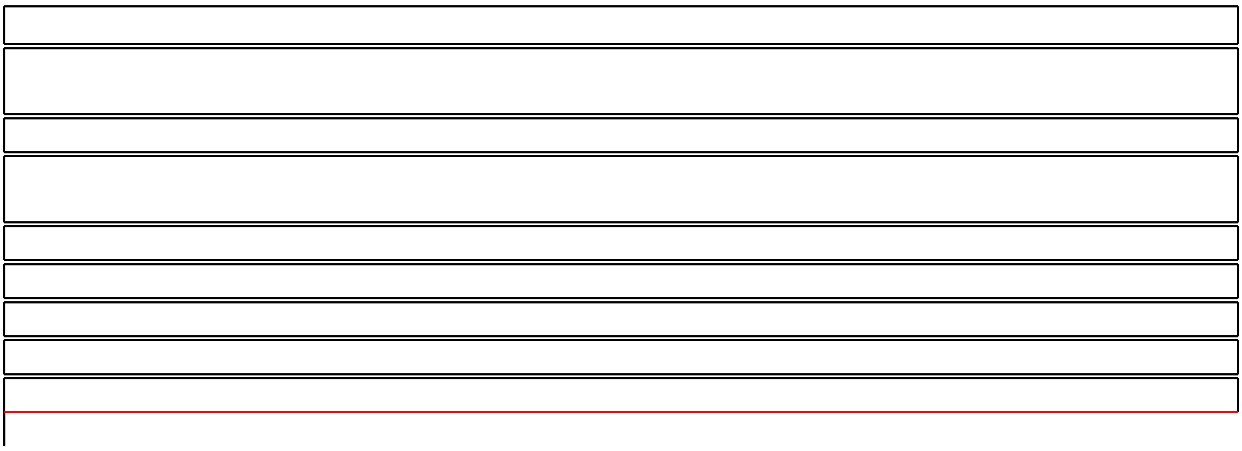


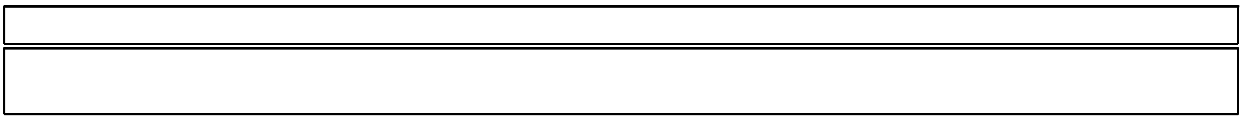


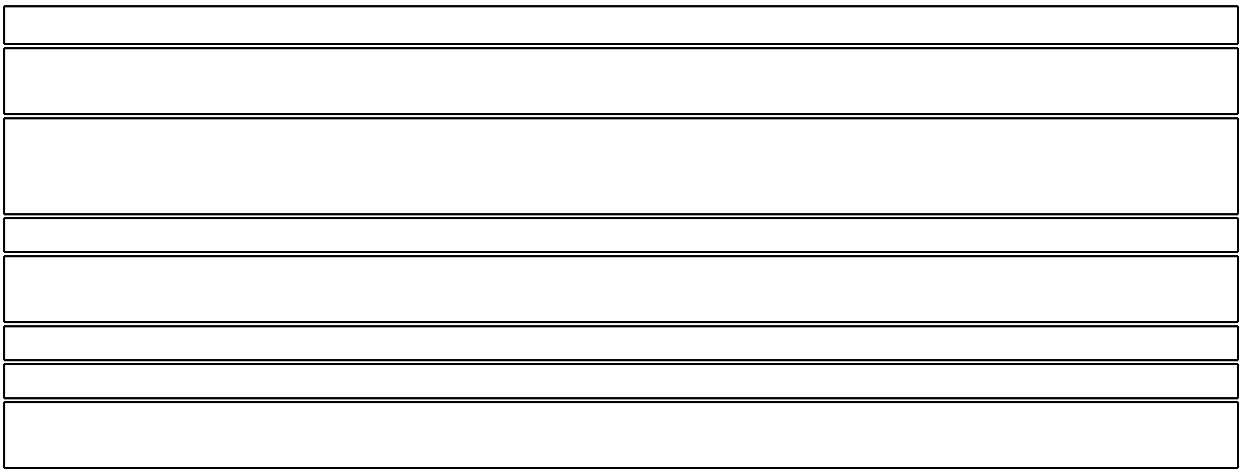

37%
know when board meetings
not attend

