



New York State Education Department

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

Unity Preparatory Charter School of Brooklyn

Renewal Site Visit Dates: November 15-16, 2022

Date of Final Report: March 28, 2023

[Charter School Office](#)

89 Washington Avenue

Albany, New York 12234

charterschools@nysed.gov

518-474-1762

Table of Contents

SCHOOL DESCRIPTION	3
METHODOLOGY	5
BENCHMARK ANALYSIS	8
SUMMARY OF FINDINGS.....	10
BENCHMARK 1: STUDENT PERFORMANCE.....	11
BENCHMARK 2: TEACHING AND LEARNING.....	12
BENCHMARK 3: CULTURE, CLIMATE, AND FAMILY ENGAGEMENT	19
BENCHMARK 4: FINANCIAL CONDITION.....	25
BENCHMARK 5: FINANCIAL MANAGEMENT	26
BENCHMARK 6: BOARD OVERSIGHT AND GOVERNANCE	27
BENCHMARK 7: ORGANIZATIONAL CAPACITY.....	29
BENCHMARK 8: MISSION AND KEY DESIGN ELEMENTS.....	33
BENCHMARK 9: ENROLLMENT, RECRUITMENT, AND RETENTION	35
BENCHMARK 10: LEGAL COMPLIANCE	37

ATTACHMENT 1: 2021 NYSED CHARTER SCHOOL INFORMATION DASHBOARD

ATTACHMENT 2: CHARTER SCHOOL FISCAL ACCOUNTABILITY SUMMARY DASHBOARD

ATTACHMENT 3: 2021 CSO ANNUAL SURVEY OF CHARTER SCHOOL PARENTS/GUARDIANS, TEACHERS, AND STUDENTS

ATTACHMENT 4: 2022 CSO ANNUAL SURVEY OF CHARTER SCHOOL PARENTS/GUARDIANS, TEACHERS, AND STUDENTS

SCHOOL DESCRIPTION

Charter School Summary¹

Name of Charter School	Unity Preparatory Charter School of Brooklyn
Board Chair	James Ellsworth
District of location	NYC CSD 13
Opening Date	Fall 2013
Charter Terms	<ul style="list-style-type: none"> • August 28, 2013 – June 30, 2018 • July 1, 2018 - June 30, 2023
Current Term Authorized Grades/ Approved Enrollment	Grades 6-12 / 655 students
Proposed Renewal Term Authorized Grades/ Proposed Approved Enrollment	K - Grade 3 and Grades 6-12 / 955 students
Facilities	<ul style="list-style-type: none"> • Middle School: 432 Monroe Street, Floor 3, Brooklyn 11221 – Public Space • High School: 584 Driggs Avenue, Brooklyn 11211 – Private Space
Mission Statement	<i>The mission of Unity Preparatory Charter School of Brooklyn is to empower students as scholars and citizens so they may lead fulfilling academic, personal, and professional lives.</i>
Key Design Elements	<ul style="list-style-type: none"> • A Grades 6-12 College Preparatory Curriculum • A Focus on Expert Teaching and Advancement • More Time for Learning/Attention to How Time is Utilized • Intensive and Differentiated Academic Support • Enrichment Courses and Elective Clubs • A Positive and Supportive School Culture • Active Community Involvement
Requested Revisions (Revisions are not approved unless approved by the Board of Regents)	<ul style="list-style-type: none"> • Increase its grade span to add kindergarten through Grades 3 to its current Grade 6 through Grade 12 configuration; and to make a corresponding increase to its authorized enrollment from 655 students to 955 students by year five of the renewal charter term; and • Amend the school’s KDEs from “A Focus on Expert Teaching and Advancement”; “More Time for Learning/Attention to How Time is Utilized”; “Enrichment Courses and Elective Clubs”; “Active Community Involvement”; “A Grades 6-12 College Preparatory Curriculum”; “Intensive and Differentiated Academic Support”; and “A Positive and Supportive School Culture” to “Excellent Teaching”;

¹ The information in this section was provided by the NYS Education Department Charter School Office.
 Unity Preparatory Charter School of Brooklyn – 2022-2023 RENEWAL SITE VISIT REPORT

	<p>“More Time for Learning”; Ample Enrichment Courses and Extra-Curricular Activities”; “Active Family and Community Involvement”; “A Grades 6-12 College Preparatory Curriculum”; “Intensive and Differentiated Academic Support”; and “A Positive and Supportive School Culture.”</p>
--	---

Noteworthy: Unity Preparatory Charter School of Brooklyn (Unity Prep) is firm in its commitment to preparing its students for the rigors of college. As part of that preparation, the school provides its students with eleven Advanced Placement (AP) courses. Ninety percent of Unity Prep’s graduates leave high school having completed at least one AP course.

Renewal Outcomes

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

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

- **Short-Term Renewal:** A school’s charter may be renewed for a shorter term, typically of three years. As discussed above, the Regents will place an even greater emphasis on student performance for schools applying for their second or subsequent renewal, which is consistent with the greater time that a school has been in operation and the corresponding increase in the quantity and quality of student achievement data that the school has generated. In order for a school to be eligible for short-term renewal, a school must either:
 - (a) have compiled a mixed or limited record of meeting Benchmark 1, but at the time of the renewal analysis, have met substantially all of the other performance benchmarks in the Framework which will likely result in the school’s being able to meet Benchmark 1 with the additional time that short-term renewal permits, **or**
 - (b) have compiled an overall record of meeting Benchmark 1 but falls far below meeting one or more of the other performance benchmarks in the Framework.

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

Please Note: The Regents may include additional terms, conditions, and/or requirements in a school’s Full-Term or Short-Term Renewal charter to address specific situations or areas of concern. For example, a school may meet the standards for full-term renewal or short-term renewal with regard to its educational success but may be required to address organizational deficiencies that need to be corrected

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

SCHOOL CHARACTERISTICS

Current Grade Levels and Approved Enrollment

	Year 1 2018 to 2019	Year 2 2019 to 2020	Year 3 2020 to 2021	Year 4 2021 to 2022	Year 5 2022 to 2023
Grade Configuration	Grades 6 - 11	Grades 6 - 12	Grades 6 - 12	Grades 6 - 12	Grades 6 - 12
Total Approved Enrollment	784	655	655	655	655

Proposed Renewal Term Grade Levels and Proposed Enrollment Requested by the School²

	Year 1 2023 to 2024	Year 2 2024 to 2025	Year 3 2025 to 2026	Year 4 2026 to 2027	Year 5 2027 to 2028
Grade Configuration	Grades 6 - 12	K and Grades 6 - 12	K - Grade 1 and Grades 6 - 12	K - Grade 2 and Grades 6 - 12	K - Grade 3 and Grades 6 - 12
Total Proposed Enrollment	655	730	805	880	955

METHODOLOGY

Purpose of the Renewal Report

The primary purpose of the renewal site visit to Board of Regents-authorized charter schools is to supplement and validate the information collected over the charter term by the New York State Education Department (NYSED) Charter School Office (CSO). This information is used to inform the action taken by the Board of Regents to approve, modify, or disapprove the charter school’s request for

² This proposed chart was submitted by Unity Preparatory Charter School of Brooklyn in its renewal application. It is subject to change pending the final renewal recommendation and approval by the Board of Regents. The school plans to request the addition of Grades 4 and 5 in the next charter term, due to space constraints.

renewal. In advance of action by the Board of Regents, the CSO prepares a renewal recommendation that is based on the school's performance in three broad areas:

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

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

A two-day remote renewal site visit was conducted at Unity Prep on November 15 & 16, 2022. The New York State Education Department's Charter School Office (CSO) team conducted interviews with the board of trustees, school leadership team, teachers, and high school students. In cooperation with school leadership, the CSO administered anonymous online surveys to and parents.

The team conducted fourteen classroom observations in Grade 6 - Grade 12. The observations were approximately 20 minutes in length and conducted jointly with the Head of School and the Co-Principals of Teaching and Learning. NYSED utilizes the CSO's remote Classroom Observation Worksheet as a lens for remote classroom observations. It is shared with the school prior to the site visit, and can be found in the [Renewal SV Protocol](#).

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

- **Current 2022-2023 organizational chart;**
- **A 2022-2023 master school schedule;**
- **Board materials (roster, minutes, and strategic plan, if applicable) and a narrative describing the board's self-evaluation process;**
- **Narrative describing the process used to evaluate school leadership;**
- **Narrative describing the process school leadership uses to evaluate teachers;**
- **2021 CSO Annual Survey of Charter Schools Parents/Guardians, Teachers, and Students**
- **Current school policies, including the discipline policy, complaint policy, enrollment and admissions policy, and by-laws;**
- **NYSED Attachment 1: 2021 NYSED Charter School Information Dashboard;**
- **NYSED Attachment 2: Charter School Fiscal Accountability Summary Dashboard;**
- **Narrative describing the school's progress and efforts made toward reaching its enrollment and retention targets;**
- **Admissions and Waitlist information;**
- **Fingerprint Clearance Certificates for all instructional and non-instructional staff;**
- **School-submitted Annual Reports during current charter term;**

- **School's 2022 Self-Evaluation Tool;**
- **Prior CSO monitoring reports (check-in, mid-term, renewal);**
- **School's SY 22-23 renewal application;**
- **2020-2021 Teacher Certification Summary Report;**
- **Narrative describing student performance;**
- **2020-2021 Faculty/Staff Retention data;**
- **2019 Corrective Action Plan Forms;**
- **Committee on Special Education feedback to CSO;**
- **School-provided lesson plans;**
- **School-provided Professional Development presentation sample (Unpacking Phase 2 Essentials: Feedback in the Moment);**
- **School-provided examples of Core Values Shout Outs;**
- **School-provided list of Athletics and Extracurriculars;**
- **School-provided Attendance data for 2021-2022 and 2022-2023 school years;**
- **School-provided Discipline data for 2021-2022 and 2022-2023 school years;**
- **School-provided Overview of College and Career Readiness (CCR) program; and**
- **School-provided current enrollment data.**

BENCHMARK ANALYSIS

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

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

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

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

For the site visit conducted from November 15 - 16, 2022 at Unity Prep, see the following Performance Framework benchmark ratings and narrative.

**New York State Education Department
2015 Charter School Performance Framework Rating³**

2015 Performance Benchmark		Level
Educational Success	Benchmark 1: Student Performance: The school has met or exceeded achievement indicators for academic trends toward proficiency, proficiency and high school graduation. At all grade levels and all assessments, scoring proficiently means achieving a performance level of 3 or higher (high school Regents and Common Core Regents exam score of 65 or higher).	Approaches
	Benchmark 2: Teaching and Learning: School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students’ well-being, improved academic outcomes, and educational success. The school has rigorous and coherent curriculum and assessments that are aligned to the New York State Learning Standards (NYSLS) for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking and achievement.	Meets
	Benchmark 3: Culture, Climate, and Family Engagement: The school has systems in place to support students’ social and emotional health and to provide for a safe and respectful learning environment. Families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. Families and students are satisfied with the school’s academics and the overall leadership and management of the school.	Falls Far Below
Organizational Soundness	Benchmark 4: Financial Condition: The school is in sound and stable financial condition as evidenced by performance on key financial indicators.	Meets
	Benchmark 5: Financial Management: The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices.	Meets
	Benchmark 6: Board Oversight and Governance: The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness and faithfulness to the terms of its charter.	Meets
	Benchmark 7: Organizational Capacity: The school has established a well-functioning organizational structure, clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.	Meets
Faithfulness to Charter & Law	Benchmark 8: Mission and Key Design Elements: The school is faithful to its mission and has implemented the key design elements included in its charter.	Meets
	Benchmark 9: Enrollment, Recruitment, and Retention: The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students.	Approaches
	Benchmark 10: Legal Compliance: The school complies with applicable laws, regulations, and the provisions of its charter.	Approaches

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

Summary of Findings

- Unity Prep is in year nine of operation and serves students in Grades 6-12. During its current charter term, the school is rated in the following manner: Meeting six benchmarks, Approaching three benchmarks, and Falling Far Below one benchmark. A summary of those ratings is provided below.

- **Summary of Areas of Growth and Strengths:** Unity Prep leadership, teachers, and board of trustees all demonstrate commitment to the mission of their school. During the current charter term specifically, the school’s trajectory has improved for Benchmark 2. For Benchmark 2, the attention to curriculum alignment and lesson planning, feedback provided to teachers in multiple ways, and multiple research-based intervention supports for students have all contributed to demonstrated growth in the school’s instructional program. Unity Prep’s school year 2021-2022 Regents exam outcomes generally matched or significantly exceeded NYS results. The 2018 on-track to graduate rate was 98 percent for all students, and its 2017 cohort graduation rate was also high at 88 percent. Based on NYSED CSO metrics, Unity Prep has strong subgroup enrollment. CSO site visit class observations and focus group discussions provide evidence that Unity Prep implements its key design elements (KDE) with fidelity. Unity Prep has a stable leadership team and the capacity to grow, and the board of trustees generally meets its governance role. The school’s “AP for All” initiative and its wide menu of extracurricular activities are considered strong assets by all stakeholders interviewed by the CSO team.

- **Summary of Areas in Need of Improvement:** Benchmark 3 needs continued attention at Unity Prep, particularly those indicators concerning student safety, such as a shared staff and administration understanding of behavioral management and utilization of a formalized social-emotional learning program and associated data collection and tracking. These deficiencies caused Benchmark 3’s rating to fall from Meets to Falls Far Below. In addition, during the current charter term, Unity Prep has had deficiencies related to legal compliance, including low aggregate enrollment; teacher certification deficiencies; instances of non-adherence to fingerprint clearance and charter revision requirements; and school safety issues, including a high number of complaints received by the CSO. Since the 2016-2017 school year, Unity Prep has been rated Approaches for Benchmark 1 and took corrective action in response to two NYSED CSO-issued Notices of Deficiency concerning student performance on NYSTP English Language Arts (ELA) and math assessments. In addition, participants in all focus groups indicated that the school’s faculty and staff could better mirror the diversity of its student population.

Benchmark 1: Student Performance

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

Finding: Approaches

Summative Evidence for Benchmark 1:

Over this charter term, the trajectory for this benchmark has been consistent as an Approaches due to 2020-2021 NYSTP 3-8 assessment results. Compared to the district of location, NYC CSD 13, Unity Prep's ELA differential is -14 percentage points, and its math differential is -7 percentage points for the 2021-2022 NYSTP 3-8 Assessments.

Since the 2016-2017 school year, Unity Prep has been rated Approaches for Benchmark 1 and took corrective action in response to three NYSED CSO-issued Notices of Deficiency concerning ELA, math, and provision of services to SWDs.

On a positive note, the school's high graduation rates are 98 and 99 percent for both 2016 cohorts and 88 percent for the 2017 cohort. Currently, 2021-2022, the school's graduation rate was 95 percent. In addition, Unity Prep has been consistently improving its third-year student on-track-to-graduate rate, which was 98 percent for 2018, the first year of the current charter term and 97 percent for 2021-2022.

See Attachment 1 for data tables and additional academic information.

Benchmark 2: Teaching and Learning

School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students’ well-being, improved academic outcomes, and educational success. The school has rigorous and coherent curriculum and assessments that are aligned to the New York State Learning Standards (NYSL) 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

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

Academic Program for Middle School/High School:

The following is excerpted from Unity Prep’s charter school renewal application:

- **Middle School:**
 - As part of its college preparatory ELA curriculum, Unity Prep has implemented units of study from the *Teachers College Reading and Writing Project*, in addition to the skill-based intervention programs *Literably*, *Just Words*, *Wilson*, and *Leveled Literacy Intervention*.
 - Grade 8 students have the option to accelerate their curriculum by taking Algebra 1 and Earth science courses and their accompanying Regents Exams.
 - Math intervention in Grades 6-8 is based on results from the Standardized Test for the Assessment of Reading (STAR).
- **High School:**
 - A wide variety of Advanced Placement (AP) courses are offered, including in ELA, math (AP Calculus), science (AP Biology, AP Environmental Science), social studies (AP World, AP Government and Politics), and AP Computer Science as part of the “AP for All” initiative.
 - Three levels of Spanish are offered to meet world language graduation requirements.
 - Unity Prep’s array of advisory offerings, student activities, and community service options are intended to provide opportunities for the student to grow as a whole person, become a good citizen, and have an enriched learning experience.

Academic Program for Students with Disabilities and English Language Learners (ELLs):

- **SWDs:**
 - Unity Prep provides one or two Integrated co-teaching (ICT) sections per grade depending on the number of students at the grade level who have ICT services mandated on their individualized education plan (IEP).
 - Students in Grades 6 and 7 travel together in an advisory cohort throughout the day.
 - Students in Grades 8-12 have individualized schedules that allow for more targeted ICT support.
 - Both teachers in the ICT classroom participate in professional development (PD) and meet at least once a week to co-plan sessions, address student needs, and create fluid and flexible groupings.
 - Unity Prep provides special education teacher support services (SETSS) in both ELA and math to all students with IEP mandates for those services. SETSS services can be either push-in or pull-out depending on the needs of the student
- **ELLs:**
 - The ELL specialist determines proficiency levels based on a thorough review of records and diagnostics, determining appropriate supports for each student. Based on New York State Learning Standards (NYSL) and sheltered instruction observation protocol (SIOP), personalized objectives for each student are submitted to the director of support services. The ELL specialist also works to prepare students for the annual New York State English as a Second Language Achievement Test (NYSESLAT) administration each spring. This preparation is aligned to the goals identified in diagnostic and formative assessments throughout the year.
 - Unity Prep identifies English language learners (ELLs) based on the New York State Identification Test for English Language Learners (NYSITELL). In addition to ICT classes for SWDs and SIOP for ELLs, Unity Prep provides additional student supports through collaboration and instructional alignment between all teachers and service providers and “push-in” approaches, whenever possible.

Summative Evidence for Benchmark 2:

Over this charter term, the trajectory for this benchmark has improved from an Approaches to a Meets due to alignment of all curricula with NYSLS, a rigorous review process of lesson plans, differentiated instruction, maximized opportunities for teacher collaboration, and powerful small-group literacy intervention groups.

1. Element: *Curriculum*:

- **Indicator a:** Learning coaches and department chairs ensure the alignment of all curricula with NYSLS. As reported by the leadership focus group, middle school assessments are tied to the focal standards of each unit, and interim assessments are based on prior NYSTP exams. At the high school level, teachers utilize the principles of backward design as they develop each course's scope and sequence. The high school focuses on AP courses and uses AP crosswalks to ensure alignment with NYSLS. Both school buildings supplement their curriculum with programs that are already aligned with NYSLS, such as *eMath*.
- **Indicator b:** Those in the leadership and teacher focus groups described how lesson plans undergo a rigorous review process and are submitted weekly to learning coaches or department chairs. According to Unity Prep's renewal application, its "Essentials for Lesson Planning" encompass the following items: objectives, scripted mini-lessons, differentiation, student exemplars, and data-driven instruction. The renewal application also details Unity Prep's "Classroom Essentials for Delivery of Instruction" (explicit objectives and strategy, modeling/guided inquiry, engagement, discourse, ample independent practice, feedback in the moment). These "Essentials for Delivery of Instruction" were observed in paper copies of lesson plans and executed during all 14 classroom observations during the site visit. As reported in the leadership focus group, providing feedback in the moment and incorporating the use of student exemplars are current areas of focus for Unity Prep staff.
- **Indicator c:** Those in the leadership and teacher focus groups stated that at both the middle and high school levels, curriculum is examined in the summer and adjusted based on student performance. Results from the 2021 CSO Teacher Survey (18 of 61 possible responses for a 30% response rate) indicate that while both horizontal and vertical alignment is present in Unity Prep courses, all teachers who responded to the survey believe there is stronger vertical alignment than horizontal alignment across the school.
- **Indicator d:** Instruction is differentiated in a number of ways at Unity Prep. Results from the 2021 CSO Teacher Survey; classroom observations and corresponding lesson plans; and focus groups with staff, leadership, and students each confirmed that teachers are encouraged to make data-driven instructional decisions, such as employing flexible grouping and using exit tickets as one of many checks for understanding. CSO team members visiting co-taught classrooms observed learning specialists and one-on-one aides working with individuals or small groups within the larger classroom. These students were listening to *Khan Academy* videos and receiving personalized instruction via marker boards. Fifty-six percent of teachers who responded to the 2021 CSO Teacher Survey indicated they strongly agree that Unity Prep differentiates instruction to ensure equity and access for all students.
- **Indicator e:** Those in the leadership focus group described how Unity Prep designs teachers' schedules to maximize opportunities to collaborate. The frequency of meetings ensures that instructional revisions based on student needs are made on a consistent basis. Particularly, Unity Prep is exploring a move into the *Science of Reading* principles for teaching literacy skills, in

addition to their existing Tier 3 intervention programs. Teachers are involved in this important discussion, according to the leadership focus group members.

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

- **Indicator a:** Eighty-eight percent of teachers who responded to the 2021 CSO Teacher Survey agree that the school staff has a shared understanding of high-quality instruction. Critical thinking and writing, along with a variety of skill-focused checks for understanding were frequently mentioned in open ended responses in the CSO 2021 Teacher survey. Throughout classroom observations, aligned practices were evident, such as the use of anchor charts and hand signals to show understanding. These systems promote continuity from classroom to classroom.
- **Indicator b:** According to those in the leadership focus group, curricular components, including computer programs and literature choices, are designed to promote student engagement and to act as “windows and mirrors” for students, whereby they can both see themselves and where they can view new worlds. Classroom observations revealed robust discourse and use of hand signals and verbal responses as checks for understanding. During the student focus group, 11 of 12 participants indicated that they had no concerns over the academics at Unity Prep. However, just thirty-nine percent of Unity Prep teachers responding to the 2021 CSO Teacher Survey indicated that they believe their school’s instructional delivery fosters engagement with all students. This is 22 percentage points below staff members at all charter schools. A school-provided copy of a PD presentation from November 8, 2022, encouraged teachers to promote student engagement by applying content to real world learning and using incentives, like snacks and core value shoutouts, as ways to boost student engagement.

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

- **Indicator a:** To ensure a balanced battery of assessments, Unity Prep utilizes specific strategies, including implementation of STAR testing for Grades 6-12, increased instructional time for ELA and math at the middle school level, and targeted daily small-group interventions for students in need of more support based on diagnostic testing. In particular, Unity Prep has implemented the following shifts in order to support an increase in Regents exam passing rates: interim assessments, data-based tutoring, and increased curricular alignment to both Regents exam and College Board questions. Classroom observations confirmed that these practices, specifically targeted small-group interventions and alignment to Regents and College Board questions, occur in daily classroom practice.
- **Indicator b:** Teachers at Unity Prep use both qualitative and quantitative data to inform their instruction. All students in Grades 6-12 participate in STAR testing for ELA and math three times per year. For ELA, literacy intervention is a small-group supplemental intervention program developed by Unity Prep instructional leaders and designed to help teachers provide powerful, regular small-group instruction in both reading and writing. Students who are reading below grade level based on state exams or STAR scores are assessed using *Literably*. Those reading significantly below grade level are placed into academically homogeneous groups of no more than five students. During regular class sessions, students work to develop their reading and writing abilities, making strides toward grade-level competency and beyond. During the past charter term, Unity expanded the curriculum utilized during reading intervention from leveled literacy Intervention to also include *Just Words*, and the *Wilson Reading System*. According to those in the leadership focus group, ELA small group interventions at the middle school will be triangulated

with biweekly running records to see student progress and adjust accordingly. Middle school students who are identified as performing several years below grade level during regular STAR testing are offered a daily, intensive small-group intervention in mathematics, focused on remedial skill gaps. In a classroom observation, a teacher used instant feedback from *Desmos* on a math problem and stated, “Seventeen of you (students) got it right. We just want to know what you were thinking” as a way of using instant quantitative data to elevate classroom instruction.

High school students in need of extra support attend targeted tutoring sessions with their teachers both after school during the week and during selected weekends. These groups are created based on data from interim and ongoing formative assessments. From the increased curricular alignment to final assessments, high school students and staff alike can more accurately attune instruction to personal student strengths and weaknesses.

- **Indicator c:** Those in the leadership, teacher, and special populations focus groups discussed how Unity Prep uses qualitative and quantitative data to evaluate the quality and effectiveness of the academic program and modify their program accordingly for both individual students as well as subgroups. Interim assessments have been restructured to be administered four times yearly and to be more aligned to end-line assessments, including both Regents and AP exams. After grading the Regents assessments, teachers have a data and action planning (DAAP) day in order to review the data, reflect on practices, and adjust their curriculum in order to maximize student progress. The middle school level ELA intervention program has been enhanced significantly over the past charter term in order to better support individual students in response to student needs and, in particular, the school’s 2019 Corrective Action Plan (CAP) for lower reading proficiency rates among middle school SWDs. From a systemic lens, Unity Prep’s renewal report indicated school leadership’s belief that a Unity Prep elementary school would allow for vertical alignment from kindergarten to Grade 12 and would increase proficiency levels among students by allowing for earlier intervention in elementary school as opposed to remediation beginning in Grade 6.

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

Indicator a: In their attempt to provide all students with access to a rigorous and high-quality educational experience, Unity Prep strives to ensure that all aspects of the school’s environment, programming, curriculum, and instruction are as inclusive and supportive of all learners as possible. SWDs are identified based on records in the Special Education Student Information System (SEIS) and a tiered Response to Intervention (RTI) leads to referrals to the Committee on Special Education (CSE), which makes the final determination. Unity Prep identifies ELLs based on the NYSITELL. The director of support services, three full-time social workers, and an ELL specialist directly support diverse learners. In ICT classrooms teachers utilize a variety of instructional formats, including parallel teaching and alternate teaching, among others. In general, the special education (SPED) teacher is responsible for determining appropriate accommodations and modifications and ensuring compliance with IEP mandates. Both teachers are responsible for submitting to the director of support services specific learning goals and targets, based on NYSLS, for each SWD. General education teachers work closely with SPED teachers to co-plan lessons, differentiate instruction, and evaluate student learning. SETSS in both ELA and math are provided to all students with IEP mandates for those services. SETSS services can be either push-in or pull-out depending on the needs of the student. Unity Prep employs the SIOP model to help ELLs master core content and develop English language proficiency. These language objectives are

presented alongside content objectives for core content subjects. General education teachers share the responsibility for implementing the SIOP language standards with the ELL specialist who provides push-in or integrated support services to the greatest possible extent. The ELL specialist also provides differentiated supplemental instruction based on each student's English proficiency,

Literably reading assessments, informal interviews, and on-demand writing samples. The ELL specialist then creates specific learning objectives based on NYSLs and SIOP for each student and submits these goals to the director of support services. Students who require more intensive interventions are also provided with individualized and small-group, pull-out services. The ELL specialist also works to prepare students for the annual NYSESLAT administration each spring. This preparation is aligned to the goals identified in diagnostic and formative assessments throughout the year. In the school's renewal application, they identify their three-level academic RTI model as a support for ED students. The RTI model, its associated progress monitoring and intra-staff communication is described in indicator b below. In their focus group, Unity Prep leadership stated they have a good relationship with the Committee on Special Education (CSE). According to information provided by the NYCDoE, "The school generally has strong communication with families and is responsive to parent concerns. Knowledge of SDI is a challenge for the school. The school has some students who perform well below grade level, but the school struggles with providing appropriate instruction. However, the school is open to recommendations from the CSE. The school collaborates well with the CSE, and communication is strong. The school has had very few MDRs."

- **Indicator b:**

Unity Prep's director of support services is responsible for supervising all SPED instruction and providing teachers and service providers with copies of students' IEPs, as well as at-a-glance summaries that outline the disability, required services, and student goals. In addition, she provides teachers with ongoing training on goals, responsibilities, accommodations, instructional strategies, and other topics related to serving students with IEPs. Social workers provide counseling in compliance with student IEPs. The school contracts with outside vendors or independent service providers for speech/language therapy, physical therapy, occupational therapy, and other mandated services that cannot be provided in-house or arranged through the CSE. Vouchers are given to families for any services that the CSE cannot provide in-house, according to the head of school. In their focus group, the leadership team noted that the school's small size allows staff to assist families in negotiating services beyond the school. Both teachers in the ICT classroom participate in PD and meet at least once a week to co-plan sessions, address student needs, and create fluid and flexible groupings. Those in the teacher focus group stated that ELL information on how to specifically support this population is shared with them in a document made by the ELL specialist. The high school has prioritized push-in support for newcomer students and provides opportunities for students by partnering with Access VR. Communication regarding supports for diverse learners begins, according to the renewal application, during the Summer Staff Development Institute, when teachers and administrators review the academic records of incoming students. During weekly grade-level and support-service team meetings, at-risk students are identified and nominated by individual teachers through written referrals. These referrals identify specific areas of concern based on a variety of data sources, including interim assessment reports, grades and progress reports, classroom observations, anecdotal reports, attendance records, and discussions with students and parents.

Staff identify possible causes and contributing factors and then co-develop intervention plans with timely and measurable goals, including recommendations for RTI services. During subsequent weekly meetings, student progress towards intervention plan goals is evaluated. Students who fail to respond to numerous interventions are referred to the interdisciplinary team (IDT), a committee composed of select school leaders, instructional coaches, content teachers, learning specialists, counselors, and advisors.

