New York State Education Department

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

The New American Academy Charter School

Renewal Site Visit Dates: November 14-15, 2022
Date of Final Draft Report: March 16, 2023
Date of Final Report: March 29, 2023

Charter School Office
89 Washington Avenue
Albany, New York 12234
charterschools@nysed.gov
518-474-1762

BENCHMARK ANALYSIS

The 2019 Performance Framework, which is part of the Oversight Plan included in the Charter Agreement for each school, outlines 10 Performance Framework benchmarks in three key areas of charter school performance:

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

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New York State Education Department
2019 Charter School Performance Framework Rating

2019 Performance Benchmark

Summative Evidence for Benchmark 2

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

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

More

3. Element: Family Engagement and Communication:

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

NOTE: Expected responses 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 2021 Annual Report.

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

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

The 2021 response rate for the parent survey were below the target rates and the sample sizes for the 2022 surveys each failed to meet a 90 percent confidence level. The aggregate results for both years parent surveys are not statistically dependable. The 2021 response rate for the teacher survey was above the target rate making the aggregate results statistically 31.5 (y)1.246TD1.5 (vaak)- (u)0.5 -6.9 (p) (e)-4.8hpow

(dated 11.21.22) and emailed to CSO from the school leader following the visit and the June 20, 2022 newsletter that is posted to the school's website demonstrates the newsletter includes a link to upcoming dates, the monthly calendar, photos from events or classrooms, and links resources (e.g., tutor.com parent forum video, etc.). The school invites families to special events (e.g., breast cancer walk, game or movie night) that are also posted on the school's website, where childcare is provided to increase attendance. Translators are made available as needed. According to TNAACS's November 21, 2022 w3 Tw 0r02 Tc 0.63 Tw 0.295 0 T ( )-2.1 (e)1.7 (m.2 (r)r-0.02

4. Element: Social-Emotional and Mental Health Supports
   - Indicator a: The school reports (in the renewal application and SST as well as ELT and teacher focus groups) that TNAACS support the social needs of students through trauma-informed practices, the RULER Program, HEARTS social emotional classes, small group counseling (in the SEL classes or with the school's guidance counselors), behavior support services (in collaboration with the Behavior Support Specialist) and schoolwide programming led by the SST. As observed during the visit, students are actively engaged with the SEL curriculum delivered by the SST as part of the special's rotation. The values permeate the learning environment in visuals and spoken words.
   - Indicator b: As stated in the renewal application and described during the SST focus group, TNAACS administers pre- and post-assessments to assess how programming meets students' needs and to determine modifications. TNAACS reports using the Skedula data dashboard to track student behavior; staff stated anecdotal records are organized here and results are shared with the ELT at least weekly to identify trends and track progress.
   - Indicator c: As described in the renewal application and in the SST focus group, TNAACS uses data to inform social emotional programming. For example, data has resulted in (re)7 ( )-3.5 (d)A519 (l)-6 ( )-5.2 (a ( )2.

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

Finding: Meets

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

See the school's fiscal dashboard attached to the end of this report (Charter School Financial Viability 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

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

Financial Condition

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Benchmark 5: Financial Management

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

Benchmark 7: Organizational Capacity
The school has established a well-functioning organizational structure, clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic

Element	Indicators
3. Contractual Relationships (if applicable)	b. The school monitors the efficacy of contracted service providers or partners and has established an effective working relationship.

Summative Evidence for Benchmark 7:

2. Element: Professional Climat

Benchmark 8: Mission and Key Design Elements
The school is faithful to its mission and has implemented the key design elements included in its charter.

Finding: Approaches

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

Summative Evidence for Benchmark 8:

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

1. Element: Missions and Key Design Elements:
   - Indicator a: Over the charter term (in spring 2019), TNAACS changed its mission to better reflect school priorities (e.g., relationships and community), but notification of the change is incorporated into the school's renewal application. As per the CSO Revision Guidance, the school needed to submit a revision request in Section IV of its renewal application, and not use a new mission statement until it received approval from either the Board of Regents or the NYS Education Department. The school wants the mission statement to read: TNAACS builds strong relationships and creates an engaging community of lifelong learners. In each focus group, stakeholders were able to articulate the mission, that is posted on the school website, and aspects of the school's KDEs. Participants were able to provide examples of how the school has remained faithful to its mission. Implementation of its KDEs was evident throughout classroom observations made during the site visit.
   - Indicator b 5 (d) 0.6 (o) -0 Tc 0.05.2 (t) s-Tc -0.031 Tw 128.174.97 [(l)-1.8 O(n)-7.1 v(r)-1.7 (p)-1.6 (tm)-0. th0

- Six-Step Hiring Process: According to the renewal application and as explained by ELT members, the school's six step hiring process continues to include six steps with more

Benchmark 9: Enrollment, Recruitment, and Retention

2. Element: Targets are not met:
   - Indicator a: The school is authorized to serve 370 students in kindergarten through Grade 5. For the 2021-2022 school year there were 235 students enrolled with the school serving 64 percent of its maximum authorized enrollment, which is less than the 85 percent threshold. In 2020-2021, the school was also below that threshold, at 78 percent.
   - Indicator b: The r

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

Finding: Meets

Element	Indicators
1. Legal Compliance	a. The school has compiled a record of substantial compliance w applicable State and federal laws and regulations and the provisions of its charter including, but not limited to: those related to stude admissions and enrollment; FOIL and Open Meetings Law; reporting the rights of students and employees; addressing complaints; finar management and oversight; governance and reporting; and hea safety, civil rights, and student assessment requirements. b. The school has undertaken appropriate corrective action when required, and/or as requested by the Board of Regents and/or the NYSED Charter

2022 3 r8 Assessment2214 Year Graduations

		ELA Differential	Math Differential	Science Differential	Graduation Rate Differential
	Brocton ES	+17	r2	r10	.
	Bronx CS for Excellence 4	r15	r34	r9	.
	Brooklyn Landmark ES	r19	r38	r24	.
	Calvin Coolidge School	+13	+6	+29	.
	Carlyle C Rigg ES	+4	r8	+17	.
Graduation	Clinton V Bush ES	+17	r7	+28	.
	Cultural ES CS CS	+4			

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2022 NYSED Charter School Information Dashboard

Benchmark 1 r Indicator Similar Schools Comparison

	Bronx Arts and Science CS	+24	+16	+25	.
	Bronx CS for Better Learning	r8	r25	r11	.
	Bronx Delta School	+3	r18	r11	.
	Brooklyn Arts and Science ES	+9	r2	+14	.
	Carroll Hill School	+21	+5	+20	.
	Cornerstone Academy for Social Action	+19	+2	+10	.
	East Flatbush Ascend CS (Efacs)	r26	r43	+76	.
	Gov George Clinton School	+14	+6	r1	.
	Jackson Heights School	r3	r2	r7	.
	Jermaine L Green Stem Institute of Queens (The)	+18	+7	r5	.
	Lincoln ES	+34	+20	+49	.
	Our World Neighborhood CS 2	+11	r1	+18	.
	PS 114 Ryder Elementary	r15	r19	r12	.
	PS 123	r4	r21	r2	.
	PS 140 Edward K Ellington	r14	r50	r24	.
	PS 15 Roberto Clemente	+8	r3	+28	.
	PS 155	r26	r36	r5	.
	PS 156 Laurelton	r1	r5	+19	.
	PS 160 Walt Disney	+12	+8	+1	.
	PS 178 Dr Selma Waksman	+17	+1	r2	.
	PS 182	+14	+4	r13	.
	PS 195 William Haberle	+3	r3	r3	.
	PS 20 Anna Silver	+15	r8	+22	.
	PS 21 Crispus Attucks	r14	r27	r24	.
	PS 223 Lyndon B Johnson	+17	r3	+3	.
	PS 251 Paerdegat	+12	+9	r8	.
	PS 36 Saint Albans School	+1	r1	r10	.
	PS 38 Rosedale	r7	r28	+4	.
	PS 397 Foster r Laurie	r19	r25	r11	.
	PS 52	+20	+8	+11	.
	PS 55 Maure	r10	r25	r19	.
	PS 78 Anne Hutchinson	+12	+6	+18	.
	PS 80 Thurgood Marshall Magnet School of Multime	+11	r3	+4	.
	PS 97	+3	r4	0	.
	Paige ES	+22	+6	+4	.
	Pleasant Valley ES	+21	+15	+40	.
	Queens Explorers ES	r12	r24	r14	.
	Raphael J Mcnulty Academy for Intern Studies & Lite	+24	+11	+26	.
	Rensselaer Park ES	+19	+7	+16	.
	Starbuck ES	+14	+6	+1	.
	Success Academy CS Bronx 1	r16	r57	+76	.
	Success Academy CS Harlem 6	r30	r53	+76	.
	Thomas S O'brien Academy of Science & Technology	0	0	+3	.
	Turnpike ES	+37	+23	+76	.
	Watervliet ES	+12	+2	r3	.
	William B Tecle Arts In Education	+10	r3	r4	.
	Yates ES	+14	+10	+17	.
	Mean	+6	r7	+10	.
+/ r 10	Achievement First Legacy CS	+37	+23	+76	.
	Arbor Hill ES	+35	+14	+42	.
	Brighter Choice CS for Boys	+2	r2	r6	.

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2022 NYSED Charter School Information Dashboard

Benchmark 1 for Indicator 1 Similar Schools Comparison

Bronx CS for Better Learning II	r1	r16	r10	.
Bronx CS for Excellence 3	r14	r22	r21	.
Bronx Stem and Arts Academy (The)	+18	+15	+29	.
Brooklyn CS (The)	+12	+3	+16	.
Charles F Johnson Jr ES	+11	+5	+10	.
Deauville Gardens East ES	r9	r15	r7	.
Deauville Gardens West ES	+10	r9	r13	.
Dr Martin Luther King School ES	+22	+18	+43	.
East Syracuse ES	+24	r2	+4	.
Exploration Elementary CS for Science and Technology	+7	+6	+44	.
Gouverneur ES	+16	+13	+7	.
Greece Community Early Learning Center	+35	+19	+76	.
Hamilton ES	+28	+18	+32	.
Harlem Village Academy West 2 CS	r22	r40	+76	.
Henry J Kalfas Magnet School	+37	+23	+76	.
Herkimer ES	+10	r12	r6	.
Horizon rOn r The r Hudson Magnet School	+20	+10	+31	.
Jamaica Children's School	+9	0	+33	.
Johnson City Elementary/Intermediate School	+14	+1	+4	.
Johnson City Elementary/Primary School	+37	+23	+76	.
Lemoyne ES	+12	r2	+3	.
Locke School of Arts and Engineering (The)	+9	0	+30	.
New Bridges Elementary	+2	r12	r7	.
North ES	+10	r10	+4	.
North Street ES	+17	+3	+17	.
PS 100 Isaac Clason	+17	+6	+15	.
PS 108 Philip J Abinanti	r11	r34	r19	.
PS 121 Throop	+10	r7	+4	.
PS 135 Sheldon A Brookner	r5	r13	+4	.
PS 138 Samuel Randall	+12	+5	+10	.
PS 145 Bloomingdale School (The)	+10	r12	+13	.
PS 147 Issac Remsen	r2	0	r16	.
PS 153 Helen Keller	r17	r26	r19	.
PS 160 Walter Francis Bishop	+7	+4	r5	.
PS 181 Brookfield	r14	r15	+11	.
PS 196 Ten Eyck	+6	r10	r21	.
PS 198	r13	r6	r8	.
PS 201 Discovery School for Inquiry and Research (Th	+5	r2	0	.
PS 203 Floyd Bennett School	+2	r23	+6	.
PS 212 Philip H Sheridan	+19	+8	+7	.
PS 229 Emanuel Kaplan	r17	r30	r13	.
PS 233 Langston Hughes	r6	r16	r2	.
PS 241 Emma L Johnston	r11	r18	r13	.
PS 244 Richard Rd Green	r7	r21	+5	.
PS 250 George He Lindsay	+11	r17	+23	.
PS 268 Emma Lazarus	r2	r16	r15	.
PS 272 Curtis Estabrook	+16	+10	r21	.
PS 273 Wortman	+20	+8	+45	.
PS 309 George Fe Wibecan Preparatory Academy (The	+17	+10	+28	.
PS 31 Samuel El Dupont	r49	r65	r24	.
PS 346 Abe Stark	+5	r15	+18	.