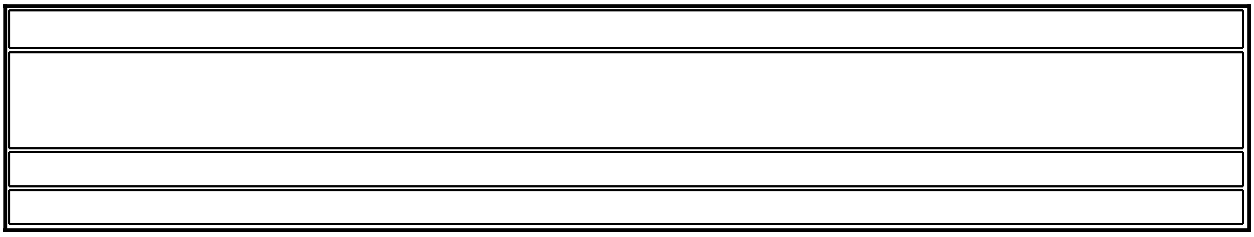


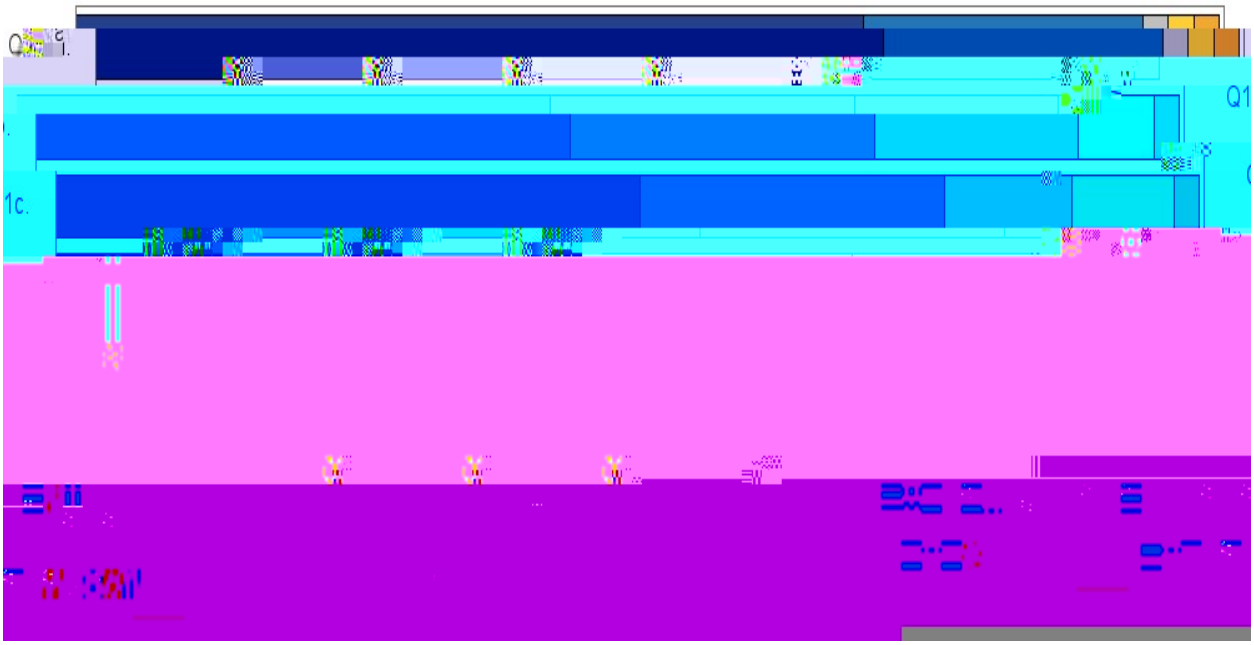


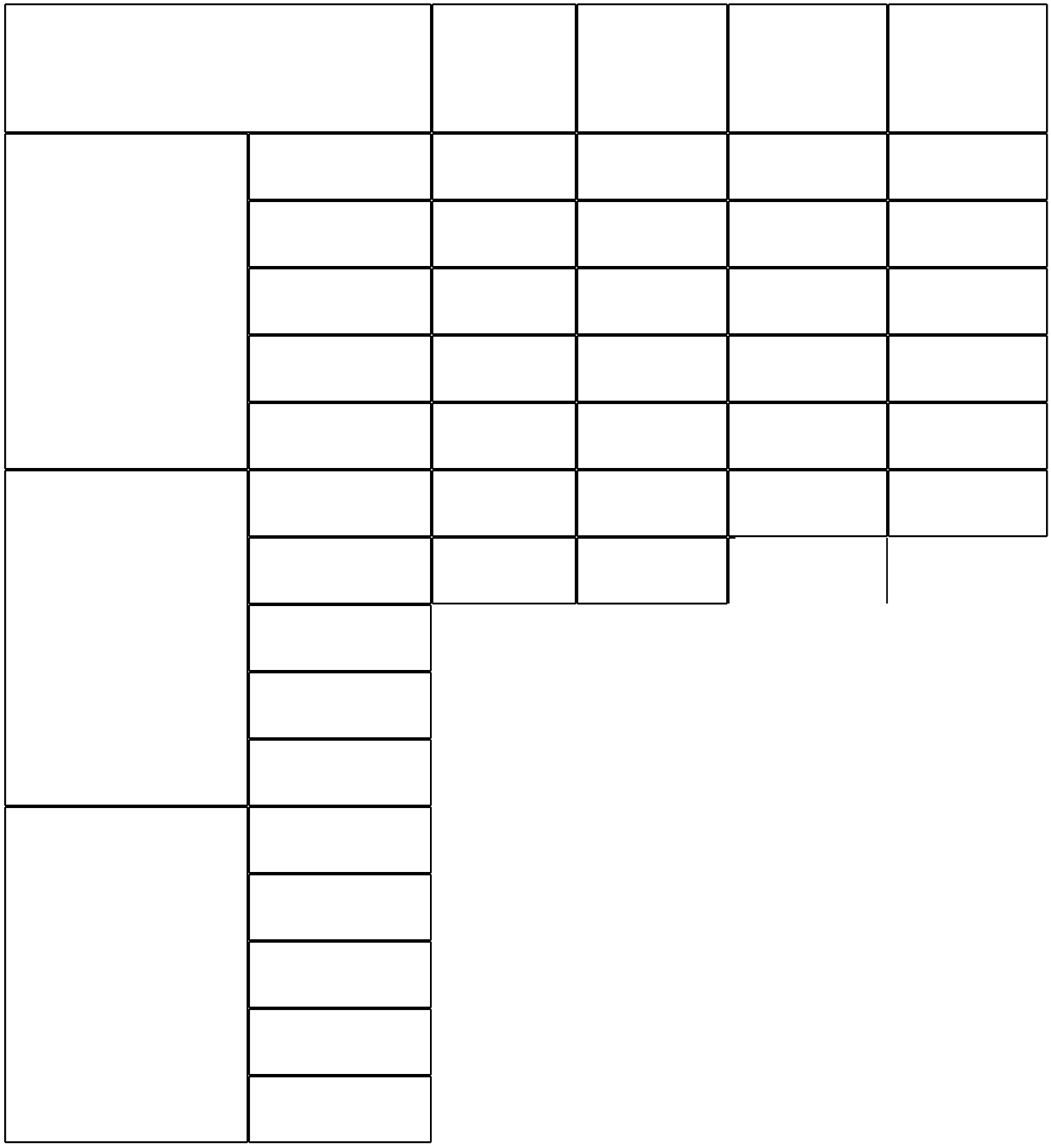


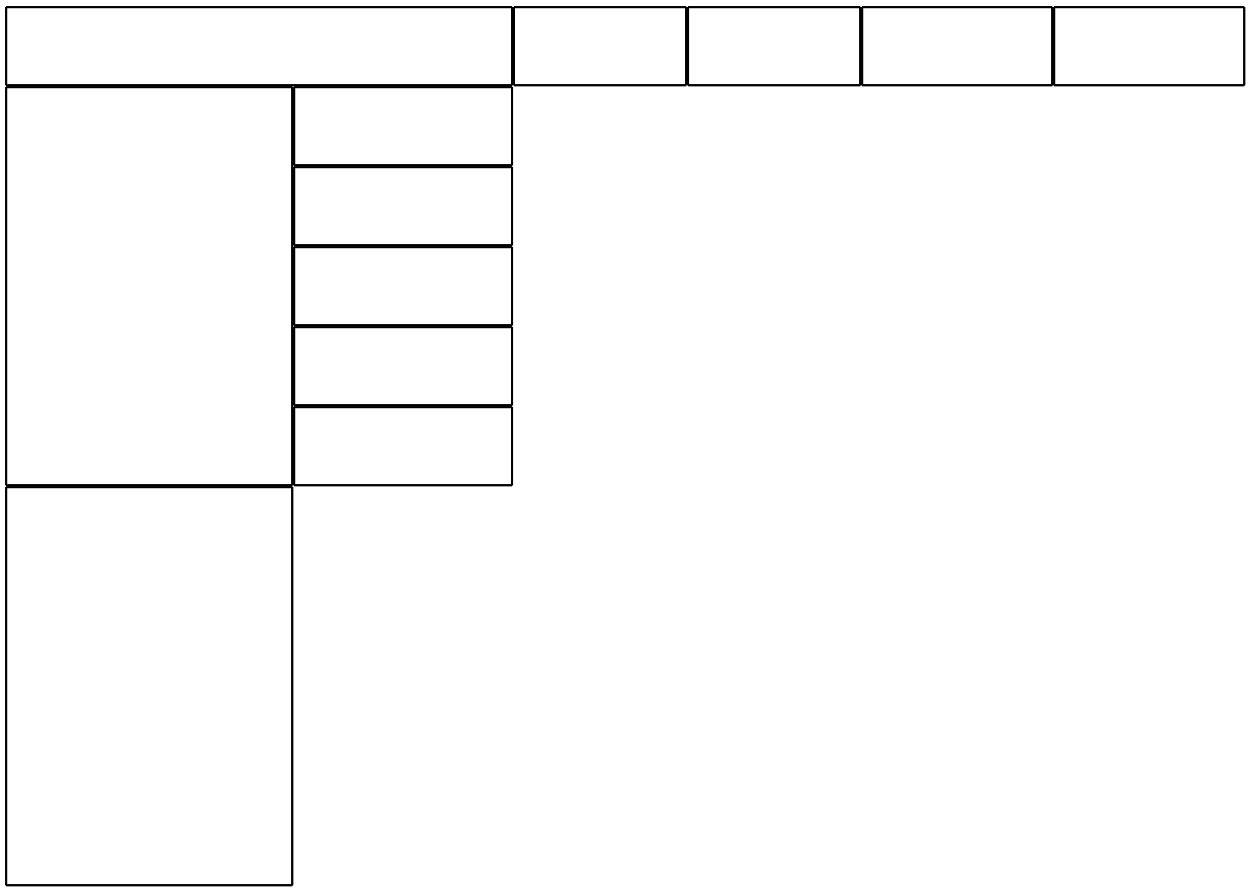


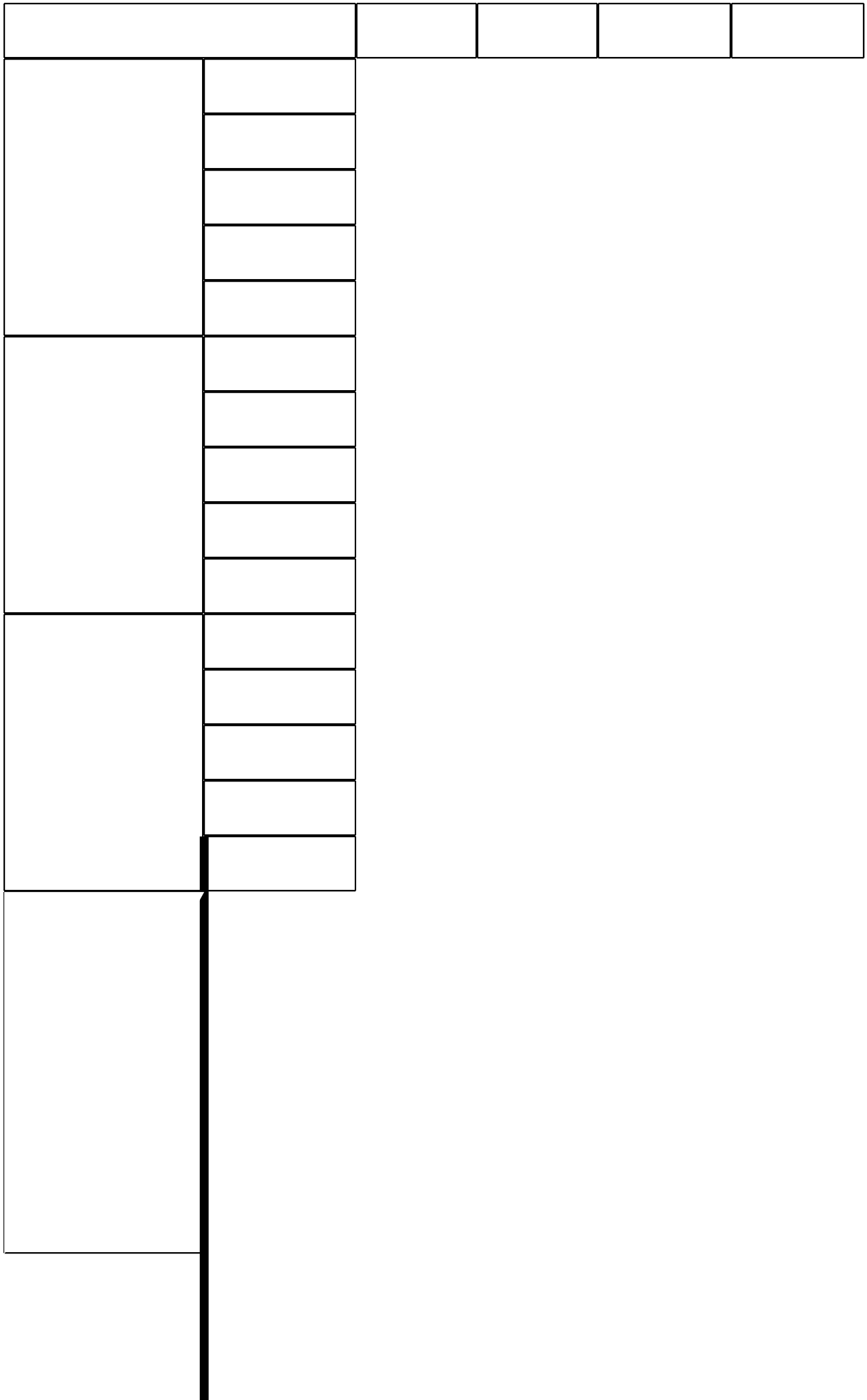