Benchmark 3: Culture, Climate, and Family Engagement

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

Finding: Falls Far Below

<u>Element</u>	<u>Indicators</u>
<p>1. <i>Behavior Management and Safety</i></p>	<p>a. The school has a clear approach to behavioral management, including a written discipline policy. b. The school appears safe and all school constituents are able to articulate how the school community maintains a safe environment. c. The school has systems in place to ensure that the environment is free from harassment and discrimination. d. Classroom environments are conducive to learning and generally free from disruption.</p>
<p>2. <i>Family Engagement and Communication</i></p>	<p>a. The school communicates with and engages families with the school community. b. Teachers communicate with parents to discuss students’ strengths and needs. c. The school assesses family and student satisfaction using strategies such as surveys, feedback sessions, community forums, or participation logs, and considers results when making schoolwide decisions. d. The school has a systematic process for responding to family or community concerns. e. The school shares school-level academic data with the broader school community to promote transparency and accountability among parents, students and school constituents.</p>
<p>3. <i>Social-Emotional Supports</i></p>	<p>a. The school has systems or programs in place to support the social-emotional needs of students. b. School leaders collect and use data to track the socio-emotional needs of students. c. School leaders collect and use data regarding the impact of programs designed to support students’ social and emotional health.</p>

Summative Evidence for Benchmark 3:

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

Unity Preparatory CS of Brooklyn	Expected Responses	Total Responses	Response Rate	Target Response	Differential
Parent Survey	540	77	14%	50%	-36
Student Survey (Grades 9-12)	295	21	7%	80%	-73
Teacher Survey	61	18	30%	80%	-50

NOTE: Expected responses for parents and students is based on 2020-2021 BEDs Day enrollment; for teachers it is based on the number of teachers reported in the 2021 Annual Report.

2022 Annual Survey of Charter School Parents/Guardians, Teachers, and Students

Unity Preparatory CS of Brooklyn		Response Rate	Survey Population	Total Responses
Parent	Does not meet 90% or 95% Confidence	0%	530	1
Student	Does not meet 90% or 95% Confidence	0%	278	0
Teacher	Does not meet 90% or 95% Confidence	0%	65	0

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

The response rates for each of the 2021 CSO surveys failed to reach the target rates and the response sample sizes for the 2022 CSO surveys failed to meet the minimum 90 percent confidence level therefore none of the aggregate report results are statistically dependable.

Over this charter term, the trajectory for this benchmark has fallen from Meets to Falls Far Below due to concerns with student safety, particularly with indicators referencing a shared staff and administration understanding of behavioral management and utilization of a formalized social-emotional learning program and associated data collection and tracking. The CSO having received several informal complaints during the charter term related to school culture, including complaints about bullying and fighting amongst students. There were also concerns about dismissal at both buildings, instances of altercations occurring on nearby blocks after dismissal, lack of clarity of infractions, issues with notifications of infractions, and issues with disciplinary conversations and policies.

1. Element: Behavior Management and Safety:

- Indicator a:** As described in their renewal application, Unity Prep has a written discipline policy. The school’s behavioral system is built on a framework of Positive Behavioral Interventions & Supports (PBIS) designed to provide SEL support to students. PBIS, which is integrated in the school’s KDE, is described in detail for staff, students, and families in the Student & Family Handbook. Within PBIS, Unity Prep educators provide students with explicit actions needed to be successful in school, including but not limited to CLAWS (Come Prepared, Live Responsibly, Act Safely, Work Together, Show Respect) and PRIDE core values (Progress, Respect for All, Integrity, Discovery, and Empathy). As part of the program, there is a delineation of what CLAWS looks like in a variety of school settings, including hallway transitions. The school has aligned its tiers of

infractions to that of the NYCDoE. Due to the middle school's co-location within a public elementary school, the security presence is shared by Unity Prep. The high school has three full time safety associates. During the CSO site visit, concerns about dismissal at both buildings emerged in both faculty and student focus groups. Middle-school teacher respondents noted hectic activity on the third floor and cited as contributing factors the floor's distance from building exits and students staying after for extracurriculars. High school leadership focus group participants stated that safety associates and administration clear the block for 15-20 minutes after dismissal. However, those in the student focus group shared and described instances of altercations occurring on nearby blocks after dismissal. As observed during the site visit, teachers frequently changing classrooms and having conversations outside classrooms significantly adds to high school hallway congestion. According to school-provided discipline data for the 2022-2023 school year, as of November 21, 2022, three percent of students had been suspended. For the entire 2021-2022 school year, ten percent of students were suspended, a comparatively high number.

- **Indicator b:** Both the middle and high schools have co-principals of culture and operations who oversee deans, who are highly involved in disciplinary matters. Leadership at the high school stated that relationships are a priority and that all students should have access to a caring adult. Leadership focus group participants praised the effective relationships students have with social workers and deans, who they say work proactively to de-escalate potential issues. Unity Prep's disciplinary policy indicates "collaborative problem solving" where "all parties involved will work together to devise a plan" (p. 15). However, in focus groups with both students and teachers/staff, participants indicated an absence of these stakeholders from conversations regarding discipline, confusion about the role of a teacher in discipline, and unequal and inconsistent implementation and enforcement of disciplinary policies. Student focus group participants reported delays in notification about infractions, as well as punishments being received long after the incident. Student focus group participants also reported having no clarity as to what the infraction was, what consequences would be received, and when the consequences would be served. Further confirming staff focus group dialogue, the 2021 CSO Teacher Survey includes the notable data point of 28 percent of respondents not believing the school's discipline policy is equally enforced by all teachers and staff, eliciting the highest negative response rate from staff on the entire teacher survey.

School safety issues have been noted during this charter term including (1) a high number of informal complaints received by the CSO, related to school culture, including complaints about bullying and fighting amongst students (2) a major incident involving physical altercations outside of the school at dismissal (October 2019); and (3) a student entering the building with a firearm (April 2019). School leaders state in written comments that complainants to the CSO did not properly follow Unity Prep's complaint policy as detailed in its Student and Family Handbook and that the head of school and board chair were not contacted before complaints were sent to the CSO. They state that once an informal complaint was directed to the head of school, complaints were properly addressed. Regarding the firearm incident, school leaders report that they responded appropriately by contacting law enforcement, securing the firearm, and ensuring the safety of students and the community. They then addressed the needs of the community through a town hall event and community circles.

- **Indicator c:** In accordance with the New York State Dignity for All Students Act (DASA), staff in the focus group were able to name the DASA Coordinator for Unity Prep, mirroring the 83 percent of 2021 CSO Teacher Survey respondents who named the coordinator.

- **Indicator d:** 2021 CSO Parent Survey (77 of 540 possible responses for a 14 percent response rate) results indicated that 77 percent of parents strongly agree that classroom environments at Unity Prep are generally free from disruption. Student focus group participants stated their belief that Unity Prep’s discipline has become lax and unpredictable. Day-long reflection (DLR) as a part of the collaborative problem-solving process (Unity Prep Renewal Application, p. 21) emerged in focus groups to be a particular point of contention among teachers as they believed it led to unsupervised students in various parts of the school (especially offices) or students immediately back in the classroom setting without conferring with staff members. Being shadowed by a dean was supposed to be part of a student’s consequence, according to the leadership team; however, teacher focus group participants reported this was not occurring and was an unsustainable expectation given the daily burdens of the dean’s position. Middle-school staff and leadership alike reported use of student trackers and behavioral contracts. Both schools report holding re-entry meetings with families following disciplinary incidents, even holding these meetings over Zoom. Phones are not a distraction in either school, according to students. They are effectively turned in during morning advisory at the middle school. Students carry their phones in secure pouches at the high school.

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

- **Indicator a:** To promote increased communication with families, the head of school weekly distributes the *Unity Scoop* via email. This document includes photos of events, lists of student award winners, information about school policies, how to access school counseling, and relevant past information regarding COVID-19 regulations. Parents participate in IEP meetings via Zoom, and teachers call home about behavior or academic progress. Seventy-seven Unity Prep parents responded to the 2021 CSO Parent Survey, which is equivalent to a 14 percent response rate. Ninety-six percent of respondents to the survey strongly agree that the school uses many methods of communication with families.
- **Indicator b:** In the teacher focus group, participants stated that all stakeholders were aware of the translation hotline available to communicate to families in their home language. In the high school, a student’s advisor calls home if the student is absent. Ninety-four percent of parent respondents of the 2021 CSO Parent Survey stated they receive regular and timely feedback on their child’s progress. During one classroom observation, a co-teacher left the classroom to immediately call a child’s home in response to a behavior issue. Later, that student was in the focus group and stated that he wished he could have had a conversation with the teacher prior to the phone call home. He was unclear about his behavior warranting such a response by the teacher.
- **Indicator c:** Ninety-eight percent of respondents to the 2021 CSO Parent Survey stated that Unity Prep seeks parental feedback. In the open-ended survey responses, parents noted the open-door policy of this school and the individual attention their students receive as reasons they enrolled their child at this school. In terms of mechanisms for assessing family and student satisfaction, Unity Prep has distributed internal Panorama surveys four times since spring 2021 and uses Panorama data to inform goal setting and prioritization for the year. Parents were particularly grateful for Unity Prep’s smooth implementation of remote instruction during the COVID-19 pandemic. Twenty-three percent of parent respondents stated they do not know when board meetings take place and do not attend them. School leaders stressed in written comments that monthly board meetings are posted on the school’s website at least 10 days prior to the meeting

as a public notice and Unity Prep has added the parent of a former student to the board during the past charter term.

- **Indicator d:** As submitted as part of their renewal application, Unity Prep has a four-step complaint policy. This policy starts with complaints coming to the co-principals (or the board of trustees for violations of the law or the school’s charter), followed by the head of school, board of trustees at a meeting or in written form, and, finally, to the NYSED CSO. Among parental respondents to the 2021 CSO Parent Survey, significant percentages stated they agree that the school has a complaint policy that is easy to find (88 percent) and understand (90 percent).
- **Indicator e:** Academic progress is shared with the broader community every fall at Curriculum Night, a time when data from state NYSTP and STAR tests is shared with families in hopes that all stakeholders will take ownership of Unity Prep’s goals. Awards for student achievement and growth from the previous spring are given out that evening, as well, according to the school leadership focus group.

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

- **Indicator a:** The school’s behavioral system is built on the PBIS framework which, along with CLAWS and PRIDE core values, as described in indicator 1a above, is designed to provide SEL support to students. Both buildings have an advisory time. At the middle school, daily morning and the Wednesday advisory period is intended to be a place for restorative practices and community building, according to the renewal application. Teacher focus group participants stated that middle school students completed mindfulness activities in the past, but these were unequally implemented and not a focus this year. This year, according to teachers, there have been many community meetings and frequent cancelations of advisory. Community meetings, according to those in the leadership focus group, is a time for deans to meet with grade levels and attend to developmentally appropriate topics, such as social media use. Teacher focus group participants did state they are open to SEL during advisory if there is accountability for it. At the high school, deans lead restorative practices, including use of mediations, and are working toward a goal for whole-school implementation of restorative circles. High school leaders state that as part of their community-building, they aim to empower teachers to hold conversations with students when behavioral expectations are not being met. The high school holds advisory once a week. In this version, two high school staff members are assigned to a group of 18-24 students. The advisory teachers call home based on attendance issues for this group of students. For the 2022-2023 school year thus far, school-provided attendance data shows a school-wide attendance rate of 87 percent (88 percent for middle school, 86 percent for high school). This is slightly higher than 86 percent for the entire 2021-2022 school year. The College Board’s advisory curriculum guides high school advisory, which includes aspects of college and career planning, SEL, and academic skills. Those in the student focus group viewed advisory as a “time to chill with friends” and a time when they are “forced to do an assignment that [we] don’t care about.” During classroom observations, some rooms displayed advisory walls, where students posted topics for discussion during that time, such as “the idea of a perfect family” and “what’s not taught in school.” The director of academic counseling runs the advisory program, according to the leadership focus group and confirmed by the teacher focus group.
- **Indicator b:** Collection of SEL data and tracking of SEL concerns resides with the social work team, according to leadership focus group members, and weekly IDT meetings track concerns. It is during those meetings where plans for customized individual support and academic check-ins are

made. Academic counselors have a formal meeting with each student once per quarter. According to those in the leadership focus group, at grade-team meetings, academic counselors talk about cross-content supports and interventions, and counseling team members inform teachers of student SEL concerns on an as-needed basis.

- **Indicator c:** Leaders rely on the current model of the social work team and weekly IDT meetings to inform them on SEL matters. Leadership and teacher focus group participants expressed a strong reliance on social workers and counselors for anything outside of the traditional academic purview. In the 2021 CSO Teacher Survey, 33 percent of respondents strongly agreed that school leaders collect and use data to track the SEL needs of all students, including students in subgroups. Thirty-nine percent of respondents said they somewhat agreed, and 28 percent stated they neither agreed nor disagreed that school leadership engaged in this practice.

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:

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

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

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

Financial Condition

Unity Prep appears to be in good financial condition as evidenced by performance on key indicators derived from the school’s independently audited financial statements.

Overall Financial Outlook

A financial composite score is an overall measure of financial health based on a weighting of primary reserves, equity, and net income. A charter school with a score between 1.5 and 3.0 is generally considered to be in good financial health. Unity Prep’s 2021-2022 composite score is 2.64.

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

<i>Year</i>	<i>Composite Score</i>
2017-2018	2.46
2018-2019	1.61
2019-2020	1.97
2020-2021	1.65
2021-2022	2.64

Benchmark 5: Financial Management

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

Finding: Meets

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

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

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

Summative Evidence for Benchmark 5:

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

Benchmark 6: Board Oversight and Governance

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

Finding: Meets

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

Summative Evidence for Benchmark 6:

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

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

- **Indicator a:** The board of trustees consists of nine members, many of whom have backgrounds in finance, law, and real estate. One member is the parent of a Unity Prep graduate. During their focus group, members of the board of trustees stated their recruitment priorities are to bring in new members who have a background in education and/or are people in the local community.
- **Indicator b:** During the board of trustee focus group, the board chair stated that progress evaluation and course correction occur at every board meeting. Strategic elements are discussed in both whole board and committee meetings. Participants in the board of trustees focus group mentioned their involvement in recent lower grade level school expansion discussions, along with discussions on ensuring student access to learning, technology, and meals during the pandemic.
- **Indicator c:** The board has four committees (finance, student learning, facilities, and community partnership) that meet monthly and provide governance to the schools. According to board of trustee focus group participants, trustees visit the schools two or three times a year. During these visits, they observe classes and receive student feedback from focus groups. Prior to all board meetings, members review a data dashboard. Based on data provided in the dashboard, the board decides where to invest resources to provide educational access to all students.

- **Indicator d:** Board of trustees focus group participants reported reviewing policies annually and updating them as needed, based on changing conditions and laws. Discipline policy, enrollment policy, and complaint policy revisions have been submitted to the CSO as part of the school's renewal request and are under review by the CSO.
- **Indicator e:** The board of trustees brings in a consultant to work with and provide weekly feedback to the head of school. The head of school's evaluation is rubric based, includes teacher feedback, and is presented to that leader in the form of a letter indicating strengths, weaknesses, and suggestions. The consultant, according to the board of trustees focus group, also met with the board, visited board meetings, and helped maximize their operations.
- **Indicator f:** Board members report that Charter School Business Management (CSBM) and the New York City Charter School Center are utilized by the board for assistance as needed. Board members serve as pro bono counsel when necessary. The board chair stated that their notes are public, and they webcast remote meetings on YouTube.

Benchmark 7: Organizational Capacity

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

Finding: Meets

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

Summative Evidence for Benchmark 7:

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

1. Element: *School Leadership*:

- **Indicator a:** Most staff (83 percent) who responded to the 2021 CSO Teacher Survey stated that the school leadership team clearly communicates its mission and goals to the school community.

In open-ended 2021 CSO Parent Survey responses and staff focus groups, both groups of stakeholders mentioned that Unity Prep’s authentic mission drew them to the school.

- **Indicator b:** According to the school’s approved organization chart, Unity Prep employs a co-principal model. As described in teacher and leader focus groups, each building (middle school and high school) has a co-principal of culture and operations who supervises deans, grade level leaders, the athletic director, the advisory coordinator, the director of social work, and the operations manager for their building. The co-principal of teaching and learning supervises department chairpersons and the director of support services for their building. Instructional coaches, teachers, and learning specialists serve under the supervision of the department chairs. In both focus groups and survey results, praise for the deans and counselors for their hard work on behalf of students was strongly present. Three staff members responded to the 2021 CSO Teacher Survey open-ended question about the mission of the school by directly quoting the mission. Empowering students to impact their communities and providing a rigorous college preparatory curriculum emerged as other foci of Unity Prep.
- **Indicator c:** Both the teacher and school leadership focus groups reported a plethora of opportunities for communication within and across teams, including but not limited to meetings, surveys, and implementation of open-door policies. Both groups also report that communication with families is supported through newsletters, virtual events, phone calls, email blasts, social media, and communication apps. The board of trustees focus group stated they felt informed by school leadership regarding management decisions.
- **Indicator d:** Unity Prep’s renewal application states that the school recruits its new faculty through listings in newspapers, online career sites (Indeed and LinkedIn), the professional networks of those involved with Unity Prep, outreach to alumni and career services, offices of graduate programs, networks with professional associations, and by attending hiring and teacher recruitment fairs. Unity Prep promotes diversity in its applicant pool by advertising positions in targeted media, such as ethnic or non-English language newspapers, networking with local community organizations that serve culturally diverse populations and participating in minority recruitment events. However, those in all focus groups conducted indicated or acknowledged that the school’s staff do not adequately represent the cultural, ethnic, and racial diversity of its students, and they are working on addressing that. All candidates undergo resume screening, reviews of lesson plans, interviews, and lesson demonstrations. Unity Prep seeks teachers who can promote learning and who have commitment to the school’s mission, vision, goals, educational philosophy, and programs. The school notes they had an 80 percent staff retention rate from the 2020-2021 to 2021-2022 school years, at a time when other schools struggle to keep staff. To maintain their competitiveness as a potential employer, over the past renewal term, Unity Prep has increased their salary bands, introduced matching funds for employee 403b retirement plans, and now offer expanded in-network health care. In their focus group, board of trustees’ members indicated that they were aware of staffing challenges that are plaguing not only Unity Prep but schools in general. Teachers in the focus group stated, “we don’t really talk about hiring.”

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

- **Indicator a:** As noted above, all focus groups spoke of a need for a more diverse faculty. The board of trustees and leadership focus groups acknowledged this and cited the difficulties in securing applicants for teaching positions in this current climate. The board of trustees, however,

cited that the school leadership team and the board itself have recently become more diverse. According to those in the school leadership focus group, Unity Prep's current vacancies are middle school reading intervention, middle school humanities learning specialist, high school humanities/history learning specialist, high school ELA teacher, and a high school STEM learning specialist. They also mentioned the potential need to increase their ELL staff if there is an influx in that subgroup's enrollment.

- **Indicator b:** The master schedule for both Unity Prep buildings demonstrates that teacher collaboration, in the form of weekly formal team planning, weekly department and grade level meetings, weekly IDT meetings and quarterly data analysis meetings, is a priority. This scheduling fact was corroborated by the leadership focus group, which shared that every teacher has three opportunities during the day to collaborate with colleagues. Forty-four percent of respondents to the 2021 CSO Teacher Survey strongly agree that the school has established procedures for effective collaboration among teachers. One hundred percent of faculty respondents believe school meetings (faculty, grade level, etc.) were well organized and well attended. However, in the same survey, only 33 percent of staff believe that all their colleagues recognized these meetings as a valuable use of time. The 2021 CSO Teacher Survey revealed that department meetings were the most-recognized meeting setting for faculty collaboration (100 percent), followed by team meetings (94 percent), staff meetings (89 percent), and informal planning time (78 percent).
- **Indicator c:** Sufficiency of PD, according to the 2021 CSO Teacher Survey and elaborated on in the teacher focus group, was marked as "somewhat agree" by half of the teacher respondents. They expressed the desire for training on de-escalation techniques, general classroom management, and school policy refreshers at start of school year. Those in the teacher focus group reported that at the start of the 2022-2023 school year an outside expert came to provide PD on restorative justice. Teachers stated it was poorly implemented and expressed their belief that other cultural groundwork needed to be established before this PD could be implemented in their school, and it should have been part of an on-going series. As stated in the teacher focus group, "Every year, we talk about a lot of things and then we don't follow up. It isn't done and we forget about it. There is this loop. Can we put this in action instead of talking about it?"
- **Indicator d:** Teacher and leader focus group participants described how the school has aligned and implemented a new rubric, ensuring a common language, expectations, and evaluation tool for teachers across both buildings. Teachers also develop their own individual goals which are shared with their coaches/department chairs. Lesson feedback is provided by supervisors, not only with pedagogical recommendations, but also is aligned with teachers' individual goals. Coaches/department chairs observe feedback implementation during lessons throughout the week.
- **Indicator e:** Those in the teacher focus group reported that the holistic care of students, importance of community, and culture of collaboration drew them to Unity Prep and continues to keep them on staff. The high school staff completes a weekly survey, providing feedback to leadership. Teacher focus group participants were pleased that the survey also was an opportunity for them to "shout out" to their colleagues for positive actions. Trends in the weekly surveys are mentioned at high school staff meetings and systemic adjustments are made accordingly. No respondent to the 2021 CSO Teacher Survey had more than ten years of K-12 teaching experience. Fifty-six percent of respondents believe there is a long-term career pathway and opportunities for professional growth for them at Unity Prep. This information was confirmed

by conversations with school leaders. During the leadership focus group, long-standing relationships between administrators and teachers were recounted, some even extended before Unity Prep began. By serving as department chairs, grade level leaders, or instructional coaches, Unity Prep encourages its staff to become true instructional leaders.

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

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

Benchmark 8: Mission and Key Design Elements

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

Finding: Meets

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

Summative Evidence for Benchmark 8:

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

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

- **Indicator a:** As stated in its renewal application, Unity Prep’s mission is to “empower our students as scholars and citizens so they may lead fulfilling academic, personal, and professional lives.” A total of 83 percent of faculty responses to the 2021 CSO Teacher Survey indicate that the leadership team communicates the school’s mission and leads the staff toward that end. During the board of trustee focus group, board members stated that their work is aligned to Unity Prep’s mission. Unity Prep empowers its teachers to make intervention groups based on data to increase student learning. Teacher focus group participants mentioned curricular flexibility as part of the reason why they continue their employment with Unity Prep. Ninety five percent of parent respondents to the 2021 CSO Parent Survey indicated that they believe the school is fulfilling its mission.
- **Indicator b:** As outlined in its charter, Unity Prep implements its KDEs in the following ways:
 - 1) *A Grades 6-12 College Preparatory Curriculum:* Unity Prep provides students with a holistic college-preparatory curriculum. Unity Prep leadership reports that over 90 percent of graduates continue their education at the post-secondary level. Unity Prep provides wraparound support to their alumni, including assistance with college financial aid and purchasing items for dorms, according to the leadership focus group. According to the head of school, over 90 percent of graduates leave Unity Prep having taken at least one AP course.
 - 2) *A Focus on Expert Teaching and Advancement:* Learning coaches and department chairpersons, under the direction of the co-principals of teaching and learning utilize an iterative feedback model when examining lesson plans. Additionally, they employ frequent classroom observations, curricular reviews, alignment exercises, and the use of data in ensuring high quality instruction. Written lesson feedback and coaches observing lessons were witnessed during lesson plan review and classroom observations.
 - 3) *More Time for Learning/Attention to How Time is Utilized:* On a macro level, Unity

Prep's school calendar shows that students are scheduled to be in classes for 181 days during the 2022-2023 school year. This, combined with afterschool opportunities for tutoring, account for extra learning time. Tutoring, extracurricular activities, and the school's summer program are indicated in its initial charter as opportunities for additional learning (see KDE 5 below). On a micro level, throughout classroom observations, use of timers, refocus and redirection, hand signals as communication, and implementation of technological curricular tools that provide instant feedback brings a sense of urgency to the classroom environment, showing the importance of the academic work happening. At the middle school level, students have nine periods per week of ELA and seven periods per week of math, as compared to five periods per week of history, science, and enrichment.

4) *Intensive and Differentiated Academic Support*: Unity Prep's high student-teacher ratio, prevalence of co-taught classes, tutoring, and implementation of flexible groupings are all responsive teaching practices that provide intervention at the point of a student's need. Grade eight students have opportunities to take NYS Regents exams (algebra and Earth science) to accelerate their path toward graduation.

5) *Enrichment Courses and Elective Clubs*: Unity Prep fields eighteen total sports teams across three seasons. Five middle school clubs were operating at the time of the site visit (club offers change on a rotational basis each trimester), while the high school offered seven clubs (club offerings rotate each quarter). AP computer science emerged as a popular course and enjoyable club across focus group members. Unity Prep has recently become a member of the Brooklyn Debate League. Unity Prep reports 40 percent of their students participate in athletics or clubs each season. During the summer of 2022, the middle and high school offered 11 enrichment programs to students.

6) *A Positive and Supportive School Culture*: Both faculty and leadership focus groups reinforced the focus on relationships at Unity Prep. CLAWS and PRIDE acronyms guide student action and staff decision making processes. Unity Prep core value shout outs and the *Unity Scoop* promote the positive contributions of individuals and groups across the school.

7) *Active Community Involvement*: School leadership focus group members stated that Unity Prep has informal handshake partnerships with businesses and an early college partnership with CUNY City Tech as another pathway for students to earn college credit. The school has a CTE partnership with Co-Op Tech so that students, after graduation, can get licensure/credentials for different trade programs. As with all schools, the COVID-19 pandemic impacted Unity Prep's internship program and involvement in the community. In the past, according to the leadership focus group, students celebrated "Love Your Neighbor" month in December by visiting nursing homes and offering manicures to residents and by volunteering at a recycling center, for example. The leadership focus group expressed excitement to continue those community service activities in a more traditional form now that many COVID-19 pandemic-related limitations have been lifted. Their vision is for student leadership to enhance the community.

Benchmark 9: Enrollment, Recruitment, and Retention

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

Finding: Approaches

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

Summative Evidence for Benchmark 9:

Over this charter term, the trajectory for this benchmark has remained an Approaches due to the school’s pattern of not meeting the threshold of 85% of its maximum approved enrollment.

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

- **Indicator a:** Based on school year 2021-2022 data, Unity Prep’s SWD enrollment is 8 percentage points higher than that of NYC CSD 13, the district of location (21 percent at Unity Prep vs. 13 percent at the district). Among the ELL subgroup, the school enrolls 1 percentage point more ELLs than that of NYC CSD 13 (7 percent at Unity Prep vs. 6 percent at the district). Most notably, Unity Prep enrolls a high number of students who qualify as ED (78 percent). This subgroup enrollment is 9 percentage points greater than NYC CSD 13.

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

- **Indicator a:** The school’s aggregate enrollment is 81 percent of their contracted enrollment for 2021-2022. Unity Prep’s current charter is approved for 655 students, and Unity Prep reported that it enrolled 530 students in school year 2021-2022. The school has been under enrolled for

the duration of the current charter term (65 percent in school year 2018-2019; 84 percent in school year 2019-2020; and 82 percent in school year 2020-2021).

- **Indicator b:** Those in the school leadership focus group reported that Unity Prep actively recruits from local elementary schools that have significant ELL and ED populations. In its recruitment of staff and students alike, Unity Prep utilizes:
 - family connections;
 - word of mouth;
 - local resources; and
 - media distributed in languages other than English.

Despite recent COVID-19 pandemic challenges, including remote learning, Unity Prep provides tours of its facilities, has maintained its open-door policy to potential families, and conducts a summer orientation program for new students.

- **Indicator c:** Members of the school leadership and board of trustee focus groups indicated that they regularly review and revise outreach and recruitment strategies.

See Attachment 1 for data tables and additional information.

Benchmark 10: Legal Compliance

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

Finding: Approaches

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

Summative Evidence for Benchmark 10:

Over this charter term, the trajectory for this benchmark has been consistent as an Approaches due to ongoing compliance issues with fingerprint clearances, teacher certification, failure to submit a required report after several outreach efforts, and failure to submit a required revision request.

1. Element: **Legal Compliance:**

- **Indicator a:** Unity Prep appears to be in compliance with some state and federal laws pertaining to its charter, including FOIL and Open Meeting Law; protecting the rights of students and employees; financial management and oversight; and governance and reporting. However, some legal compliance concerns are noted: As indicated in BM 9, Unity Prep has a pattern of aggregate under-enrollment. Per the terms of the school’s charter, enrollment must be between 85 and 100 percent, and enrollment outside of that range is cause for a notice of deficiency or concern. In both school-submitted documents and throughout visits with various stakeholder groups, lack of space and overcrowding at the high school site are continually mentioned as a limiting factor. Other compliance issues that have surfaced during the charter term include:
 - Instances of non-adherence to fingerprint clearance requirements. During the 2020-2021 school year, two classroom teachers were working in the building without fingerprint clearance and the school has allowed employees to begin working prior to receiving fingerprint clearances. According to the leadership focus group, currently all new hires are fingerprinted prior to their start date.
 - Corrective action in response to a January 2019 Notice of Deficiency for not meeting education goals set forth in the charter, based on NYSTP ELA and math results in school year 2017-2018.
 - Failure to submit a revision request for the acquisition of a second building.

- Exceeding statutory limits on uncertified teachers. The school's 2020-2021 Annual Report indicates 41 uncertified teachers out of 61 total, with 36 of those reported outside of statutory exemption categories for uncertified charter school teachers.
- in 2019 the school failed to file the 2018-2019 Title I Supplement Not Supplant Survey, which was due on 2/1/2019. As of 4/10/2019 the report had not been completed although five communications were sent to the school to ensure compliance.
- **Indicator b:** Unity Prep typically attends to concerns promptly. In response to a recent complaint to the CSO related to student discipline, Unity Prep was able to clarify the sequence of events. Additionally, in this instance, the parent had not contacted the school directly with the complaint but went directly to the CSO. Another complaint involved a neighbor who claimed being disturbed by high noise levels at the high school building. Unity Prep has reached out to this neighbor to improve relations, and in accordance with their spirit of service, Unity Prep has helped clear snow from the neighbor's entryway. This neighborhood connection has evolved into a productive relationship. School leadership noted that the neighbor has even called the school to alert them about a light that was left on over a weekend.
- **Indicator c:** Unity Prep is currently exploring the acquisition of a facility, but they have not yet requested or received a revision to acquire the new facility, as required by the terms of their charter. In addition, Unity Prep has submitted two material revisions along with its renewal application: (1) significant changes to the school's key design elements and (2) expansion request to add kindergarten through Grades 3 to its current Grade 6 through Grade 12 configuration and to increase to its authorized enrollment from 655 students to 955 students by year five of the renewal charter term. These charter revisions are currently under review by the CSO.