		PS 40 Samuel Huntington	r7	r23	r24	.
		PS 54 Samuel Barnes	+24	+17	+6	.
		PS 583	r6	r10	+12	.
		PS 68	r12	r18	r11	.
		PS 72 Dr William Dorney	+7	r4	r1	.
		PS 87	+18	+6	+13	.
		PS 96 Richard Rodgers	r9	r37	r11	.
		Rebecca Turner ES	r17	r14	r7	.
		Sisulu Walker CS of Harlem	r27	r41	r24	.
		Sodus ES	+11	0	+76	.
		Success Academy CS Washington Heights	r28	r58	+76	.
		Success Academy CS Flatbush	r23	r51	+76	.
		Truman ES	+37	+23	+76	.
		Woodlawn ES	+14	r7	+11	.
		Mean	+6	r7	+14	.
		Mean	+5	r8	+14	.

*See NOTES (1) and (11).

2022 NYSED Charter School Information Dashboard

Benchmark 1 Indicator 2: Elementary/Middle School Outcomes

	New American Academy CS (The)	NYC CSD 18	Differential to District	NYS	Differential to NYS	New American Academy CS (The)	NYC CSD 18	Differential to District	NYS	Differential to NYS	New American Academy CS (The)	NYC CSD 18	Differential to District	NYS	Differential to NYS
2015-2016	16%	36%	-20	42%	-26	18%	31%	-13	44%	-26		r		rr	r
2016-2017	21%	36%	-15	42%	-21	16%	32%	-16	46%	-30	83%	84%	-1	86%	-3

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2022 NYSED Charter School Information D

Benchmark 1 Indicator 2: Elementary/Middle Scho

2.b.iii. Aggregate Grade Level Proficiency:

All Students Grade Level Proficiency

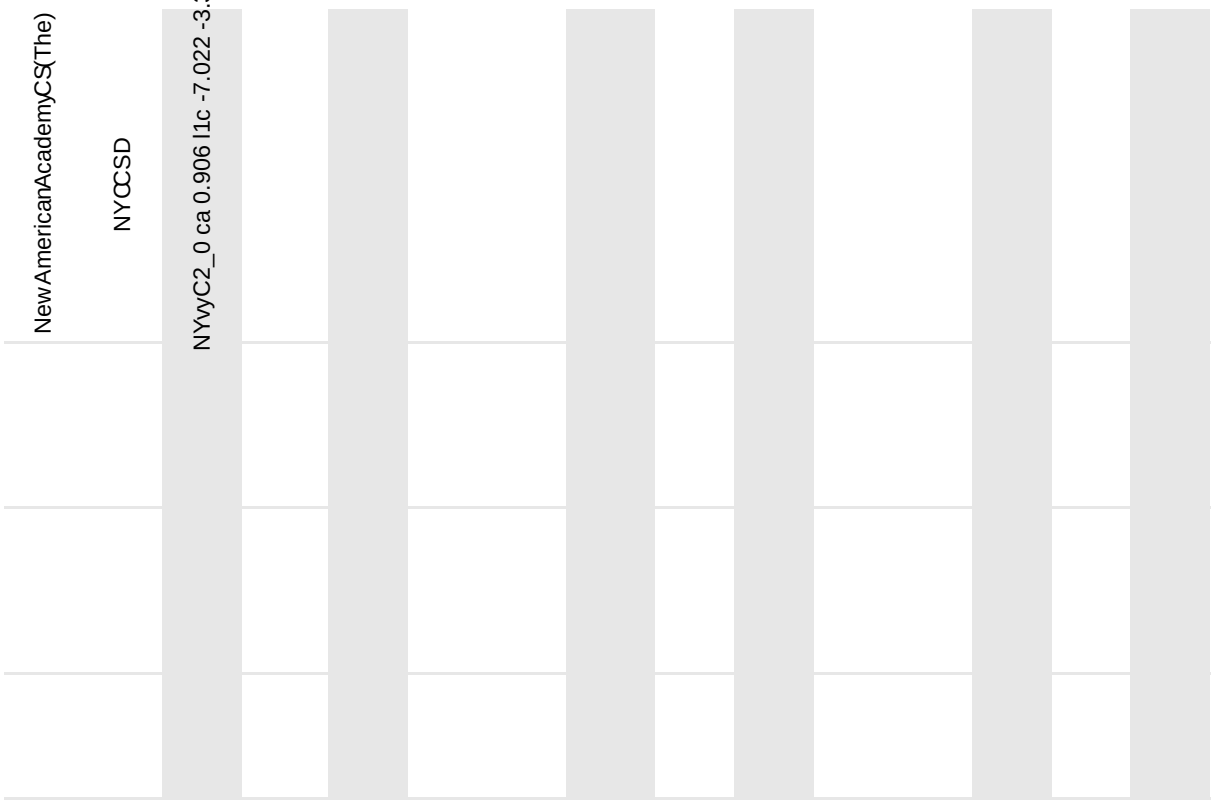
		ELA					Math									
		New American Academy CS (The)	NYC CSD 18	Differential to District	NYS	Differential to NYS	New American Academy CS (The)	NYC CSD 18	Differential to District	NYS	Differential to NYS	New American Academy CS (The)	NYC CSD 18	Differential to District	NYS	Differential to NYS
Grade 3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

*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:



2022 NYSED Charter School Information Dashboard

Benchmark 1 Indicator 2: Elementary/Middle School Outcomes

2022 NYSED Charter School Information Dashboard

Benchmark 9 r Indicator 1: Enrollment and Retention

Charter School

NEW AMERICAN ACADEMY CHARTER SCHOOL (THE)

1.a.i. Aggregate Enrollment:

Aggregate Enrollment: Reported vs Contracted Target = 100%

New American Academy CS (The)	Contracted Enrollment	Reported Enrollment	Percent of Contracted Enrollment
2017r2018	370	362	98%
2018r2019	370	365	99%
2019r2020	370	331	89%
2020r2021	370	287	78%
2021r2022	370	235	64%

1.a.ii. Subgroup Enrollment:

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

	SWD			ELL			ED		
	New American Academy CS (The)	NYC CSD 18	Differential to District	New American Academy CS (The)	NYC CSD 18	Differential to District	New American Academy CS (The)	NYC CSD 18	Differential to District
2017r2018	19%	21%	r2	2%	8%	r6	80%	80%	0
2018r2019	16%	21%	r5	2%	9%	r7	75%	78%	r3
2019r2020	16%	21%	r5	0%	10%	r10	79%	78%	+1
2020r2021	17%	20%	r3	0%	9%	r9	75%	78%	r3
2021r2022	19%	21%	r2	5%	9%	r4	79%	77%	+2

*See NOTES (2) and (6).

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2022 NYSED Charter School Information Dashboard

Benchmark 9 r Indicator 1: Enrollment and Retention

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

Retention Aggregate and Subgroups

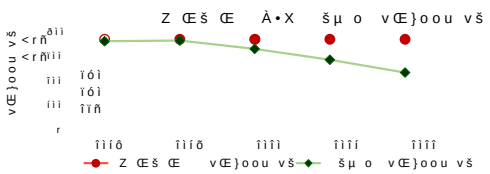
	All Students			SWD			ELL			ED		
	New American Academy CS (The)	NYC CSD 18	Differential to District	New American Academy CS (The)	NYC CSD 18	Differential to District	New American Academy CS (The)	NYC CSD 18	Differential to District	New American Academy CS (The)	NYC CSD 18	Differential to District
2017 r 2018	79%	83%	r4	68%	84%	r16	100%	82%	+18	78%	83%	r5
2018 r 2019	86%	83%	+3	77%	81%	r4	89%	85%	+4	85%	83%	+2
2019 r 2020	79%	83%	r4	84%	85%	r1	86%	81%	+5	79%	84%	r5
2020 r 2021	89%	88%	+1	93%	84%	+9	100%	84%	+16	90%	88%	+2
2021 r 2022	78%	80%	r2	69%	73%	r4	100%	84%	+16	77%	81%	r4

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

(10) Data in the table above represents the percentage of students from the original 9th grade cohort who persisted

(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 +/ r5, 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.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2021 Annual Survey of Charter School Parents/Guardians, Teachers, and Students

NYS BOARD OF REGENTS AUTHORIZED CHARTER SCHOOLS

April 2021

Prepared for The New American Academy Charter School

NYS Education Department Charter School Office

Introduction

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

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

of the students of the state of New York.