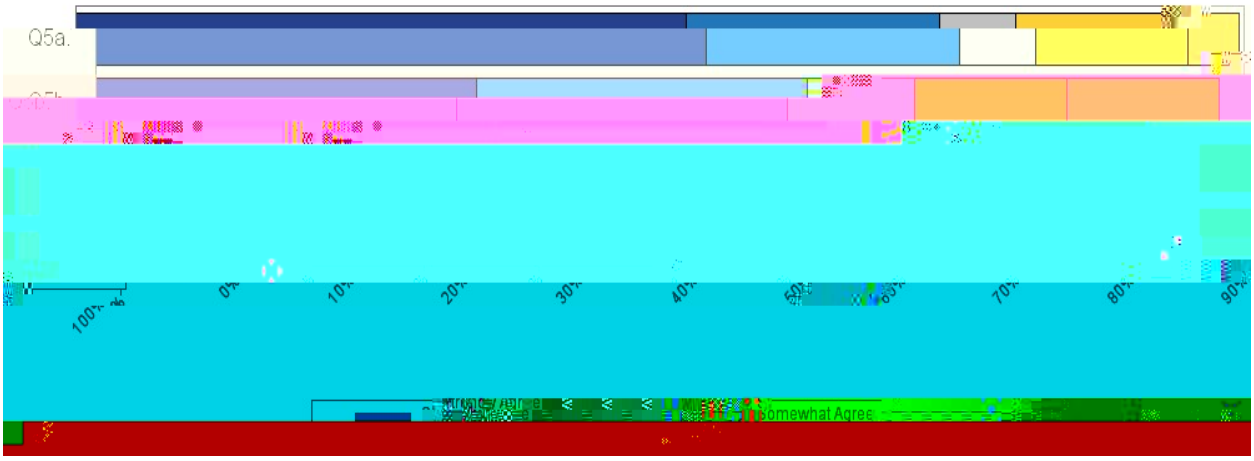


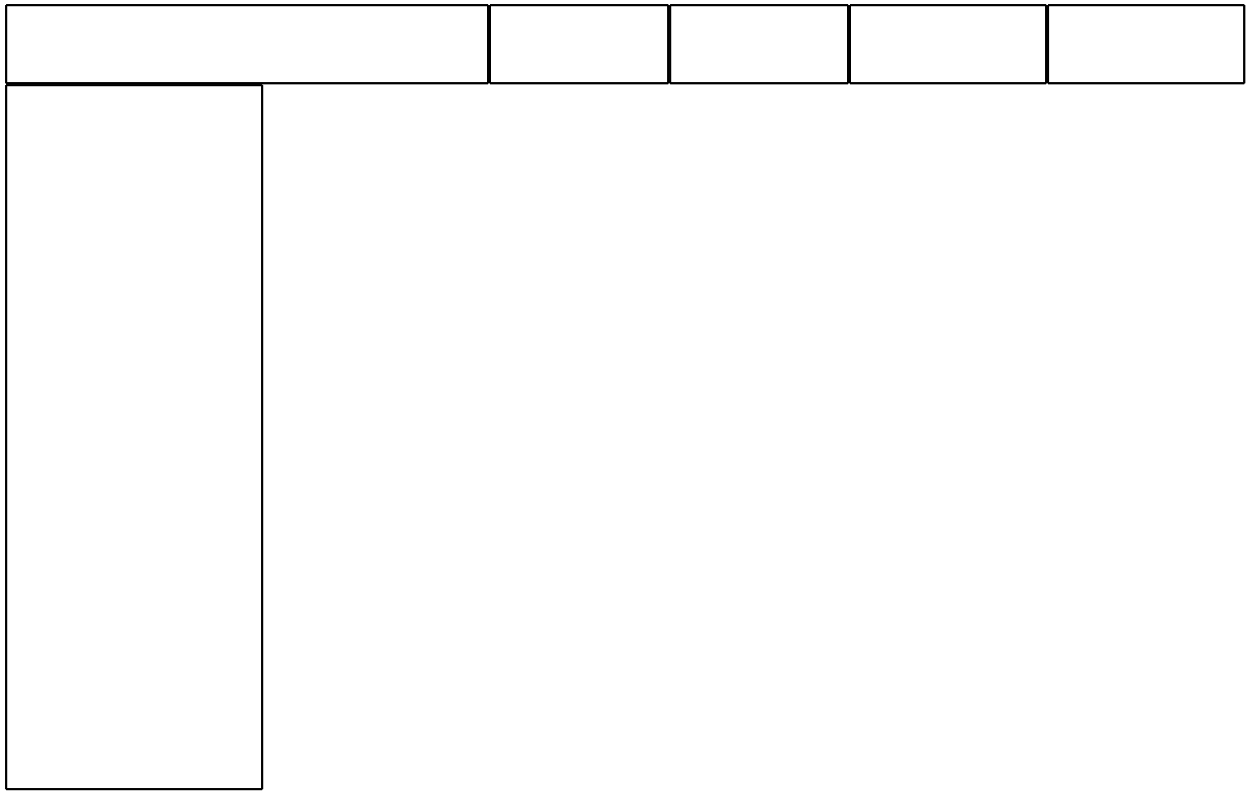


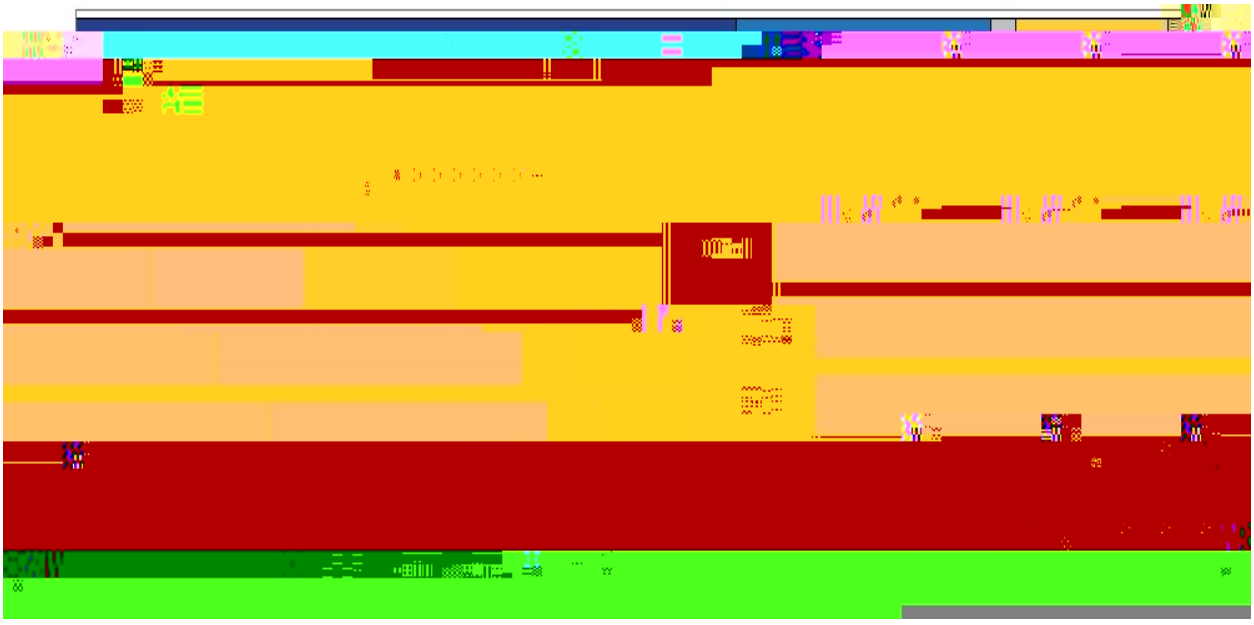


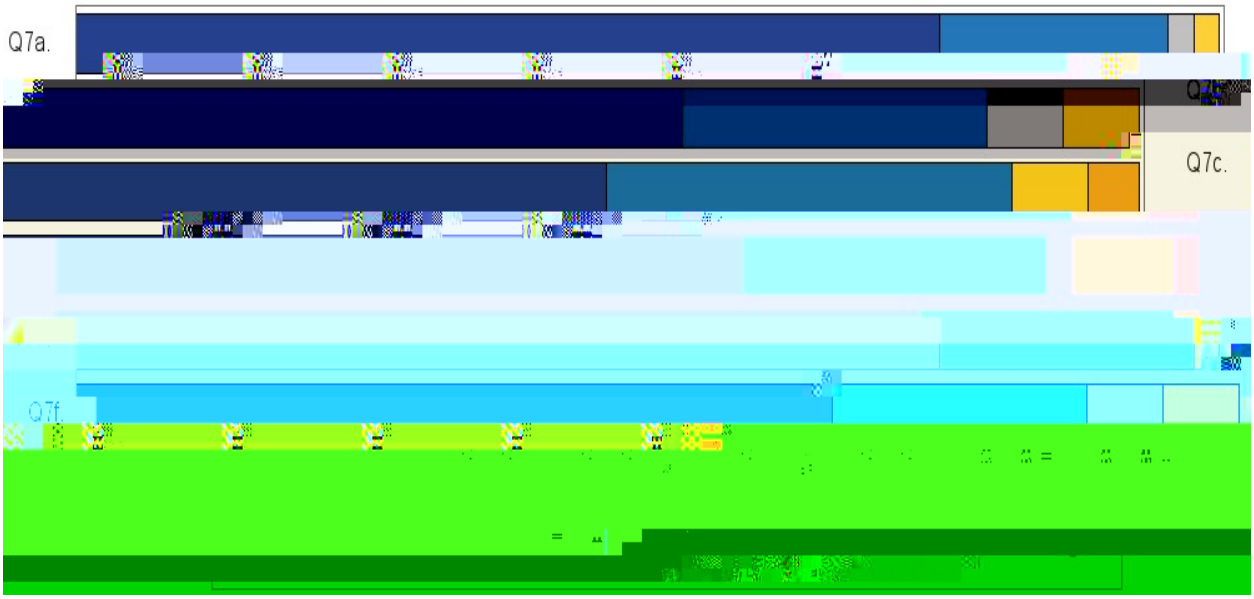