On 1/30/23 the CSO emailed Unity Prep a letter that it received from Advocates for Children regarding the school's discipline policy. The CSO encouraged the school to discuss these comments with its counsel and submit a revision request in accordance with our Revision Guidelines as soon as possible, if advised to do so.

2022 NYSED Charter School Information Dashboard

Overview

Charter School Selection

UNITY PREPARATORY CHARTER SCHOOL OF BROOKLYN

BEDS Code

331300861056

2021-2022 Enrollment

530

ESEA Accountability Designation (2021-2022):

This school is designated as a school in **Good Standing** under current New York State criteria as defined by the Elementary and Secondary Education Act.

Charter School Information

School District of Location:	NEW YORK CITY GEOGRAPHIC DISTRICT #13
Total Public School Enrollment of Resident Students attending Charter Schools:	25%
Additional School District: (if applicable)*	N/A
Total Public School Enrollment of Resident Students attending Charter Schools:	-
Grades Served:	6-12
Address:	432 MONROE ST BROOKLYN NY 11221
Website:	www.unityprep.org
RIC:	NEW YORK CITY
Regents Region:	NEW YORK CITY REGION - BROOKLYN
Regent:	KATHLEEN M. CASHIN
Active Date:	7/1/2013
Authorizer:	NYS BOR
CEO:	JOSHUA BEAUREGARD
CEO Phone:	(917) 584-0850
CEO Email:	jbeauregard@unityprep.org
BOT President:	JAMES ELLSWORTH
BOT President Phone:	(718) 455-5046
BOT President Email:	chairperson@unityprep.org
Institution ID:	800000075840

BoR Charter School Office Information

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

Benchmark Rating

Year of Rating

BM1	
BM2	
BM3	
BM4	
BM5	
BM6	
BM7	
BM8	
BM9	
BM10	

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

2022 CSO Survey Results	Confidence Interval	Response Rate	Survey Population	Total Responses
Parent Survey	Does not meet 90% or 95% Confidence	0%	530	1
Student Survey (Grades 9-12)	Does not meet 90% or 95% Confidence	0%	278	0
Teacher Survey	Does not meet 90% or 95% Confidence	0%	65	0

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 1: Similar Schools Comparison

Charter School

UNITY PREPARATORY CHARTER SCHOOL OF BROOKLYN

Unity Preparatory CS of Brooklyn		ELA Differential	Math Differential	Science Differential	Graduation Rate Differential	
Middle/High School	+/- 5	All City Leadership Secondary School	-47	-45	.	-10
		Edmund W Gordon Brooklyn Laboratory CS	-12	-10	.	+88
		Odyssey Academy	+8	-4	-12	-4
		Pathways College Preparatory School: A College Board	-5	+1	.	-8
		Robert F Wagner Jr Secondary School for Arts and Tech	-46	-47	.	-8
		York Early College Academy	-20	-10	.	-11
		Young Women's Leadership School	-21	-2	-70	-12
		Mean	-20	-17	-41	+5
	+/- 7.5	Brooklyn Laboratory CS	-3	-7	.	+3
		Democracy Preparatory CS	-20	-16	-70	+15
		Eagle Academy for Young Men III	0	+3	.	+1
		Equality CS	-5	-8	-20	+1
		Health, Arts, Robotics and Technology HS	+37	+17	.	-3
		Institute for Health Professions At Cambria Heights	+37	+17	.	+2
		Kingsborough Early College School	-16	-6	-86	-12
		Lois and Richard Nicotra Early College CS	-4	+17	.	+88
		Queens Collegiate - A College Board School	-23	-17	.	-3
		Science, Technology & Research Early College	-38	-25	.	-12
		Spring Creek Community School	+13	+8	-22	+4
		Urban Assembly Institute of Math and Science for You	-18	+17	.	-9
		Wadleigh Secondary School for the Performing and Vi	-4	+2	.	-12
		Young Women's Leadership School of Brooklyn	-8	+4	-31	-8
		Young Women's Leadership School-Queens	-38	-29	.	-4
		Young Womens Leadership School - Astoria	-37	-24	.	-12
	Mean	-8	-3	-46	+2	
	+/- 10	Academy for College Prep & Career Exploration: A Coll	+2	+3	-6	+7
		Archimedes Academy for Math, Science and Technolo	-7	+2	-44	+21
		Channel View School for Research	-16	-8	.	-11
		Eagle Academy for Young Men II	-1	-38	.	-7
		Frederick Douglass Academy	+11	+14	.	+5
		HS for Youth and Community Development At Erasmus	+37	+17	.	+3
		Hostos-Lincoln Academy of Science	-3	+7	-43	+8
		Joseph C Wilson Magnet HS	+37	+17	.	+7
		Math Science Technology Preparatory School At 197	+22	+15	-9	+12
		Preparatory Academy for Writers: A College Board Sch	-24	-11	.	+1
		Theatre Arts Production Company School	+10	-1	.	+6
		Thurgood Marshall Academy for Learning & Social Cha	+2	+10	-33	+6
University Preparatory CS for Young Men		+28	+10	.	+9	
Young Women's College Preparatory CS of Rochester	+12	+7	.	-4		
Mean	+8	+3	-27	+5		
Mean	-4	-3	-37	+4		

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

Charter School

UNITY PREPARATORY CHARTER SCHOOL OF BROOKLYN

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

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

Unity Preparatory CS of Brooklyn	ELA				Math			
	All Students	SWD	ELL	ED	All Students	SWD	ELL	ED
2015-2016	40%	21%	21%	39%	22%	8%	33%	22%
2016-2017	47%	36%	56%	47%	34%	23%	18%	34%
2017-2018	46%	29%	20%	44%	28%	14%	30%	29%
2018-2019	49%	26%	27%	49%	34%	23%	19%	35%
2021-2022	52%	27%	23%	49%	24%	11%	18%	22%

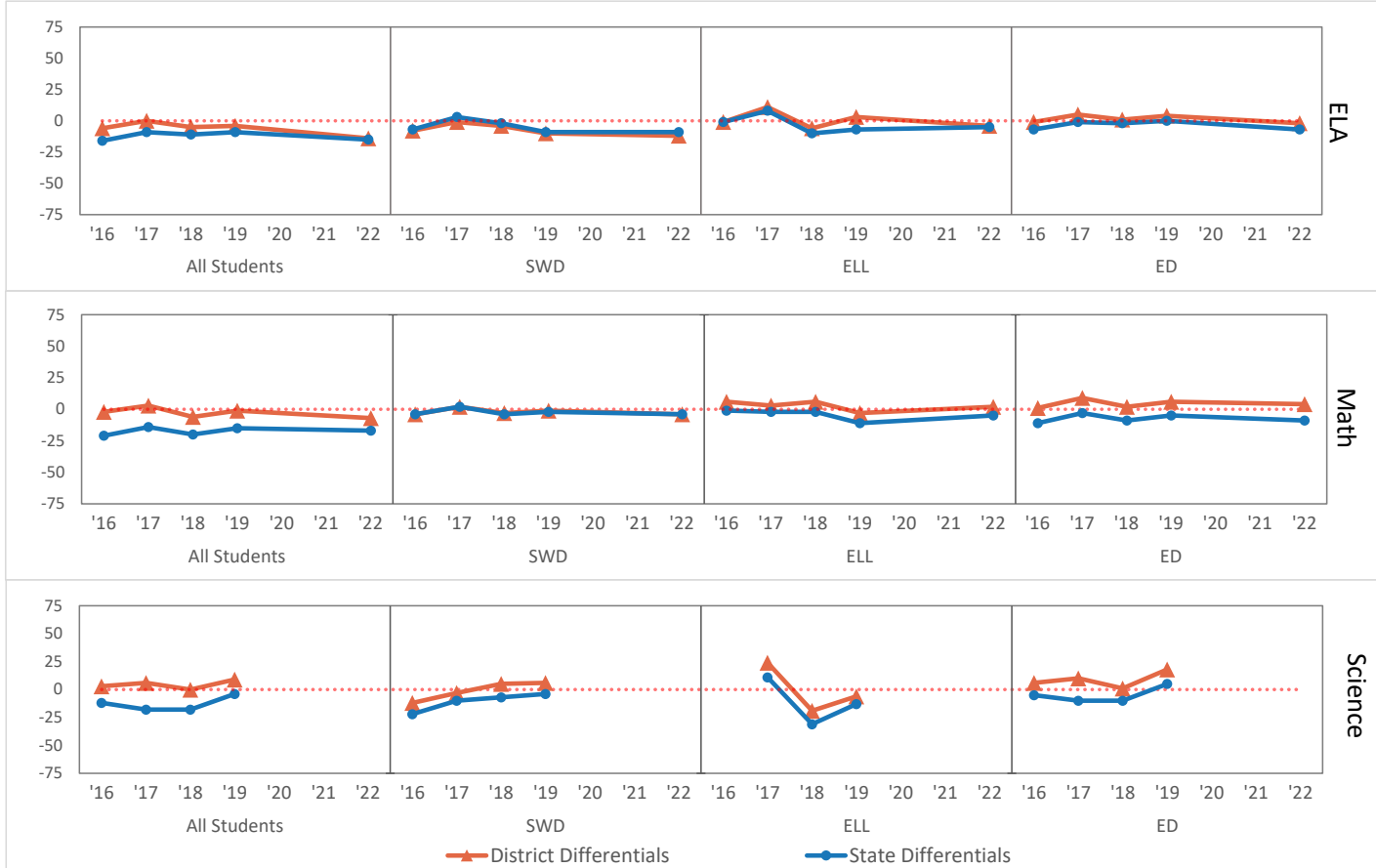
*See NOTES (2), (3), (7), and (8).

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

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

Elementary/Middle School Assessment Proficiency State and District Differentials Over Time
 Comparison of
 Unity Preparatory Charter School of Brooklyn and New York City CSD 13



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

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

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

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

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

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

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

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

All Students Grade-Level Proficiency

		ELA					Math					Science				
		Unity Preparatory CS of Brooklyn	NYC CSD 13	Differential to District	NYS	Differential to NYS	Unity Preparatory CS of Brooklyn	NYC CSD 13	Differential to District	NYS	Differential to NYS	Unity Preparatory CS of Brooklyn	NYC CSD 13	Differential to District	NYS	Differential to NYS
Grade 6	2015-2016	22%	24%	-2	35%	-13	11%	23%	-12	40%	-29	-	-	-	-	-
	2016-2017	26%	27%	-1	33%	-7	23%	27%	-4	40%	-17	-	-	-	-	-
	2017-2018	36%	39%	-3	49%	-13	26%	27%	-1	44%	-18	-	-	-	-	-
	2018-2019	44%	38%	+6	47%	-3	27%	29%	-2	47%	-20	-	-	-	-	-
	2021-2022	45%	54%	-9	57%	-12	21%	33%	-12	39%	-18	-	-	-	-	-
Grade 7	2015-2016	11%	27%	-16	36%	-25	19%	16%	+3	36%	-17	-	-	-	-	-
	2016-2017	29%	32%	-3	42%	-13	21%	17%	+4	38%	-17	-	-	-	-	-
	2017-2018	27%	42%	-15	40%	-13	19%	33%	-14	42%	-23	-	-	-	-	-
	2018-2019	24%	39%	-15	40%	-16	21%	31%	-10	44%	-23	-	-	-	-	-
	2021-2022	33%	51%	-18	48%	-15	23%	23%	0	36%	-13	-	-	-	-	-
Grade 8	2015-2016	30%	30%	0	41%	-11	12%	9%	+3	24%	-12	49%	46%	+3	61%	-12
	2016-2017	35%	34%	+1	46%	-11	18%	6%	+12	22%	-4	41%	35%	+6	59%	-18
	2017-2018	40%	40%	0	48%	-8	17%	15%	+2	31%	-14	41%	41%	0	59%	-18
	2018-2019	41%	43%	-2	48%	-7	37%	26%	+11	34%	+3	52%	43%	+9	56%	-4
	2021-2022	33%	49%	-16	50%	-17	9%	9%	0	27%	-18	-	-	-	-	-

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

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

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

Students with Disabilities Grade-Level Proficiency

		ELA					Math					Science				
		Unity Preparatory CS of Brooklyn	NYC CSD 13	Differential to District	NYS	Differential to NYS	Unity Preparatory CS of Brooklyn	NYC CSD 13	Differential to District	NYS	Differential to NYS	Unity Preparatory CS of Brooklyn	NYC CSD 13	Differential to District	NYS	Differential to NYS
Grade 6	2016-2017	14%	10%	+4	7%	+7	14%	14%	0	11%	+3	-	-	-	-	-
	2017-2018	13%	16%	-3	16%	-3	17%	11%	+6	15%	+2	-	-	-	-	-
	2018-2019	11%	19%	-8	15%	-4	11%	16%	-5	15%	-4	-	-	-	-	-
	2021-2022	23%	26%	-3	22%	+1	15%	14%	+1	11%	+4	-	-	-	-	-
Grade 7	2016-2017	4%	15%	-11	11%	-7	9%	7%	+2	10%	-1	-	-	-	-	-
	2017-2018	13%	17%	-4	12%	+1	7%	13%	-6	13%	-6	-	-	-	-	-
	2018-2019	5%	13%	-8	10%	-5	18%	12%	+6	13%	+5	-	-	-	-	-
	2021-2022	0%	19%	-19	16%	-16	0%	10%	-10	10%	-10	-	-	-	-	-
Grade 8	2016-2017	21%	17%	+4	13%	+8	13%	3%	+10	5%	+8	21%	24%	-3	31%	-10
	2017-2018	12%	17%	-5	16%	-4	0%	7%	-7	10%	-10	25%	20%	+5	32%	-7
	2018-2019	0%	14%	-14	15%	-15	0%	7%	-7	11%	-11	25%	19%	+6	29%	-4
	2021-2022	5%	17%	-12	17%	-12	5%	4%	+1	8%	-3	-	-	-	-	-

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

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

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

English Language Learners Grade-Level Proficiency

		ELA					Math					Science				
		Unity Preparatory CS of Brooklyn	NYC CSD 13	Differential to District	NYS	Differential to NYS	Unity Preparatory CS of Brooklyn	NYC CSD 13	Differential to District	NYS	Differential to NYS	Unity Preparatory CS of Brooklyn	NYC CSD 13	Differential to District	NYS	Differential to NYS
Grade 6	2016-2017	29%	8%	+21	6%	+23	18%	16%	+2	15%	+3	-	-	-	-	-
	2017-2018	-	-	-	-	-	40%	15%	+25	23%	+17	-	-	-	-	-
	2021-2022	30%	37%	-7	37%	-7	0%	13%	-13	21%	-21	-	-	-	-	-
Grade 7	2015-2016	0%	0%	0	7%	-7	22%	2%	+20	14%	+8	-	-	-	-	-
	2017-2018	9%	12%	-3	15%	-6	20%	16%	+4	20%	0	-	-	-	-	-
Grade 8	2016-2017	10%	6%	+4	9%	+1	8%	5%	+3	10%	-2	33%	9%	+24	22%	+11
	2017-2018	17%	24%	-7	21%	-4	0%	8%	-8	19%	-19	0%	19%	-19	31%	-31
	2018-2019	22%	13%	+9	19%	+3	13%	14%	-1	21%	-8	14%	20%	-6	27%	-13

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

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

Economically Disadvantaged Grade-Level Proficiency

		ELA					Math					Science				
		Unity Preparatory CS of Brooklyn	NYC CSD 13	Differential to District	NYS	Differential to NYS	Unity Preparatory CS of Brooklyn	NYC CSD 13	Differential to District	NYS	Differential to NYS	Unity Preparatory CS of Brooklyn	NYC CSD 13	Differential to District	NYS	Differential to NYS
Grade 6	2015-2016	20%	19%	+1	25%	-5	12%	19%	-7	28%	-16	-	-	-	-	-
	2016-2017	24%	16%	+8	23%	+1	26%	17%	+9	28%	-2	-	-	-	-	-
	2017-2018	36%	32%	+4	39%	-3	25%	20%	+5	32%	-7	-	-	-	-	-
	2018-2019	42%	28%	+14	37%	+5	25%	21%	+4	36%	-11	-	-	-	-	-
	2021-2022	43%	40%	+3	47%	-4	19%	16%	+3	27%	-8	-	-	-	-	-
Grade 7	2015-2016	12%	18%	-6	25%	-13	19%	10%	+9	25%	-6	-	-	-	-	-
	2016-2017	27%	28%	-1	31%	-4	20%	14%	+6	26%	-6	-	-	-	-	-
	2017-2018	24%	32%	-8	31%	-7	20%	22%	-2	30%	-10	-	-	-	-	-
	2018-2019	24%	29%	-5	31%	-7	22%	22%	0	33%	-11	-	-	-	-	-
	2021-2022	30%	36%	-6	39%	-9	21%	9%	+12	25%	-4	-	-	-	-	-
Grade 8	2015-2016	27%	27%	0	31%	-4	12%	8%	+4	19%	-7	46%	40%	+6	51%	-5
	2016-2017	35%	28%	+7	37%	-2	18%	5%	+13	18%	0	39%	29%	+10	49%	-10
	2017-2018	41%	36%	+5	39%	+2	19%	14%	+5	26%	-7	40%	39%	+1	50%	-10
	2018-2019	40%	36%	+4	39%	+1	38%	22%	+16	29%	+9	52%	34%	+18	47%	+5
	2021-2022	33%	40%	-7	42%	-9	8%	9%	-1	22%	-14	-	-	-	-	-

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

2022 NYSED Charter School Information Dashboard

Regents Outcomes

Charter School

UNITY PREPARATORY CHARTER SCHOOL OF BROOKLYN

Regents Testing Outcomes – Aggregate and Subgroup Annual Regents Outcomes*:

Annual Regents Outcomes

		All Students				SWD				ELL				ED			
		Charter Total Tested	Unity Preparatory CS of Brooklyn	NYS	Differential to NYS	Charter Total Tested	Unity Preparatory CS of Brooklyn	NYS	Differential to NYS	Charter Total Tested	Unity Preparatory CS of Brooklyn	NYS	Differential to NYS	Charter Total Tested	Unity Preparatory CS of Brooklyn	NYS	Differential to NYS
Algebra I (Common Core)	2017-2018	122	51%	64%	-13	36	31%	39%	-8	9	44%	46%	-2	92	49%	56%	-7
	2018-2019	115	75%	71%	+4	27	59%	43%	+16	-	-	-	-	82	73%	62%	+11
	2019-2020	96	95%	95%	0	24	96%	90%	+6	11	91%	90%	+1	76	95%	94%	+1
	2020-2021	86	100%	97%	+3	13	100%	96%	+4	-	-	-	-	65	100%	96%	+4
	2021-2022	12	100%	63%	+37	5	100%	42%	+58	-	-	-	-	10	100%	56%	+44
Algebra II (Common Core)	2017-2018	15	67%	82%	-15	-	-	-	-	-	-	-	-	11	73%	72%	+1
	2018-2019	55	29%	83%	-54	10	0%	58%	-58	-	-	-	-	35	26%	72%	-46
	2019-2020	52	85%	99%	-14	10	100%	98%	+2	-	-	-	-	37	84%	99%	-15
	2020-2021	46	100%	100%	0	9	100%	100%	0	-	-	-	-	28	100%	100%	0
	2021-2022	6	100%	68%	+32	-	-	-	-	-	-	-	-	5	100%	54%	+46
English Language Arts (Common Core)	2017-2018	29	69%	79%	-10	-	-	-	-	-	-	-	-	18	72%	70%	+2
	2018-2019	153	79%	84%	-5	42	60%	61%	-1	7	57%	56%	+1	108	80%	78%	+2
	2019-2020	137	96%	96%	0	31	90%	91%	-1	7	100%	89%	+11	95	95%	94%	+1
	2020-2021	101	100%	99%	+1	20	100%	98%	+2	7	100%	98%	+2	68	100%	99%	+1
	2021-2022	15	100%	84%	+16	-	-	-	-	-	-	-	-	11	100%	78%	+22
Geometry (Common Core)	2017-2018	75	23%	67%	-44	22	0%	38%	-38	-	-	-	-	53	26%	54%	-28
	2018-2019	86	13%	70%	-57	19	5%	41%	-36	5	0%	46%	-46	58	9%	57%	-48
	2019-2020	67	90%	98%	-8	12	83%	97%	-14	-	-	-	-	42	93%	97%	-4
	2020-2021	44	100%	100%	0	8	100%	100%	0	-	-	-	-	29	100%	100%	0
	2021-2022	30	100%	57%	+43	11	100%	31%	+69	6	100%	33%	+67	25	100%	44%	+56

2022 NYSED Charter School Information Dashboard

Regents Outcomes

Global History	2018-2019	87	67%	79%	-12	19	21%	52%	-31	7	57%	56%	+1	61	67%	72%	-5
	2019-2020	79	81%	98%	-17	28	57%	95%	-38	7	57%	95%	-38	53	75%	97%	-22
	2020-2021	50	100%	100%	0	11	100%	100%	0	5	100%	100%	0	36	100%	100%	0
	2021-2022	11	100%	81%	+19	-	-	-	-	-	-	-	-	6	100%	74%	+26
Global History Transition	2017-2018	90	59%	73%	-14	25	40%	45%	-5	-	-	-	-	66	58%	62%	-4
	2018-2019	31	6%	62%	-56	13	8%	34%	-26	-	-	-	-	24	4%	51%	-47
Living Environment	2017-2018	122	52%	70%	-18	41	34%	44%	-10	8	38%	43%	-5	92	50%	60%	-10
	2018-2019	98	69%	71%	-2	31	42%	45%	-3	7	57%	43%	+14	70	64%	61%	+3
	2019-2020	76	79%	96%	-17	20	65%	93%	-28	7	86%	94%	-8	62	81%	95%	-14
	2020-2021	72	100%	98%	+2	16	100%	97%	+3	5	100%	98%	+2	54	100%	98%	+2
	2021-2022	9	100%	76%	+24	-	-	-	-	-	-	-	-	9	100%	67%	+33
Physical Setting/ Chemistry	2017-2018	17	47%	72%	-25	-	-	-	-	-	-	-	-	12	50%	59%	-9
	2019-2020	42	100%	98%	+2	5	100%	98%	+2	-	-	-	-	28	100%	98%	+2
	2020-2021	44	100%	100%	0	11	100%	100%	0	-	-	-	-	27	100%	100%	0
	2021-2022	10	100%	62%	+38	-	-	-	-	-	-	-	-	8	100%	49%	+51
Physical Setting/ Earth Science	2017-2018	65	28%	68%	-40	22	18%	44%	-26	-	-	-	-	46	30%	58%	-28
	2018-2019	94	50%	69%	-19	15	7%	39%	-32	7	57%	37%	+20	71	52%	55%	-3
	2019-2020	97	88%	97%	-9	22	77%	95%	-18	6	67%	96%	-29	64	88%	97%	-9
	2020-2021	71	100%	98%	+2	12	100%	98%	+2	6	100%	99%	+1	55	100%	98%	+2
	2021-2022	5	100%	61%	+39	-	-	-	-	-	-	-	-	-	-	-	-
US History and Government	2018-2019	77	55%	77%	-22	20	40%	51%	-11	-	-	-	-	55	51%	67%	-16
	2019-2020	100	87%	97%	-10	25	72%	93%	-21	6	100%	92%	+8	70	86%	95%	-9
	2020-2021	53	100%	100%	0	10	100%	100%	0	-	-	-	-	34	100%	100%	0
	2021-2022	48	100%	100%	0	12	100%	100%	0	5	100%	100%	0	33	100%	100%	0

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

*The 2021-2022 Annual Regents results for this school have been affected by an end of year data processing error and are either not present or incomplete.

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 3: High School Outcomes

Charter School

UNITY PREPARATORY CHARTER SCHOOL OF BROOKLYN

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

Aggregate and Subgroup 4-Year Cohort Regents Testing Outcomes

		All Students				SWD				ELL				ED			
		Charter Total Cohort	Unity Preparatory CS of Brooklyn	NYS	Differential to NYS	Charter Total Cohort	Unity Preparatory CS of Brooklyn	NYS	Differential to NYS	Charter Total Cohort	Unity Preparatory CS of Brooklyn	NYS	Differential to NYS	Charter Total Cohort	Unity Preparatory CS of Brooklyn	NYS	Differential to NYS
ELA	2016 Cohort	83	90%	88%	+2	23	74%	66%	+8	-	-	-	-	54	93%	84%	+9
	2017 Cohort	77	90%	89%	+1	15	80%	69%	+11	8	75%	75%	0	56	88%	86%	+2
	2018 Cohort	56	100%	87%	+13	7	100%	71%	+29	-	-	-	-	33	100%	83%	+17
Global History	2016 Cohort	83	69%	84%	-15	23	43%	60%	-17	-	-	-	-	54	69%	80%	-11
	2017 Cohort	77	70%	87%	-17	15	13%	66%	-53	8	38%	69%	-31	56	66%	84%	-18
	2018 Cohort	56	95%	86%	+9	7	100%	72%	+28	-	-	-	-	33	91%	83%	+8
Math	2016 Cohort	83	92%	88%	+4	23	83%	64%	+19	-	-	-	-	54	96%	85%	+11
	2017 Cohort	77	91%	90%	+1	15	80%	69%	+11	8	75%	79%	-4	56	89%	88%	+1
	2018 Cohort	56	100%	91%	+9	7	100%	76%	+24	-	-	-	-	33	100%	89%	+11
Science	2016 Cohort	83	92%	87%	+5	23	74%	64%	+10	-	-	-	-	54	94%	83%	+11
	2017 Cohort	77	92%	90%	+2	15	87%	70%	+17	8	63%	74%	-11	56	91%	87%	+4
	2018 Cohort	56	100%	91%	+9	7	100%	77%	+23	-	-	-	-	33	100%	88%	+12
US History	2016 Cohort	83	71%	84%	-13	23	43%	61%	-18	-	-	-	-	54	65%	79%	-14
	2017 Cohort	77	90%	85%	+5	15	87%	66%	+21	8	75%	67%	+8	56	88%	81%	+7
	2018 Cohort	56	100%	84%	+16	7	100%	69%	+31	-	-	-	-	33	100%	80%	+20

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

*The 2021-2022 Cohort Regents results for this school have been affected by an end of year data processing error and are incomplete.

2022 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 3: High School Outcomes

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

High School Graduation Rates by Cohort

		All Students				SWD				ELL				ED			
		Charter Total Cohort	Unity Preparatory CS of Brooklyn	NYS Graduation Rate	Differential to NYS	Charter Total Cohort	Unity Preparatory CS of Brooklyn	NYS Graduation Rate	Differential to NYS	Charter Total Cohort	Unity Preparatory CS of Brooklyn	NYS Graduation Rate	Differential to NYS	Charter Total Cohort	Unity Preparatory CS of Brooklyn	NYS Graduation Rate	Differential to NYS
2016 Cohort	4 Year	83	98%	85%	+13	23	96%	63%	+33	-	-	-	-	54	98%	80%	+18
	5 Year	82	99%	88%	+11	23	96%	69%	+27	-	-	-	-	53	100%	83%	+17
	6 Year	82	99%	89%	+10	23	96%	72%	+24	-	-	-	-	53	100%	85%	+15
2017 Cohort	4 Year	77	88%	86%	+2	15	80%	65%	+15	8	75%	70%	+5	56	86%	81%	+5
	5 Year	77	88%	89%	-1	15	80%	72%	+8	8	75%	75%	0	56	86%	85%	+1
2018 Cohort	4 Year	56	95%	87%	+8	7	100%	69%	+31	-	-	-	-	33	97%	82%	+15

*See NOTES (2) and (3).

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

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

Unity Preparatory CS of Brooklyn	All Students			SWD			ELL			ED		
	Charter Total Cohort	Total On-Track	On-Track	Charter Total Cohort	Total On-Track	On-Track	Charter Total Cohort	Total On-Track	On-Track	Charter Total Cohort	Total On-Track	On-Track
2016	86	67	78%	-	-	-	-	-	-	60	47	78%
2017	79	71	90%	-	-	-	-	-	-	59	52	88%
2018	59	58	98%	-	-	-	-	-	-	38	38	100%
2019	59	57	97%	-	-	-	-	-	-	38	38	100%

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

2022 NYSED Charter School Information Dashboard

Benchmark 9 - Indicator 1: Enrollment and Retention

Charter School

UNITY PREPARATORY CHARTER SCHOOL OF BROOKLYN

1.a.i. Aggregate Enrollment:

Aggregate Enrollment: Reported vs Contracted - Target = 100%

Unity Preparatory CS of Brooklyn	Contracted Enrollment	Reported Enrollment	Percent of Contracted Enrollment
2017-2018	640	471	74%
2018-2019	784	513	65%
2019-2020	655	547	84%
2020-2021	655	540	82%
2021-2022	655	530	81%

2022 NYSED Charter School Information Dashboard

Benchmark 9 - Indicator 1: Enrollment and Retention

1.a.ii. Subgroup Enrollment:

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

	SWD			ELL			ED		
	Unity Preparatory CS of Brooklyn	NYC CSD 13	Differential to District	Unity Preparatory CS of Brooklyn	NYC CSD 13	Differential to District	Unity Preparatory CS of Brooklyn	NYC CSD 13	Differential to District
2017-2018	24%	16%	+8	7%	8%	-1	80%	73%	+7
2018-2019	25%	14%	+11	6%	7%	-1	76%	71%	+5
2019-2020	25%	12%	+13	5%	6%	-1	77%	70%	+7
2020-2021	22%	13%	+9	7%	6%	+1	77%	71%	+6
2021-2022	21%	13%	+8	7%	6%	+1	78%	69%	+9

*See NOTES (2) and (6).