Sincereo,

David Fran (o)1
Ex (o)ecutive Direct, Cha63-3.4 (ter)-3.4 (S)4.1 (c)2.2 (h)-7 (o)3.7 (o)-4.9 (l)-3.8 (s)-4.2

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

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

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

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

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

	All Charter Schools		New American Academy CS (The)		Difference
Strongly Agree	67%	6,210	69%	41	2
Somewhat Agree	18%	1,628	14%	8	

ew American Academy CS (The)	Difference
% 53	14
% 4	-8
% 1	-5
% 0	-1
% 1	1
% 45	10

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

New

Difference

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

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

	All Charter Schools	New American Academy CS (The)	Difference
Strongly Agree			

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

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

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

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

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

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

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

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

		All Charter Schools		New American Academy CS (The)		Difference
Q8e My child has access to a tech device for school when needed for	Strongly Agree	42%	3,829	46%	27	4
	Somewhat Agree	25%	2,258	32%	19	7
	Neither Agree nor Disagree	11%	974	5%	3	-6
	Somewhat Disagree	7%	656	3%	2	-4
	Strongly Disagree	15%	1,381	14%	8	-1
	Did not experience remote learning	1%	107	0%	0	-1
	Strongly Agree	65%	6,023	68%	40	3
	Somewhat Agree	22%	2,003	17%	10	-5
	Neither Agree nor Disagree	5%	479	10%	6	5
	Somewhat Disagree	4%	388	3%	2	-1
	Strongly Disagree	2%	227	2%	1	0
	Did not experience remote learning	1%	85	0%	0	-1
	Strongly Agree	84%	7,747	95%	56	11
	Somewhat Agree	10%	928	3%	2	-7
	Neither Agree nor Disagree	3%	263	2%	1	-1
	Somewhat Disagree	1%	97	0%	0	-1
	Strongly Disagree	1%	88	0%	0	-1
	Did not experience remote learning	1%	82	0%	0	-1
	Strongly Agree	67%	6,173	73%	43	6
	Somewhat Agree	24%	2,170	20%	12	-4
	Neither Agree nor Disagree	6%	508	2%	1	-4
	Somewhat Disagree	3%	234	5%	3	2
	Strongly Disagree	1%	120	0%	0	-1

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

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

		All Charter Schools		New American Academy CS (The)		Difference
	Strongly Agree	39%	3,628	58%	34	19
	Somewhat Agree	27%	2,507	22%	13	-5
	Neither Agree nor Disagree	15%	1,420	8%	5	-7
	Somewhat Disagree	9%	867	5%	3	-4
	Strongly Disagree	9%	783	7%	4	-2
	Strongly Agree	35%	3,258	44%	26	9
	Somewhat Agree	23%	2,123	15%	9	-8
	Neither Agree nor Disagree	14%	1,313	12%	7	-2
	Somewhat Disagree	10%	877	8%	5	-2

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

New American Academy CS (The)

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

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

New American Academy CS (The)

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

New American Academy CS (The)

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

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

New American Academy CS (The) Response n = 20

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

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

New American Academy CS (The) Response n = 20

	All Charter Schools	New American Academy CS (The)	Difference
Strongly Agree	63%		

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

New American Academy CS (The) Response n = 20

		All Charter Schools		New American Academy CS (The)		Difference
	Strongly Agree	67%	1,623	40%	8	-27
	Somewhat Agree	26%	633	35%	7	9
	Neither Agree nor Disagree	4%	89	10%	10%	

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

New American Academy CS (The) Response n = 20

	All Charter Schools	New American Academy CS (The)	Difference
Strongly Agree			

Difference

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

New American Academy CS (The) Response n = 20

		All Charter Schools		New American Academy CS (The)		Difference
	Strongly Agree	50%	1,202	30%	6	-20
	Somewhat Agree	22%	541	45%	9	
	9					

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

New American Academy CS (The) Response n = 20

		All Charter Schools		New American Academy CS (The)		Difference
	Strongly Agree	44%	1,067	25%	5	-19
	Somewhat Agree	32%	766	45%	9	13
	Neither Agree nor Disagree	12%	281	10%	2	-2
	Somewhat Disagree	9%	216	15%	3	6
	Strongly Disagree	3%	82	5%	1	2
	Strongly Agree	49%	1,188	25%	5	-24
	Somewhat Agree	25%	595	35%	7	10
	Neither Agree nor Disagree	14%	337	15%	3	1
	Somewhat Disagree	7%	179	25%	5	18
	Strongly Disagree	5%	113	0%	0	-5
	Strongly Agree	62%	1,484	45%	9	-17
	Somewhat Agree	25%	613	45%	9	20
	Neither Agree nor Disagree	8%	185	10%	2	2
	Somewhat Disagree	4%	89	0%	0	-4
	Strongly Disagree	2%	41	0%	0	-2
	Strongly Agree	58%	1,409	40%	8	8

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

Difference

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

New American Academy CS (The) Response n = 20

		All Charter Schools		New American Academy CS (The)		Difference
	Strongly Agree	76%	1,836	65%	13	-11
	Somewhat Agree	20%	480	30%	6	10
	Neither Agree nor Disagree	2%	59	5%	1	3
	Somewhat Disagree	1%	24	0%	0	-1
	Strongly Disagree	1%	13	0%	0	-1
	Strongly Agree	66%	1,600	40%	8	-26
	Somewhat Agree	23%	554	40%	8	17
	Neither Agree nor Disagree	6%	138	5%	1	-1
	Somewhat Disagree	4%	85	10%	2	6
	Strongly Disagree	1%	35	5%	1	4
	Name Given	66%	1,597	30%	6	-36
	Don't Know	34%	815	70%	14	36
	This school year	61%	1,469	50%	10	-11

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

New American Academy CS (The) Response n = 20

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

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

New American Academy CS (The) Response n = 20

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

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

New American Academy CS (The) Response n = 20

		All Charter Schools		New American Academy CS (The)		Difference
	Strongly Agree	53%	1,276	15%	3	-38
	Somewhat Agree	23%	552	50%	10	27
	Neither Agree nor Disagree	17%	400	15%	3	-2
	Somewhat Disagree	5%	129	15%	3	10
	Strongly Disagree	2%	55	5%	1	3
	Strongly Agree	58%	1,409	25%	5	-33
	Somewhat Agree	26%				

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

New American Academy CS (The) Response n = 20

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

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

New American Academy CS (The) Response n = 20

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

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

New American Academy CS (The) Response n = 20

	All Charter Schools		New American Academy CS (The)		Difference
Well organized	78%	1,878	75%	15	-3
Well attended	83%	2,012	90%	18	7
Focused on relevant content	70%	1,696	60%	12	-10
Recognized by all faculty as valuable	45%	1,092	25%	5	-20

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

New American Academy CS (The)

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

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New American Academy CS (The)

	An academically rigorous lesson includes higher level questioning and students drawing their own conclusion about the content.
	An academically rigorous lessons is a lesson where students are excited to learn while they are being challenged
	High level of engagement from all students with small group instruction to support students that are struggling with the skill being taught.
	High level of student engagement, differentiation in instruction, students working independently, students iri.

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Be gathering enough data to help close students' learning gaps. This looks different for each child.

Depending upon the lesson, but the work may be scaffolded to support lower students, and partners can be facilitated in order that children can help their partners. For the higher students, posing critical thinking questions could garner additional observations.

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New American Academy CS (The)

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

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New American Academy CS (The)

Data is collected and then students are grouped together into different small groups based on their academic abilities. These groups meet weekly to go over key topics with students at similar levels.

Data is used to drive instruction, to identify students' needs, and for differentiation.

Data is utilized to identify trends or hotspots that indicate competencies & deficiencies. From this data, I am able to modify my lens and focus on

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New American Academy CS (The)

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

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New American Academy CS (The)

All issues of bullying, discrimination and harassment are treated very delicately with attention, seriousness and care. These issues are normally used as opportunities for growth, while addressing the very serious nature of each negative action. Referrals are made to the Dean and the Dean conducts an investigation then speaks with students and families to address5 (f)4.9 (am)3.9 (i)0.6 (l)0.5 (i)0.5 (es halean essiy std5nt5 w1ti88.96 Td [(ad)4.5 (d)i4 (e)0.5 (y)addcar lhp T.76 711.72

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New American Academy CS (The)

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

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New American Academy CS (The)

Counseling for at risk students is provided.There are group weekly check ins that provide students a safe space to share how they are feeling and also interact with peers. There are video sessions that are shown to the students created by school counselor and dean of culture that are based on

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New American Academy CS (The)

	The school uses a curriculum called RULER which stands for Recognizing, Understanding, Labeling, Expressing, and Regulating emotions. There are workshops for the entire community which includes, students, teachers, and parents. Teachers use tools such as a Mood Meter, to gather data and gain a deeper understanding of where students are at emotionally.
	We have a guidance counselor and school support team that reaches out to each grade to find out how they can best support students who are in need of additional help.

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

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

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New American Academy CS (The)

Listen to all staff members more not just the higher up staff but to teachers and school aides. Make the school feel less divided, bring all staff members together so it doesn't feel like there are people who only associate with their own circle.

NA

None

Our school has a lot of potential. I've been at other DOE and charter schools. Our staff truly care about our students and work very hard to make sure our students receive a quality education.

This school has the ability to be a great school because of the great teachers they have. What hinders this school is that they do not trust their teachers in making decisions on their own. They have a lot of supervisor positions like Principal, Assistant Principal, Directors of Teacher Learning or DTLs (2 pair loop). The DTL's are often advertise as coaches for teachers which are great but act more like an Assistant Principals. The often want to do everything for the teachers and tell them how to think or how to teach and not taking in consideration a teachers own experiences. These same supervisors will ask staff or teachers their ideas on how they can address problems and if it is not the answer they had in their mind they will say ok, but I was thinking more of this. They do not encourage teachers to be individuals or take risk, instead they encourage teachers to be by the book of the curriculum. They will ask to address problems like lack of vocabulary instruction but won't take any suggestions to address the issues. Overall the treat the teachers as novice and will only promote teachers who act and do exactly what their DTLs tell them to do, no freedom to think or explore.

This school provides some of the highest quality instruction a family could ask for.

n/a

the global pandemic has made teaching and this year very hard

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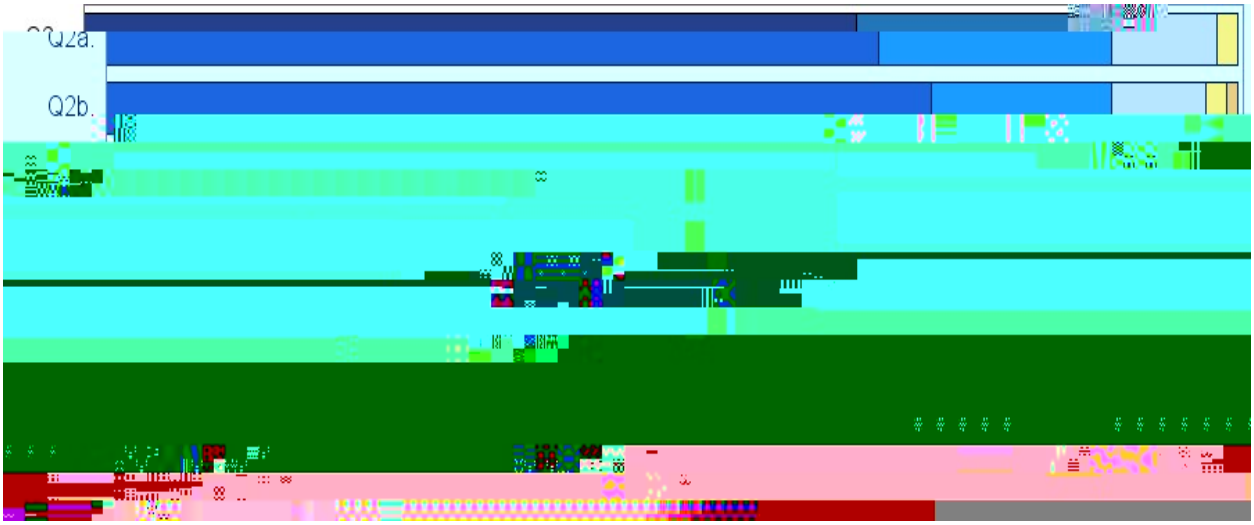