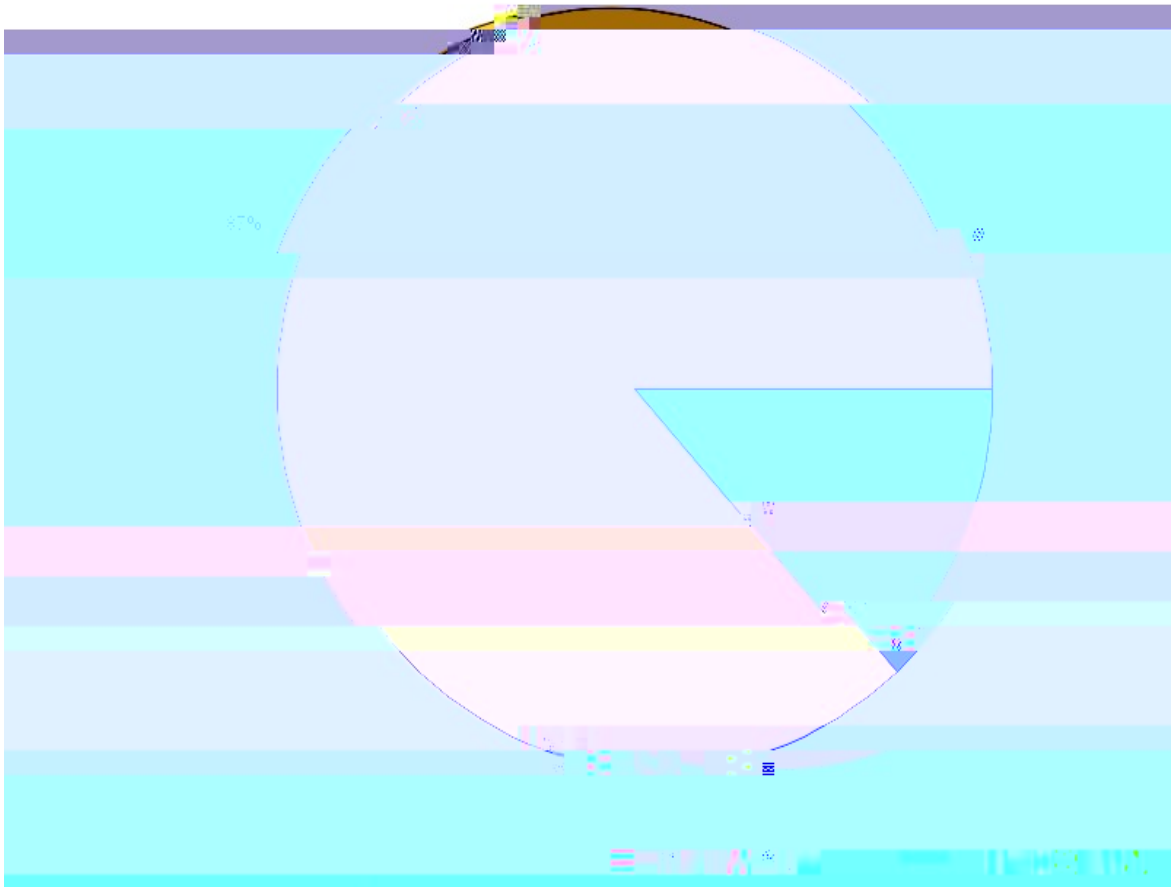


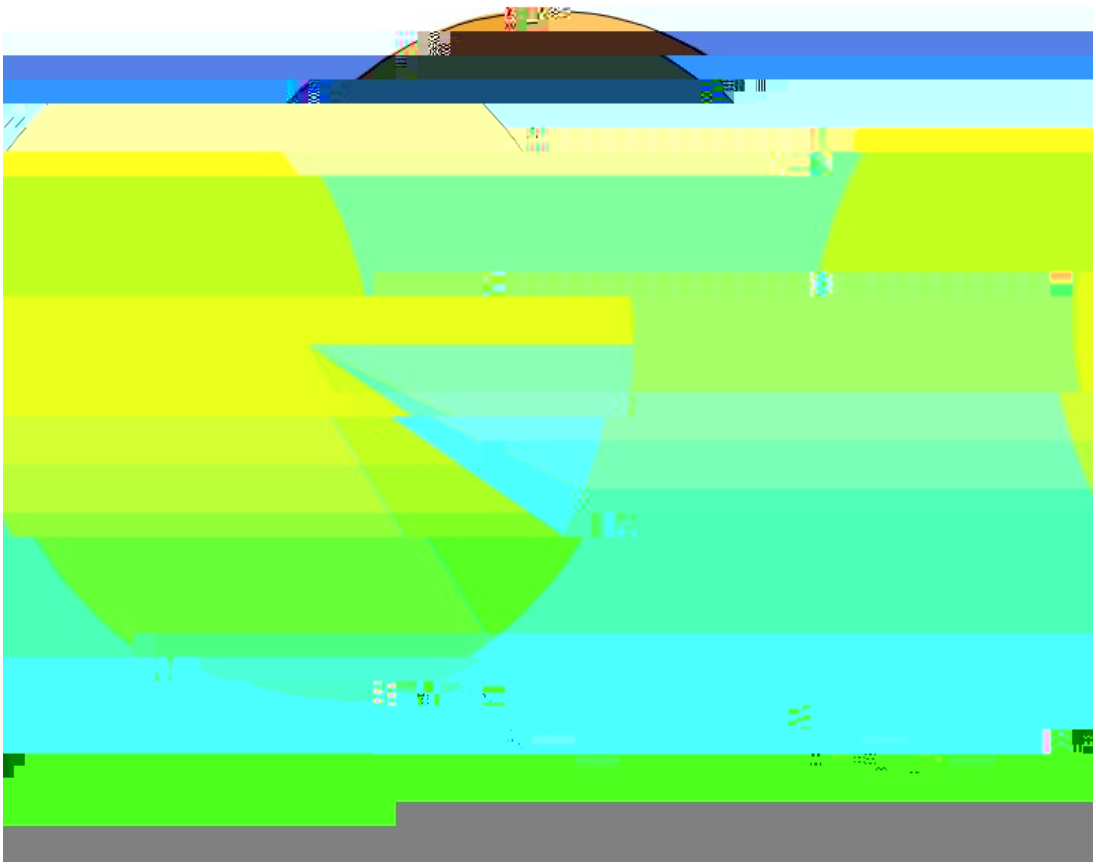

Q5a.
Somewhat Agree

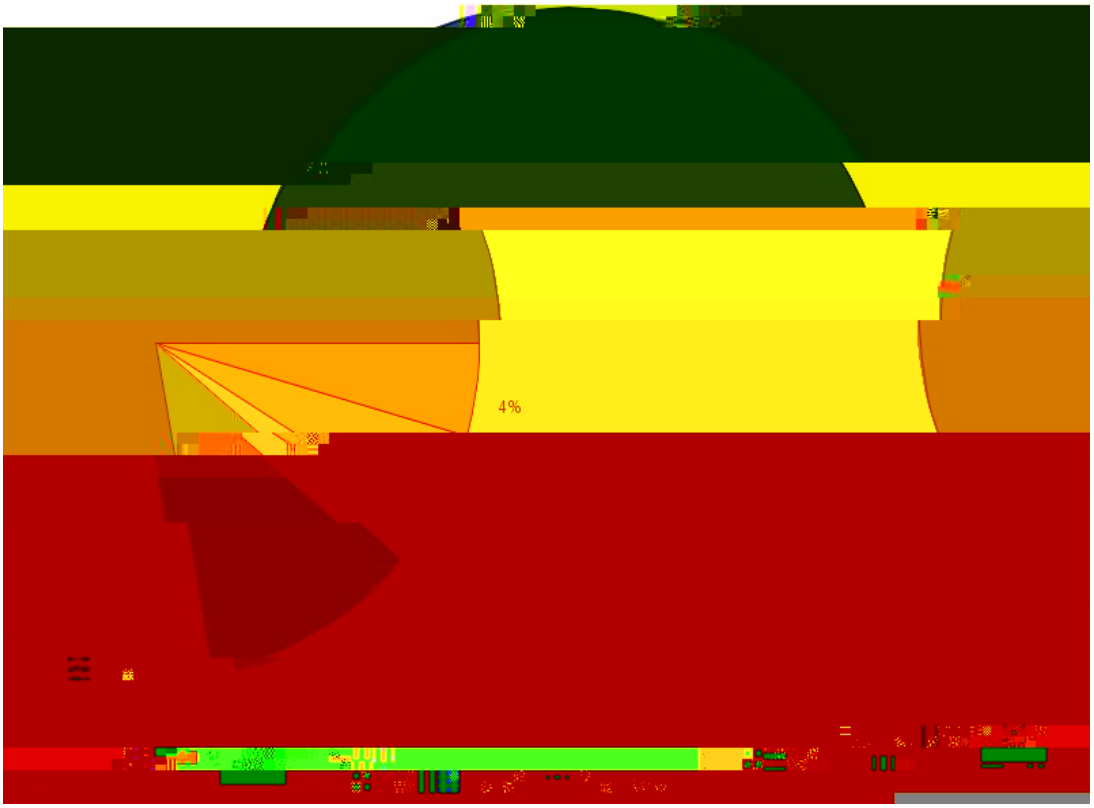





Q7a.
Q7c.
Q7f.