2022 NYSED Charter School Information Dashboard

Benchmark 9 - Indicator 1: Enrollment and Retention

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

Retention - Aggregate and Subgroups

	All Students			SWD			ELL			ED		
	Unity Preparatory CS of Brooklyn	NYC CSD 13	Differential to District	Unity Preparatory CS of Brooklyn	NYC CSD 13	Differential to District	Unity Preparatory CS of Brooklyn	NYC CSD 13	Differential to District	Unity Preparatory CS of Brooklyn	NYC CSD 13	Differential to District
2017-2018	78%	80%	-2	78%	72%	+6	79%	75%	+4	80%	81%	-1
2018-2019	73%	85%	-12	75%	73%	+2	72%	81%	-9	72%	83%	-11
2019-2020	73%	87%	-14	71%	74%	-3	76%	84%	-8	73%	86%	-13
2020-2021	82%	90%	-8	77%	80%	-3	92%	86%	+6	82%	90%	-8
2021-2022	79%	86%	-7	84%	70%	+14	75%	85%	-10	78%	88%	-10

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

2022 NYSED Charter School Information Dashboard

Benchmark 9 - Indicator 1: Enrollment and Retention

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

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

Unity Preparatory CS of Brooklyn		All Students			SWD			ELL			ED		
		Original Cohort	Persistent	Percent Persistent	Original Cohort	Persistent	Percent Persistent	Original Cohort	Persistent	4 Year Persistent	Original Cohort	Persistent	Percent Persistent
2016 Cohort	4-Year	88	71	81%	26	21	81%	-	-	-	77	61	79%
	5-Year	88	71	81%	26	21	81%	-	-	-	77	61	79%
	6-Year	88	71	81%	26	21	81%	-	-	-	77	61	79%
2017 Cohort	4-Year	90	55	61%	23	13	57%	8	6	75%	66	39	59%
	5-Year	90	55	61%	23	13	57%	8	6	75%	66	39	59%
2018 Cohort	4 Year	63	48	76%	15	10	67%	-	-	-	41	31	76%

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

2022 NYSED Charter School Information Dashboard

Notes

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

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

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

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

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

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

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

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

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

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

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

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

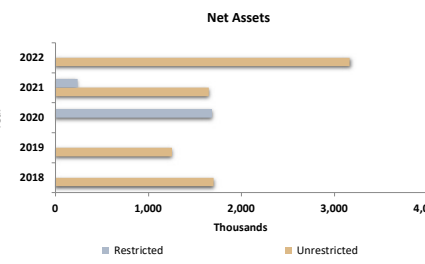
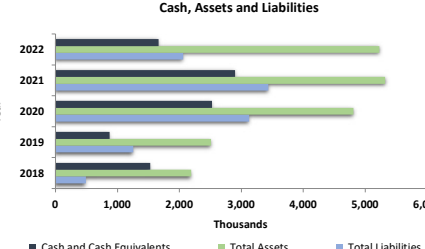
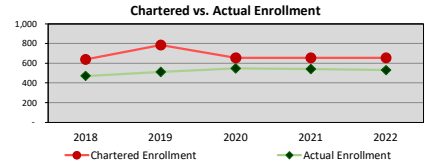


Charter School Fiscal Accountability Summary

UNITY PREPARATORY CHARTER SCHOOL OF BROOKLYN

Grades Served	6-10	6-11	6-12	6-12	6-12
Maximum Chartered Grades Served	6-12	6-12	6-12	6-12	6-12
Chartered Enrollment	640	784	655	655	655
Maximum Chartered Enrollment	655	655	655	655	655
Actual Enrollment	471	513	547	540	530

	2017-18	2018-19	2019-20	2020-21	2021-22
Grades Served	6-10	6-11	6-12	6-12	6-12
Maximum Chartered Grades Served	6-12	6-12	6-12	6-12	6-12
Chartered Enrollment	640	784	655	655	655
Maximum Chartered Enrollment	655	655	655	655	655
Actual Enrollment	471	513	547	540	530



ASSETS

Current Assets

Cash and Cash Equivalents	1,527,010	873,743	2,524,175	2,898,305	1,660,537
Grants and Contracts Receivable	238,387	70,045	304,637	313,377	931,028
Prepaid Expenses	108,626	17,155	180,094	8,529	16,485
Other Current Assets	-	679,160	917,198	1,289,750	-
Total Current Assets	1,874,023	1,640,103	3,926,104	4,509,961	2,608,050

Non-Current Assets

Property, Building and Equipment, net	315,349	569,127	579,748	512,316	501,766
Restricted Cash	-	75,216	75,245	-	100,042
Security Deposits	-	225,000	225,000	225,000	225,000
Other Non-Current Assets	-	-	-	75,020	1,787,868
Total Non-Current Assets	315,349	869,343	879,993	812,336	2,614,676
Total Assets	2,189,372	2,509,446	4,806,097	5,322,297	5,222,726

LIABILITIES and NET ASSETS

Current Liabilities

Accounts Payable and Accrued Expenses	93,438	91,267	164,574	139,168	145,866
Accrued Payroll and Payroll Taxes	367,407	420,809	446,615	530,507	463,396
Due to Related Parties	-	-	-	-	-
Refundable Advances	-	-	-	-	-
Other Current Liabilities	27,601	236,271	784,247	75,922	92,034
Total Current Liabilities	488,446	748,347	1,395,436	745,597	701,296

Long-Term Liabilities

Deferred Rent	-	508,008	-	1,117,827	1,359,361
Other Long-Term Liabilities	-	-	1,728,006	1,573,200	-
Total Long-Term Liabilities	-	508,008	1,728,006	2,691,027	1,359,361
Total Liabilities	488,446	1,256,355	3,123,442	3,436,624	2,060,657

NET ASSETS

Unrestricted	1,700,926	1,253,091	-	1,647,673	3,162,069
Restricted	-	-	1,682,655	238,000	-
Total Net Assets	1,700,926	1,253,091	1,682,655	1,885,673	3,162,069
Total Liabilities and Net Assets	2,189,372	2,509,446	4,806,097	5,322,297	5,222,726

OPERATING REVENUE

State and Local Per Pupil Revenue - Reg. Ed	6,805,900	7,709,975	8,663,473	10,259,519	10,394,572
State and Local Per Pupil Revenue - SPED	1,480,967	1,505,814	1,678,709	-	-
State and Local Per Pupil Facilities Revenue	-	866,826	1,309,130	1,380,653	1,398,963
Federal Grants	300,277	330,752	390,043	506,744	2,962,735
State and City Grants	194,220	236,646	105,537	-	-
Other Operating Income	-	350,688	-	-	1,485,939
Total Operating Revenue	8,781,363	11,000,701	12,146,892	12,146,916	16,242,209

EXPENSES

Program Services

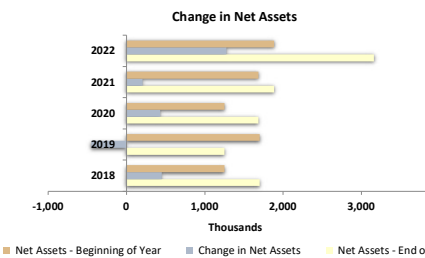
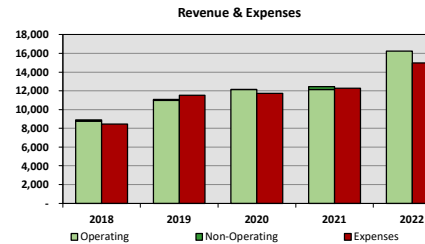
Regular Education	5,876,957	8,251,570	7,978,483	8,601,885	10,543,388
Special Education	2,054,632	2,522,065	2,965,996	2,734,867	2,956,490
Other Expenses	-	-	-	-	1,465,935
Total Program Services	7,931,589	10,773,635	10,944,479	11,336,752	14,965,813

Supporting Services

Management and General	476,967	714,737	724,694	850,423	-
Fundraising	36,105	63,879	64,945	81,538	-
Total Support Services	513,072	778,616	789,639	931,961	-
Total Expenses	8,444,661	11,552,251	11,734,118	12,268,713	14,965,813
Surplus/Deficit from Operations	336,702	(551,550)	412,774	(121,797)	1,276,396

SUPPORT AND OTHER REVENUE

Interest and Other Income	37	4,837	15,020	43,000	-
Contributions and Grants	111,323	98,878	1,770	281,815	-
Fundraising Support	-	-	-	-	-
Other Support and Revenue	-	-	-	-	-
Total Support and Other Revenue	111,360	103,715	16,790	324,815	-
Change in Net Assets	448,062	(447,835)	429,564	203,018	1,276,396
Net Assets - Beginning of Year	1,252,863	1,700,926	1,253,091	1,682,655	1,885,673
Net Assets - End of Year	1,700,926	1,253,091	1,682,655	1,885,673	3,162,069



REVENUE & EXPENSE BREAKDOWN

Revenue - Per Pupil

Operating	18,644	21,444	22,206	22,494	30,646
Support and Other Revenue	236	202	31	602	-
Total Revenue	18,881	21,646	22,237	23,096	30,646

Expenses - Per Pupil

Program Services	16,840	21,001	20,008	20,994	28,237
Management and General, Fundraising	1,089	1,518	1,444	1,726	-
Total Expenses	17,929	22,519	21,452	22,720	28,237
% of Program Services	93.9%	93.3%	93.3%	92.4%	100.0%
% of Management and Other	6.1%	6.7%	6.7%	7.6%	0.0%
% of Revenue Exceeding Expenses	5.3%	-3.9%	3.7%	1.7%	8.5%

FINANCIAL COMPOSITE SCORE

Composite Score	2.46	1.61	1.97	1.65	2.64
BENCHMARK and FINDING:	Strong	Strong	Strong	Strong	Strong
Strong: 1.5 - 3.0 / Adequate: 1.0 - 1.4 / Needs Monitoring: -1.0 - 0.9					

WORKING CAPITAL

Net Working Capital	1,385,577	891,756	2,530,668	3,764,364	1,906,754
Working Capital (Current) Ratio	3.8	2.2	2.8	6.0	3.7
BENCHMARK and FINDING:	Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard
Ratio should be equal to or greater than 1.2					

DEBT TO ASSET

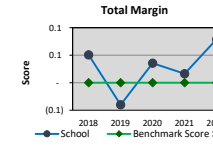
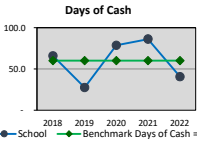
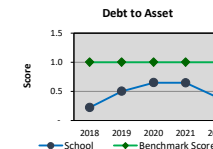
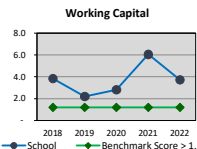
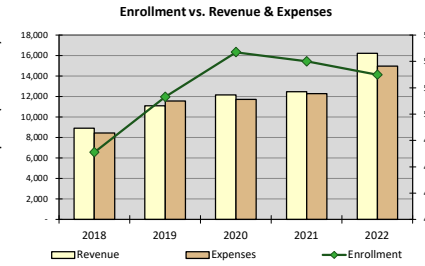
Debt to Asset Ratio	0.2	0.5	0.6	0.6	0.4
BENCHMARK and FINDING:	Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard
Ratio should be equal to or less than 1.0					

CASH POSITION

Days of Cash	66.0	27.6	78.5	86.2	40.5
BENCHMARK and FINDING:	Meets Standard	Does Not Meet Standard	Meets Standard	Meets Standard	Does Not Meet Standard
Ratio should be equal to or greater than 60 days					

TOTAL MARGIN

Total Margin Ratio	0.1	(0.0)	0.0	0.0	0.1
BENCHMARK and FINDING:	Meets Standard	Does Not Meet Standard	Meets Standard	Meets Standard	Meets Standard
Ratio should be equal to or greater than 0.0					





New York State
EDUCATION DEPARTMENT

Knowledge > Skill > Opportunity



NYS BOARD OF REGENTS AUTHORIZED CHARTER SCHOOLS

April 2021

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

Prepared for Unity Preparatory Charter School of Brooklyn

NYS Education Department Charter School Office



Introduction

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

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

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

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

Sincerely,

A handwritten signature in black ink that reads "David M. Frank". The signature is fluid and cursive, with the first letters of each name being capitalized and prominent.

David Frank
Executive Director, Charter Schools Office

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

Unity Preparatory CS of Brooklyn Response n = 77 Response Rate = 14%

		All Charter Schools		Unity Preparatory CS of Brooklyn		Difference
Q1a The charter school has high academic expectations for my child.	Strongly Agree	77%	7,064	90%	69	13
	Somewhat Agree	18%	1,633	10%	8	-8
	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	90%	69	19
	Somewhat Agree	21%	1,916	9%	7	-12
	Neither Agree nor Disagree	4%	401	1%	1	-3
	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	84%	65	12
	Somewhat Agree	20%	1,887	13%	10	-7
	Neither Agree nor Disagree	5%	443	1%	1	-4
	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	79%	61	7
	Somewhat Agree	17%	1,557	17%	13	0
	Neither Agree nor Disagree	9%	792	3%	2	-6
	Somewhat Disagree	1%	122	1%	1	0
	Strongly Disagree	1%	94	0%	0	-1

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

Unity Preparatory CS of Brooklyn Response n = 77 Response Rate = 14%

		All Charter Schools		Unity Preparatory CS of Brooklyn		Difference
Q2b The school's discipline policy is fair to all students.	Strongly Agree	67%	6,210	77%	59	10
	Somewhat Agree	18%	1,628	19%	15	1
	Neither Agree nor Disagree	11%	1,058	3%	2	-8
	Somewhat Disagree	2%	159	1%	1	-1
	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	83%	64	16
	Somewhat Agree	17%	1,574	12%	9	-5
	Neither Agree nor Disagree	13%	1,240	5%	4	-8
	Somewhat Disagree	1%	133	0%	0	-1
	Strongly Disagree	1%	111	0%	0	-1
Q2d I am aware of how the school supports student social-emotional development.	Strongly Agree	67%	6,125	86%	66	19
	Somewhat Agree	20%	1,835	12%	9	-8
	Neither Agree nor Disagree	9%	840	3%	2	-6
	Somewhat Disagree	2%	218	0%	0	-2
	Strongly Disagree	2%	187	0%	0	-2
Q2e The school has social, emotional, and mental health programs and supports for all students.	Strongly Agree	61%	5,570	81%	62	20
	Somewhat Agree	20%	1,873	9%	7	-11
	Neither Agree nor Disagree	15%	1,367	9%	7	-6
	Somewhat Disagree	2%	207	1%	1	-1
	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**

Unity Preparatory CS of Brooklyn Response n = 77 Response Rate = 14%

		All Charter Schools		Unity Preparatory CS of Brooklyn		Difference
Q3a The school provides a safe environment.	Strongly Agree	76%	7,006	75%	58	-1
	Somewhat Agree	15%	1,366	17%	13	2
	Neither Agree nor Disagree	7%	677	8%	6	1
	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	68%	52	2
	Somewhat Agree	20%	1,801	23%	18	3
	Neither Agree nor Disagree	11%	1,018	8%	6	-3
	Somewhat Disagree	2%	193	1%	1	-1
	Strongly Disagree	1%	118	0%	0	-1
Q3c Classroom environments support learning and are generally free from disruption.	Strongly Agree	65%	5,997	77%	59	12
	Somewhat Agree	21%	1,916	13%	10	-8
	Neither Agree nor Disagree	11%	1,026	9%	7	-2
	Somewhat Disagree	2%	160	1%	1	-1
	Strongly Disagree	1%	106	0%	0	-1
Q3d The school has high behavioral expectations for my child.	Strongly Agree	75%	6,923	91%	70	16
	Somewhat Agree	17%	1,570	8%	6	-9
	Neither Agree nor Disagree	6%	581	1%	1	-5
	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**

Unity Preparatory CS of Brooklyn Response n = 77 Response Rate = 14%

		All Charter Schools		Unity Preparatory CS of Brooklyn		Difference
Q4a The school provides opportunities for parent participation within the school community.	Strongly Agree	69%	6,353	83%	64	14
	Somewhat Agree	19%	1,753	12%	9	-7
	Neither Agree nor Disagree	9%	827	5%	4	-4
	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	94%	72	17
	Somewhat Agree	15%	1,398	5%	4	-10
	Neither Agree nor Disagree	4%	354	1%	1	-3
	Somewhat Disagree	2%	204	0%	0	-2
	Strongly Disagree	2%	145	0%	0	-2
Q4c The school uses many methods of communication with families.	Strongly Agree	80%	7,393	96%	74	16
	Somewhat Agree	14%	1,274	4%	3	-10
	Neither Agree nor Disagree	4%	325	0%	0	-4
	Somewhat Disagree	1%	119	0%	0	-1
	Strongly Disagree	1%	94	0%	0	-1
Q4d The school seeks feedback from parents through surveys, meetings, or some other way.	Strongly Agree	76%	7,029	92%	71	16
	Somewhat Agree	16%	1,508	6%	5	-10
	Neither Agree nor Disagree	5%	418	0%	0	-5
	Somewhat Disagree	2%	159	1%	1	-1
	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**

Unity Preparatory CS of Brooklyn Response n = 77 Response Rate = 14%

		All Charter Schools		Unity Preparatory CS of Brooklyn		Difference
Q4e The school has a complaint policy that is easy to find.	Strongly Agree	53%	4,900	78%	60	25
	Somewhat Agree	20%	1,820	10%	8	-10
	Neither Agree nor Disagree	21%	1,970	10%	8	-11
	Somewhat Disagree	3%	288	0%	0	-3
	Strongly Disagree	2%	227	1%	1	-1
Q4f The school has a complaint policy that is easy to understand.	Strongly Agree	55%	5,098	81%	62	26
	Somewhat Agree	19%	1,744	9%	7	-10
	Neither Agree nor Disagree	21%	1,970	8%	6	-13
	Somewhat Disagree	2%	211	0%	0	-2
	Strongly Disagree	2%	182	3%	2	1
Q4g The school informs parents about how it performs compared to other schools in the district and New York State.	Strongly Agree	54%	4,989	71%	55	17
	Somewhat Agree	20%	1,803	13%	10	-7
	Neither Agree nor Disagree	19%	1,754	12%	9	-7
	Somewhat Disagree	4%	364	4%	3	0
	Strongly Disagree	3%	295	0%	0	-3
Q5 Thinking about this school's board meetings, which of the following statements best applies to you?	I attend almost every board meeting	15%	1,375	13%	10	-2
	I occasionally attend board meetings	27%	2,477	27%	21	0
	I know when board meetings take place, but do not attend	31%	2,808	36%	28	5
	I do not know when board meetings take place and I do not attend	28%	2,545	23%	18	-5

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

Unity Preparatory CS of Brooklyn Response n = 77 Response Rate = 14%

		All Charter Schools		Unity Preparatory CS of Brooklyn		Difference
Q6 Do you feel the school is fulfilling its mission?	Yes	87%	7,969	95%	73	8
	No	4%	353	1%	1	-3
	I don't know the school's mission	10%	883	4%	3	-6
Q7a The school has clear instructions on cleaning procedures and practices used in the school's buildings.	Strongly Agree	52%	4,758	36%	28	-16
	Somewhat Agree	12%	1,073	12%	9	0
	Neither Agree nor Disagree	7%	685	4%	3	-3
	Somewhat Disagree	1%	57	0%	0	-1
	Strongly Disagree	0%	46	0%	0	0
	Did not experience in-person learning	28%	2,586	48%	37	20
Q7b I am confident the school is following the proper safety standards.	Strongly Agree	58%	5,347	42%	32	-16
	Somewhat Agree	10%	953	13%	10	3
	Neither Agree nor Disagree	6%	507	3%	2	-3
	Somewhat Disagree	0%	43	0%	0	0
	Strongly Disagree	0%	39	0%	0	0
	Did not experience in-person learning	25%	2,316	43%	33	18
Q7c My child has difficulty learning in the current school setting.	Strongly Agree	13%	1,186	12%	9	-1
	Somewhat Agree	13%	1,191	6%	5	-7
	Neither Agree nor Disagree	11%	1,021	5%	4	-6
	Somewhat Disagree	7%	604	5%	4	-2
	Strongly Disagree	27%	2,455	22%	17	-5
	Did not experience in-person learning	30%	2,748	49%	38	19

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

Unity Preparatory CS of Brooklyn Response n = 77 Response Rate = 14%

		All Charter Schools		Unity Preparatory CS of Brooklyn		Difference
Q7d I worry my child will come in contact with COVID19 while in school.	Strongly Agree	23%	2,082	19%	15	-4
	Somewhat Agree	15%	1,419	13%	10	-2
	Neither Agree nor Disagree	13%	1,207	5%	4	-8
	Somewhat Disagree	7%	631	5%	4	-2
	Strongly Disagree	14%	1,301	6%	5	-8
	Did not experience in-person learning	28%	2,565	51%	39	23
Q8a The school has provided me with help to support my child's remote learning.	Strongly Agree	69%	6,334	86%	66	17
	Somewhat Agree	19%	1,739	10%	8	-9
	Neither Agree nor Disagree	6%	552	4%	3	-2
	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	25%	19	-3
	Somewhat Agree	21%	1,913	9%	7	-12
	Neither Agree nor Disagree	11%	1,004	8%	6	-3
	Somewhat Disagree	12%	1,094	16%	12	4
	Strongly Disagree	27%	2,529	43%	33	16
	Did not experience remote learning	1%	113	0%	0	-1

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

Unity Preparatory CS of Brooklyn Response n = 77 Response Rate = 14%

		All Charter Schools		Unity Preparatory CS of Brooklyn		Difference
Q8c Managing my work along with my child's remote learning schoolwork has been a challenge.	Strongly Agree	42%	3,829	25%	19	-17
	Somewhat Agree	25%	2,258	21%	16	-4
	Neither Agree nor Disagree	11%	974	13%	10	2
	Somewhat Disagree	7%	656	14%	11	7
	Strongly Disagree	15%	1,381	27%	21	12
	Did not experience remote learning	1%	107	0%	0	-1
Q8d The internet in my home works when my child needs to access school materials for remote learning	Strongly Agree	65%	6,023	69%	53	4
	Somewhat Agree	22%	2,003	21%	16	-1
	Neither Agree nor Disagree	5%	479	6%	5	1
	Somewhat Disagree	4%	388	4%	3	0
	Strongly Disagree	2%	227	0%	0	-2
	Did not experience remote learning	1%	85	0%	0	-1
Q8e My child has access to a tech device for school when needed for remote learning.	Strongly Agree	84%	7,747	96%	74	12
	Somewhat Agree	10%	928	4%	3	-6
	Neither Agree nor Disagree	3%	263	0%	0	-3
	Somewhat Disagree	1%	97	0%	0	-1
	Strongly Disagree	1%	88	0%	0	-1
	Did not experience remote learning	1%	82	0%	0	-1
Q9a I have a clear idea how the school is educating my child.	Strongly Agree	67%	6,173	86%	66	19
	Somewhat Agree	24%	2,170	13%	10	-11
	Neither Agree nor Disagree	6%	508	0%	0	-6
	Somewhat Disagree	3%	234	1%	1	-2
	Strongly Disagree	1%	120	0%	0	-1

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

Unity Preparatory CS of Brooklyn Response n = 77 Response Rate = 14%

		All Charter Schools		Unity Preparatory CS of Brooklyn		Difference
Q9b I need to devote a great amount of time to support my child's school participation.	Strongly Agree	39%	3,628	35%	27	-4
	Somewhat Agree	27%	2,507	23%	18	-4
	Neither Agree nor Disagree	15%	1,420	16%	12	1
	Somewhat Disagree	9%	867	8%	6	-1
	Strongly Disagree	9%	783	18%	14	9
Q9c I am concerned about my child's social or emotional well-being.	Strongly Agree	35%	3,258	27%	21	-8
	Somewhat Agree	23%	2,123	14%	11	-9
	Neither Agree nor Disagree	14%	1,313	17%	13	3
	Somewhat Disagree	10%	877	14%	11	4
	Strongly Disagree	18%	1,634	27%	21	9
Q9d I am more connected with my child's day-to-day education now than ever before.	Strongly Agree	52%	4,773	57%	44	5
	Somewhat Agree	24%	2,249	19%	15	-5
	Neither Agree nor Disagree	15%	1,360	19%	15	4
	Somewhat Disagree	5%	447	1%	1	-4
	Strongly Disagree	4%	376	3%	2	-1

NYSED CSO Parent Survey 2021

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

Unity Preparatory CS of Brooklyn

OPEN1 Why did you choose this school for your child to attend?	After a tour of the school and open house I felt Unity would be a great environment. I was right!
	Because I am here physical watching what he does and how he does his work
	Because from the time you walk in the building you believe in the school! And because parents feedback
	Because of the challenges academically
	Cause it has what she likes to do
	During my search of middle schools in the area I read great reviews about Unity Charter school such as it's Academic excellence and character development. Learning the different after school programs my child and I were interested. Overall it's a great school.
	For the extra support and encouragement that I know my child needs
	For their curricular developmentand educational method
	From our very first site visit we knew Unity was the choice for Middle school. The warm environment and a sense of family they made us feel. The principals and staff were welcoming as well. The school curriculum and the extra curricular activities they provided was a very good balance.
	Good reviews
	Great testing results
	He attended the middle school and we enjoyed the environment when we came for a visit.
	He had an awesome experience in their junior high.
	He loves Science and stem. He is coming from Brooklyn Science and Engineering junior high school . I had to choose a school that would support his love of STEM.
	He went to a charter middle school an I loved how charter schools operate so I wanted to keep him in a charter high school plus he loves his school so it worked out for both of us
	I choose this school because I heard good things about them.
I choose this school because it has a great academic, educate students perfectly and also they prepare those kids for life.I love when the teachers ,9r someone from administration called or sent a text regarding my to tell me about my child progres. Thank you.	
I chose Unity High school because I knew It would provide a beneficial challenge for my child's education.	
I chose this school because I wanted to give them a chance and they did not disappoint me	

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

Unity Preparatory CS of Brooklyn

	I chose this school because I've heard many great things about the school at the middle school fair
	I chose this school for my child to attend because my child first attended an open house with his elementary school and he expressed to be how much he liked it. I was then able to attend an open house with my child I was intrigued by their interest and dedication to all the students excelling as well as their extracurricular activities that were offered.
	I chose this school mainly because I wanted him to be more academically active with his school and teachers and peers, and that school has proved me right over the past 3 years my son has been attending this school from 6-8th grade.
	I decided to go with this school because of its academic and extra curriculum settings. Also because of its IEP services.
	I did not feel any of the available public middle schools provided a high enough level of education.
	I did research and thought it was a great school
	I got very great feedback from other parents about this school and how closely they work with students. That was for me was a plus.
	I heard great things about the school all around the plus for me was the free bus service. Once I went for her Orientation the way they explained to me how the school works and how the children that were in the 7th and 8th grade have the round table Presentation to show what they learn. That when I made my choice this school is for my daughter.
	I like the community and family values, and it's mission
	I like the way they interact and teach my child. They are very up close and personal with him. I appreciate all the staff!
	I like what this school had to offer my child and it reminded me of his old junior high school
	I love the environment and the way the teachers speak to the children plus they help you in every way I wouldn't regret sending my daughter to this School.
	I love their open-door policy, the accessibility of faculty and staff, and their dedication to educating our scholars. I also like that the school is small, so students get more individual attention.
	I loved the dynamics of the school
	I loved the environment and what they offer for my child
	I needed a school that was close to family in case of an emergency and that could support him with his academic needs.
	I thought it was a good school that could push my child to do great

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

Unity Preparatory CS of Brooklyn

	I wanted him to come out of his shell and wanted him out of the neighborhood he needed a new environment for growth and the school is very much more helpful than those of that in the neighborhood
	I was looking for a school that was a good school for him and was close to family in case of an emergency. It was a good fit and not as far as another school.
	It a very good school they academic excellence. The school has industry link that im interest in.the school has good extra curricular activities
	It fits all our needs , the teachers are amazing, co- principals and very in tune with what's going on . Not to mention the amazing programs that are additionally there for the kids access. I just love the school all around.
	It had an excellent reputation and academics. They also had great afterschool program and sports programs
	It strong education goals and how well we are also included with decisions making.
	It was highly recommended by her elementary school.
	It was recommended by her elementary Charter School
	It's a Charter School
	It's the school he chose. Also the grade averages and the graduation rates. The teachers from what I saw had great interactions with their students and seem to really care about their interests and well being.
	Its open-door policy. The public schools seem afraid to let parents in the school!
	Looking for a bridge if higher learning to move in to college
	Online
	Strict disciplinary
	Testing results and great reviews
	The academic they give at the school I love that some of the teachers communicate with me about my child grades etc
	The best school at the time
	The curriculum is challenging and it's important my child feels challenged.
	The extracurricular programs they offered.
	They had everything we were looking for
	They very understanding
	They were the only school that open their doors

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

Unity Preparatory CS of Brooklyn

	<p>This is a good school</p>
	<p>This is like a mother school To her old school and she strongly wanted to attend here and I am glad that she did because her grades are so much better than they were before</p>
	<p>This school open their doors to me. They have given my child exceptional and quality education from the start. Then Covid happen they jump into remote learning and must say did a phenomenal job from the start and continues to do a fantastic job. Unity engages embraces and motivate these children daily. They have a wonderful model for remote learning and would suggest Unity remote learning abilities be utilize throughout the states to show how remote should be conducted correctly</p>
	<p>This school was my scholars top and first choice.</p>
	<p>Through a family friend. who's child attends Unity</p>
	<p>UNITY met the criteria that I required</p>
	<p>Unity Prep Charter School has great staff, academic choices & wonderful afterschool programs.</p>
	<p>Unity Preparatory was highly recommended to me by another parent.</p>
	<p>Word of mouth for past students and parents.</p>

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

Unity Preparatory CS of Brooklyn

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

I would love for the teachers to communicate more when you emailing and I understand that they can't reach all but if a parent been emailing since school started and no response then I believe they need to work harder to be more involved with the parents concernes
Love Unity Prep- made virtual learning a breeze for my daughter
My child is having a great experience at this school.
N/A
N/P
None
Remote learning has been a wonderful experience.
Teachers are great, very patient with students and always available when ever I may have a question or concern.
Thanks to The Co-principal The Dean and all the other teachers who are persistent in helping out with my son's school work.
The teachers at Unity are doing their very best to help my child succeed!
This school is great!
Thisba school theater got it RIGHT! From Day one of remote learning. I have not had ONE worry since And! And more schools need to follow thier model!
Unity Prep Charter School is a wonderful academic institution. Thank you
Unity has executed their remote learning experience. The classes are very engaging and the teachers are always coming up with different ways to allow the scholars to feel comfortable. I also admire the importance they stress to scholars of being great, being a better you.
Unity has provided my children with a safe and thorough learning experience. The staff goes above and beyond to ensure my children receive a quality education. I'm very pleased.
no comment