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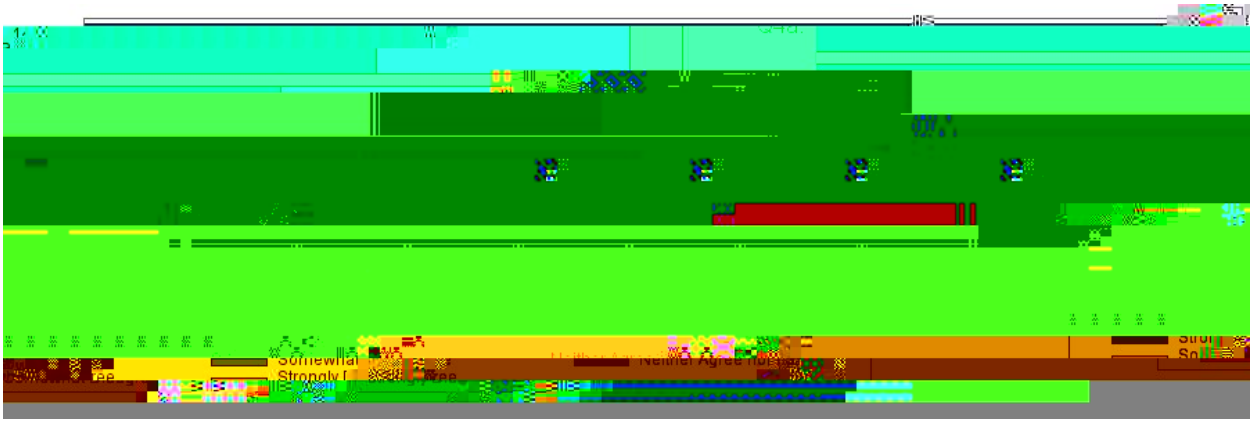

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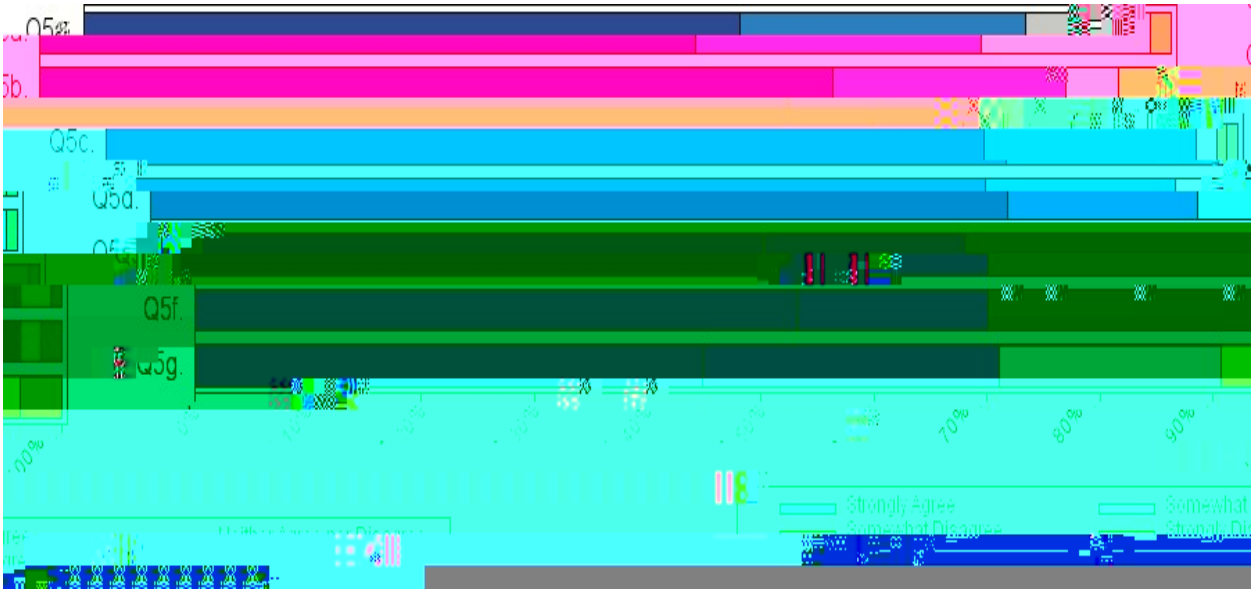

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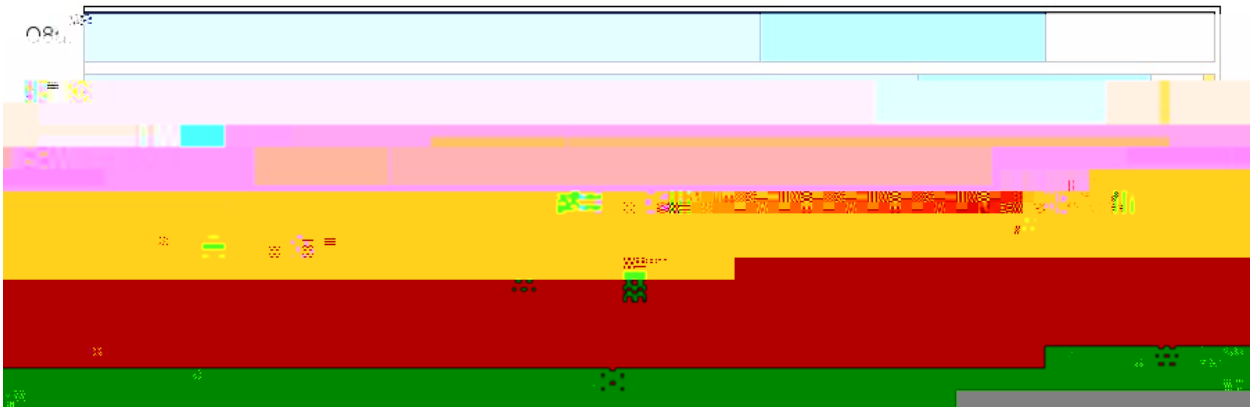

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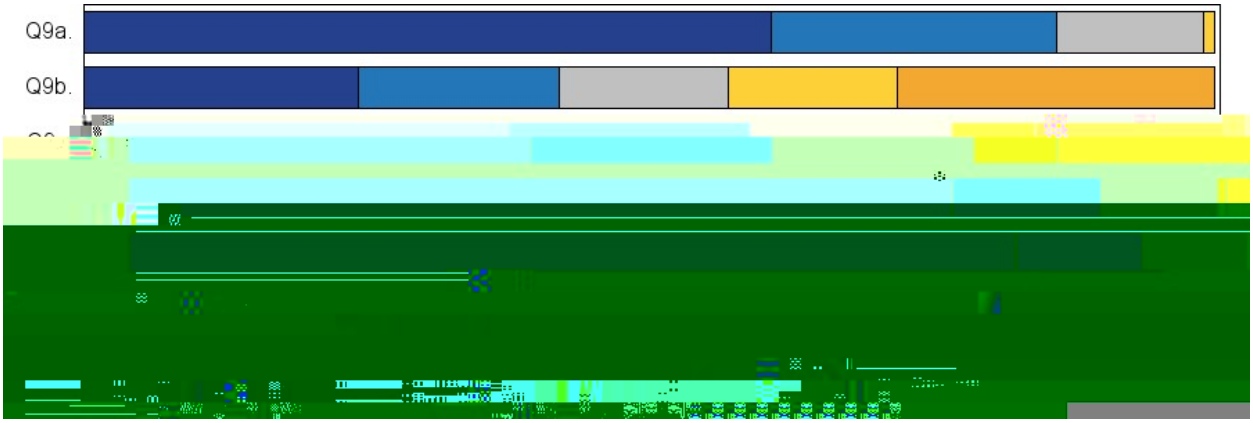

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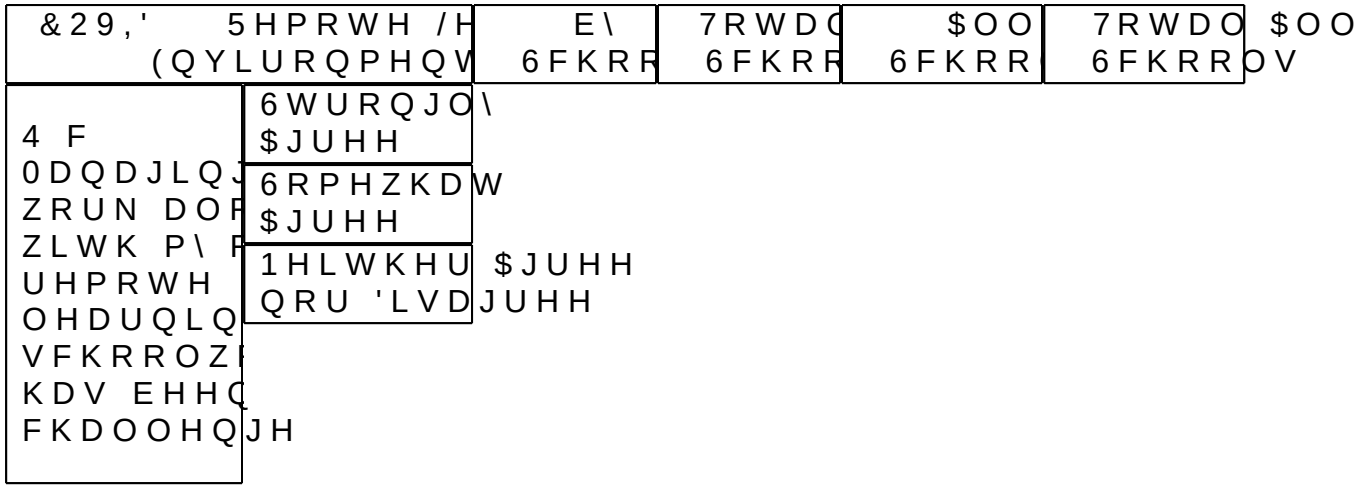
&29,' 5HPRWH /H E\ 7RWDO $OO 7RWDO $OO
(QYLURQPHQW 6FKRRO 6FKRRO 6FKRRO 6FKRROV
4 F
0DQDJLQJ
ZRUN DOO
ZLWK P\ F
UHPRWH
OHDUQLQ
VFKRROZ
KDV EHHQ
FKDOOHQJH
6WURQJO\
$JUHH
6RPHZKDW
$JUHH
1HLWKHU $JUHH
QRU 'LVDJUHH

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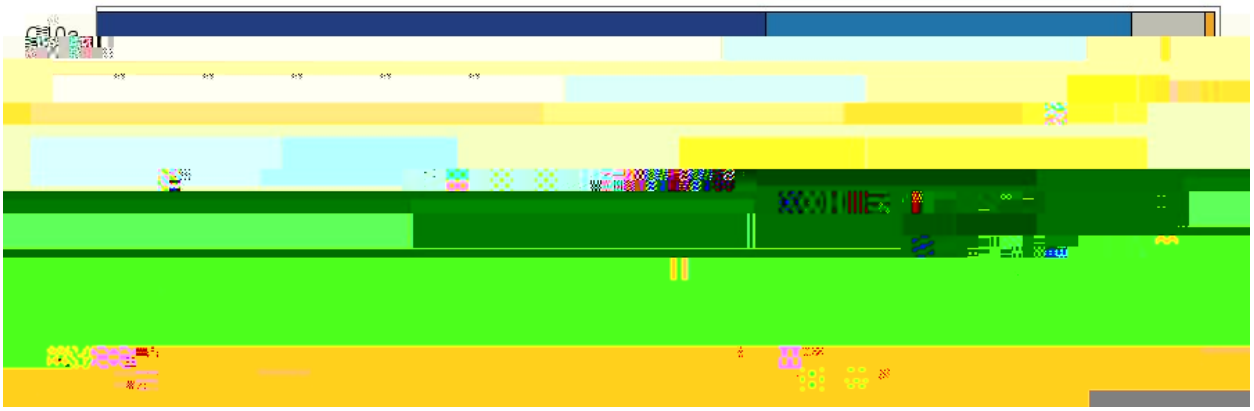
&29,' /HDUQLQJ (QYLURQPHQW