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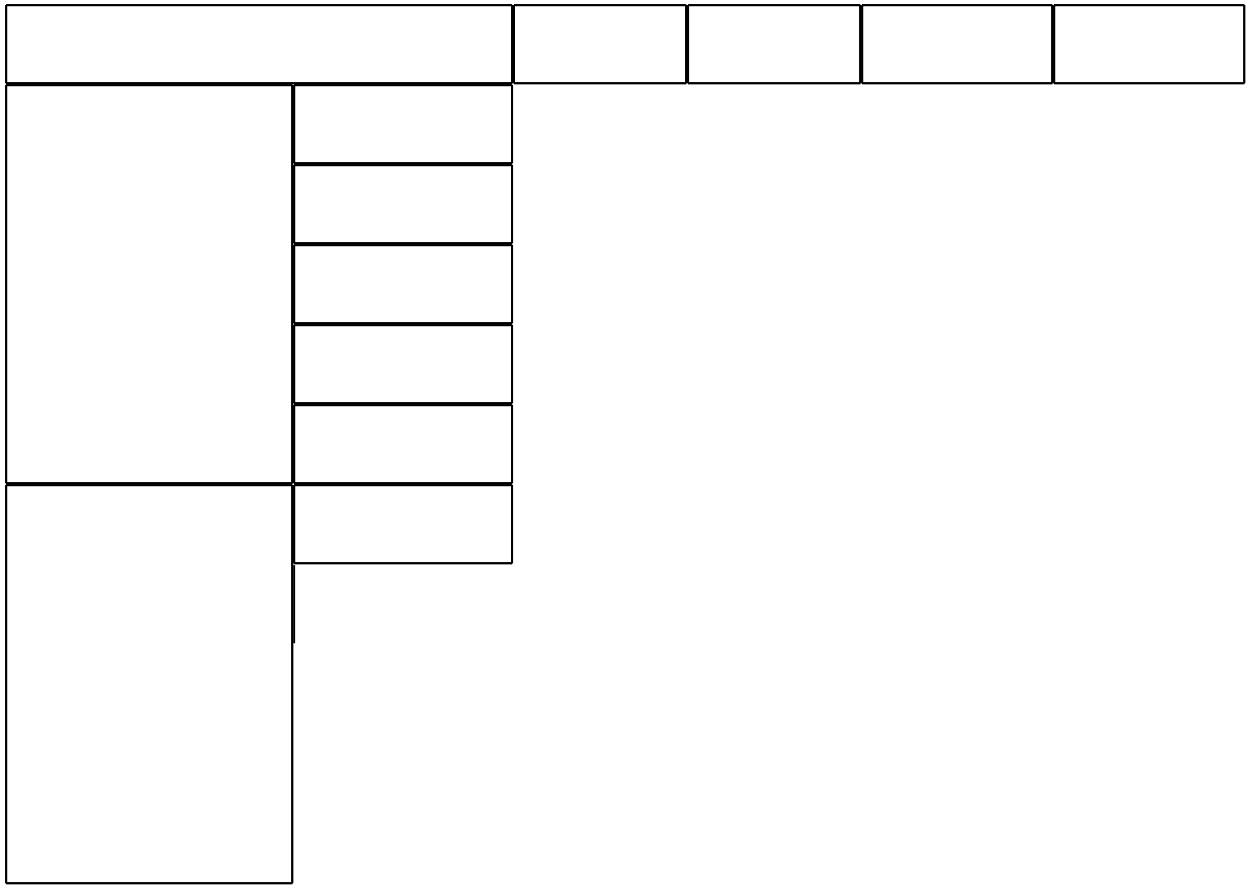
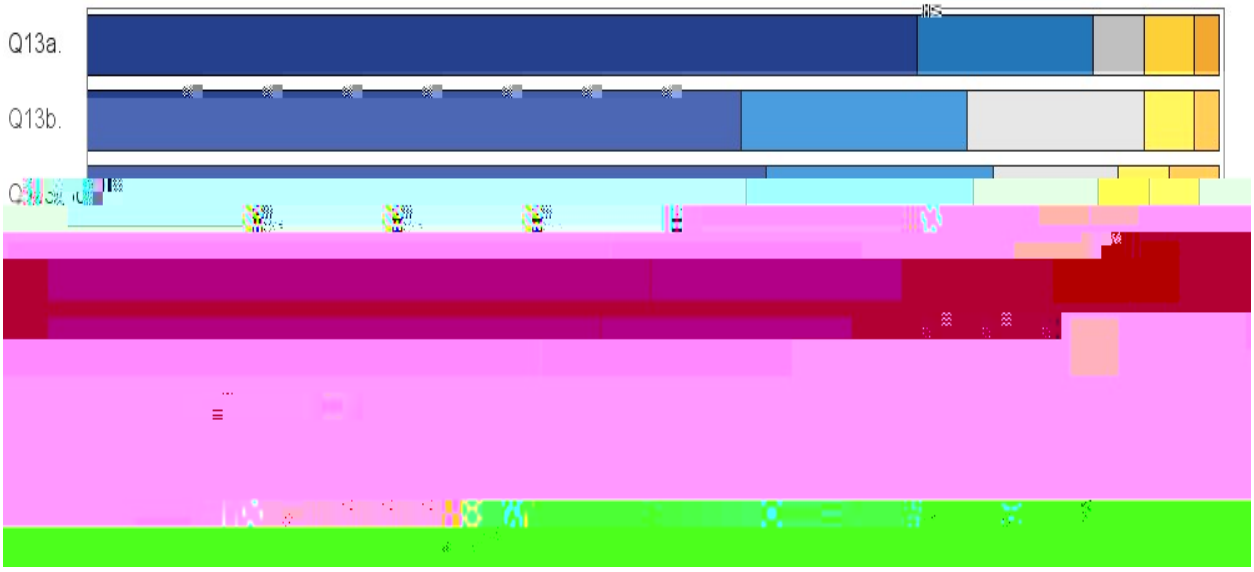
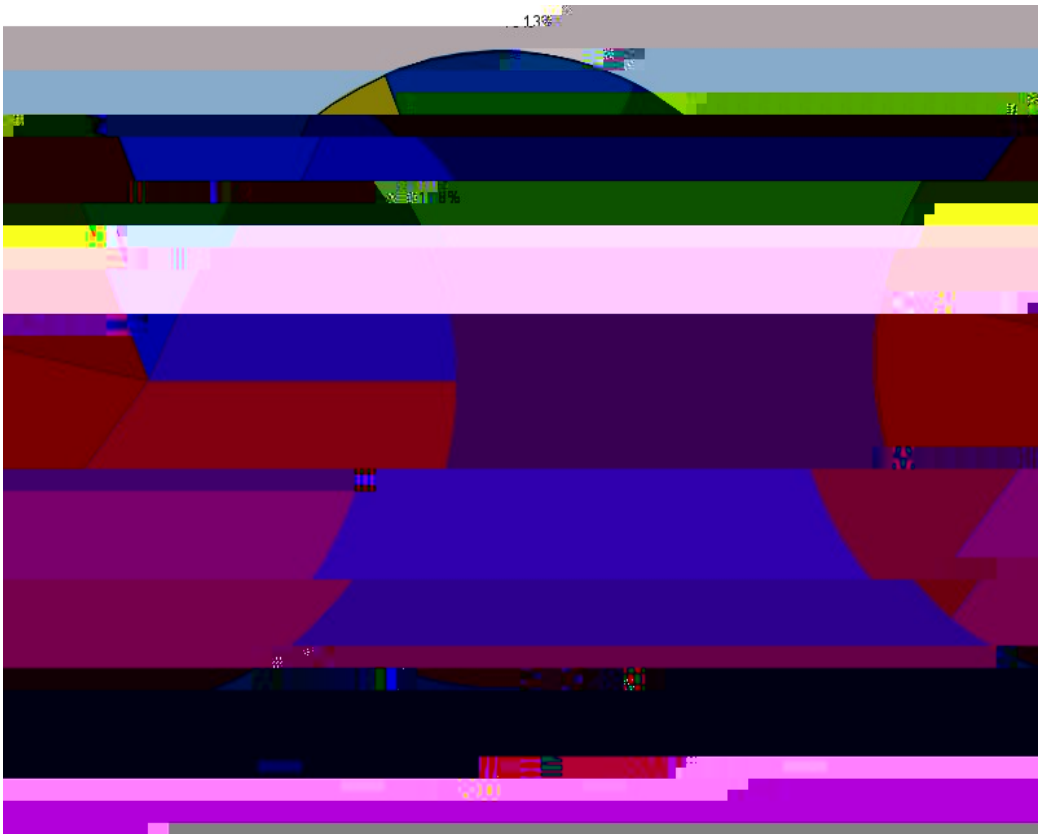
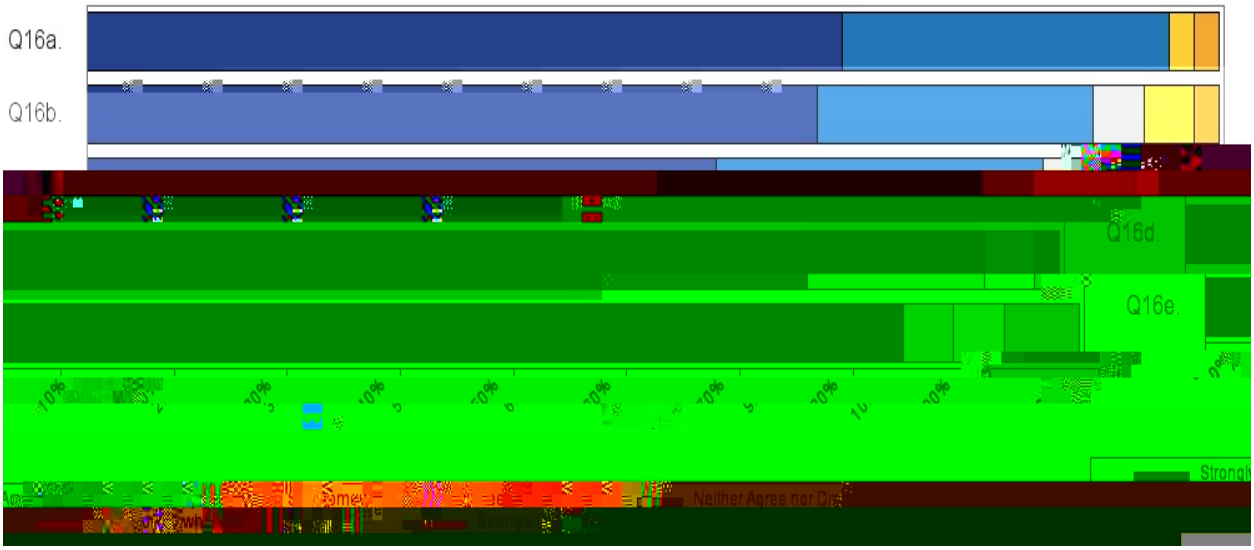
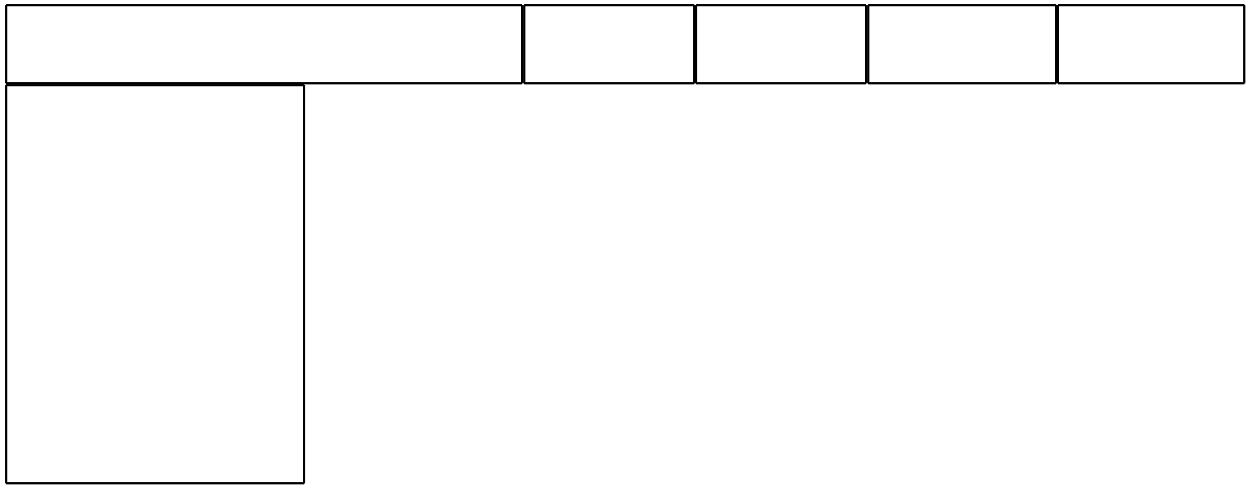
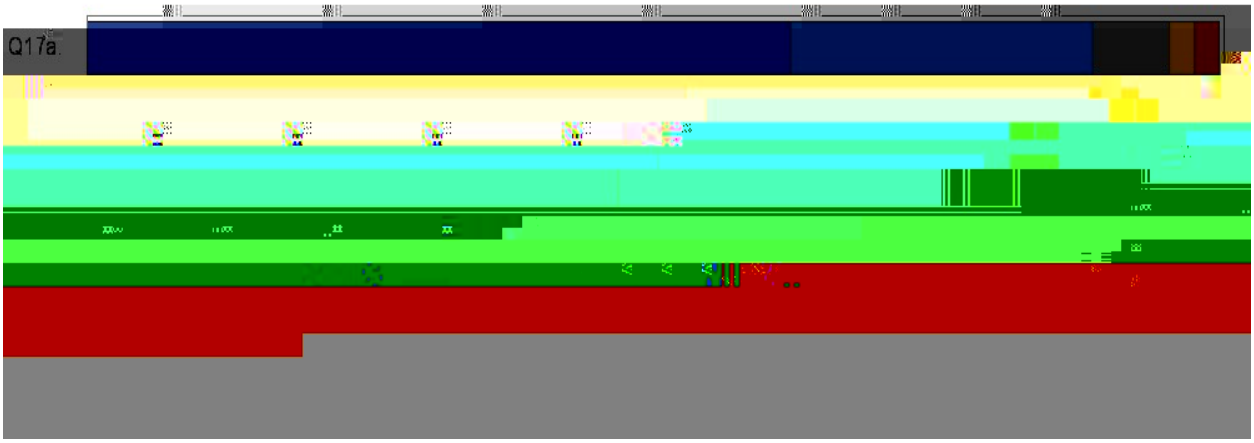