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

Unity Preparatory CS of Brooklyn Response n = 18

		All Charter Schools		Unity Preparatory CS of Brooklyn		Difference
Q1a The school has a documented curriculum that is aligned to the New York State learning standards.	Strongly Agree	75%	1,804	56%	10	-19
	Somewhat Agree	19%	456	33%	6	14
	Neither Agree nor Disagree	4%	87	11%	2	7
	Somewhat Disagree	2%	41	0%	0	-2
	Strongly Disagree	1%	24	0%	0	-1
Q1b The school's curriculum is aligned horizontally across same grade level classrooms.	Strongly Agree	66%	1,602	11%	2	-55
	Somewhat Agree	22%	528	56%	10	34
	Neither Agree nor Disagree	8%	182	22%	4	14
	Somewhat Disagree	3%	66	6%	1	3
	Strongly Disagree	1%	34	6%	1	5
Q1c The school's curriculum is aligned vertically between grade levels.	Strongly Agree	59%	1,413	33%	6	-26
	Somewhat Agree	28%	664	56%	10	28
	Neither Agree nor Disagree	9%	219	11%	2	2
	Somewhat Disagree	3%	83	0%	0	-3
	Strongly Disagree	1%	33	0%	0	-1
Q1d The curriculum and corresponding materials are differentiated to provide opportunities for all students to master grade-level skills and concepts.	Strongly Agree	60%	1,436	61%	11	1
	Somewhat Agree	29%	692	33%	6	4
	Neither Agree nor Disagree	5%	130	6%	1	1
	Somewhat Disagree	4%	108	0%	0	-4
	Strongly Disagree	2%	46	0%	0	-2

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

Unity Preparatory CS of Brooklyn Response n = 18

		All Charter Schools		Unity Preparatory CS of Brooklyn		Difference
Q1e The curriculum is systematically reviewed and revised.	Strongly Agree	61%	1,480	44%	8	-17
	Somewhat Agree	24%	576	22%	4	-2
	Neither Agree nor Disagree	8%	196	28%	5	20
	Somewhat Disagree	4%	101	6%	1	2
	Strongly Disagree	2%	59	0%	0	-2
Q1f The school has a strong science curriculum.	Strongly Agree	42%	1,009	33%	6	-9
	Somewhat Agree	27%	660	28%	5	1
	Neither Agree nor Disagree	21%	509	33%	6	12
	Somewhat Disagree	6%	135	0%	0	-6
	Strongly Disagree	4%	99	6%	1	2
Q2a The school staff has a shared understanding of high-quality instruction that supports all learners.	Strongly Agree	65%	1,572	44%	8	-21
	Somewhat Agree	27%	650	44%	8	17
	Neither Agree nor Disagree	4%	87	6%	1	2
	Somewhat Disagree	3%	69	0%	0	-3
	Strongly Disagree	1%	34	6%	1	5
Q2b Instructional delivery fosters engagement with all students.	Strongly Agree	61%	1,468	39%	7	-22
	Somewhat Agree	31%	751	44%	8	13
	Neither Agree nor Disagree	4%	104	11%	2	7
	Somewhat Disagree	3%	69	6%	1	3
	Strongly Disagree	1%	20	0%	0	-1

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

Unity Preparatory CS of Brooklyn Response n = 18

		All Charter Schools		Unity Preparatory CS of Brooklyn		Difference
Q2c The school differentiates instruction to ensure equity and access for all students.	Strongly Agree	63%	1,509	56%	10	-7
	Somewhat Agree	28%	673	39%	7	11
	Neither Agree nor Disagree	5%	110	6%	1	1
	Somewhat Disagree	4%	90	0%	0	-4
	Strongly Disagree	1%	30	0%	0	-1
Q2d The school provides staff with professional development opportunities that promote best practices and improves all students' success, including subgroups: Students with disabilities (SWDs), English language learners (ELLs), and economically disadvantaged students (EDs)	Strongly Agree	58%	1,405	44%	8	-14
	Somewhat Agree	26%	634	50%	9	24
	Neither Agree nor Disagree	6%	146	6%	1	0
	Somewhat Disagree	7%	166	0%	0	-7
	Strongly Disagree	3%	61	0%	0	-3
Q2e There is a uniform expectation for teachers' implementation of academic rigor in the school.	Strongly Agree	64%	1,535	44%	8	-20
	Somewhat Agree	23%	560	22%	4	-1
	Neither Agree nor Disagree	6%	154	22%	4	16
	Somewhat Disagree	5%	111	6%	1	1
	Strongly Disagree	2%	52	6%	1	4
Q3a The school uses a system of formative, diagnostic, and summative assessments.	Strongly Agree	69%	1,676	56%	10	-13
	Somewhat Agree	25%	606	44%	8	19
	Neither Agree nor Disagree	3%	77	0%	0	-3
	Somewhat Disagree	2%	37	0%	0	-2
	Strongly Disagree	1%	16	0%	0	-1

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

Unity Preparatory CS of Brooklyn Response n = 18

		All Charter Schools		Unity Preparatory CS of Brooklyn		Difference
Q3b The school uses qualitative and quantitative data to inform instruction and improve student outcomes.	Strongly Agree	67%	1,623	67%	12	0
	Somewhat Agree	26%	633	33%	6	7
	Neither Agree nor Disagree	4%	89	0%	0	-4
	Somewhat Disagree	2%	41	0%	0	-2
	Strongly Disagree	1%	26	0%	0	-1
Q3c The school uses qualitative and quantitative data to evaluate the quality and effectiveness of the academic program.	Strongly Agree	63%	1,508	56%	10	-7
	Somewhat Agree	26%	632	33%	6	7
	Neither Agree nor Disagree	6%	152	6%	1	0
	Somewhat Disagree	4%	87	6%	1	2
	Strongly Disagree	1%	33	0%	0	-1
Q3d The school modifies its academic program after using data measurements.	Strongly Agree	59%	1,419	67%	12	8
	Somewhat Agree	26%	631	22%	4	-4
	Neither Agree nor Disagree	8%	190	11%	2	3
	Somewhat Disagree	5%	124	0%	0	-5
	Strongly Disagree	2%	48	0%	0	-2
Q3e The school uses multiple measures to assess student progress toward State learning standards.	Strongly Agree	64%	1,555	61%	11	-3
	Somewhat Agree	25%	614	33%	6	8
	Neither Agree nor Disagree	6%	142	6%	1	0
	Somewhat Disagree	3%	76	0%	0	-3
	Strongly Disagree	1%	25	0%	0	-1

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

Unity Preparatory CS of Brooklyn Response n = 18

		All Charter Schools		Unity Preparatory CS of Brooklyn		Difference
Q4a The school follows the NYSED approved identification process for students with disabilities.	Strongly Agree	72%	1,743	78%	14	6
	Somewhat Agree	16%	375	17%	3	1
	Neither Agree nor Disagree	10%	238	6%	1	-4
	Somewhat Disagree	1%	30	0%	0	-1
	Strongly Disagree	1%	26	0%	0	-1
Q4b The school follows the NYSED approved identification process for English language learners.	Strongly Agree	68%	1,648	78%	14	10
	Somewhat Agree	17%	404	17%	3	0
	Neither Agree nor Disagree	12%	296	6%	1	-6
	Somewhat Disagree	2%	38	0%	0	-2
	Strongly Disagree	1%	26	0%	0	-1
Q4c The school provides supports to meet the academic needs for students with disabilities.	Strongly Agree	67%	1,606	67%	12	0
	Somewhat Agree	23%	553	28%	5	5
	Neither Agree nor Disagree	5%	128	0%	0	-5
	Somewhat Disagree	3%	83	6%	1	3
	Strongly Disagree	2%	42	0%	0	-2
Q4d The school provides supports to meet the academic needs for English language learners.	Strongly Agree	63%	1,520	44%	8	-19
	Somewhat Agree	23%	560	50%	9	27
	Neither Agree nor Disagree	8%	181	0%	0	-8
	Somewhat Disagree	4%	102	0%	0	-4
	Strongly Disagree	2%	49	6%	1	4

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

Unity Preparatory CS of Brooklyn Response n = 18

		All Charter Schools		Unity Preparatory CS of Brooklyn		Difference
Q4e The school provides supports to meet the academic needs for economically disadvantaged students.	Strongly Agree	72%	1,725	83%	15	11
	Somewhat Agree	19%	466	17%	3	-2
	Neither Agree nor Disagree	6%	148	0%	0	-6
	Somewhat Disagree	2%	49	0%	0	-2
	Strongly Disagree	1%	24	0%	0	-1
Q4f The school has systems to monitor the progress of individual students and to facilitate communication between interventionists and classroom teachers regarding the needs of individual students.	Strongly Agree	67%	1,627	72%	13	5
	Somewhat Agree	22%	533	11%	2	-11
	Neither Agree nor Disagree	7%	159	11%	2	4
	Somewhat Disagree	3%	67	6%	1	3
	Strongly Disagree	1%	26	0%	0	-1
Q5a The school has processes and procedures in place to address chronic absenteeism for all students.	Strongly Agree	55%	1,337	61%	11	6
	Somewhat Agree	27%	644	33%	6	6
	Neither Agree nor Disagree	8%	199	6%	1	-2
	Somewhat Disagree	7%	157	0%	0	-7
	Strongly Disagree	3%	75	0%	0	-3
Q5b In general, attendance is not an issue at the school.	Strongly Agree	32%	776	28%	5	-4
	Somewhat Agree	30%	719	44%	8	14
	Neither Agree nor Disagree	15%	353	22%	4	7
	Somewhat Disagree	15%	353	6%	1	-9
	Strongly Disagree	9%	211	0%	0	-9

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

Unity Preparatory CS of Brooklyn Response n = 18

		All Charter Schools		Unity Preparatory CS of Brooklyn		Difference
Q5c The school has processes and procedures in place to address out of school suspension rates for all students and sub-groups such that all students are fully engaged within the school community and have access to the educational program.	Strongly Agree	50%	1,202	44%	8	-6
	Somewhat Agree	22%	541	22%	4	0
	Neither Agree nor Disagree	23%	547	33%	6	10
	Somewhat Disagree	3%	75	0%	0	-3
	Strongly Disagree	2%	47	0%	0	-2
Q5d The school has a process in place to measure and evaluate school climate culture.	Strongly Agree	51%	1,240	28%	5	-23
	Somewhat Agree	27%	642	67%	12	40
	Neither Agree nor Disagree	12%	301	6%	1	-6
	Somewhat Disagree	6%	136	0%	0	-6
	Strongly Disagree	4%	93	0%	0	-4
Q6a The school's discipline policy is clear.	Strongly Agree	54%	1,306	44%	8	-10
	Somewhat Agree	29%	696	39%	7	10
	Neither Agree nor Disagree	7%	178	11%	2	4
	Somewhat Disagree	7%	169	6%	1	-1
	Strongly Disagree	3%	63	0%	0	-3
Q6b The school's discipline policy is fair to all students.	Strongly Agree	57%	1,371	39%	7	-18
	Somewhat Agree	25%	601	39%	7	14
	Neither Agree nor Disagree	10%	248	11%	2	1
	Somewhat Disagree	6%	134	11%	2	5
	Strongly Disagree	2%	58	0%	0	-2

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

Unity Preparatory CS of Brooklyn Response n = 18

		All Charter Schools		Unity Preparatory CS of Brooklyn		Difference
Q6c The school's discipline policy is enforced by all teachers and staff.	Strongly Agree	44%	1,067	17%	3	-27
	Somewhat Agree	32%	766	56%	10	24
	Neither Agree nor Disagree	12%	281	0%	0	-12
	Somewhat Disagree	9%	216	28%	5	19
	Strongly Disagree	3%	82	0%	0	-3
Q6d The school's discipline policy is updated as necessary with feedback from faculty.	Strongly Agree	49%	1,188	50%	9	1
	Somewhat Agree	25%	595	28%	5	3
	Neither Agree nor Disagree	14%	337	11%	2	-3
	Somewhat Disagree	7%	179	6%	1	-1
	Strongly Disagree	5%	113	6%	1	1
Q6e The school utilizes behavior intervention plans for students who require specific social and behavioral skills in an academic setting.	Strongly Agree	62%	1,484	50%	9	-12
	Somewhat Agree	25%	613	33%	6	8
	Neither Agree nor Disagree	8%	185	17%	3	9
	Somewhat Disagree	4%	89	0%	0	-4
	Strongly Disagree	2%	41	0%	0	-2
Q6f Teachers and staff interacting with students with disabilities are aware of and follow specific discipline and prevention protocols for these students.	Strongly Agree	58%	1,409	50%	9	-8
	Somewhat Agree	26%	626	33%	6	7
	Neither Agree nor Disagree	9%	229	17%	3	8
	Somewhat Disagree	5%	110	0%	0	-5
	Strongly Disagree	2%	38	0%	0	-2

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

Unity Preparatory CS of Brooklyn Response n = 18

		All Charter Schools		Unity Preparatory CS of Brooklyn		Difference
Q7a The school provides a safe environment.	Strongly Agree	78%	1,879	67%	12	-11
	Somewhat Agree	17%	409	28%	5	11
	Neither Agree nor Disagree	3%	77	6%	1	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	44%	8	-22
	Somewhat Agree	24%	590	39%	7	15
	Neither Agree nor Disagree	6%	141	17%	3	11
	Somewhat Disagree	2%	57	0%	0	-2
	Strongly Disagree	1%	28	0%	0	-1
Q7c Classroom environments support learning and are generally free from disruption.	Strongly Agree	61%	1,470	44%	8	-17
	Somewhat Agree	27%	662	39%	7	12
	Neither Agree nor Disagree	5%	130	11%	2	6
	Somewhat Disagree	5%	110	6%	1	1
	Strongly Disagree	2%	40	0%	0	-2
Q7d The school has high behavioral expectations for all students	Strongly Agree	67%	1,627	50%	9	-17
	Somewhat Agree	22%	528	39%	7	17
	Neither Agree nor Disagree	6%	134	6%	1	0
	Somewhat Disagree	3%	84	6%	1	3
	Strongly Disagree	2%	39	0%	0	-2

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

Unity Preparatory CS of Brooklyn Response n = 18

		All Charter Schools		Unity Preparatory CS of Brooklyn		Difference
Q7e Teacher-student interactions could typically be described as supportive and respectful.	Strongly Agree	76%	1,836	61%	11	-15
	Somewhat Agree	20%	480	33%	6	13
	Neither Agree nor Disagree	2%	59	0%	0	-2
	Somewhat Disagree	1%	24	6%	1	5
	Strongly Disagree	1%	13	0%	0	-1
Q7f There is a uniform expectation for all teachers' classroom management in your school.	Strongly Agree	66%	1,600	44%	8	-22
	Somewhat Agree	23%	554	44%	8	21
	Neither Agree nor Disagree	6%	138	6%	1	0
	Somewhat Disagree	4%	85	6%	1	2
	Strongly Disagree	1%	35	0%	0	-1
Q8 What is the name of your school's Dignity for All Students Act (DASA) coordinator?	Name Given	66%	1,597	83%	15	17
	Don't Know	34%	815	17%	3	-17
Q9 When is the last time you received a copy of the school's DASA policy?	This school year	61%	1,469	89%	16	28
	The previous school year	16%	381	6%	1	-10
	Prior to the previous school year	5%	121	0%	0	-5
	I'm not aware of any DASA policy	18%	441	6%	1	-12
Q10 When is the last time you received DASA training?	<1 year ago	48%	1,147	72%	13	24
	1-2 years ago	23%	549	17%	3	-6
	3-4 years ago	11%	270	0%	0	-11
	>4 years ago	9%	214	0%	0	-9
	I've never received DASA training	10%	232	11%	2	1
Q11_Open What is the name of your school's McKinney-Vento Coordinator?	Name Given	49%	1,191	72%	13	23
	Don't Know	51%	1,221	28%	5	-23

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

Unity Preparatory CS of Brooklyn Response n = 18

		All Charter Schools		Unity Preparatory CS of Brooklyn		Difference
Q11a The school provides opportunities for parent participation within the school community.	Strongly Agree	66%	1,601	61%	11	-5
	Somewhat Agree	24%	579	28%	5	4
	Neither Agree nor Disagree	6%	139	6%	1	0
	Somewhat Disagree	3%	68	6%	1	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	72%	13	1
	Somewhat Agree	22%	528	17%	3	-5
	Neither Agree nor Disagree	4%	90	11%	2	7
	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	83%	15	2
	Somewhat Agree	15%	365	17%	3	2
	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	72%	13	-1
	Somewhat Agree	18%	443	28%	5	10
	Neither Agree nor Disagree	6%	134	0%	0	-6
	Somewhat Disagree	2%	39	0%	0	-2
	Strongly Disagree	1%	24	0%	0	-1

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

Unity Preparatory CS of Brooklyn Response n = 18

		All Charter Schools		Unity Preparatory CS of Brooklyn		Difference
Q11e The school has a systematic and transparent process for responding to family or community concerns.	Strongly Agree	66%	1,599	67%	12	1
	Somewhat Agree	22%	536	22%	4	0
	Neither Agree nor Disagree	7%	175	0%	0	-7
	Somewhat Disagree	3%	65	11%	2	8
	Strongly Disagree	2%	37	0%	0	-2
Q11f The school informs parents about how it performs compared to other schools in the district and New York State.	Strongly Agree	59%	1,425	67%	12	8
	Somewhat Agree	18%	437	17%	3	-1
	Neither Agree nor Disagree	20%	475	17%	3	-3
	Somewhat Disagree	2%	43	0%	0	-2
	Strongly Disagree	1%	32	0%	0	-1
Q12a The school has social, emotional, and mental health programs and supports for all students.	Strongly Agree	68%	1,632	56%	10	-12
	Somewhat Agree	23%	553	44%	8	21
	Neither Agree nor Disagree	4%	106	0%	0	-4
	Somewhat Disagree	3%	84	0%	0	-3
	Strongly Disagree	2%	37	0%	0	-2
Q12b School leaders collect and use data to track the social-emotional needs of all students, including students in subgroups.	Strongly Agree	54%	1,299	33%	6	-21
	Somewhat Agree	24%	578	39%	7	15
	Neither Agree nor Disagree	14%	335	28%	5	14
	Somewhat Disagree	6%	144	0%	0	-6
	Strongly Disagree	2%	56	0%	0	-2

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

Unity Preparatory CS of Brooklyn Response n = 18

		All Charter Schools		Unity Preparatory CS of Brooklyn		Difference
Q12c School leaders collect and use data regarding the impact of programs designed to support the social and emotional health of all students.	Strongly Agree	53%	1,276	28%	5	-25
	Somewhat Agree	23%	552	33%	6	10
	Neither Agree nor Disagree	17%	400	33%	6	16
	Somewhat Disagree	5%	129	6%	1	1
	Strongly Disagree	2%	55	0%	0	-2
Q12d The school provides staff with professional development opportunities to support the social-emotional and mental health of students in a culturally responsive manner.	Strongly Agree	58%	1,409	56%	10	-2
	Somewhat Agree	26%	624	33%	6	7
	Neither Agree nor Disagree	8%	189	6%	1	-2
	Somewhat Disagree	6%	133	6%	1	0
	Strongly Disagree	2%	57	0%	0	-2
Q12e The school has processes and procedures in place to address the learning and social-emotional needs of McKinney-Vento eligible students.	Strongly Agree	46%	1,106	33%	6	-13
	Somewhat Agree	16%	393	33%	6	17
	Neither Agree nor Disagree	32%	766	28%	5	-4
	Somewhat Disagree	3%	76	6%	1	3
	Strongly Disagree	3%	71	0%	0	-3
Q13 How many total years of K-12 teaching experience do you have?	Less than 1 year	6%	146	6%	1	0
	1-3 years	21%	513	22%	4	1
	4-6 years	29%	711	44%	8	15
	7-10 years	19%	466	28%	5	9
	More than 10 years	24%	576	0%	0	-24

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

Unity Preparatory CS of Brooklyn Response n = 18

		All Charter Schools		Unity Preparatory CS of Brooklyn		Difference
Q14 How long have you been teaching in this school in your current grade level?	Less than 1 year	25%	602	39%	7	14
	1-3 years	44%	1,065	44%	8	0
	4-6 years	22%	523	17%	3	-5
	7-10 years	6%	134	0%	0	-6
	More than 10 years	4%	88	0%	0	-4
Q15 How long have you been teaching in this school in your current subject area/teaching assignment?	Less than 1 year	19%	470	33%	6	14
	1-3 years	42%	1,016	44%	8	2
	4-6 years	24%	584	22%	4	-2
	7-10 years	7%	180	0%	0	-7
	More than 10 years	7%	162	0%	0	-7
Q16a The school has an effective school leadership team that communicates a clearly defined mission and set of goals to staff and the school community.	Strongly Agree	60%	1,439	50%	9	-10
	Somewhat Agree	26%	625	33%	6	7
	Neither Agree nor Disagree	6%	137	17%	3	11
	Somewhat Disagree	5%	121	0%	0	-5
	Strongly Disagree	4%	90	0%	0	-4
Q16b The school has a clear and well-established communication systems and decision-making processes in place to ensure effective communication across the school.	Strongly Agree	53%	1,273	56%	10	3
	Somewhat Agree	27%	658	33%	6	6
	Neither Agree nor Disagree	7%	172	11%	2	4
	Somewhat Disagree	8%	185	0%	0	-8
	Strongly Disagree	5%	124	0%	0	-5

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

Unity Preparatory CS of Brooklyn Response n = 18

		All Charter Schools		Unity Preparatory CS of Brooklyn		Difference
Q16c The school successfully recruits, hires, and retains key personnel that meets the needs of all students and subgroups, and makes decisions – when warranted – to remove ineffective staff members.	Strongly Agree	48%	1,154	44%	8	-4
	Somewhat Agree	26%	639	28%	5	2
	Neither Agree nor Disagree	12%	294	11%	2	-1
	Somewhat Disagree	8%	201	11%	2	3
	Strongly Disagree	5%	124	6%	1	1
Q16d The school's leadership demonstrates a high level of accountability such that leadership takes responsibility for outcomes.	Strongly Agree	56%	1,353	56%	10	0
	Somewhat Agree	24%	578	22%	4	-2
	Neither Agree nor Disagree	8%	189	11%	2	3
	Somewhat Disagree	7%	166	6%	1	-1
	Strongly Disagree	5%	126	6%	1	1
Q17a Roles and responsibilities for leaders, staff, management, and the board of trustees are clearly defined and adhered to.	Strongly Agree	54%	1,304	44%	8	-10
	Somewhat Agree	26%	635	22%	4	-4
	Neither Agree nor Disagree	10%	251	22%	4	12
	Somewhat Disagree	6%	141	11%	2	5
	Strongly Disagree	3%	81	0%	0	-3
Q17b The school ensures that staff has the requisite skills, expertise, and professional development necessary to meet all students' needs, including students in subgroups.	Strongly Agree	57%	1,370	50%	9	-7
	Somewhat Agree	27%	657	28%	5	1
	Neither Agree nor Disagree	8%	194	17%	3	9
	Somewhat Disagree	5%	129	0%	0	-5
	Strongly Disagree	3%	62	6%	1	3

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

Unity Preparatory CS of Brooklyn Response n = 18

		All Charter Schools		Unity Preparatory CS of Brooklyn		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	72%	13	12
	Somewhat Agree	24%	575	22%	4	-2
	Neither Agree nor Disagree	8%	199	0%	0	-8
	Somewhat Disagree	5%	121	0%	0	-5
	Strongly Disagree	3%	71	6%	1	3
Q18a The school has established procedures for effective collaboration among teachers.	Strongly Agree	62%	1,501	44%	8	-18
	Somewhat Agree	27%	645	39%	7	12
	Neither Agree nor Disagree	5%	125	11%	2	6
	Somewhat Disagree	4%	92	6%	1	2
	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	50%	9	-15
	Somewhat Agree	26%	621	39%	7	13
	Neither Agree nor Disagree	5%	129	6%	1	1
	Somewhat Disagree	2%	57	6%	1	4
	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	61%	11	3
	Somewhat Agree	25%	607	28%	5	3
	Neither Agree nor Disagree	7%	171	6%	1	-1
	Somewhat Disagree	6%	136	0%	0	-6
	Strongly Disagree	4%	107	6%	1	2

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

Unity Preparatory CS of Brooklyn Response n = 18

		All Charter Schools		Unity Preparatory CS of Brooklyn		Difference
Q18d The school provides you with the resources and support to do your job well when teaching remotely.	Strongly Agree	63%	1,514	61%	11	-2
	Somewhat Agree	24%	573	39%	7	15
	Neither Agree nor Disagree	6%	145	0%	0	-6
	Somewhat Disagree	5%	123	0%	0	-5
	Strongly Disagree	2%	57	0%	0	-2
Q18e The school provides you with the resources and support to do your job well when teaching in-person.	Strongly Agree	64%	1,554	44%	8	-20
	Somewhat Agree	22%	537	33%	6	11
	Neither Agree nor Disagree	9%	219	17%	3	8
	Somewhat Disagree	3%	65	6%	1	3
	Strongly Disagree	2%	37	0%	0	-2
Q18f The school provides you with the resources and support to do your job well when teaching concurrently.	Strongly Agree	57%	1,365	44%	8	-13
	Somewhat Agree	22%	529	17%	3	-5
	Neither Agree nor Disagree	16%	390	39%	7	23
	Somewhat Disagree	3%	71	0%	0	-3
	Strongly Disagree	2%	57	0%	0	-2
Q19 How strongly do you agree or disagree that there is a long-term career pathway and opportunities for professional growth for you at this school?	Strongly Agree	45%	1,077	56%	10	11
	Somewhat Agree	33%	804	39%	7	6
	Neither Agree nor Disagree	10%	244	6%	1	-4
	Somewhat Disagree	7%	180	0%	0	-7
	Strongly Disagree	4%	107	0%	0	-4

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

Unity Preparatory CS of Brooklyn Response n = 18

		All Charter Schools		Unity Preparatory CS of Brooklyn		Difference
Q20 Meetings, such as faculty, staff, grade-level, curricular, child study, and the like are:	Well organized	78%	1,878	100%	18	22
	Well attended	83%	2,012	100%	18	17
	Focused on relevant content	70%	1,696	89%	16	19
	Recognized by all faculty as valuable	45%	1,092	33%	6	-12
	None of the above	2%	60	0%	0	-2
Q21 Please select all types of meetings where faculty members collaborate with one another.	Team meetings	94%	2,271	94%	17	0
	Department meetings	76%	1,834	100%	18	24
	Staff meetings	86%	2,081	89%	16	3
	Informal planning time	78%	1,892	78%	14	0
	Teacher/professional leadership meetings	73%	1,764	67%	12	-6
	Other	9%	226	11%	2	2

NYSED CSO Teacher Survey 2021

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

Unity Preparatory CS of Brooklyn

Q2_Open1 Explain what an academically rigorous lesson looks like in your classroom:

A standard is posted at the beginning along with the skills needed to obtain the knowledge of the content. Students will go through direct instructions will multiple choice questions embedded in the lesson to check for understanding. At the end of class they will be an open ended question to see if students understand the objective for the day and gained the skills for the state/college board exam at the end of the year.

An academically rigorous lesson first requires students to use to their prior knowledge to answer an exploratory question about an unknown topic or new skill they will acquire. Step by step they uncover new knowledge and acquire new skills as they seek to answer the exploratory question. Once the takeaways/ targeted skills that were employed in answering the exploratory question are revealed, they are reiterated and students are given at least 15 minutes to practice this skill independently or in groups. This is also a time for intervention for those who are require a reteach and / or additional scaffolds. Finally, their proficiency level is assessed through an Exit Ticket.

An academically rigorous lesson in my classroom looks like students engaged in practicing skills in a variety of ways and reflecting on their growth towards those skills.

An academically rigorous lesson in my classroom starts with an engaging hook that connects to the lesson but is relatable to students. Followed by a connection and teaching point that is in language that pushes students vocabulary but still can grasp. Next, the students follow a guided model, teacher-led model, self-discovery of the teaching point with plenty of CFUs and an activity to follow to show understanding of the lesson. Then, students have an independent practice where they can use the multitude of tools within the unit to either read and annotate or create a writing piece that demonstrates the skill of the day/week. Last, the students complete an exit ticket to demonstrate skill.

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

Unity Preparatory CS of Brooklyn

An academically rigorous lesson in my classroom would incorporate students working collaboratively to solve a problem together. As the teacher, I would facilitate their learning while students are doing most of the thinking work. Once students solved the problem collaboratively, they would practice more problems on their own.

An academically rigorous lesson looks like multiple checks for understanding scaled to begin with recall, then various stages of application that adequately prepares students to show mastery on the formative assessment that day.

An academically rigorous lesson looks like students doing the heavy lifting of thinking and the teacher guiding the thoughts and discussions in the classroom.

Differentiated material paired with strategic grouping that meets all students at their level of learning, while simultaneously challenging them to grow.

Every day students are able to practice not only critical and grade-level ELA skills, but must practice and learn academic habits and 21st century mindsets like time management or collaboration. Students' learning targets and tasks are aligned to grade-level standards, while the materials and mini lesson are adjusted as necessary to support students reaching the grade level target. Students' feedback and grades are reflective of their work, effort, and community participation. Students are provided choice, clear mastery targets, and alerted to the broader purpose of their work daily or at least 4x per week. Students in ELA are expected to complete classwork they don't finish on their own time in order to ensure all students are accessing all learning opportunities and to practice time management. Students have at least 15-20 minutes of solid independent practice reading or writing (25 minutes for each when we are in-person), and are expected to review and use previously introduced materials to fill in the gaps they notice in their own learning.