&29,' (QYLURQPHQW	/HDUQLQ	E\ 6FKRR	7RWDO 6FKRR	$OO 6FKRR	7RWDO $OO 6FKRROV
4 F , DP FRQFHUQH DERXW P\ VRFLDO RU HPRWLRQD EHLQJ	6WURQJO\ $JUHH				
	6RPHZKDW $JUHH				
	1HLWKHU $JUHH QRU 'LVDJUHH				
	6RPHZKDW 'LVDJUHH				
	6WURQJO\ 'LVDJUHH				
4 G , DP PRUH FRQ ZLWK P\ F GD\ WR GD HGXFDWLR WKDQ HYH EHIRUH	6WURQJO\ $JUHH				
	6RPHZKDW $JUHH				
	1HLWKHU $JUHH QRU 'LVDJUHH				
	6RPHZKDW 'LVDJUHH				
	6WURQJO\ 'LVDJUHH				

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4 :K\ GLG \RX FKRRVH WKLV VFKRRO IRU \RXU FKLO

4XHVWLRQ $QVZHU
(GXFDWLRQDO JRDOV DOLJQ ZLWK WKDW RI ERWK SDUHQWV ,QGLYLGX VWUHQJWKV DQG ZHDNQHVVHV DQG WKH EULGJH SURJUDP WKDW ZRUN
, ZDV WROG DERXW WKLV VFKRRO DQG , ZDQWHG P\ FKLOG WR JR WR D
%DVHG RQ WKH VFKRRO V UHSXWDWLRQ IULHQG V UHFRPPHQGDWLRQV
,W ZDV UHFRPPHQGHG E\ D IDPLO\ IULHQG ZKRVH FKLOG ZDV DOUHDG
, ORYH WKHLU WHDFKLQJ VW\OH DOVR WKH\ FRPPXQLFDWLRQ LV YHU\ OHDUQLQJ GHYHORSPHQW
,W ZDV JUHDW WHDFKHU DQG , JHW JUHDW VXSSRUW IURP WKHP 0\ FK VFKRRO
7KH FRPPXWH LV HDV\ DQG , ZDQWHG P\ FKLOG WR DWWHQG D FKDUWH
,W V YHU\ IDPLO\ RULHQWHG
FORVHVW WR RXU KRPH
%HFDXVH LW V D JUHDW VFKRRO WKH\ KDYH D JRRG VWDII WR WHDFKL
, FKRVH WKLV VFKRRO EHFDXVH RI WKHLU DFDGHPLF SURJUDP ,W LV
, FKRRVH WKLV VFKRRO EHFDXVH LW ZDV FORVH WR KRPH 7KH VFKRRO , P QRW SOHDVHG &ODVVHV OLNH DUW DQG VFLHQFH DUH QRW DYDLO EULQJ KRPH KRPHZRUN EHFDXVH WKH VFKRRO DV , TXRWH ,V D QR KR
,W ZDV FORVH E\ DQG WKH\ ZHUH YHU\ KHOSIXO WKURXJK WKH UHJLVW
/RFDWLRQ
,W ZDV FRQYHQLHQW DQG RQH RI WKH EHWWHU RQHV FORVH E\
,W LV FORVH WR KRPH ,W LV ORFDWHG LQ WKH EXLOGLQJ DVVLJQHG W RYHU WKH 36 ZKLFK LV ORFDWHG LQ WKH VDPH EXLOGLQJ
, KHDUG JRRG UHYLHZV DERXW WKH VFKRRO DFDGHPLF SHUIRUPDQFH
,W V D JRRG VFKRRO DQG P\ FKLOG WDNHV WKH VFKRRO EXV WR DQG I UHDGLQJ OHYHO ZHQW XS WZR OHYHOV 7 + FU

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1(: $0(5,&$1 $&$'(0< &+$57(5 6&+22/ 7+(

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4 :K\ GLG \RX FKRRVH WKLV VFKRRO IRU \RXU FKLO

4XHVWLRQ $QVZHU
, FKRRVH WKLV VFKRRO IRU P\ GDXJKWHU EHFDXVH RI DOO WKH UHYL OLYH LQ P\ GLVWULFW
, KHDUG LV D JRRG VFKRRO DQG , OHDYH FORVH WR LW
7KLV VFKRRO ORFDWLRQ LV JRRG IRU PH DQG P\ FKLOG DQG , EHOLHY KHUH 0\ FKLOG KDV D OHDUQLQJ GLVDELOLW\ DQG , DP KRSLQJ WKDW SRWHQWLDO
,V FORVH WR RXU KRXVH
7KH VFKRROV UHSXWDWLRQ
7KH UHYLHZV RI WKH VFKRRO DFDGHPLF SHUIRUPDQFH
/RFDWLRQ
/RFDWLRQ DQG TXDOLW\ RI VWDII
, EHOLHYH WKDW WKLV FKDUWHU VFKRRO ZLWK HQVXULQJ WKDW P\ FK D VDIH DQG QXUWXULQJ HQYLURQPHQW
(GXFDWLRQ ZLVH
LWV DZHVRPH
<HV , ZDV UHIHUUHG E\ P\ VLVWHU
%HFDXVH LW V D JRRG VFKRRO DOO RI P\ FKLOG DWWHQGV 71$$&
+LJKO\ UHFRPPHQGHG
,W ZDV FORVH WR P\ KRXVH LW ZDV D FKDUWHU VFKRRO
7KH\ KDG JRRG UHYLHZV
7HDFKHU JR DERYH DQG EH\RQG IRU WKH DQG UHDOO\ GR FDUH DERXW FORVH NQLW IDPLO\

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4 :K\ GLG \RX FKRRVH WKLV VFKRRO IRU \RXU FKLO

4XHVWLRQ $QVZHU
/RFDWLRQ

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&XUULFXOXP

&XUULFXOXP	E\ 6FKRR	7RWDO 6FKRR	$OO 6FKRR	7RWDO $OO 6FKRROV
4 D 7KH VFKRRO KDV D GRFXPHQWHG				

&XUULFXOXP	E\ 6FKRR	7RWDO 6FKRR	$OO 6FKRR	7RWDO $OO 6FKRROV
4F 7KH VFKRRO V FXUULFXOX DOLJQHG Y EHWZHHQ J OHYHOV	6WURQJO\ $JUHH 6RPHZKDW $JUHH 1HLWKHU $JUHH QRU 'LVDJUHH 6RPHZKDW 'LVDJUHH 6WURQJO\ 'LVDJUHH			
4G 7KH FXUULFXOXP DQG FRRUGLQJ PDWHUU@ ” € KDUH,VDJUHH,VDJUHH WWWWWWWW‡WWWWWpU H WWWW 'LVD@P usVB, – i` Qv(WDL – – P usVY!À ` 0 p U R 0 0				

' 5etDÀ €pS – @QLGVLDQuJ W5d b –0 p pF UD 4C u W0u WbV0@ @4C u W0u P 7KH
FXUULFXOXP DQ@ P usVWDL –D0GLQJ 4p
'F P usVWDLuv%cÀ 30 u 9u uv%c 3 @ P —P WbV0C0 u P uv%c 3 u P u pKH1€@
B VY!ÀQ 'F P usVWDLP uv%c 3 u 9u uv%c 0 @ P —P WbV0C u P uv%c 0 u P u pKH
'F P usVWDL LQJ 1P@ @ P u WbV0@ u 9u uv%c u 9u uv%c u P uv%c 1P@ @
B VY!ÀQ 'F P usVWDL LQJ 1 @ @ P u WbV0@ u 9u uv%c u 9u uv%c u P uv%

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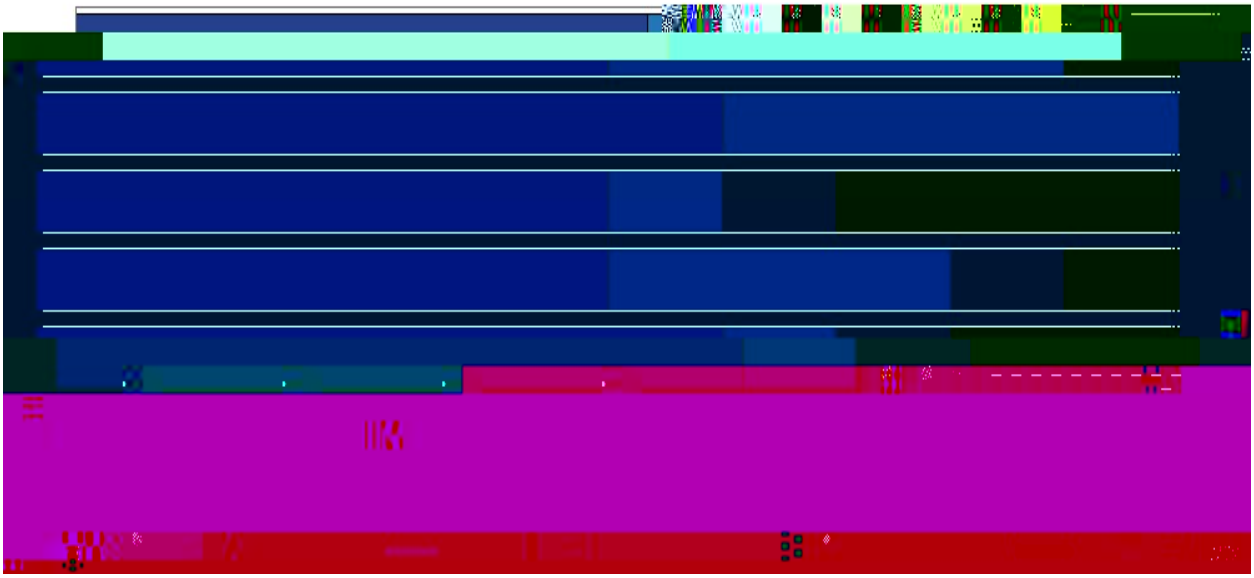
,QVWUXFWLRQ



,QVWUXFWLRQ	E\ 6FKRR	7RWDO 6FKRR	$OO 6FKRR	7RWDO $OO 6FKRROV
4 D 7KH VF VWDII KDV XQGHUVWDQG KLJK TXDOLW\ LQVWUXFWLRQ WKDW VXSSRUWV DOO OHDUQHUV	6WURQJO\ $JUHH 6RPHZKDW $JUHH			