Q13a.
Q13b.

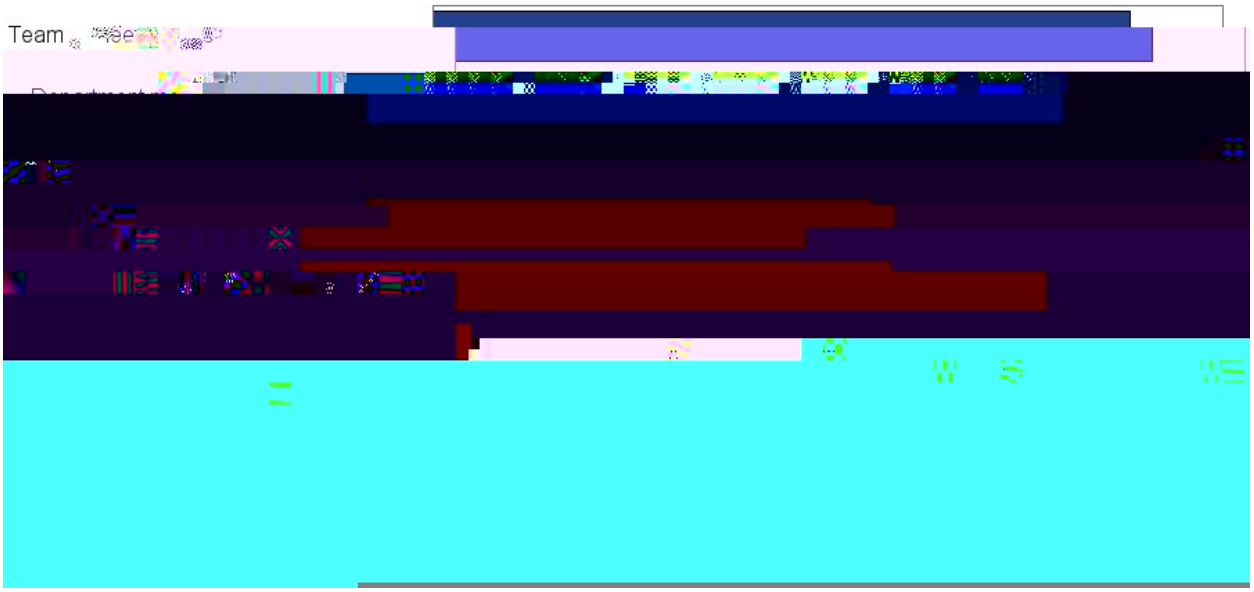


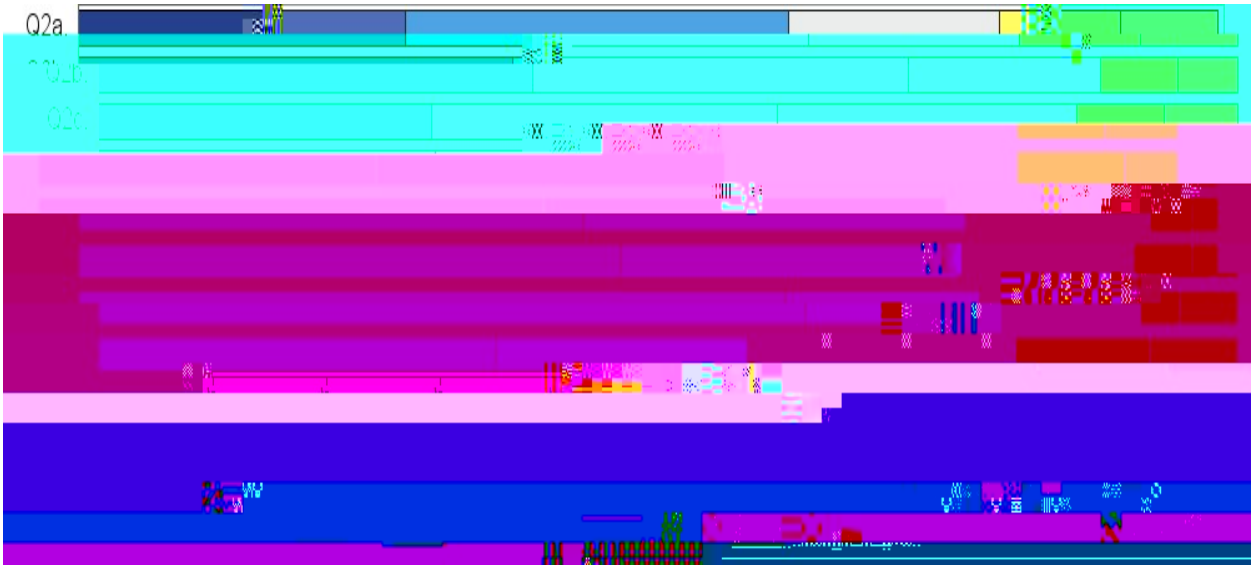

Q16a.
Q16b.
Q16d.
Q16e.




Q17a.

Well attended
Focused on


Team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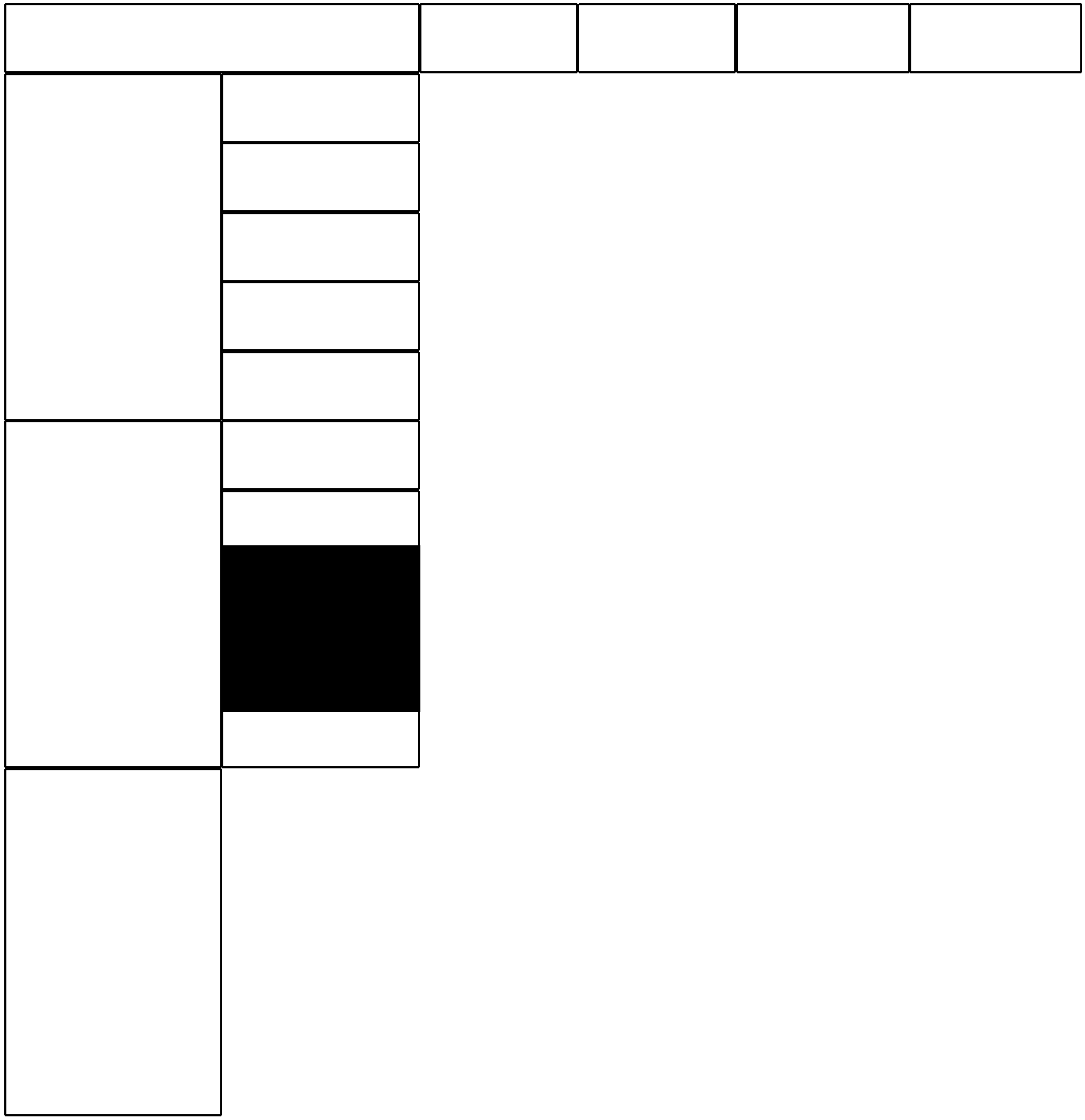