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

Unity Preparatory CS of Brooklyn

	<p>In an AP classroom, after providing the rubric students are to independently analyze, breakdown the prompt, and respond accordingly adhering to rubric expectations.</p>
	<p>In my class an academically rigorous lesson involves analyzing artworks and/or projects that ask students to applying concepts from anchor works into their own art.</p>
	<p>Scholars are required to use critical thinking skills to make observations, inferences, and construct scientific theories. Scholars are required to justify their explanations with strong reasoning and specific and relevant scientific evidence. They also engage in scientific debates with one another through polling in order to address any misconceptions and highlight student exemplar responses.</p>
	<p>Student engagement, high-level questions, defending answers with evidence (science class), academically appropriate independent practice including differentiated materials</p>
	<p>Students actively engage in a DoNow to review mastery of content and participate with new material to assess understanding throughout the lesson.</p>
	<p>Students are responsible for the majority of the discussions and academic connections.</p>

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

Unity Preparatory CS of Brooklyn

Students start with a Do Now/Hook to stimulate interest in the lesson objective/topic, as well as relationship-building conversations with their teachers. Then, advance to a review of expectations. Following that, an introduction to new material or to the given activity. That is then modeled by the teacher, students are given opportunities to engage with the concept or skill with an appropriate level of guidance and feedback, then students move into independent practice to fortify their understanding or competence with a skill. Students struggle through that independent practice, as it is designed to provide an appropriate challenge. Then, to conclude class, students are assessed for their understanding using a low stakes formative assessment and perform a self assessment on their level of participation and current level of understanding before leaving class.

Using summarizers for student lifting, rigorous tasks for students to complete

We are aligned to the standards and differentiate according to classes and individual students. This quarter I have pushed them to make argument essays on culturally relevant topics such as defunding the police and cancel culture and pushed them to read critically and cite everything they research.

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

Unity Preparatory CS of Brooklyn

<p>Q2_Open2 Explain how you differentiate instruction for students in your classes:</p>	<p>All co-taught classes have learning specialists that differentiate the curriculum in order to make it more accessible through scaffolds and supports. Learning specialist incorporate visual aids, educational video clips to reinforce the content, create guided notes, close activities, outlines, graphic organizers, audio files for read aloud, and small group slides with built in checks for understanding. Scholars who need more support as stated in their IEPs are pulled into small groups during independent practice. Depending on their needs, their classwork might be modified so that multi step directions are broken down into individual steps to make the classwork more accessible. Scholars who speak other languages with also have their work translated and/or modified so they can show evidence of mastery in a variety of ways such as matching pairs, sorting, verbally explaining, etc.</p>
	<p>Differentiation happens from the scope and sequence to the lesson plans, the peardeck, visual learning and timers, google forms, and giving scaffolded assignments, CFS, chunking texts, and rubrics as well as having specialists come in and assist certain students even beyond the ICT classroom.</p>
	<p>Differentiation occurs through different modes of presentation, scaffolds, connection of content/skill with topics of students' interests, and multimedia content.</p>
	<p>For students in need of differentiation, students are often provided an outline with particular questions to help guide their responses.</p>
	<p>I present material in many different forms such as videos, guided notes, and breakout rooms now with co teachers.</p>
	<p>I start by providing written, oral and visual directions/examples for tasks so that different types of learners can all grasp onto something for a given project. For writing assignments I offer sentence starters for those who need them and for all work I regularly check in with and/or repeat directions for students who need extra support.</p>

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

Unity Preparatory CS of Brooklyn

In a variety of ways, including: adjusting the reading level of text, recording myself reading the text and making that available for students who need it, increasing text size, providing key highlighting, providing clarification statements related to key vocabulary and tasks, integrating images and visual models into lessons and on student-facing materials, allowing students to interact with models and simulations, providing them with real-life examples and applications of the material, allowing students to demonstrate their understanding in various forms of expression (e.g. drawings/models with explanations, verbally), adjusting the number of problems on a given student task, modifying the rubric to make a task more accessible without compromising the key concept/skill, posing inaccurate explanations to ensure misconceptions are normalized and can be addressed, allowing for student discussion and collaborative work to happen, allowing students the opportunity to ask questions, among others.

In my classroom, we differentiate in a variety of ways. Depending on the lesson and student, some scaffolds we may provide are word banks, guided notes, exemplars to reference, multiple representations of a problem, anchor charts, frequent checks for understanding, partner work, checklists, etc. Some students may work in a small group with a teacher or we may parallel teach a lesson based on data from assessments.

Instruction is differentiated in my classroom through preteaching vocabulary, targeted skills work with individual students, providing extra opportunities for practice, providing multiple texts including text at varying levels and multimedia, reteaching as necessary, providing extension activities.

Instruction is differentiated through process. For instance, directions may be altered into a more straight forward checklist as opposed to an overarching 1-2 sentences. As we are completely remote, helpful links are shared in the chat to help students feel supported. Small group help with the learning specialist in a breakout room for more concentrated attention.

Leveled practice, modified assessments

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

Unity Preparatory CS of Brooklyn

	Modified worksheets, labs on nearpod instead of worksheets for small group instruction to foster engagement, challenge activities for "high flyers," modified formative and summative assessments
	N/A
	Provide checklist, frequent check for understandings, feedback, exemplars, etc.
	Strategic groups- Challenge group (students performing above grade level), Stamina group (at grade level), Performance group (below grade level). Students receive extra- no support based on their abilities.
	Students are given: Guided notes Color coded materials Sentence starters or framers Translations
	The differentiation in instruction is that there are two teachers in a classroom that decide on the level of instruction to parallel, co-teach, or small group the lesson based on the different levels. This can also be seen in the student-facing material as they are modified to hold rigor and still be accessible to students.
	The primary way I differentiate is through clear cut step-by-step processes for students who need complex thinking tasks broken down further. Instead of adjusting the expected standard or opportunities for learning, I adjust the way I'm teaching the lesson, the materials I provide, or the small groups I am doing. Students have access to these materials and learning and are expected to use them as they move to more independent work. I provide directions/activities in a variety of formats (verbal, written, through icons etc.) and coach students into finding tools that will help them success (i.e. voice-to-text, audio-books etc.). Less frequently, I will adjust the grading rubric for individual students. My co-teacher (I am in ICT) will do all of the same, but more in-depth and providing more personalized grades to more accurately reflect the students' work.

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

Unity Preparatory CS of Brooklyn

<p>Q3_Open How do you use data in your classroom to guide instruction?</p>	<p>"Remastery Fridays," where students get a chance to retake formative and/or summative assessments after a review mini lesson, re-teaching concepts and state exam practice as do-nows at the beginning of class that are then shared out and the students defend with evidence, deciding whether a full class has to be completely devoted to re-teaching a topic or if it can be done in smaller chunks throughout the rest of the trimester</p>
	<p>All of our content classes use Illuminate for formative assessments and math and ELA also use STARS assessment data. In science, we frequently assess scholars through quizzes, unit tests, exit tickets, and project based assessments. In department meetings and during co-planning, we review the data and pull out the standards that scholars struggled with or the class percentage did not show mastery. Then we evaluate the question and come up possible misconceptions and reasons why scholars might have struggled to show mastery. We design mastery lessons that focus on reteaching those concepts, multiple opportunities for whole class checks for understanding and once misconceptions are addressed scholars are reassessed. We compare the data and discuss additional ways to support scholars (small group, tutoring, etc). Every Friday, our school focuses on reteaching lowest performing standards and reassessing scholars.</p>
	<p>Benchmark reading assessments are used to determine the scope and sequence of lessons for the class each trimester. Daily formative assessments are used to determine whether or not students need more practice with particular skills. They are also used to give students immediate feedback on their work. Formative assessment data is shared with students so they can monitor their own progress toward their learning goals. Assessments are also used to determine whether small group placement and planned intervention curriculum is appropriate for each student.</p>

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

Unity Preparatory CS of Brooklyn

	<p>Data drives grouping and differentiation. One class may have a "performance" group that accomplishes same tasks as "stamina" group in another class. If entire class masters content more quickly than presumed, we move on instead of staying with it- and vice versa.</p>
	<p>Data is often gathered and reviewed to inform my reteaching of specific skills to ensure mastery.</p>
	<p>Each week we have a program called "Remastery Friday" where during remote learning the students get a "take 2" at assignments from that week. Based on the data Monday through Thursday, I decide an assessment of focus for each student to work on following a general review that will prepare everyone regardless of what they have to work on.</p>
	<p>Exit Tickets, quizzes, and tests help asses what students know. We also have weekly mastery for students to review Exit Ticket and Corrections on Summative assessments</p>
	<p>Formative and Summative assessments help decide where we go next. Formative assessments are given weekly to assess student understanding.</p>
	<p>I check for background knowledge to inform further teaching, analyze formative assessment data to plan for teaching and re-teaching efforts, identify student misconceptions during class and on assignments to plan accordingly, use summative assessment data to guide what teaching and re-teaching efforts need to be made, reserve Friday classes for re-teaching and re-mastery.</p>
	<p>I look at data after each unit test in order to review with students the next period with concepts they struggled with and to remediate throughout the rest of the year. On a daily note I look at all the exit tickets after class to start the next class with the Do Now. This will also help me drive review for the state or college board exam at the end of the year.</p>
	<p>I reteach and plan based on the data I receive and adjust the course accordingly. Reading skills have been lower in remote so we adjusted to shorter and chunked texts more.</p>

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

Unity Preparatory CS of Brooklyn

I use data from classwork and exit tickets daily to plan future lessons or adjust future lessons. In addition to these touchpoints, I use multiple checks for understanding throughout the lesson to get feedback in the moment and better support students throughout the lesson. These measurements let me know if I need to confer with an individual student, clarify a misconception with a group, or reteach a topic to the whole group. Quiz data informs what topics students have mastered prior to the assessment and which topics we will need to revisit in a future lesson. Assessment data is used to gauge mastery and informs small group work, remastery work, and allows me to see which standards need to be revisited at a high level.

I used it to make modifications in lessons, re-mastery lessons, differentiation.

Students complete an exit ticket each day, and these are used to decide how to spiral in skills, re-teach them, or convene small groups. Students complete a formal pre-assessment for each unit to drive our focus and lessons for that unit. At the end of each unit, students take a formal summative assessment, and we review their growth, and both personal and group trends in skills. These are used to inform follow-up small groups, and interventions. I often push students to self-assess in order to practice identifying their own areas of growth and taking ownership over their learning. Students will also self-report on softer measures of growth, fostering conversations and cooperative planning with the student on where and how they want to move forward and what type of support they would like to have.

Students performances on Exit Tickets determine if they are prepared to move along in the unit or if they need to spend additional time practicing a particular skill. Those who are struggling are strongly encouraged to meet with teachers during office hours after school and Friday interventions from 8:30 am-11:00 am. The unit assessments and midterm assessments inform whether or not students need a whole class reteach of one or more skills before proceeding to a new unit.

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

Unity Preparatory CS of Brooklyn

The data received from homework, exit tickets, and assessments allows me to really be purposeful in my planning of units. Each Unit has skills we can build on so throughout the unit I will always have a remediation portion of the lesson for students to work on which is setting them up for success.

To reteach and/or release scaffolds if appropriate

Using data is a bit more challenging in my content area, but I typically use students' prior performance or performance on class works to anticipate who will need additional support on larger projects. I also do full class reteaches when data reveals that a majority of students have not grasped a concept or skill.

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

Unity Preparatory CS of Brooklyn

<p>Q6_Open Describe the methods available for teachers to raise student discipline concerns. If no such methods exist, write "none" in the space below.</p>	<p>+ Report to dean + Discuss at grade level meetings + Enter in LMS</p>
	<p>Bring up concerns to the grade level leads or the Dean.</p>
	<p>Documentation of incidents using the education software Jupiter, communication of discipline concerns using email/weekly grade level meetings/teacher group messaging, opportunities to communicate that to coaches during weekly meetings, student referral to counseling services, availability of leadership and deans to focus on those concerns.</p>
	<p>During our weekly Grade level meeting we talk about students who raise concerns both academically and behavioral</p>
	<p>Grade level leaders discussion Dean discussion</p>
	<p>Grade team meetings often include "kid talk" or tier 2 and 3 check-ins, where teachers across the grade level have the chance to share concerns about specific students with one another and brainstorm supports and solutions.</p>
	<p>In our LMS we have a tab titled "log" and teachers are are to log students for discipline concerns so the following school personnel can address the concern.</p>
	<p>Pride Points/Infractions; certain numbers of infractions escalates consequences. Pride points can be used to "buy" privileges or items.</p>
	<p>Reaching out to the dean of the grade level. Setting up meetings with family and student.</p>
	<p>Teachers are able to detail student discipline concerns via our internal system that is then followed up by a dean or administrator.</p>

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

Unity Preparatory CS of Brooklyn

	<p>Teachers can submit a referral to the counseling team. Teachers have an opportunity to raise concerns about individual students weekly at grade level team meetings that include a Dean. Deans are available for 1:1 meetings with teachers to discuss concerns about student behavior. Deans and counselors communicate regularly with grade level teams with updates about individualized behavior interventions.</p>
	<p>Teachers work closely with grade-level specific deans and the administration team to raise student discipline concerns. These conversations can be formal or informal depending on the nature of the concern. Regardless, there is an open line of communication between instructional staff and the discipline team throughout the year.</p>
	<p>The provision of Deans as well as Student Support and Social Work services help facilitate a fair and diplomatic process of addressing behavioral concerns.</p>
	<p>There is always time allotted during grade-level meetings once a week for faculty/staff to communicate with the appropriate grade-level dean regarding discipline concerns and communicate with each other regarding which methods have been used, what worked, what didn't, etc</p>
	<p>We are given staff surveys and whole school PDs to discuss the schools discipline policy. We also meet weekly in grade level teams to discuss scholars who are struggling behaviorally and/or academically with our team and our grade level dean.</p>
	<p>We have interdisciplinary meetings, grade meetings, whole-school meetings, department meetings, spreadsheets and an online grade book/communication system to flag behaviors to upper level, students and parents.</p>
	<p>We log concerns in our grading systems and followup with the appropriate people. There are also surveys for bullying, social work concerns, etc teachers can submit to report situations.</p>
	<p>logs and direct outreach to deans and counselors</p>

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

Unity Preparatory CS of Brooklyn

<p>Q7_Open Describe how the school addresses issues of bullying, discrimination, and harassment. If you don't know, write "don't know."</p>	<p>All issues of bullying, discrimination, and harassment are handled by the Principals of the school.</p>
	<p>Bullying is reported using DASA requirements</p>
	<p>Casey Burns, Ingrid Jaquez and Brandon Lopez work carefully to ensure DASA protocols are followed at Unity, ensuring all students have access to a safe and supportive environment free from discrimination, intimidation, taunting, harassment, and bullying, including addressing student and parent concerns related to this.</p>
	<p>Deans and counselors do an excellent job. Reporting of bullying is fast-tracked to counselors and deans and immediate action is taken-including restorative conversations, etc</p>
	<p>Don't Know</p>
	<p>Don't know</p>
	<p>Issues are brought up to our deans and counselors</p>
	<p>It has levels from the teacher, to the dean, to the parent, to having a mentor, trackers, and then the admin level when dealing with issues such as bullying, discrimination, and harassment.</p>
	<p>Once an issue is reported deans and other administrators investigate the issue by speaking with students and other stakeholders to determine the severity/intensity of the bullying.</p>
	<p>Our PRIDE model which stands for Pride, Respect for all, Integrity, Discovery and Empathy. Also the 3 B's in the school slogan Be Safe, Be Kind, Be Ready.</p>
<p>Teachers receive training yearly on how to address any incidents of bullying. We have also had peer mediation processes in place, although I'm not sure how consistent those were.</p>	

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

Unity Preparatory CS of Brooklyn

	<p>The school addresses issues of bullying, discrimination, and harassment using restorative justice practices. In these circumstances, students meet with deans both separately and together to solve the issue. Generally, families are an active part of the process and work collaboratively with the dean team to ensure that all parties are being supported and held accountable.</p>
	<p>There are multiple plans in place and we do training.</p>
	<p>There is a school climate team that addresses reports of bullying, discrimination and harassment. Teachers address issues with students in advisory program. Deans and teachers address student body weekly through a community meeting and sometimes use this as a way to address ongoing issues.</p>
	<p>To my knowledge once a concern is raised the appropriate grade-level dean conducts procedures with the victim, bully/bullies, and any family that they feel should be involved. Once a strategy has been put in place for stakeholders, faculty and staff are updated about any strategies, what to look out for, how to proceed if another incident occurs, etc</p>
	<p>Use of deans and counselors to intervene, anonymous and known referral programs, teacher intervention.</p>
	<p>We engage in reflection with the students and have meetings with them and their parents in an effort to come to a resolution/understanding.</p>
	<p>don't know</p>

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

Unity Preparatory CS of Brooklyn

Q12_Open Provide examples of how the school supports students' social-emotional and mental health needs:	Counseling program operated by two counselors, teacher intervention, Advisory and Ally programs.
	Counselors and deans are constantly reaching out to parents and students and working with them. I have never seen such a dedicated staff. especially under the circumstance.
	Counselors are fantastic. Too much to list. EC plans, counselor conversations, google forms with immediate action after, casual convos for student welfare.
	Not sure
	Our social work team is strong in connecting with students and families, teachers report any concerns as well
	Social-emotional and mental health needs are supported with individualized EC (contingency plans), Social Work sessions, and check-ins with students.
	Student's social-emotional and mental health needs are supported via our counseling services, school wide and grade-level specific community meetings as well as intentional weekly advisory meetings.
	Students have access to school counselors. They also receive information about social-emotional and mental health in their daily advisory classes. Students have a point person (their advisor) whom students know they can speak with and whom they generally have a closer working relationship with. These advisors have a pulse on the student's needs at any given time and serve as an advocate for these students.
	Teachers are given PDs to go over strategies to build relationships with scholars and mental health checks to see how scholars are feeling.
	The school for the past school year has devoted a whole day, Friday, every week to address these needs and to allow students to meet with the appropriate school personnel.

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

Unity Preparatory CS of Brooklyn

	<p>The school supports students in this area by having teachers point persons for a small group of students and is a team effort to leverage relationships and trust with students.</p>
	<p>This year we have started a new advisory system that pairs teachers with about 10 advisees. In addition to 1x per month lessons focused on organizational or socio-emotional topics, advisors also check in with advisees one on one periodically to ensure that students have a trusted adult to speak with. We also have a system for referring students to speak with social workers and many students do receive counseling with social workers.</p>
	<p>We have a very strong social work/counseling staff that meets with the students who request it or agree to go based on concerns from staff. We also have an ally program where students are paired with a specific advisor that checks in weekly on their needs academically and emotionally.</p>
	<p>We have book club sessions about Culturally Responsive teaching by Hammond. We communicate with the school social workers and received training on this during remote learning.</p>
	<p>We have social workers who work with students in this area.</p>
	<p>We have two PHENOMENAL counselors/social workers who really do everything possible to create an environment supportive of kids' SEL needs. We provide advisory for students, but teachers are expected to incorporate SEL on their own, and do additional planning without additional compensation. We purportedly use a restorative approach to discipline, but tend to focus more on behavior rather than academic supports (i.e. kids wearing a sweatshirt and not taking it off earns a reflection (detention after school that provides teachers and students a time to meet and discuss whatever happened), but kids forgetting homework is like oh, dang, better luck next time.</p>

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

Unity Preparatory CS of Brooklyn

	<p>We have two amazing school counselors that work very hard to ensure they meet with and support as many students as possible, and since we are remote this year we have an "ally system" where each teacher is responsible for checking in with 4-5 students every couple of weeks to see how they're doing, how their mental health is, etc</p>
	<p>We have two social workers on site that provide regular counseling and are available for emergency and crisis intervention for all students. These counselors provide teachers with specific information including teaching tools and practices to support specific students in their case load. Whole staff professional development also includes learning about culturally responsive teaching practices and including practices for supporting students emotionally in the classroom. The school uses the daily advisory period to teach mindfulness tools and provide space for students to process emotions related to school and community events.</p>

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

Unity Preparatory CS of Brooklyn

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

Based on years experience and performance.
Beginning of the year goals, strategies, etc, mid-year reflections from teachers and evaluations from admin, and end of the year evaluations, along with interspersed informal observations throughout the year
Each year teachers will sit down with administrators to discuss their DPP and growths and grows set out at the beginning of the school year.
I just joined the team, so I did not undergo an evaluation yet.
Meet with coach weekly, coach analyzes classroom teaching and lesson planning - and provides feedback, meet with member of the leadership team once at the beginning of the school year and once in the spring.
Not sure
Teachboost and coaching with a senior teacher sessions weekly
Teacher evaluation process includes a self reflection coupled with a coach reflection. This is then compared and discussed in a group meeting with the teacher, coach, and principal.
Teachers and Instructional coaches fill out teacher reviews at the beginning of the year. From there, teachers and Instructional coaches work collaboratively throughout the year on instructional goals, and instructional coaches monitor teacher progress and meet with teachers weekly. In March, teachers and instructional coaches respond to teacher reviews again and have an end-of-year meeting about teacher performance over the course of the year. From there, teachers and coaches along with a member of the administration team discuss the reviews, reflect on growth, strengths, and where teachers can focus their energy in the future to continue growing in their practice

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

Unity Preparatory CS of Brooklyn

	<p>Teachers are coached by department chairs and participate in a mid-year review where goals established at the beginning of the year, and other benchmarks, are discussed.</p>
	<p>Teachers are evaluated using an adapted framework called “classroom essentials” and are frequently observed by coaches, deans, and leadership. Rating and observation notes are recorded on a platform called “Teach Boost”. We are currently in the process of our mid year evaluations. Teachers filled out self assessments, coaches reviewed these assessments and filled out their own supervisor assessments which were shared with the teacher and our instructional co-principal and we have meetings scheduled with the teacher, Coach, and instructional co-principal to reflect on teacher practice, progress and goal setting.</p>
	<p>Teachers first complete a self evaluation this instructional coaches follow up with another eval.</p>
	<p>Teachers typically receive an end of year review with at least two members of the leadership team. This is based on self-assessment and observations.</p>
	<p>The school uses a platform called teachboost. TEachers self-evaluate and are evaluated by their coaches. Coaches and teachers set improvement goals and teachers are evaluated on their progress toward those goals.</p>
	<p>We are observed once a week with observation notes and things to work on and implement. I work with a coach every week and I'm about to have my mid year review.</p>
	<p>We have periodic reviews, including the mid year review with meetings with coaches, self assessment and coworker review.</p>
	<p>We have sefl-reflections at the start and end of the year. We also have weekly coaching meetings and observations . Coaches also do an end-of year evaluation for teachers.</p>
	<p>We use a rubric adapted from Danielson framework. Admin and coaches will come in to observe and take notes.</p>

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

Unity Preparatory CS of Brooklyn

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

Admin will send surveys periodically to get feedback
Constantly. Usually through google forms
Each week during PD, feedback form is sent out to staff.
Gives surveys, but never has conversations with staff to actually develop feedback into actionable things.
Google form surveys.
Google surveys after most in-house PD sessions, extra google surveys this year regarding reopening, health measures, remote learning, etc
Leadership takes feedback after each Professional development. Before any major decision is made, leadership takes a survey from faculty, staff, parents, and students.
None
Polls, questionnaires, open email communication, through meetings
School leadership frequently uses surveys and establishes an open-door policy to encourage frequent feedback.
School leadership solicits feedback from staff with regular surveys. Occasionally the leadership will host a voluntary, in-person feedback session on a particular aspect of the school.
Staff have been given a variety of surveys throughout the year to give feedback on PDs, offer suggestions about our goal to be more culturally responsive, staff surveys about the school, leadership, policies and procedures, etc.
Staff receive weekly surveys and feedback from the surveys are strategically implemented immediately.
Surveys for a wide variety of topics.
Teachers fill out feedback forms at least twice a year to gauge teacher experience.

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

Unity Preparatory CS of Brooklyn

	The school will hold staff meetings each week to contact polls and they send out weekly end of the week surveys to get feedback from the staff.
	There is a weekly survey.
	we have a weekly survey in which we are asked our opinions and things that can improve

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

Unity Preparatory CS of Brooklyn

<p>Q22_Open Describe your understanding of the mission and key design elements of the school:</p>	<p>My understanding of the mission of the school is that they wish to empower students to live fulfilling and happy lives as citizens in their community. Students often come to our school performing below grade level and our school is designed to help those students catch up, get back on grade level, and enter high school prepared to succeed in high school and beyond. They also work diligently to support student's social-emotional needs and work closely to help students grow personally as well as academically.</p>
	<p>Not sure</p>
	<p>Our mission is to create strong leaders prepped for the outside world in academia.</p>
	<p>Our mission is to prepare our students for life outside of school, give them a meaningful education that will help them become better and stronger learners and leaders as time goes on, and to do all of this in a more anti-racist institution, especially within the last year</p>
	<p>THE MISSION OF UNITY PREPARATORY CHARTER SCHOOL OF BROOKLYN IS TO EMPOWER STUDENTS AS SCHOLARS AND CITIZENS SO THEY MAY LEAD FULFILLING ACADEMIC, PERSONAL, AND PROFESSIONAL LIVES.</p>
	<p>The key mission of the school is to create a college prep 6-12 program that is open to all students (not selective in any way).</p>
	<p>The mission for the school is: "Unity's mission is to empower our students as scholars and citizens so they may lead fulfilling academic, personal and professional lives." The goal is to ensure that all students have the necessary support and tools to experience success across all aspects of life.</p>
	<p>The mission is to empower students as scholars and citizens so they may lead fulfilling academic, personal, and professional lives. We are also based on our core values as a school: progress, respect for all, integrity, discovery, and empathy</p>

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

Unity Preparatory CS of Brooklyn

	The mission is to empower students as scholars and citizens to lead fulfilling lives. unit focuses on both the academic need and the personal growth of each individual student.
	The mission of the school is " TO EMPOWER STUDENTS AS SCHOLARS AND CITIZENS SO THEY MAY LEAD FULFILLING ACADEMIC, PERSONAL, AND PROFESSIONAL LIVES." The school is set up so that the student can be well rounded when the graduate from the school in order to be successful with whatever the choose to pursue after high school.
	The mission of the school is to create well rounded human beings that are able to navigate life and achieve greatness.
	Unity Prep wants to be one of the best open access charter schools in the city. Our stated mission is to provide students with the education they need to have fulfilling lives, and we attempt to do that by holding high expectation while offering high supports.
	Unity Preparatory Charter School provides an exceptional educational experience for students, who hail from diverse backgrounds, and prepare them to lead fulfilling lives. Through this work, Unity provides an array of services that provide exceptional social-emotional and academic support.
	Unity is driven to support all students. We believe that we should couple high supports with high standards. We aim to empower students to be amazing scholars and citizens, with rigorous curriculum and community service
	Unity is for all learners, for all types of backgrounds. To provide wrap around services for all learners. To provide typically disadvantaged students with equitable educational opportunities.
	Unity's mission is to empower all students as both scholars and passionate members who will lead their communities.
	We're a liberal arts charter school. Design elements include enrichments and a "meh" restorative justice discipline program.