,QVWUXFWLRQ		E\ 6FKRRO	7RWDO 6FKRRO	$OO 6FKRRO	7RWDO $OO 6FKRRO
4F 7KH VFKRRO GLIIHUHQWLDWHV LQVWUXFWLRQ HQVXUH HTXLWDEOH DFFHVV IRU VWXGHQWV	6WURQJO\ $JUHH				
	6RPHZKDW $JUHH				
	1HLWKHU $JUHH QRU 'LVDJUHH				
	6RPHZKDW 'LVDJUHH				
	6WURQJO\ 'LVDJUHH				
4G 7KH VFKRRO SURYLGHV VXSSRUWLYH SURIHVVLRQDO GHYHORSPHQW RSSRUWXQLWLHV SURPRWH E SUDFWLFHV LPSURYHV LQFOXGLQJ VXEJURXSV 6WXGHQWV GLVDELOLWLHV 6:'V (QJOLVK ODQJXDJH (//V DQG HFRQRPLFDOO GLVDGYDQWDJHG VWXGHQWV	6WURQJO\ $JUHH				
	6RPHZKDW $JUHH				
	1HLWKHU $JUHH QRU 'LVDJUHH				
	6RPHZKDW 'LVDJUHH				
	6WURQJO\ 'LVDJUHH				
4H 7KHUH XQLIRUP H[SHFWDWLRQV WHDFKHUV LPSOHPHQW DFDGHPLF UWKH VFKRRO	6WURQJO\ $JUHH				
	6RPHZKDW $JUHH				
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	6WURQJO\ 'LVDJUHH				

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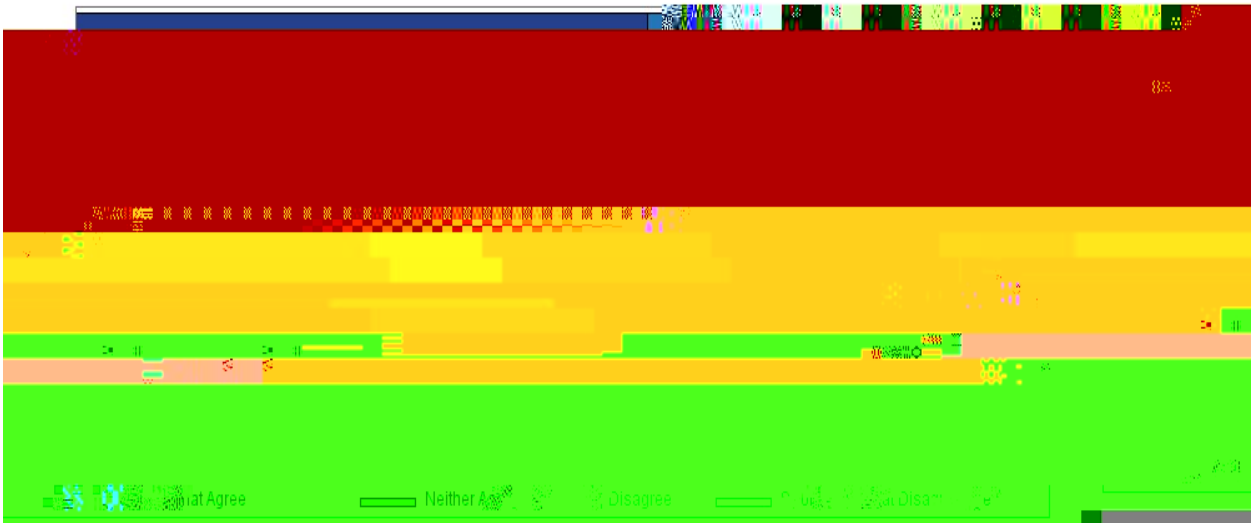
$VVHVVPHQW DQG 3URJUDP (YDOXDWLRQ



$VVHVVPHQW DQG (YDOXDWLRQ	E\ 6FKRRO	7RWDO 6FKRRO $QVZHUV &RXQW	$OO 6FKRRO	7RWDO $OO 6FKRROV

4 D 7KH VF XVHV D V\V IRUPDWLYH GLDJQRVWL VXPPDWLYH DVVHVVPHQ	6RPH $JUH 1HLW QRU 6RPH 'LVD 6WUI 'LVD
4 E 7KH VF XVHV TXDOI DQG TXDQW GDWD WR L LQVWUXFWL LPSURYH VV RXWFRPHV	6WUI $JUH 6RPH $JUH 1HLW QRU 6RPH 'LVD 6WUI 'LVD

$VVHVVPHQW DQG (YDOXDWLRQ	E\ 6FKRR	7RWDO 6FKRRO $QVZHU &RXQW	$OO 6FKRRO	7RWDO $OO 6FKRROV
4 F 7KH VFKRRO XVHV TXD3V DW p€ T… HU &R				

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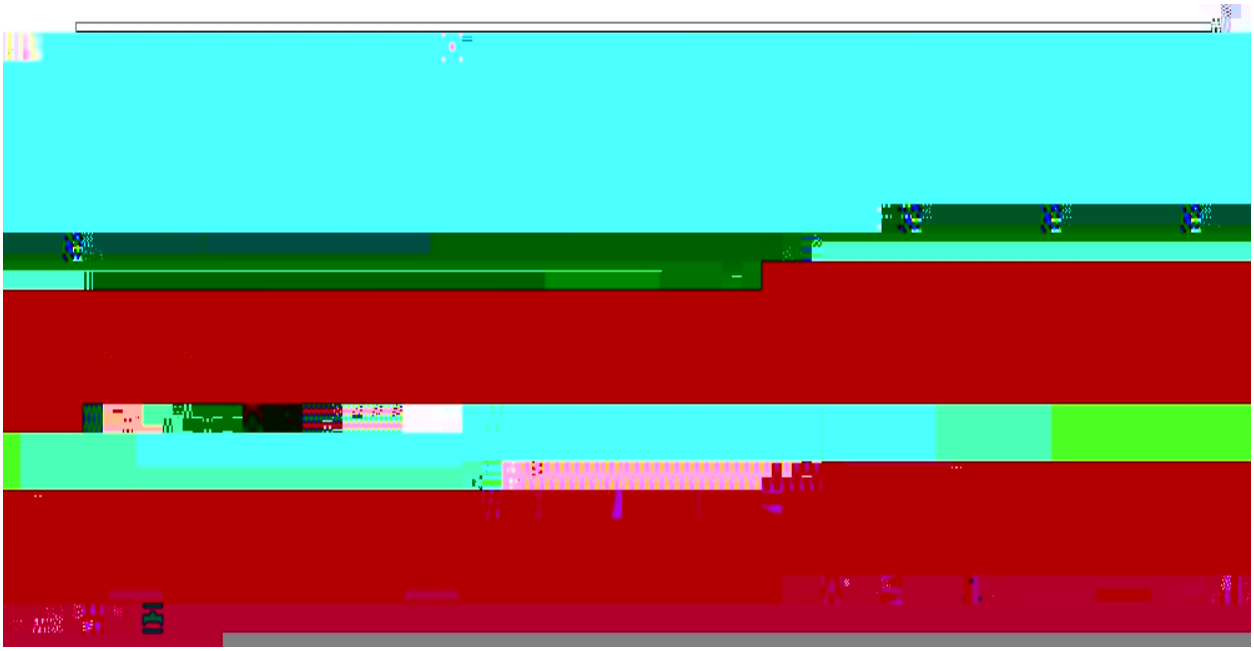
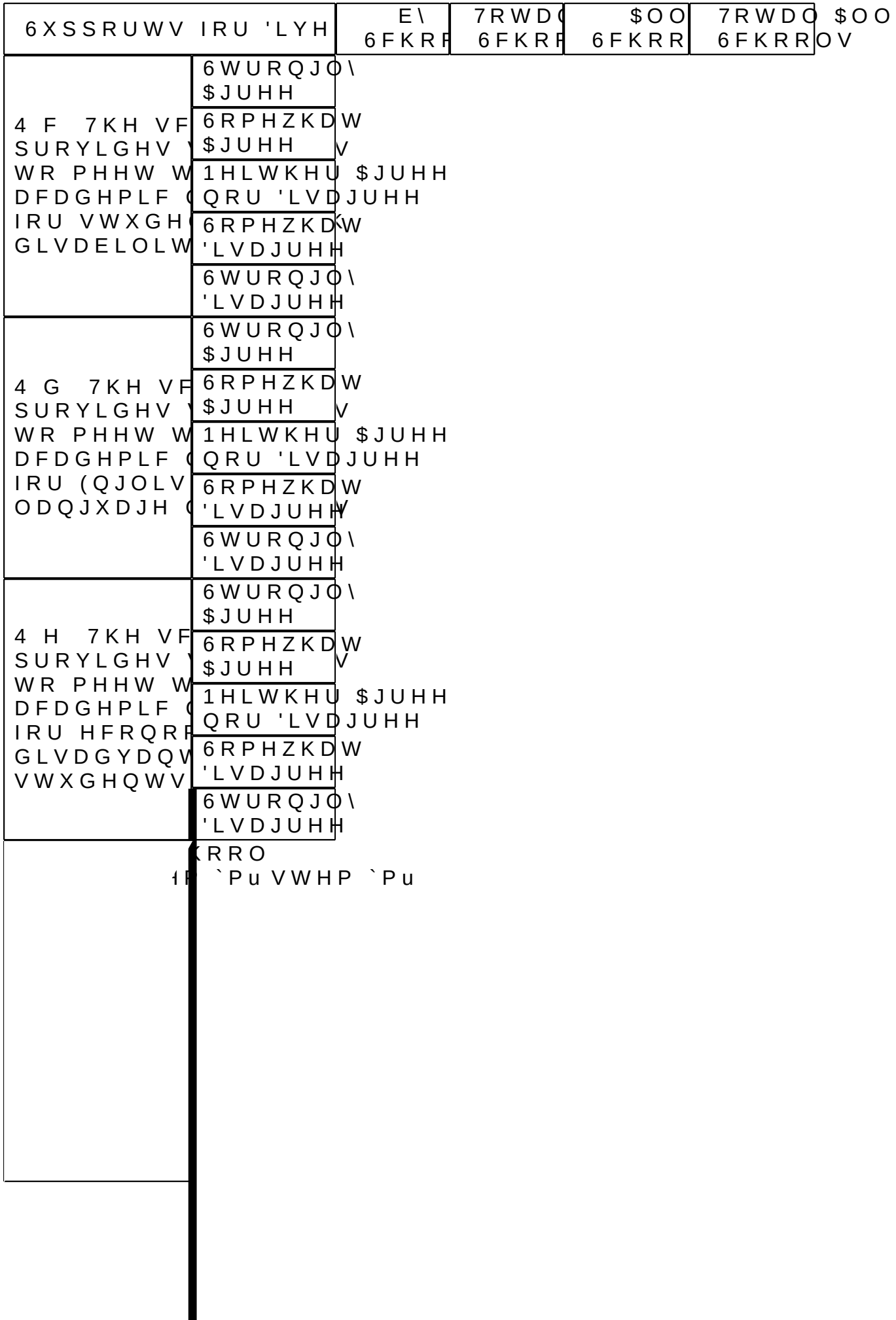
6XSSRUWV IRU 'LYHUVH /HDUQHUV