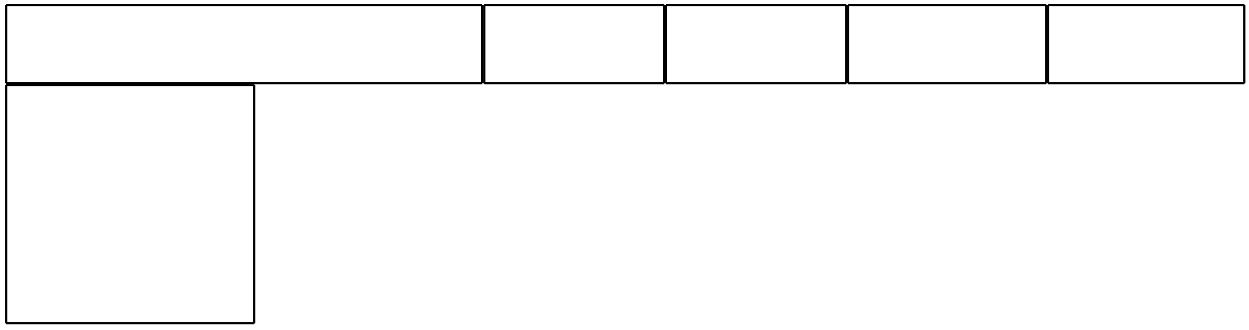

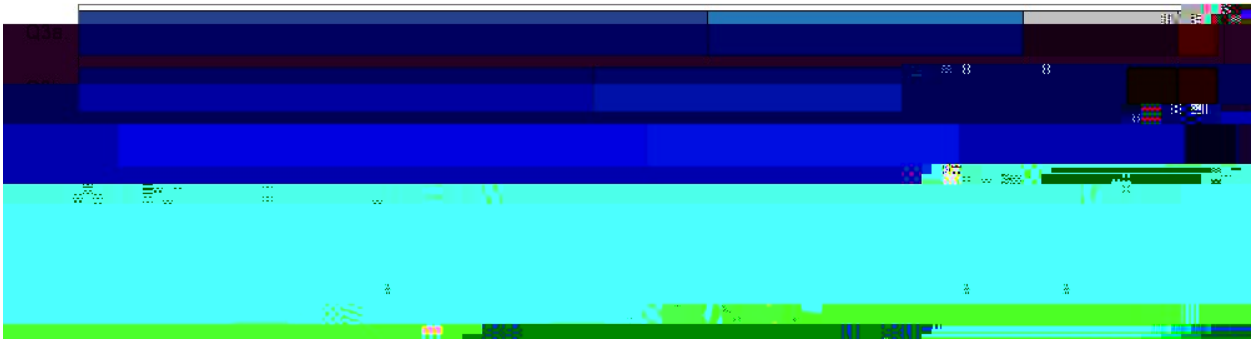

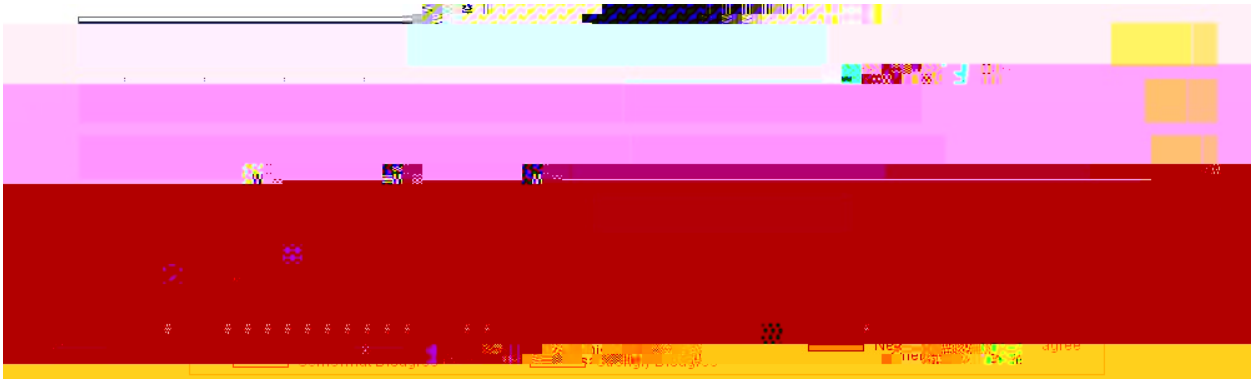

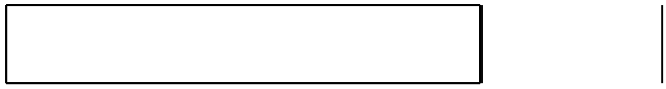

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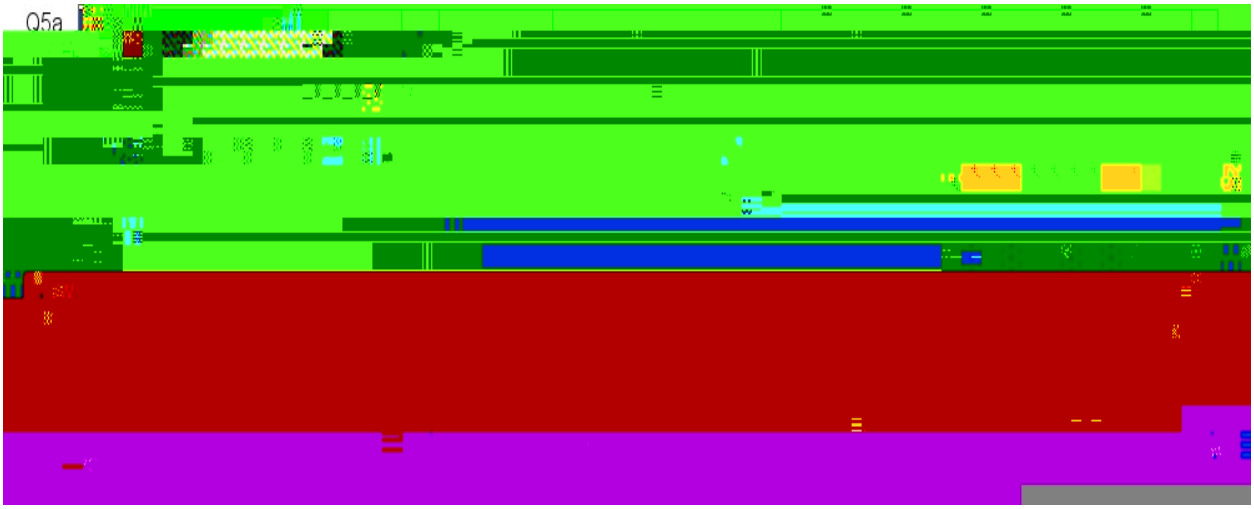