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

Unity Preparatory CS of Brooklyn

the mission is to give a high level of rigor and learning to a diverse community of students. Address socio-emotional learning, IEP's and strive to create a true community

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

Unity Preparatory CS of Brooklyn

<p>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.</p>	<p>Areas to improve are allowing for more planning time and reducing stress and work time for teachers. Sometimes the school asks for too much from its teachers.</p>
	<p>My first year teaching remotely at Unity has been so amazing. I've created great relationships with students and staff and have grown exponentially as a teacher. I love it here.</p>
	<p>N/A</p>
	<p>We as a school highlighted anti-racism as a focus area in the summer, but we are yet to implement any programs to ensure this is happening. A few policies have been revised, surveys to staff and families has been given, but we are yet to see the results of that work.</p>
	<p>We seem to change certain policies and other details (like start time) yearly, and some of these things are not based on student or teacher input. It would be great to have a truly equitable set of expectations in place that would then be followed consistently and for a long time.</p>
	<p>n/a</p>

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

Unity Preparatory CS of Brooklyn Response n = 21 Response Rate = 7%

		All Charter Schools		Unity Preparatory CS of Brooklyn		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	19%	4	8
	Somewhat Agree	15%	476	10%	2	-5
	Neither Agree nor Disagree	8%	257	19%	4	11
	Somewhat Disagree	4%	132	5%	1	1
	Strongly Disagree	5%	147	0%	0	-5
	I have not attended in-person	57%	1,825	48%	10	-9
Q1a_Remote I regularly attend school-sponsored events, such as school dances, sporting events, student performances, or other school activities.	Strongly Agree	18%	566	14%	3	-4
	Somewhat Agree	22%	712	38%	8	16
	Neither Agree nor Disagree	19%	595	33%	7	14
	Somewhat Disagree	9%	291	0%	0	-9
	Strongly Disagree	15%	478	10%	2	-5
	I have not attended remotely	17%	553	5%	1	-12
Q1b_In-Person I regularly participate in extra-curricular activities offered through this school such as school clubs or organizations, musical groups, sports teams, student government, or any other extra-curricular activities.	Strongly Agree	13%	423	29%	6	16
	Somewhat Agree	13%	405	10%	2	-3
	Neither Agree nor Disagree	8%	247	10%	2	2
	Somewhat Disagree	4%	131	0%	0	-4
	Strongly Disagree	6%	184	0%	0	-6
	I have not attended in-person	56%	1,805	52%	11	-4
Q1b_Remote I regularly participate in extra-curricular activities offered through this school such as school clubs or organizations, musical groups, sports teams, student government, or any other extra-curricular activities.	Strongly Agree	18%	584	5%	1	-13
	Somewhat Agree	22%	702	38%	8	16
	Neither Agree nor Disagree	17%	537	24%	5	7
	Somewhat Disagree	10%	323	5%	1	-5
	Strongly Disagree	15%	485	14%	3	-1
	I have not attended remotely	18%	564	14%	3	-4
Q1c_In-Person At this school, students have the opportunity to help decide things like class activities and rules.	Strongly Agree	17%	532	24%	5	7
	Somewhat Agree	18%	561	14%	3	-4
	Neither Agree nor Disagree	10%	304	5%	1	-5
	Somewhat Disagree	4%	134	10%	2	6
	Strongly Disagree	3%	89	5%	1	2
	I have not attended in-person	49%	1,575	43%	9	-6

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

Unity Preparatory CS of Brooklyn Response n = 21 Response Rate = 7%

		All Charter Schools		Unity Preparatory CS of Brooklyn		Difference
Q1c_Remote At this school, students have the opportunity to help decide things like class activities and rules.	Strongly Agree	27%	876	19%	4	-8
	Somewhat Agree	33%	1,045	43%	9	10
	Neither Agree nor Disagree	20%	629	19%	4	-1
	Somewhat Disagree	8%	264	10%	2	2
	Strongly Disagree	7%	226	10%	2	3
	I have not attended remotely	5%	155	0%	0	-5
Q1d_In-Person There are opportunities for students at this school to get involved in sports, clubs, and other school activities outside of class.	Strongly Agree	31%	979	43%	9	12
	Somewhat Agree	11%	361	5%	1	-6
	Neither Agree nor Disagree	6%	194	10%	2	4
	Somewhat Disagree	2%	60	0%	0	-2
	Strongly Disagree	1%	37	0%	0	-1
	I have not attended in-person	49%	1,564	43%	9	-6
Q1d_Remote There are opportunities for students at this school to get involved in sports, clubs, and other school activities outside of class.	Strongly Agree	40%	1,285	62%	13	22
	Somewhat Agree	25%	789	19%	4	-6
	Neither Agree nor Disagree	16%	524	14%	3	-2
	Somewhat Disagree	5%	169	0%	0	-5
	Strongly Disagree	6%	199	5%	1	-1
	I have not attended remotely	7%	229	0%	0	-7
Q1e_In-Person I have the opportunity to be part of class discussions or activities.	Strongly Agree	33%	1,055	43%	9	10
	Somewhat Agree	12%	388	10%	2	-2
	Neither Agree nor Disagree	5%	148	0%	0	-5
	Somewhat Disagree	1%	28	0%	0	-1
	Strongly Disagree	1%	27	0%	0	-1
	I have not attended in-person	48%	1,549	48%	10	0
Q1e_Remote I have the opportunity to be part of class discussions or activities.	Strongly Agree	60%	1,929	76%	16	16
	Somewhat Agree	23%	722	10%	2	-13
	Neither Agree nor Disagree	9%	286	0%	0	-9
	Somewhat Disagree	2%	61	14%	3	12
	Strongly Disagree	2%	63	0%	0	-2
	I have not attended remotely	4%	134	0%	0	-4

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

Unity Preparatory CS of Brooklyn Response n = 21 Response Rate = 7%

		All Charter Schools		Unity Preparatory CS of Brooklyn		Difference
Q2a The bathrooms in this school are clean.	Strongly Agree	21%	665	33%	7	12
	Somewhat Agree	18%	588	10%	2	-8
	Neither Agree nor Disagree	9%	300	0%	0	-9
	Somewhat Disagree	5%	151	0%	0	-5
	Strongly Disagree	4%	119	0%	0	-4
	I have not attended in-person	43%	1,372	57%	12	14
Q2b The temperature in this school is comfortable (there is heat and air conditioning as necessary).	Strongly Agree	21%	684	19%	4	-2
	Somewhat Agree	21%	656	24%	5	3
	Neither Agree nor Disagree	9%	284	5%	1	-4
	Somewhat Disagree	5%	158	0%	0	-5
	Strongly Disagree	2%	71	0%	0	-2
	I have not attended in-person	42%	1,342	52%	11	10
Q2c Repairs are made in a timely manner.	Strongly Agree	18%	560	24%	5	6
	Somewhat Agree	16%	510	14%	3	-2
	Neither Agree nor Disagree	18%	591	10%	2	-8
	Somewhat Disagree	4%	118	0%	0	-4
	Strongly Disagree	2%	70	0%	0	-2
	I have not attended in-person	42%	1,346	52%	11	10
Q2d I am proud of the way my school looks.	Strongly Agree	25%	811	43%	9	18
	Somewhat Agree	18%	579	5%	1	-13
	Neither Agree nor Disagree	12%	393	5%	1	-7
	Somewhat Disagree	4%	112	0%	0	-4
	Strongly Disagree	3%	91	5%	1	2
	I have not attended in-person	38%	1,209	43%	9	5
Q3a This school provides instructional materials (e.g., textbooks, handouts) that reflect my cultural background, ethnicity, and identity.	Strongly Agree	41%	1,321	57%	12	16
	Somewhat Agree	29%	922	29%	6	0
	Neither Agree nor Disagree	23%	745	10%	2	-13
	Somewhat Disagree	4%	122	5%	1	1
	Strongly Disagree	3%	85	0%	0	-3

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

Unity Preparatory CS of Brooklyn Response n = 21 Response Rate = 7%

		All Charter Schools		Unity Preparatory CS of Brooklyn		Difference
Q3b The things I'm learning in school are important to me.	Strongly Agree	34%	1,083	48%	10	14
	Somewhat Agree	36%	1,155	29%	6	-7
	Neither Agree nor Disagree	17%	552	24%	5	7
	Somewhat Disagree	8%	258	0%	0	-8
	Strongly Disagree	5%	147	0%	0	-5
Q3c Classroom environments support learning and are generally free from disruption.	Strongly Agree	37%	1,187	38%	8	1
	Somewhat Agree	36%	1,145	43%	9	7
	Neither Agree nor Disagree	18%	590	19%	4	1
	Somewhat Disagree	6%	176	0%	0	-6
	Strongly Disagree	3%	97	0%	0	-3
Q4a My classes are challenging.	Strongly Agree	23%	736	38%	8	15
	Somewhat Agree	44%	1,391	48%	10	4
	Neither Agree nor Disagree	21%	680	5%	1	-16
	Somewhat Disagree	9%	293	5%	1	-4
	Strongly Disagree	3%	95	5%	1	2
Q4b I feel that I am on-track for high school graduation.	Strongly Agree	47%	1,492	71%	15	24
	Somewhat Agree	30%	951	19%	4	-11
	Neither Agree nor Disagree	15%	470	5%	1	-10
	Somewhat Disagree	6%	204	5%	1	-1
	Strongly Disagree	2%	78	0%	0	-2
Q4c The school provides me with college prep assistance and information.	Strongly Agree	42%	1,356	71%	15	29
	Somewhat Agree	32%	1,035	5%	1	-27
	Neither Agree nor Disagree	19%	600	24%	5	5
	Somewhat Disagree	4%	137	0%	0	-4
	Strongly Disagree	2%	67	0%	0	-2
Q4d I know who to talk to for information about different careers.	Strongly Agree	44%	1,393	62%	13	18
	Somewhat Agree	28%	895	24%	5	-4
	Neither Agree nor Disagree	17%	558	0%	0	-17
	Somewhat Disagree	7%	213	5%	1	-2
	Strongly Disagree	4%	136	10%	2	6

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

Unity Preparatory CS of Brooklyn Response n = 21 Response Rate = 7%

		All Charter Schools		Unity Preparatory CS of Brooklyn		Difference
Q5a_In-Person [How often type of bullying experienced or observed] Student to student based on a student's real or perceived race or ethnicity.	Daily	3%	87	5%	1	2
	Weekly	2%	48	5%	1	3
	Monthly	1%	27	0%	0	-1
	A few times	5%	144	5%	1	0
	Rarely	10%	315	0%	0	-10
	Never	23%	743	24%	5	1
	I have not attended in-person	57%	1,831	62%	13	5
Q5a_Remote [How often type of bullying experienced or observed] Student to student based on a student's real or perceived race or ethnicity.	Daily	3%	110	10%	2	7
	Weekly	2%	61	0%	0	-2
	Monthly	1%	41	0%	0	-1
	A few times	5%	156	5%	1	0
	Rarely	11%	351	14%	3	3
	Never	71%	2,267	71%	15	0
	I have not attended remotely	7%	209	0%	0	-7
Q5b_In-Person [How often type of bullying experienced or observed] Student to student based on a student's real or perceived religion.	Daily	2%	74	5%	1	3
	Weekly	1%	29	5%	1	4
	Monthly	1%	25	5%	1	4
	A few times	3%	108	0%	0	-3
	Rarely	7%	220	0%	0	-7
	Never	29%	912	29%	6	0
	I have not attended in-person	57%	1,827	57%	12	0
Q5b_Remote [How often type of bullying experienced or observed] Student to student based on a student's real or perceived religion.	Daily	3%	90	10%	2	7
	Weekly	2%	60	5%	1	3
	Monthly	1%	33	0%	0	-1
	A few times	4%	125	0%	0	-4
	Rarely	9%	286	10%	2	1
	Never	75%	2,402	76%	16	1
	I have not attended remotely	6%	199	0%	0	-6

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

Unity Preparatory CS of Brooklyn Response n = 21 Response Rate = 7%

		All Charter Schools		Unity Preparatory CS of Brooklyn		Difference
Q5c_In-Person [How often type of bullying experienced or observed] Student to student based on a student's real or perceived disability.	Daily	2%	78	5%	1	3
	Weekly	1%	35	5%	1	4
	Monthly	1%	25	0%	0	-1
	A few times	4%	125	0%	0	-4
	Rarely	8%	263	10%	2	2
	Never	26%	846	24%	5	-2
	I have not attended in-person	57%	1,823	57%	12	0
Q5c_Remote [How often type of bullying experienced or observed] Student to student based on a student's real or perceived disability.	Daily	3%	96	5%	1	2
	Weekly	2%	57	5%	1	3
	Monthly	1%	24	0%	0	-1
	A few times	4%	134	5%	1	1
	Rarely	10%	322	14%	3	4
	Never	74%	2,369	71%	15	-3
	I have not attended remotely	6%	193	0%	0	-6
Q5d_In-Person [How often type of bullying experienced or observed] Student to student based on a student's real or perceived gender identity.	Daily	2%	74	5%	1	3
	Weekly	2%	51	5%	1	3
	Monthly	1%	30	5%	1	4
	A few times	5%	148	0%	0	-5
	Rarely	7%	233	0%	0	-7
	Never	26%	835	29%	6	3
	I have not attended in-person	57%	1,824	57%	12	0
Q5d_Remote [How often type of bullying experienced or observed] Student to student based on a student's real or perceived gender identity.	Daily	3%	107	5%	1	2
	Weekly	2%	52	0%	0	-2
	Monthly	1%	42	0%	0	-1
	A few times	5%	162	5%	1	0
	Rarely	10%	304	19%	4	9
	Never	73%	2,333	71%	15	-2
	I have not attended remotely	6%	195	0%	0	-6

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

Unity Preparatory CS of Brooklyn Response n = 21 Response Rate = 7%

		All Charter Schools		Unity Preparatory CS of Brooklyn		Difference
Q5e_In-Person [How often type of bullying experienced or observed] Student to student based on a student's real or perceived sexual identity.	Daily	3%	87	5%	1	2
	Weekly	1%	37	5%	1	4
	Monthly	1%	26	0%	0	-1
	A few times	4%	143	0%	0	-4
	Rarely	8%	264	5%	1	-3
	Never	26%	816	29%	6	3
	I have not attended in-person	57%	1,822	57%	12	0
Q5e_Remote [How often type of bullying experienced or observed] Student to student based on a student's real or perceived sexual identity.	Daily	3%	95	5%	1	2
	Weekly	2%	59	0%	0	-2
	Monthly	1%	47	0%	0	-1
	A few times	5%	165	5%	1	0
	Rarely	10%	311	14%	3	4
	Never	73%	2,323	76%	16	3
	I have not attended remotely	6%	195	0%	0	-6
Q5f_In-Person [How often type of bullying experienced or observed] Student to student based on a student's real or perceived economic status.	Daily	2%	73	5%	1	3
	Weekly	2%	49	10%	2	8
	Monthly	1%	28	0%	0	-1
	A few times	5%	169	0%	0	-5
	Rarely	8%	243	5%	1	-3
	Never	25%	800	19%	4	-6
	I have not attended in-person	57%	1,833	62%	13	5
Q5f_Remote [How often type of bullying experienced or observed] Student to student based on a student's real or perceived economic status.	Daily	3%	99	10%	2	7
	Weekly	2%	52	0%	0	-2
	Monthly	1%	42	0%	0	-1
	A few times	5%	168	10%	2	5
	Rarely	10%	327	10%	2	0
	Never	72%	2,304	71%	15	-1
	I have not attended remotely	6%	203	0%	0	-6

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

Unity Preparatory CS of Brooklyn Response n = 21 Response Rate = 7%

		All Charter Schools		Unity Preparatory CS of Brooklyn		Difference
Q5g_In-Person [How often type of bullying experienced or observed] Student to student based on another reason.	Daily	3%	103	10%	2	7
	Weekly	2%	63	5%	1	3
	Monthly	2%	53	0%	0	-2
	A few times	7%	237	5%	1	-2
	Rarely	9%	272	10%	2	1
	Never	20%	641	14%	3	-6
	I have not attended in-person	57%	1,826	57%	12	0
Q5g_Remote [How often type of bullying experienced or observed] Student to student based on another reason.	Daily	4%	116	0%	0	-4
	Weekly	2%	61	5%	1	3
	Monthly	1%	43	0%	0	-1
	A few times	8%	269	14%	3	6
	Rarely	13%	401	14%	3	1
	Never	66%	2,098	67%	14	1
	I have not attended remotely	6%	207	0%	0	-6
Q5h_In-Person [How often type of bullying experienced or observed] Teacher or administrator to student based on any of the categories listed above.	Daily	3%	86	10%	2	7
	Weekly	1%	34	5%	1	4
	Monthly	1%	17	0%	0	-1
	A few times	3%	108	0%	0	-3
	Rarely	5%	162	0%	0	-5
	Never	30%	958	29%	6	-1
	I have not attended in-person	57%	1,830	57%	12	0
Q5h_Remote [How often type of bullying experienced or observed] Teacher or administrator to student based on any of the categories listed above.	Daily	4%	115	0%	0	-4
	Weekly	2%	48	0%	0	-2
	Monthly	1%	39	5%	1	4
	A few times	5%	146	10%	2	5
	Rarely	8%	246	10%	2	2
	Never	75%	2,383	71%	15	-4
	I have not attended remotely	7%	218	5%	1	-2

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

Unity Preparatory CS of Brooklyn Response n = 21 Response Rate = 7%

		All Charter Schools		Unity Preparatory CS of Brooklyn		Difference
Q6a [How often type of cyberbullying experienced or observed] Student to student based on a student's real or perceived race or ethnicity.	Daily	4%	130	14%	3	10
	Weekly	2%	56	5%	1	3
	Monthly	1%	41	0%	0	-1
	A few times	6%	201	0%	0	-6
	Rarely	14%	449	5%	1	-9
	Never	73%	2,318	76%	16	3
Q6b [How often type of cyberbullying experienced or observed] Student to student based on a student's real or perceived religion.	Daily	4%	112	10%	2	6
	Weekly	2%	55	10%	2	8
	Monthly	1%	47	0%	0	-1
	A few times	5%	145	0%	0	-5
	Rarely	12%	390	5%	1	-7
	Never	77%	2,446	76%	16	-1
Q6c [How often type of cyberbullying experienced or observed] Student to student based on a student's real or perceived disability.	Daily	3%	98	10%	2	7
	Weekly	2%	56	10%	2	8
	Monthly	2%	49	0%	0	-2
	A few times	6%	180	0%	0	-6
	Rarely	12%	393	5%	1	-7
	Never	76%	2,419	76%	16	0
Q6d [How often type of cyberbullying experienced or observed] Student to student based on a student's real or perceived gender identity.	Daily	3%	110	5%	1	2
	Weekly	2%	50	5%	1	3
	Monthly	2%	53	5%	1	3
	A few times	6%	195	5%	1	-1
	Rarely	13%	419	5%	1	-8
	Never	74%	2,368	76%	16	2
Q6e [How often type of cyberbullying experienced or observed] Student to student based on a student's real or perceived sexual identity.	Daily	3%	108	10%	2	7
	Weekly	2%	54	0%	0	-2
	Monthly	2%	59	5%	1	3
	A few times	7%	214	5%	1	-2
	Rarely	13%	400	5%	1	-8
	Never	74%	2,360	76%	16	2

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

Unity Preparatory CS of Brooklyn Response n = 21 Response Rate = 7%

		All Charter Schools		Unity Preparatory CS of Brooklyn		Difference
Q6f [How often type of cyberbullying experienced or observed] Student to student based on a student's real or perceived economic status.	Daily	3%	110	14%	3	11
	Weekly	2%	56	0%	0	-2
	Monthly	2%	48	0%	0	-2
	A few times	6%	202	0%	0	-6
	Rarely	13%	422	10%	2	-3
	Never	74%	2,357	76%	16	2
Q6g [How often type of cyberbullying experienced or observed] Student to student based on another reason.	Daily	4%	127	10%	2	6
	Weekly	2%	79	0%	0	-2
	Monthly	2%	73	10%	2	8
	A few times	9%	297	5%	1	-4
	Rarely	15%	464	5%	1	-10
	Never	67%	2,155	71%	15	4
Q6h [How often type of cyberbullying experienced or observed] Teacher or administrator to student based on any of the categories listed above.	Daily	3%	107	14%	3	11
	Weekly	2%	52	5%	1	3
	Monthly	1%	40	0%	0	-1
	A few times	5%	145	5%	1	0
	Rarely	9%	300	0%	0	-9
	Never	80%	2,551	76%	16	-4
Q7a I feel physically safe in my school.	Strongly Agree	43%	1,377	33%	7	-10
	Somewhat Agree	27%	877	19%	4	-8
	Neither Agree nor Disagree	25%	798	48%	10	23
	Somewhat Disagree	3%	95	0%	0	-3
	Strongly Disagree	2%	48	0%	0	-2
Q7b I feel safe traveling to and from my school.	Strongly Agree	41%	1,299	43%	9	2
	Somewhat Agree	29%	929	19%	4	-10
	Neither Agree nor Disagree	23%	748	38%	8	15
	Somewhat Disagree	5%	158	0%	0	-5
	Strongly Disagree	2%	61	0%	0	-2

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

Unity Preparatory CS of Brooklyn Response n = 21 Response Rate = 7%

		All Charter Schools		Unity Preparatory CS of Brooklyn		Difference
Q7c I feel that the school culture supports me.	Strongly Agree	47%	1,488	57%	12	10
	Somewhat Agree	28%	907	19%	4	-9
	Neither Agree nor Disagree	20%	651	24%	5	4
	Somewhat Disagree	3%	101	0%	0	-3
	Strongly Disagree	2%	48	0%	0	-2
Q7d I feel that the school's discipline policy is applied fairly to all students.	Strongly Agree	40%	1,276	57%	12	17
	Somewhat Agree	27%	864	10%	2	-17
	Neither Agree nor Disagree	22%	690	29%	6	7
	Somewhat Disagree	7%	231	5%	1	-2
	Strongly Disagree	4%	134	0%	0	-4
Q7e I have not had anything stolen from me at this school.	Strongly Agree	54%	1,710	38%	8	-16
	Somewhat Agree	14%	436	10%	2	-4
	Neither Agree nor Disagree	18%	561	43%	9	25
	Somewhat Disagree	6%	182	10%	2	4
	Strongly Disagree	10%	306	0%	0	-10
Q7f I have not seen any property damaged by students at this school.	Strongly Agree	36%	1,139	24%	5	-12
	Somewhat Agree	17%	529	14%	3	-3
	Neither Agree nor Disagree	28%	883	52%	11	24
	Somewhat Disagree	11%	344	10%	2	-1
	Strongly Disagree	9%	300	0%	0	-9
Q8a Most or all of my teachers are available to help me with schoolwork.	Strongly Agree	57%	1,826	86%	18	29
	Somewhat Agree	31%	994	14%	3	-17
	Neither Agree nor Disagree	8%	255	0%	0	-8
	Somewhat Disagree	3%	89	0%	0	-3
	Strongly Disagree	1%	31	0%	0	-1
Q8b My teachers care about me.	Strongly Agree	53%	1,690	67%	14	14
	Somewhat Agree	27%	878	24%	5	-3
	Neither Agree nor Disagree	16%	517	10%	2	-6
	Somewhat Disagree	2%	67	0%	0	-2
	Strongly Disagree	1%	43	0%	0	-1

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

Unity Preparatory CS of Brooklyn Response n = 21 Response Rate = 7%

		All Charter Schools		Unity Preparatory CS of Brooklyn		Difference
Q8c My teachers give me individual attention when I ask and even when I don't ask but need it.	Strongly Agree	49%	1,575	57%	12	8
	Somewhat Agree	32%	1,025	33%	7	1
	Neither Agree nor Disagree	14%	445	5%	1	-9
	Somewhat Disagree	3%	100	5%	1	2
	Strongly Disagree	2%	50	0%	0	-2
Q8d My teachers expect me to do my best all the time.	Strongly Agree	66%	2,107	86%	18	20
	Somewhat Agree	24%	760	10%	2	-14
	Neither Agree nor Disagree	8%	271	5%	1	-3
	Somewhat Disagree	1%	38	0%	0	-1
	Strongly Disagree	1%	19	0%	0	-1
Q8e My teachers often connect what I am learning to life outside the classroom.	Strongly Agree	41%	1,301	71%	15	30
	Somewhat Agree	31%	998	14%	3	-17
	Neither Agree nor Disagree	19%	615	14%	3	-5
	Somewhat Disagree	6%	184	0%	0	-6
	Strongly Disagree	3%	97	0%	0	-3
Q8f I have at least one adult at the school that I can talk to about problems I'm dealing with outside of school.	Strongly Agree	51%	1,631	57%	12	6
	Somewhat Agree	19%	612	19%	4	0
	Neither Agree nor Disagree	17%	551	14%	3	-3
	Somewhat Disagree	5%	148	5%	1	0
	Strongly Disagree	8%	253	5%	1	-3
Q9a I am treated respectfully by my fellow students.	Strongly Agree	47%	1,507	52%	11	5
	Somewhat Agree	32%	1,007	33%	7	1
	Neither Agree nor Disagree	16%	501	14%	3	-2
	Somewhat Disagree	4%	125	0%	0	-4
	Strongly Disagree	2%	55	0%	0	-2
Q9b I am treated respectfully by my teachers and other adults in my school.	Strongly Agree	65%	2,078	95%	20	30
	Somewhat Agree	24%	781	5%	1	-19
	Neither Agree nor Disagree	9%	275	0%	0	-9
	Somewhat Disagree	1%	39	0%	0	-1
	Strongly Disagree	1%	22	0%	0	-1

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

Unity Preparatory CS of Brooklyn Response n = 21 Response Rate = 7%

		All Charter Schools		Unity Preparatory CS of Brooklyn		Difference
Q9c Adults working at this school reward students for positive behavior.	Strongly Agree	47%	1,517	67%	14	20
	Somewhat Agree	28%	899	14%	3	-14
	Neither Agree nor Disagree	18%	584	10%	2	-8
	Somewhat Disagree	4%	129	10%	2	6
	Strongly Disagree	2%	66	0%	0	-2
Q9d Adults working at this school help students develop strategies to understand and control their feelings and actions.	Strongly Agree	47%	1,515	62%	13	15
	Somewhat Agree	29%	914	24%	5	-5
	Neither Agree nor Disagree	18%	591	14%	3	-4
	Somewhat Disagree	3%	107	0%	0	-3
	Strongly Disagree	2%	68	0%	0	-2
Q9e This school has a positive impact on my life.	Strongly Agree	40%	1,273	52%	11	12
	Somewhat Agree	27%	871	24%	5	-3
	Neither Agree nor Disagree	24%	755	19%	4	-5
	Somewhat Disagree	5%	149	5%	1	0
	Strongly Disagree	5%	147	0%	0	-5
Q10 Would you choose to be attending a different school if you could?	Yes	15%	483	5%	1	-10
	No	55%	1,748	57%	12	2
	Maybe	30%	964	38%	8	8

NYSED CSO Student Survey 2021

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

Unity Preparatory CS of Brooklyn

OPEN1 If you did experience or observe cyberbullying in any of the situations above, please list examples of the types of cyberbullying you saw:	I have not experienced cyber bullying
	N/A
	Never have seen any.
	None
	This was not in school but Observe cyber bullying from harmful post.
	never saw cyber bullying .
	no

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

Unity Preparatory CS of Brooklyn

<p>OPEN2 We would really appreciate it if you would explain why you chose your answer to 'Would you choose to be attending a different school if you could?'</p>	<p>Because I usually miss my friends when I look at the window</p>
	<p>Cause there could always be better schools out there</p>
	<p>I came this far</p>
	<p>I choose not to because the school is very welcome, and I really do like this school a lot.</p>
	<p>I chose "Maybe" because ever since I was in that school, I felt like my socialize skill have strengthened. During middle school, I was picked on so many times on how I was superior than others. I also got some things that were stolen from me. I never trust anyone but my family. However, going to Unity helped me realized to focus on the present, I was in the right path and learned how to trust one another. Thanks to this school, I have many great and positive friends who always help one another.</p>
	<p>I chose "No" as my answer because I feel really comfortable and accepted to be myself in this school.</p>
	<p>I like this school but don't enjoy being in person school, if I had to choose do school even covid didn't exist I would do school online.</p>
	<p>I love the school environment with friends and teachers. It's very easy for me to be engaged in the topics being taught and I wouldn't really find that anywhere else where I feel comfortable enough to express myself without being judged.</p>
	<p>I miss friendly faces</p>
	<p>I said no because this is a great school teachers are really nice and helpful I wouldn't change</p>
	<p>I want to experience something different from what I've dealt with before and i think me going to a different school would give me better opportunity to go to college and make it to my goal</p>
	<p>I wouldn't attend a different school because I LOVE Unity. :)</p>
	<p>I wouldn't want to go to another school because everyone is on top of you and making sure that you are ok. Also the teachers want you to do the best. You can stay after school if you need help or they ask for a 1 on 1.</p>
	<p>IDK</p>
	<p>Maybe I would so I can meet new people and possibly grow differently than I did here through experience.</p>
<p>Other schools don't have the same opportunity like the school I'm in.</p>	

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

Unity Preparatory CS of Brooklyn

OPEN3 If there is anything else you would like us to know about your experience in this school, please let us know here. To submit your survey, click SUBMIT.

I like to say that Unity Preparatory High School was one of the best decisions I made for going to high school. Even though things get stuff, I'm always ready to improvise and stay prepare for any challenge.

No

Nothing at this moment.

One thing I would like you guys to know about my school is that they put in a lot of effort in trying to make the school a very comfortable place for students, teachers, & parents/guardians to feel accepted and welcome.