6XSSRUWV IRU 'LYH	E\ 6FKRR	7RWDO 6FKRR	$OO 6FKRR	7RWDO $OO 6FKRROV

4 D 7KH VFKRRO
IROORZV WKH
1<6(' DSSURYHG
LGHQWLILFDWLRQ
SURFHVV IRU
VWXGHQWV ZXGHQ •@u Q€„5$L H3 7KH VFKRRO
IROORZV WKH


6XSSRUWV IRU 'LYH
E\ 6FKRR
7RWDO 6FKRR
$OO 6FKRR
7RWDO $OO 6FKRROV
4 F 7KH VF
SURYLGHV
WR PHHW W
DFDGHPLF
IRU VWXGH
GLVDELOLW
6WURQJO\ $JUHH
6RPHZKDW $JUHH
1HLWKHU $JUHH QRU 'LVDJUHH
6RPHZKDW 'LVDJUHH
6WURQJO\ 'LVDJUHH
4 G 7KH VF
SURYLGHV
WR PHHW W
DFDGHPLF
IRU (QJOLV
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6WURQJO\ $JUHH
6RPHZKDW $JUHH
1HLWKHU $JUHH QRU 'LVDJUHH
6RPHZKDW 'LVDJUHH
6WURQJO\ 'LVDJUHH
4 H 7KH VF
SURYLGHV
WR PHHW W
DFDGHPLF
IRU HFRQRP
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VWXGHQWV
6WURQJO\ $JUHH
6RPHZKDW $JUHH
1HLWKHU $JUHH QRU 'LVDJUHH
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6WURQJO\ 'LVDJUHH
RRO
`Pu VWHP `Pu

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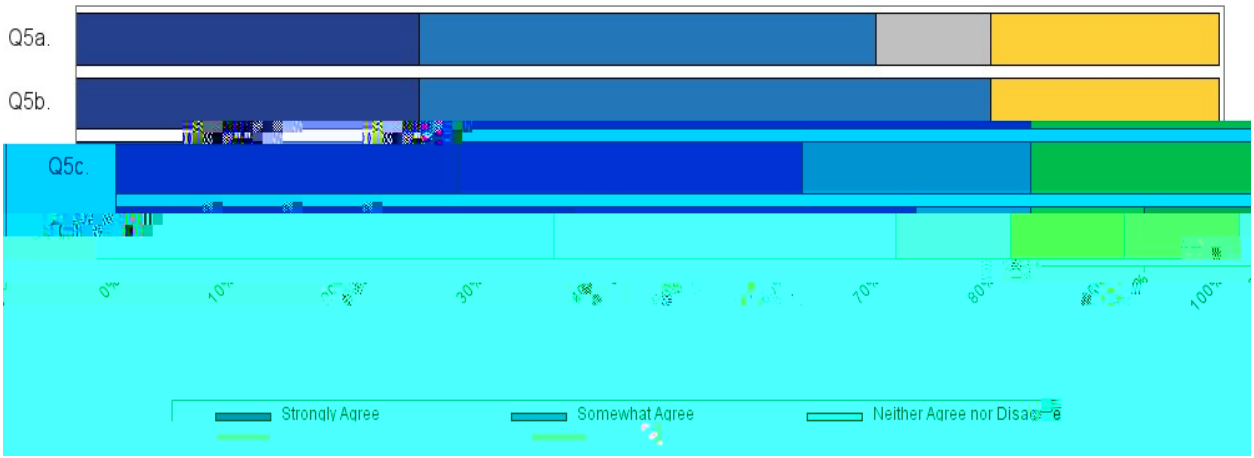
0HDVXUHV RI &XOWXUH &OLPDWH DQG 6WXGHQW (



0HDVXUHV RI &XOW DQG 6WXGHQW (Q	E\ 6FKRR	7RWDO 6FKRR	$OO 6FKRR	7RWDO $OO 6FKRROV

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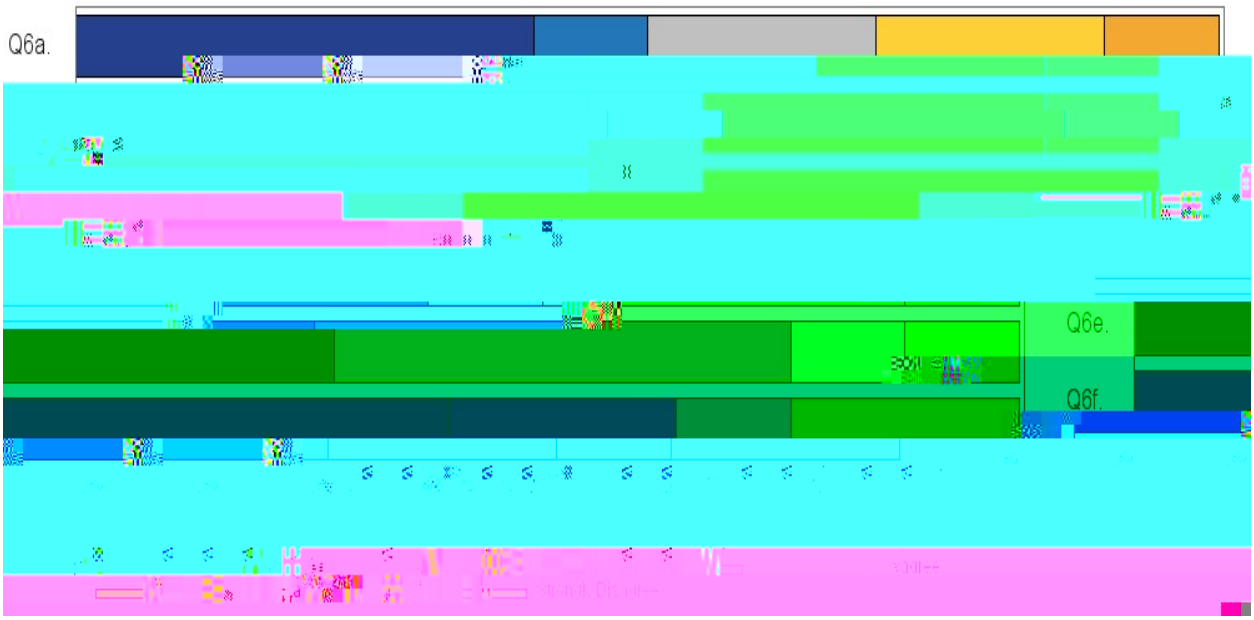
%HKDYLRU 0DQDJHPHQW DQG 6DIHW\



%HKDYLRU 0DQDJH 6DIHW\		E\ 6FKRR	7RWDO 6FKRR	$OO 6FKRR	7RWDO $OO 6FKRROV
4 D 7KH VFKRRO V GLVFLSOL LV FOHDU	6WURQJO\ $JUHH				
	6RPHZKDW $JUHH				
	1HLWKHU $JUHH QRU 'LVDJUHH				
	6RPHZKDW 'LVDJUHH				
	6WURQJO\ 'LVDJUHH				
4 E 7KH VFKRRO V GLVFLSOL LV IDLU W VWXGHQW	6WURQJO\ $JUHH				
	6RPHZKDW $JUHH				
	1HLWKHU $JUHH QRU 'LVDJUHH				
	6RPHZKDW 'LVDJUHH				
	6WURQJO\ 'LVDJUHH				

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%HKDYLRU 0DQDJH 6DIHW\		E\ 6FKRR	7RWDO 6FKRR	$OO 6FKRR	7RWDO $OO 6FKRROV
4 F 7KH VFKRRO V GLVFLSOL LV HQIRU DOO WHDI DQG VWDI	6WURQJO\ $JUHH				
	6RPHZKDW $JUHH				
	1HLWKHU\$JUHH QRU 'LVDJUHH				
	6RPHZKDW 'LVDJUHH				
	6WURQJO\ 'LVDJUHH				
4 G 7KH VFKRRO V GLVFLSOL LV XSGDW QHFHVVDU IHHGEDFN IDFXOW\	6WURQJO\ $JUHH				
	6RPHZKDW $JUHH	\			
	1HLWKHU $JUHH QRU 'LVDJUHH				
	6RPHZKDW 'LVDJUHH				
	6WURQJO\ 'LVDJUHH				
4 H 7KH VFKRRO X EHKDYLRU LQWHUYH SODQV IR VWXGHQW UHTXLUH VRFLDO D EHKDYLRU VNLOOV L DFDGHPLF VHWWLQJ	6WURQJO\ $JUHH	\			
	6RPHZKDW $JUHH	W			
	1HLWKHU $JUHH QRU 'LVDJUHH				
	6RPHZKDW 'LVDJUHH	W			
	6WURQJO\ 'LVDJUHH	\			
4 I 7HDFK DQG VWDI LQWHUDF VWXGHQW GLVDELOL DZDUH RI IROORZ V GLVFLSOL SUHYHQW SURFRGU WKHVH VW	6WURQJO\ $JUHH	\			
	6RPHZKDW $JUHH	K W			
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	6RPHZKDW 'LVDJUHH	W			
	6WURQJO\ 'LVDJUHH	\			

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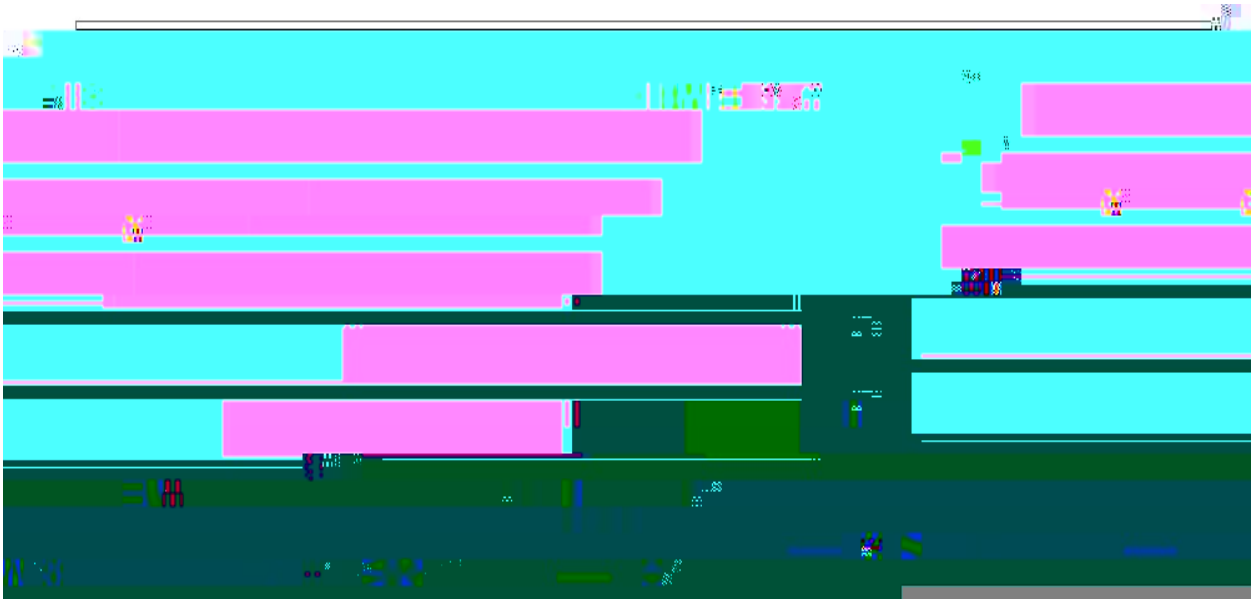
%HKDYLRU 0DQDJHPHQW DQG 6DIHW\