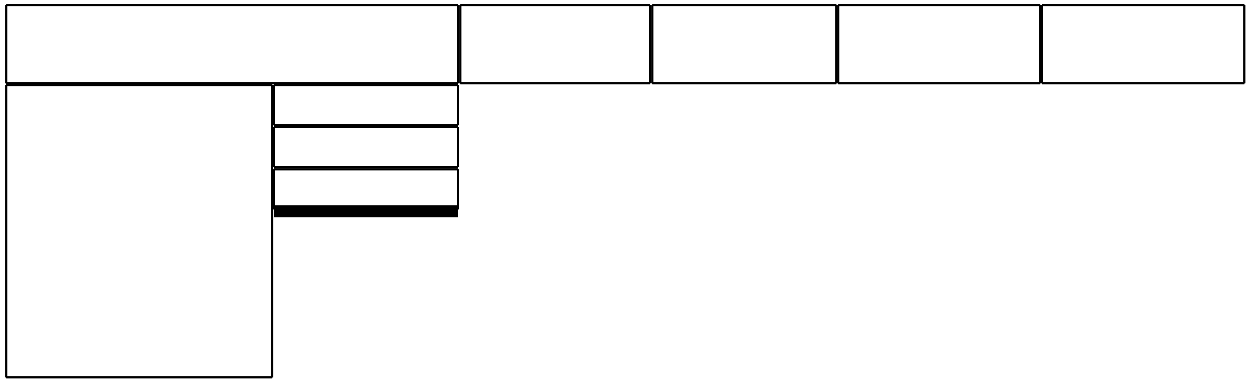

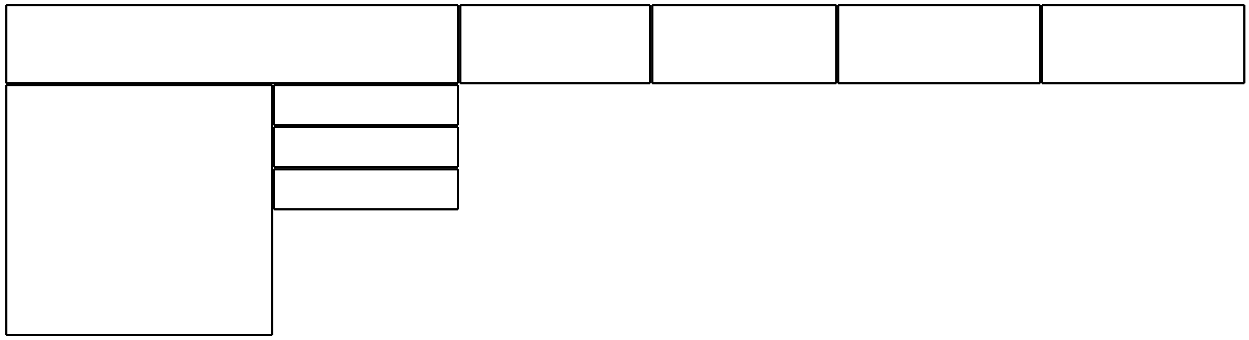

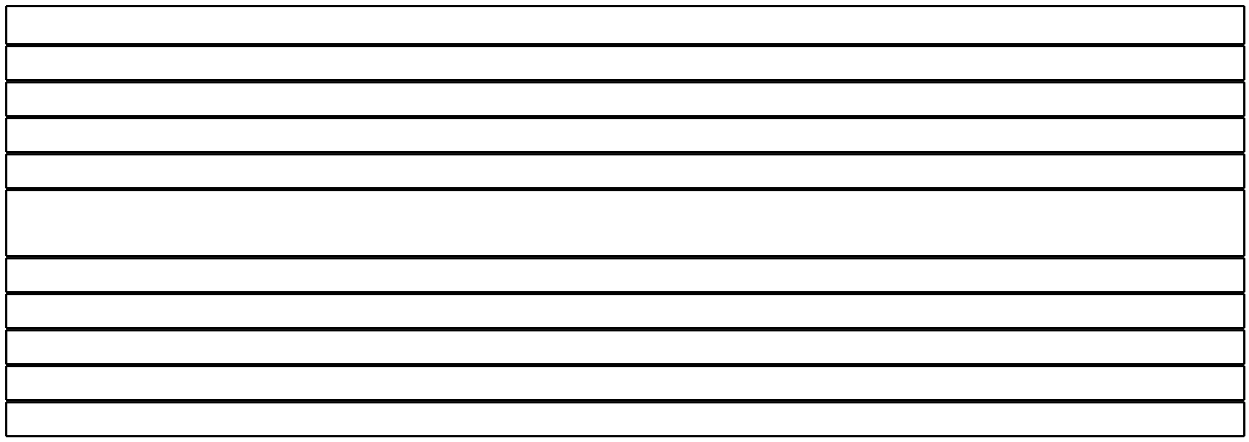

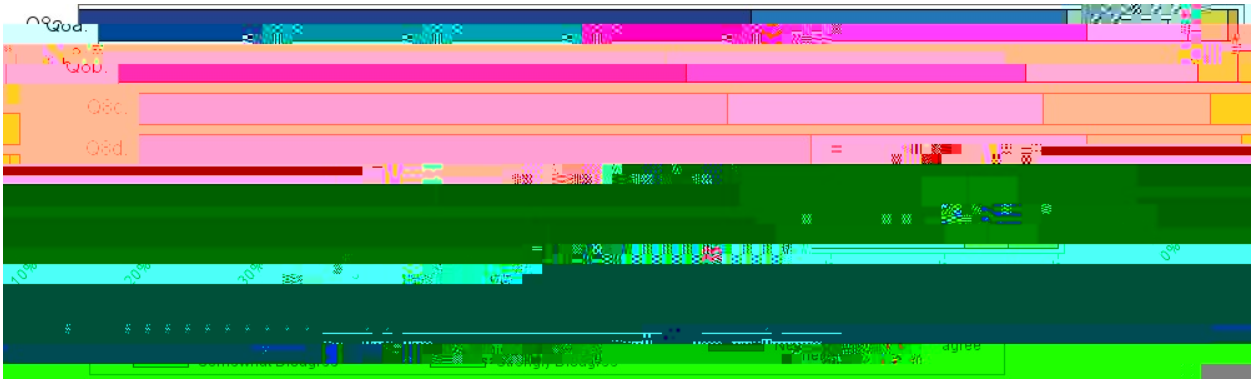

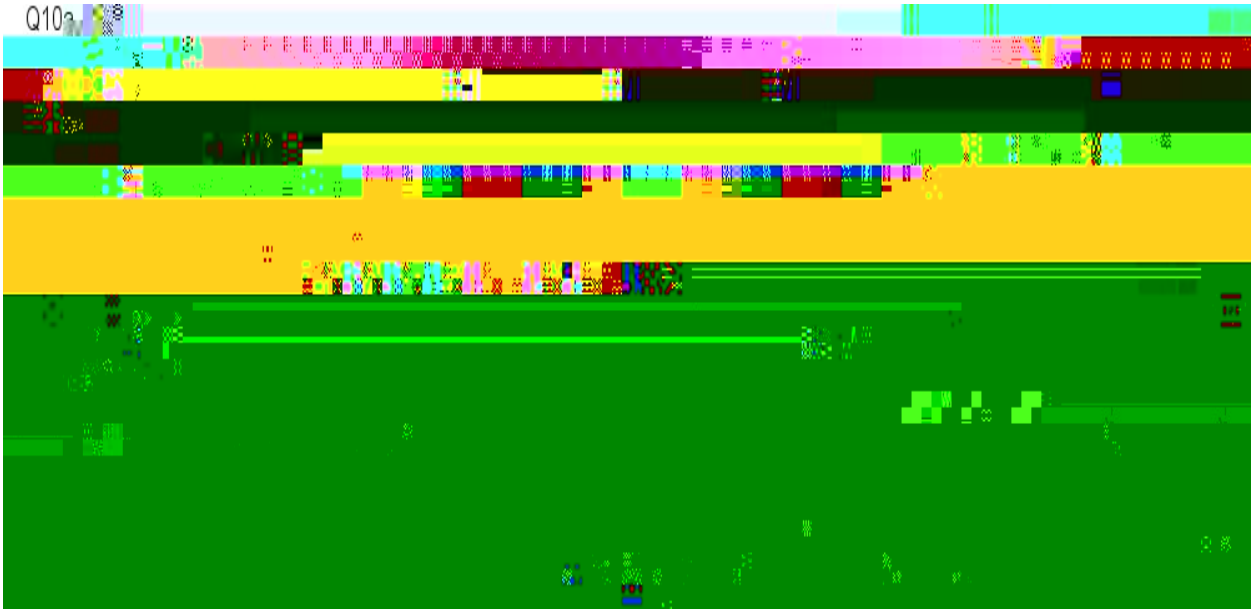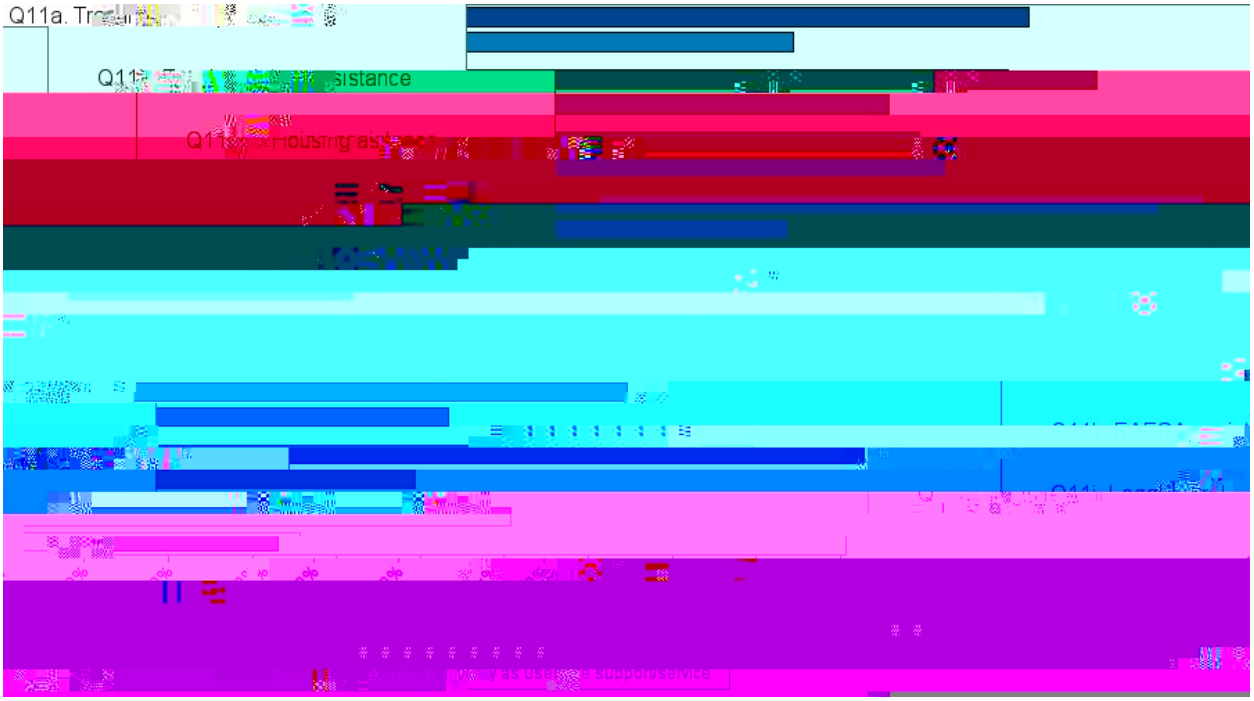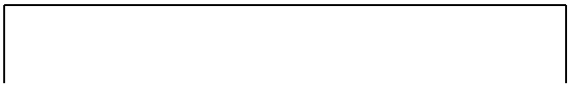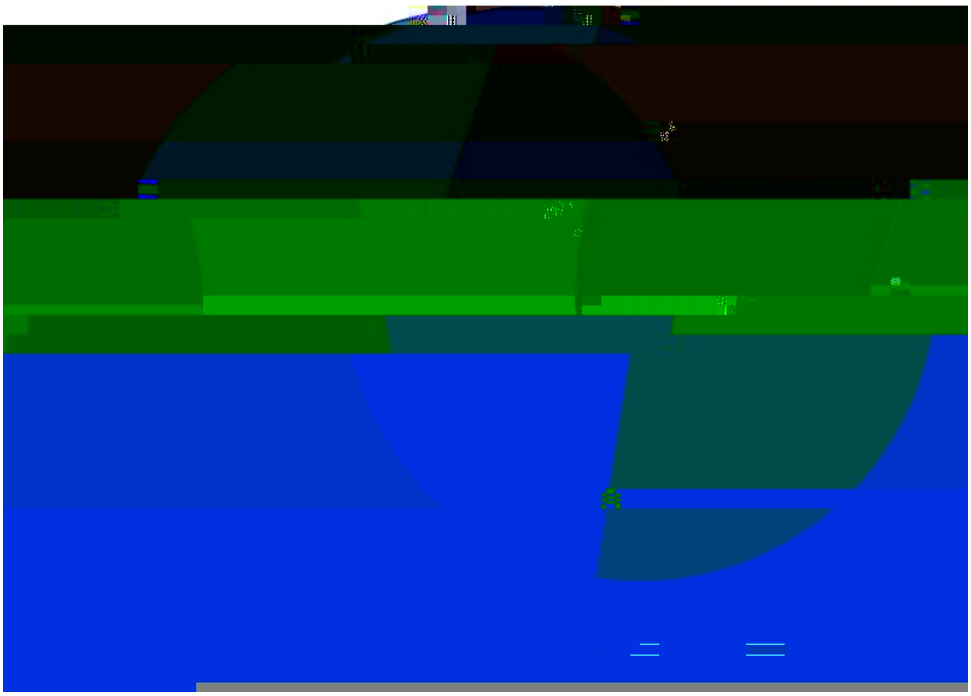
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