Some of my friends are in this school.

no

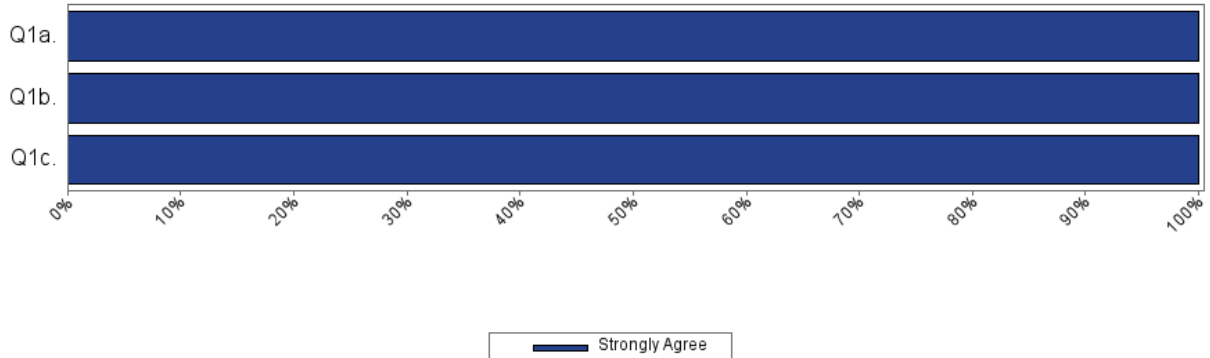
NYSED CSO Parent Survey 2022

UNITY PREPARATORY CHARTER SCHOOL OF BROOKLYN

1 RESPONSES

0% RESPONSE RATE

Academics

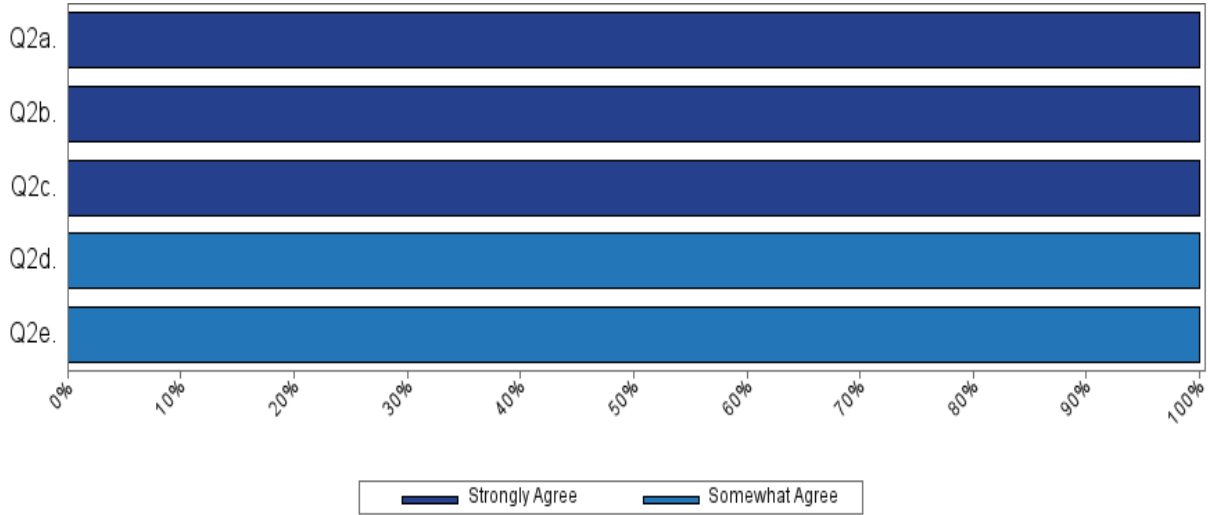


Academics		% by School	Total by School	% All Schools	Total All Schools
Q1a. The charter school has high academic expectations for my child.	Strongly Agree	100%	1	74%	4,204
	Somewhat Agree	0%	0	19%	1,080
	Neither Agree nor Disagree	0%	0	4%	225
	Somewhat Disagree	0%	0	2%	97
	Strongly Disagree	0%	0	2%	89
Q1b. I am aware of the academic supports available to my child.	Strongly Agree	100%	1	70%	3,988
	Somewhat Agree	0%	0	20%	1,166
	Neither Agree nor Disagree	0%	0	4%	254
	Somewhat Disagree	0%	0	3%	143
	Strongly Disagree	0%	0	3%	144

Academics		% by School	Total by School	% All Schools	Total All Schools
Q1c. The teaching quality at this school is very high.	Strongly Agree	100%	1	67%	3,790
	Somewhat Agree	0%	0	23%	1,335
	Neither Agree nor Disagree	0%	0	5%	309
	Somewhat Disagree	0%	0	3%	148
	Strongly Disagree	0%	0	2%	113

NYSED CSO Parent Survey 2022
UNITY PREPARATORY CHARTER SCHOOL OF BROOKLYN
1 RESPONSES
0% RESPONSE RATE

Behavior Management and Safety

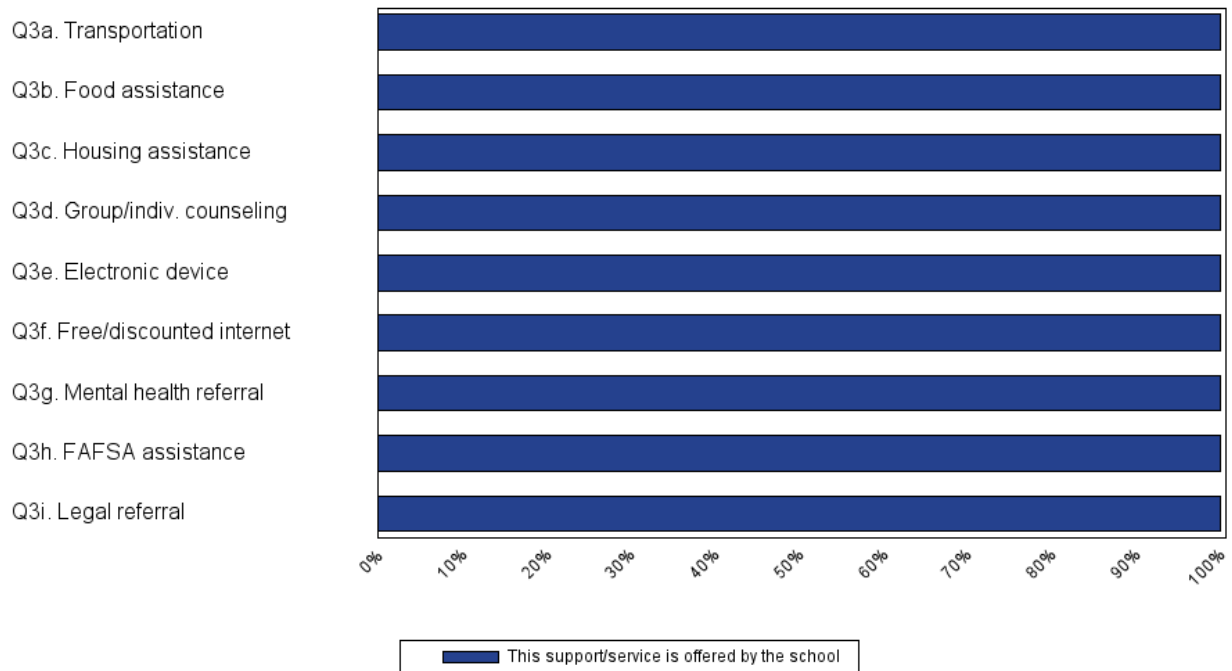


Behavior Management and Safety		% by School	Total by School	% All Schools	Total All Schools
Q2a. The school's discipline policy is clear.	Strongly Agree	100%	1	68%	3,849
	Somewhat Agree	0%	0	18%	1,051
	Neither Agree nor Disagree	0%	0	8%	456
	Somewhat Disagree	0%	0	3%	173
	Strongly Disagree	0%	0	3%	166
Q2b. The school's discipline policy is fair to all students.	Strongly Agree	100%	1	63%	3,610
	Somewhat Agree	0%	0	19%	1,068
	Neither Agree nor Disagree	0%	0	10%	593
	Somewhat Disagree	0%	0	4%	205
	Strongly Disagree	0%	0	4%	219

Behavior Management and Safety		% by School	Total by School	% All Schools	Total All Schools
Q2c. The school's discipline policy is enforced by all teachers and staff.	Strongly Agree	100%	1	61%	3,481
	Somewhat Agree	0%	0	20%	1,132
	Neither Agree nor Disagree	0%	0	12%	703
	Somewhat Disagree	0%	0	3%	189
	Strongly Disagree	0%	0	3%	190
Q2d. I am aware of how the school supports student social-emotional development.	Strongly Agree	0%	0	63%	3,610
	Somewhat Agree	100%	1	22%	1,233
	Neither Agree nor Disagree	0%	0	9%	498
	Somewhat Disagree	0%	0	3%	172
	Strongly Disagree	0%	0	3%	182
Q2e. The school has social, emotional, and mental health programs and supports for all students.	Strongly Agree	0%	0	59%	3,372
	Somewhat Agree	100%	1	21%	1,183
	Neither Agree nor Disagree	0%	0	14%	809
	Somewhat Disagree	0%	0	3%	159
	Strongly Disagree	0%	0	3%	172

NYSED CSO Parent Survey 2022
UNITY PREPARATORY CHARTER SCHOOL OF BROOKLYN
1 RESPONSES
0% RESPONSE RATE

Support Services



Support Services		% by School	Total by School	% All Schools	Total All Schools
Q3a. Transportation	This support/service is offered by the school	100%	1	68%	3,897
	My child and/or my family has used this support/service	0%	0	28%	1,601

Support Services		% by School	Total by School	% All Schools	Total All Schools
Q3b. Food assistance	This support/service is offered by the school	100%	1	63%	3,572
	My child and/or my family has used this support/service	0%	0	25%	1,442
Q3c. Housing assistance	This support/service is offered by the school	100%	1	26%	1,475
	My child and/or my family has used this support/service	0%	0	8%	449
Q3d. Group/individ. counseling	This support/service is offered by the school	100%	1	56%	3,182
	My child and/or my family has used this support/service	0%	0	16%	905
Q3e. Electronic device	This support/service is offered by the school	100%	1	70%	3,986
	My child and/or my family has used this support/service	0%	0	46%	2,624
Q3f. Free/discounted internet	This support/service is offered by the school	100%	1	43%	2,429
	My child and/or my family has used this support/service	0%	0	14%	799
Q3g. Mental health referral	This support/service is offered by the school	100%	1	42%	2,366

Support Services		% by School	Total by School	% All Schools	Total All Schools
Q3g. Mental health referral	My child and/or my family has used this support/service	0%	0	8%	437
Q3h. FAFSA assistance	This support/service is offered by the school	100%	1	34%	1,957
	My child and/or my family has used this support/service	0%	0	8%	470
Q3i. Legal referral	This support/service is offered by the school	100%	1	27%	1,523
	My child and/or my family has used this support/service	0%	0	5%	281

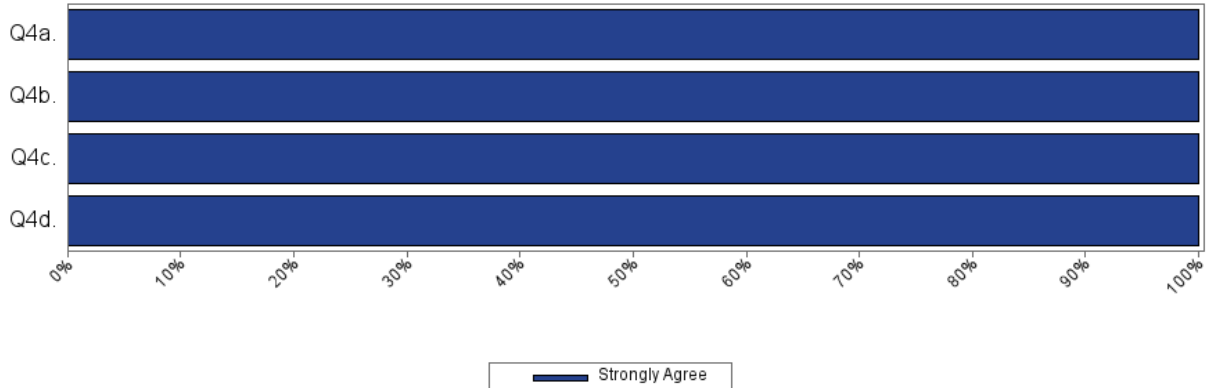
NYSED CSO Parent Survey 2022

UNITY PREPARATORY CHARTER SCHOOL OF BROOKLYN

1 RESPONSES

0% RESPONSE RATE

Behavior Management

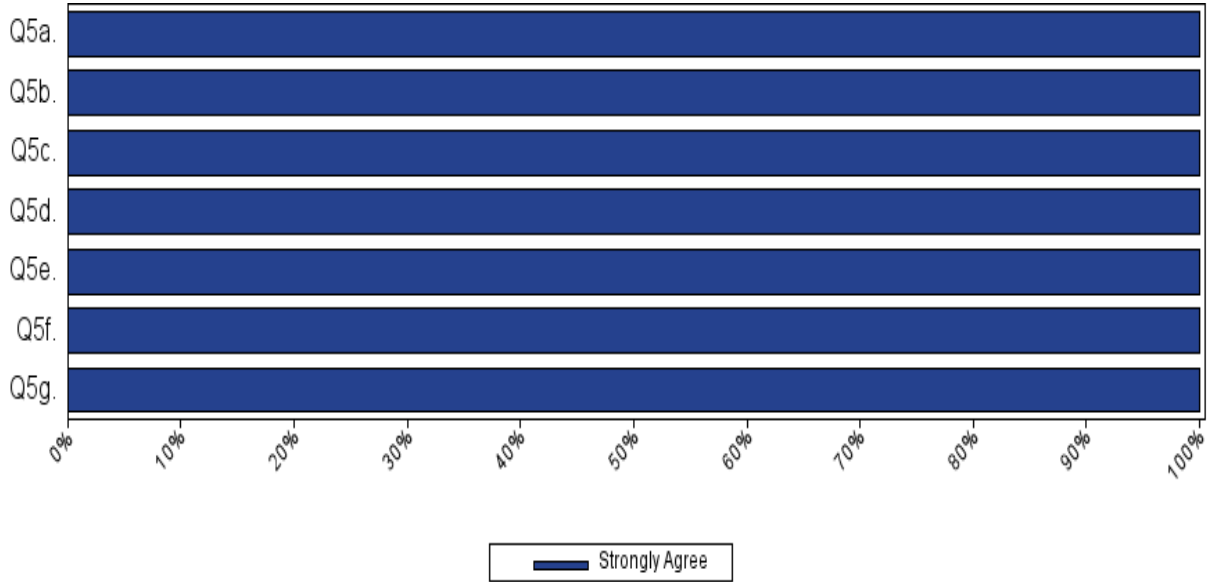


Behavior Management		% by School	Total by School	% All Schools	Total All Schools
Q4a. The school provides a safe environment.	Strongly Agree	100%	1	70%	3,988
	Somewhat Agree	0%	0	20%	1,160
	Neither Agree nor Disagree	0%	0	5%	296
	Somewhat Disagree	0%	0	3%	143
	Strongly Disagree	0%	0	2%	108
Q4b. The school has systems in place to ensure that the environment is free from bullying, harassment, and discrimination.	Strongly Agree	100%	1	60%	3,406
	Somewhat Agree	0%	0	23%	1,293
	Neither Agree nor Disagree	0%	0	10%	546
	Somewhat Disagree	0%	0	4%	255
	Strongly Disagree	0%	0	3%	195

Behavior Management		% by School	Total by School	% All Schools	Total All Schools
Q4c. Classroom environments support learning and are generally free from disruption.	Strongly Agree	100%	1	59%	3,369
	Somewhat Agree	0%	0	24%	1,383
	Neither Agree nor Disagree	0%	0	10%	568
	Somewhat Disagree	0%	0	4%	221
	Strongly Disagree	0%	0	3%	154
Q4d. The school has high behavioral expectations for my child.	Strongly Agree	100%	1	71%	4,023
	Somewhat Agree	0%	0	20%	1,129
	Neither Agree nor Disagree	0%	0	7%	379
	Somewhat Disagree	0%	0	1%	84
	Strongly Disagree	0%	0	1%	80

NYSED CSO Parent Survey 2022
UNITY PREPARATORY CHARTER SCHOOL OF BROOKLYN
1 RESPONSES
0% RESPONSE RATE

Family Engagement and Communication



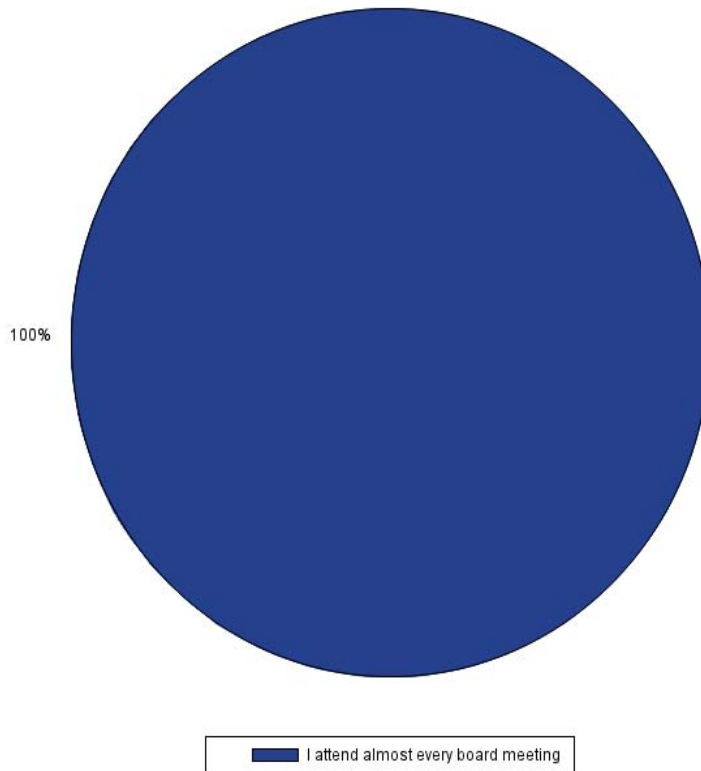
Family Engagement and Communication		% by School	Total by School	% All Schools	Total All Schools
Q5a. The school provides opportunities for parent participation within the school community.	Strongly Agree	100%	1	63%	3,613
	Somewhat Agree	0%	0	21%	1,172
	Neither Agree nor Disagree	0%	0	10%	582
	Somewhat Disagree	0%	0	3%	175
	Strongly Disagree	0%	0	3%	153
Q5b. I receive regular and timely information on my child's academic progress in my home language.	Strongly Agree	100%	1	74%	4,219
	Somewhat Agree	0%	0	16%	937
	Neither Agree nor Disagree	0%	0	4%	235
	Somewhat Disagree	0%	0	3%	157
	Strongly Disagree	0%	0	3%	147

Family Engagement and Communication		% by School	Total by School	% All Schools	Total All Schools
Q5c. The school uses many methods of communication with families.	Strongly Agree	100%	1	77%	4,411
	Somewhat Agree	0%	0	15%	875
	Neither Agree nor Disagree	0%	0	4%	213
	Somewhat Disagree	0%	0	2%	96
	Strongly Disagree	0%	0	2%	100
Q5d. The school seeks feedback from parents through surveys, meetings, or some other way.	Strongly Agree	100%	1	72%	4,123
	Somewhat Agree	0%	0	18%	1,003
	Neither Agree nor Disagree	0%	0	6%	324
	Somewhat Disagree	0%	0	2%	126
	Strongly Disagree	0%	0	2%	119
Q5e. The school has a complaint policy that is easy to find.	Strongly Agree	100%	1	51%	2,911
	Somewhat Agree	0%	0	19%	1,055
	Neither Agree nor Disagree	0%	0	22%	1,271
	Somewhat Disagree	0%	0	4%	209
	Strongly Disagree	0%	0	4%	249
Q5f. The school has a complaint policy that is easy to understand.	Strongly Agree	100%	1	53%	3,016
	Somewhat Agree	0%	0	18%	1,018
	Neither Agree nor Disagree	0%	0	23%	1,295
	Somewhat Disagree	0%	0	3%	150
	Strongly Disagree	0%	0	4%	216

Family Engagement and Communication		% by School	Total by School	% All Schools	Total All Schools
Q5g. The school informs parents about how it performs compared to other schools in the district and New York State.	Strongly Agree	100%	1	51%	2,877
	Somewhat Agree	0%	0	19%	1,107
	Neither Agree nor Disagree	0%	0	20%	1,162
	Somewhat Disagree	0%	0	5%	261
	Strongly Disagree	0%	0	5%	288

NYSED CSO Parent Survey 2022
UNITY PREPARATORY CHARTER SCHOOL OF BROOKLYN
1 RESPONSES
0% RESPONSE RATE

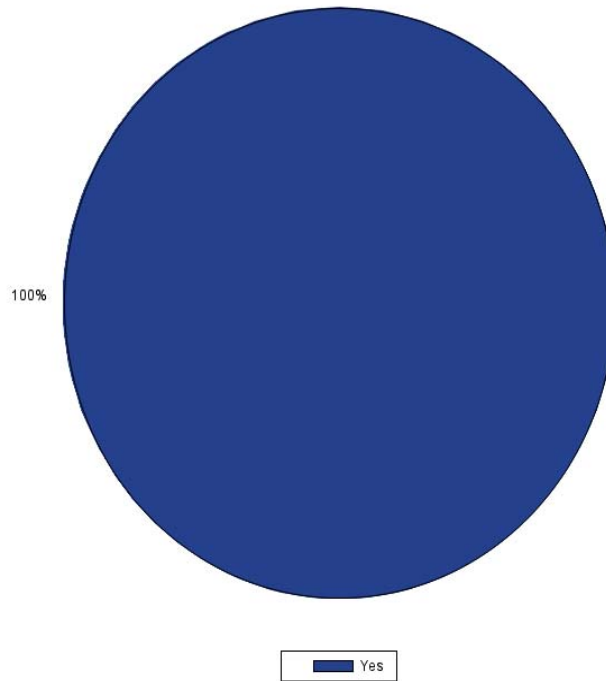
Q6. Thinking about this school's board meetings, which of the following statements best applies to you?



Board Meetings		% by School	Total by School	% All Schools	Total All Schools
Q6. Thinking about this school's board meetings, which of the following statements best applies to you?	I attend almost every board meeting	100%	1	14%	808
	I occasionally attend board meetings	0%	0	23%	1,314
	I know when board meetings take place, but do not attend	0%	0	35%	1,975
	I do not know when board meetings take place and I do not attend	0%	0	28%	1,598

NYSED CSO Parent Survey 2022
UNITY PREPARATORY CHARTER SCHOOL OF BROOKLYN
1 RESPONSES
0% RESPONSE RATE

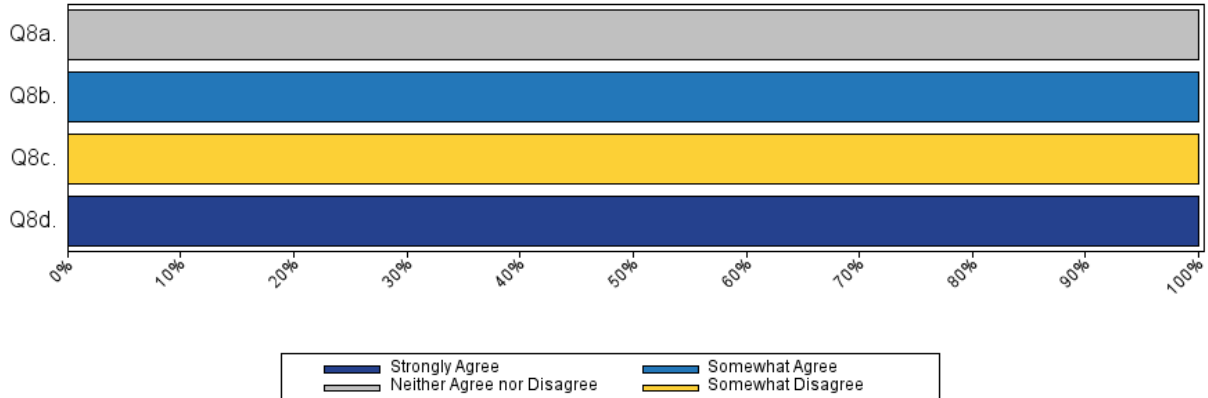
Q7. Do you feel the school is fulfilling its mission?



School Mission		% by School	Total by School	% All Schools	Total All Schools
Q7. Do you feel the school is fulfilling its mission?	Yes	100%	1	83%	4,724
	No	0%	0	6%	328
	I don't know the school's mission	0%	0	11%	643

NYSED CSO Parent Survey 2022
UNITY PREPARATORY CHARTER SCHOOL OF BROOKLYN
1 RESPONSES
0% RESPONSE RATE

COVID-19 In-Person Learning Environment

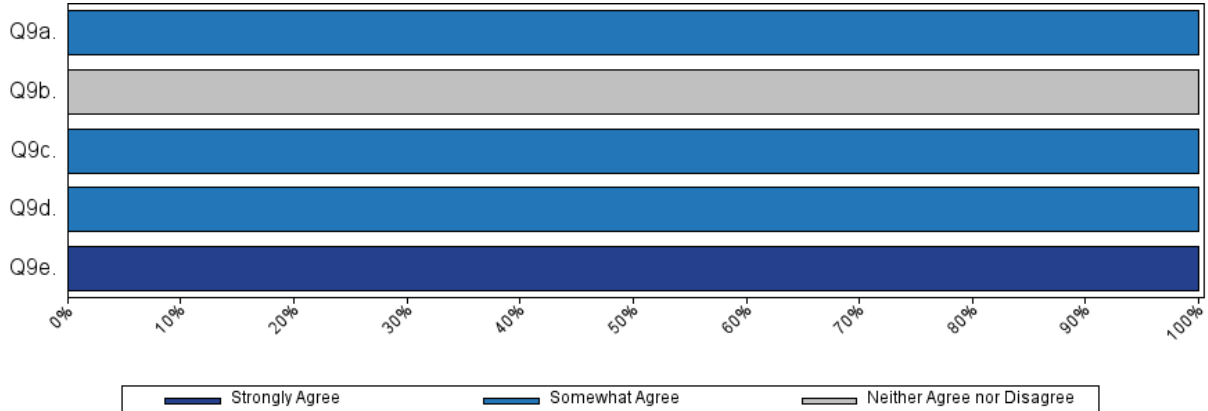


COVID-19 Learning Environment		% by School	Total by School	% All Schools	Total All Schools
Q8a. The school has clear instructions on cleaning procedures and practices used in the school's buildings.	Strongly Agree	0%	0	64%	3,665
	Somewhat Agree	0%	0	18%	1,042
	Neither Agree nor Disagree	100%	1	14%	798
	Somewhat Disagree	0%	0	2%	97
	Strongly Disagree	0%	0	2%	93
Q8b. I am confident the school is following the proper safety standards.	Strongly Agree	0%	0	70%	3,979
	Somewhat Agree	100%	1	19%	1,060
	Neither Agree nor Disagree	0%	0	8%	457
	Somewhat Disagree	0%	0	2%	101
	Strongly Disagree	0%	0	2%	98

COVID-19 Learning Environment		% by School	Total by School	% All Schools	Total All Schools
Q8c. My child has difficulty learning in the current school setting.	Strongly Agree	0%	0	14%	779
	Somewhat Agree	0%	0	12%	663
	Neither Agree nor Disagree	0%	0	14%	790
	Somewhat Disagree	0%	0	9%	523
	Strongly Disagree	100%	1	52%	2,940
Q8d. I worry my child will come in contact with COVID19 while in school.	Strongly Agree	100%	1	19%	1,085
	Somewhat Agree	0%	0	21%	1,194
	Neither Agree nor Disagree	0%	0	24%	1,384
	Somewhat Disagree	0%	0	11%	623
	Strongly Disagree	0%	0	25%	1,409

NYSED CSO Parent Survey 2022
UNITY PREPARATORY CHARTER SCHOOL OF BROOKLYN
1 RESPONSES
0% RESPONSE RATE

COVID-19 Remote Learning Environment

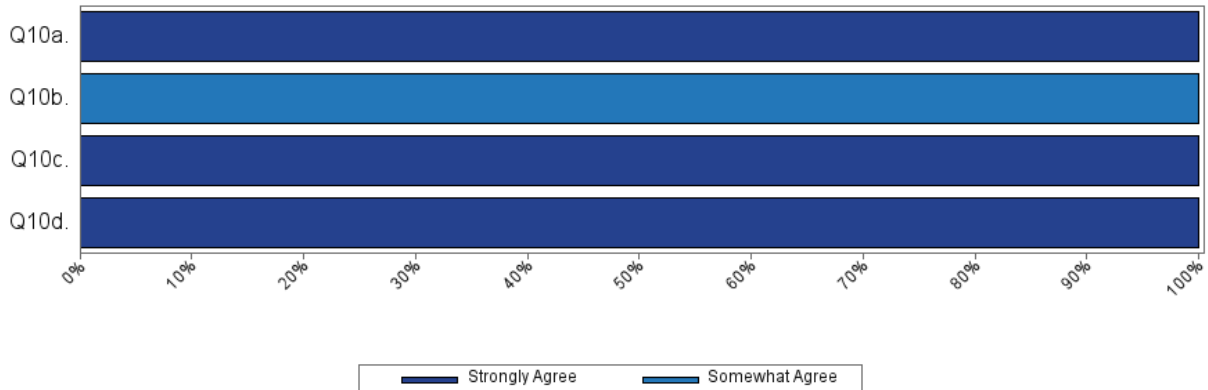


COVID-19 Remote Learning Environment		% by School	Total by School	% All Schools	Total All Schools
Q9a. The school has provided me with help to support my child's remote learning.	Strongly Agree	0%	0	58%	3,325
	Somewhat Agree	0%	0	17%	943
	Neither Agree nor Disagree	100%	1	21%	1,204
	Somewhat Disagree	0%	0	2%	97
	Strongly Disagree	0%	0	2%	126
Q9b. Handling remote learning platforms (Zoom, Google Meet, teacher apps, etc.) has been difficult.	Strongly Agree	0%	0	26%	1,463
	Somewhat Agree	0%	0	16%	888
	Neither Agree nor Disagree	0%	0	24%	1,359
	Somewhat Disagree	0%	0	11%	603
	Strongly Disagree	100%	1	24%	1,382

COVID-19 Remote Learning Environment		% by School	Total by School	% All Schools	Total All Schools
Q9c. Managing my work along with my child's remote learning schoolwork has been a challenge.	Strongly Agree	0%	0	29%	1,657
	Somewhat Agree	0%	0	20%	1,153
	Neither Agree nor Disagree	100%	1	26%	1,500
	Somewhat Disagree	0%	0	8%	434
	Strongly Disagree	0%	0	17%	951
Q9d. The internet in my home works when my child needs to access school materials for remote learning	Strongly Agree	0%	0	64%	3,669
	Somewhat Agree	0%	0	14%	824
	Neither Agree nor Disagree	100%	1	16%	939
	Somewhat Disagree	0%	0	2%	142
	Strongly Disagree	0%	0	2%	121
Q9e. My child has access to a tech device for school when needed for remote learning.	Strongly Agree	100%	1	73%	4,151
	Somewhat Agree	0%	0	10%	585
	Neither Agree nor Disagree	0%	0	14%	814
	Somewhat Disagree	0%	0	1%	57
	Strongly Disagree	0%	0	2%	88

NYSED CSO Parent Survey 2022
UNITY PREPARATORY CHARTER SCHOOL OF BROOKLYN
1 RESPONSES
0% RESPONSE RATE

COVID-19 Learning Environment



COVID-19 Learning Environment		% by School	Total by School	% All Schools	Total All Schools
Q10a. I have a clear idea how the school is educating my child.	Strongly Agree	100%	1	66%	3,744
	Somewhat Agree	0%	0	24%	1,354
	Neither Agree nor Disagree	0%	0	6%	335
	Somewhat Disagree	0%	0	3%	165
	Strongly Disagree	0%	0	2%	97
Q10b. I need to devote a great amount of time to support my child's school participation.	Strongly Agree	0%	0	32%	1,812
	Somewhat Agree	0%	0	25%	1,437
	Neither Agree nor Disagree	0%	0	23%	1,332
	Somewhat Disagree	0%	0	11%	621
	Strongly Disagree	100%	1	9%	493

COVID-19 Learning Environment		% by School	Total by School	% All Schools	Total All Schools
Q10c. I am concerned about my child's social or emotional well-being	Strongly Agree	100%	1	27%	1,564
	Somewhat Agree	0%	0	18%	1,028
	Neither Agree nor Disagree	0%	0	17%	947
	Somewhat Disagree	0%	0	14%	771
	Strongly Disagree	0%	0	24%	1,385
Q10d. I am more connected with my child's day-to-day education now than ever before.	Strongly Agree	100%	1	48%	2,721
	Somewhat Agree	0%	0	24%	1,389
	Neither Agree nor Disagree	0%	0	19%	1,075
	Somewhat Disagree	0%	0	5%	284
	Strongly Disagree	0%	0	4%	226

NYSED CSO Parent Survey 2022
UNITY PREPARATORY CHARTER SCHOOL OF BROOKLYN
1 RESPONSES
0% RESPONSE RATE

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

Question Answer
Recommend by another parent