%HKDYLRU 0DQDJH 6DIHW\	E\ 6FKRR	7RWDO 6FKRR	$OO 6FKRR	7RWDO $OO 6FKRROV
4 D 7KH VF SURYLGHV D HQYLURQPH	6WURQJO\ $JUHH 6RPHZKDW $JUHH 1HLWKHU $JUHH QRU 'LVDJUHH 6RPHZKDW 'LVDJUHH 6WURQJO\ 'LVDJUHH			

%HKDYLRU 0DQDJH 6DIHW\	E\ 6FKRR	7RWDO 6FKRR	$OO 6FKRR	7RWDO $OO 6FKRROV
4 F &ODVVU HQYLURQPH VXSSRUW OI DQG DUH JH IUHH IURP GLVUXSWLRQ	6WURQJO\ $JUHH 6RPHZKDW $JUHH 1HLWKHU $JUHH QRU 'LVDI• € QRU ''''''''''''!R`0			

Ó ⊥"L 0،D ،،،،،،،،HDÝ ،D ،،،،،، HDÝ ،D
Ó ∩ L 0،D ،،،،،،،،ÓDÝ ،D ،،،،،، ÓDÝ ،،،D
Ó ∩DL 0،D ،،،،،،،،⊥DÝ ،D ،،،،،، ⊥DÝ ،D
Ó ∩⇂L 0،D ،،،،،،،،WDÝ ،D ،،،،،، WDÝ ،D
Ó Я ،D ،،،،،،،، ،D ،،،،،، Ь ،D Ь ə ЬW ،

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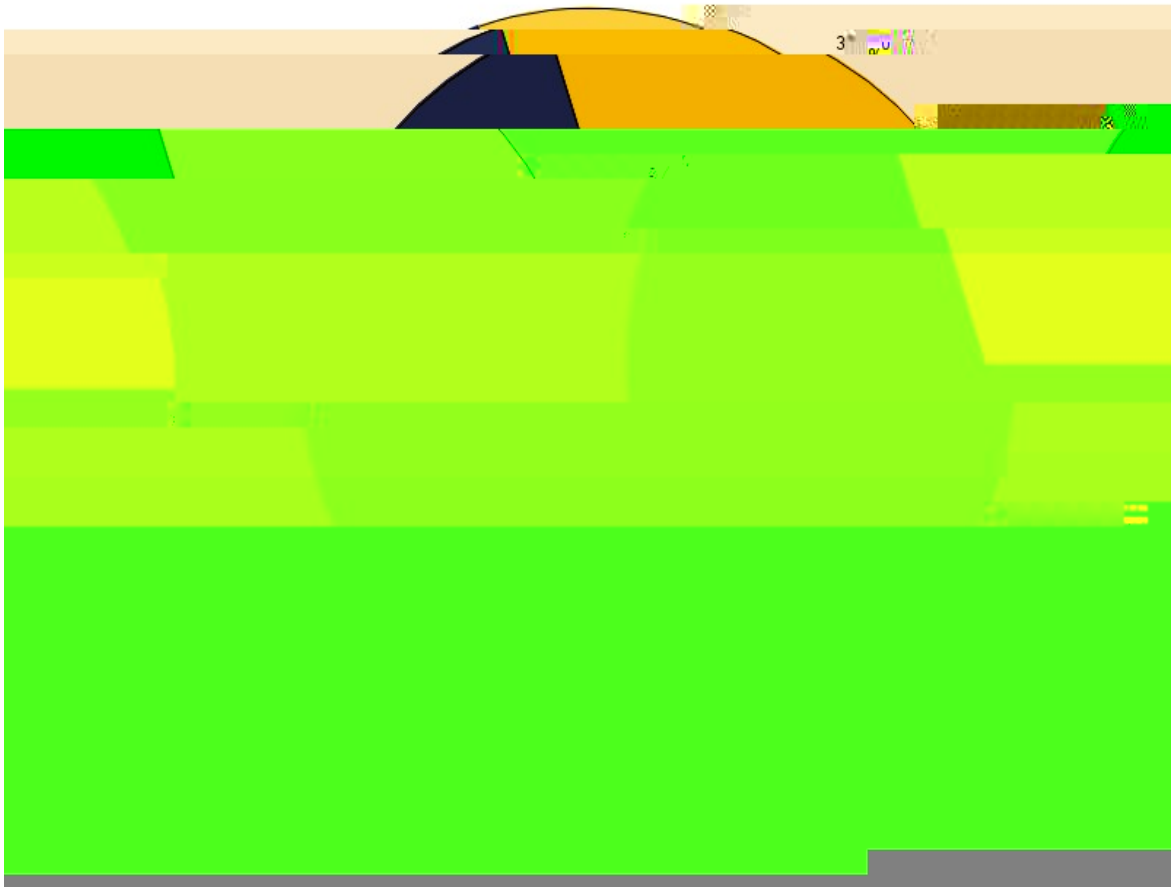
4 :KDW LV WKH QDPH RI \RXU VFKRRO V 'LJQLW\ IRU $OO 6WXG



'LJQLW\ IRU $OO 6WXGHQWV
$FW '$6$

1<6(' &62 7HDFKHU 6XUYH\

1(: $0(5,&$1 $&$'(0< &+$57(5 6&+22/ 7+(

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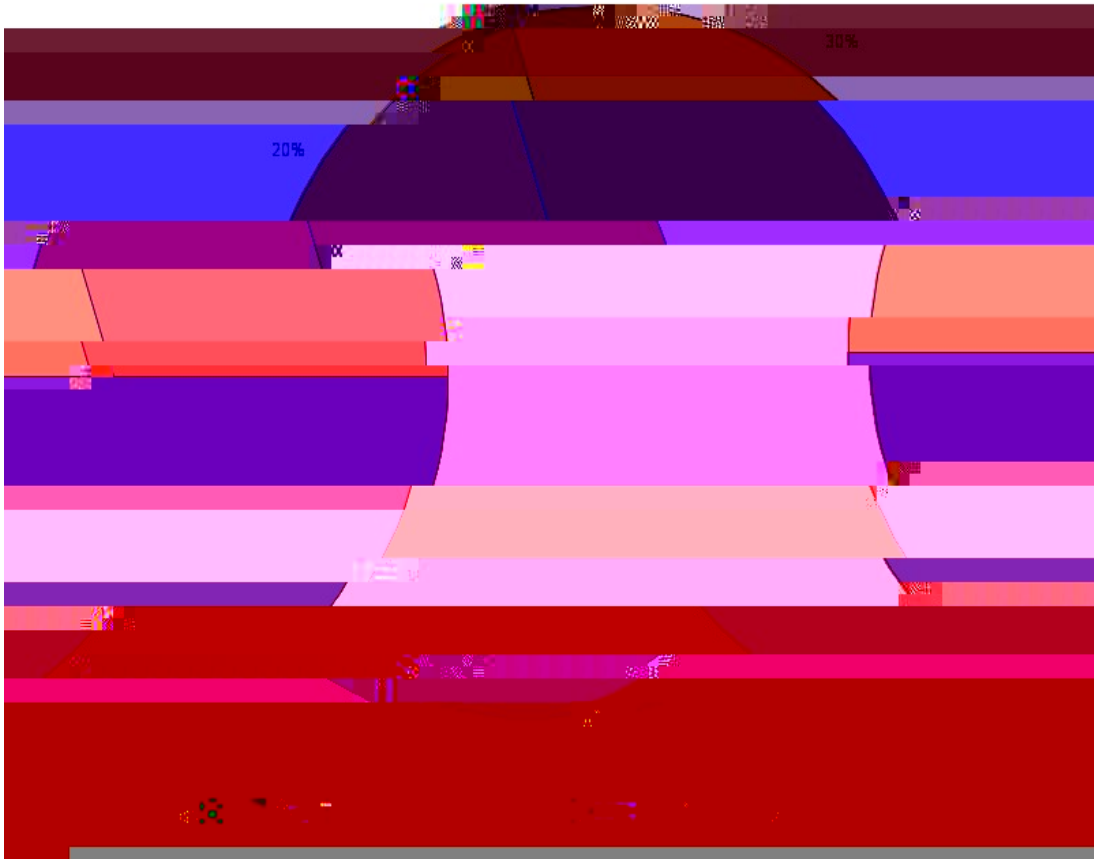
4 :KHQ LV WKH ODVW WLPH \RX UHFHLYHG D FRS\ RI WK



'LJQLW\ IRU $OO $FW '$6$		E\ 6FKRR	7RWDO 6FKRR	$OO 6FKRRO	7RWDO $OO 6FKRROV
4 :KHQ WKH ODV \RX UHF D FRS\ R VFKRRO '6 SROLF\"	7KLV VFKRRO \HDU				
	7KH SUHYLRXV VFKRRO \HDU				
	3ULRU WR WKH SUHYLRXV VFKRRO \HDU				
	, P QRW DZDUH RI DQ\ '6 SROLF\	Q\g, – € € €

1<6(' &62 7HDFKHU 6XUYH\

1(: $0(5,&$1 $&$'(0< &+$57(5 6&+22/ 7+(

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4 :KHQ LV WKH ODVW WLPH \RX UHFHLYHG '6 W

'LJQLW\ IRU $OO $FW '$6$	E\ 6FKRR	7RWDO 6FKRR	$OO 6FKRR	7RWDO $OO 6FKRROV
4 :KHQ LV WKH WLPH \RX UHFHLYHG '6 WUDLQL	\HDU DJR			
	\HDUV DJR			
	\HDUV DJR			
	! \HDUV DJR			
	, YH QHYHU UHFHLYHG '6 WUDLQLQJ			

)DPLO\ (QJDJHPHQ &RPPXQLFDWLR	E\ 6FKRR	7RWDO 6FKRR	$OO 6FKRR	7RWDO $OO 6FKRROV
4 F 7KH VF XVHV PDQ\ PHWKRGV R FRPPXQLFD ZLWK IDPLO	6WURQJO\ $JUHH 6RPHZKDW $JUHH 1HLWKHU $JUHH QRU 'LVDJUHH 6RPHZKDW 'LVDJUHH 6WURQJO\ 'LVDJUHH			
4 G 7KH V VHHNV IHHG IURP SDUHQ WKURXJK V PHHWLQJV RWKHU ZD\	6WURQJO\ $JUHH 6RPHZKDW $JUHH 1HLWKHU $JUHH QRU 'LVDJUHH 6RPHZKDW 'LVDJUHH 6WURQJO\ 'LVDJUHH			
4 H 7KH VI KDV D V\VW DQG WUDQV SURFHVV IRU UHVSRQGLQJ WR IDPLO\ RU FRPPXQLW\ FRQFHUQV	6WURQJO\ $JUHH 6RPHZKDW $JUHH $JUHH $JUHH $JUHH			

1<6(' &62 7HDFKHU 6XUYH\

1(: $0(5,&$1 $&$'(0< &+$57(5 6&+22/ 7+(

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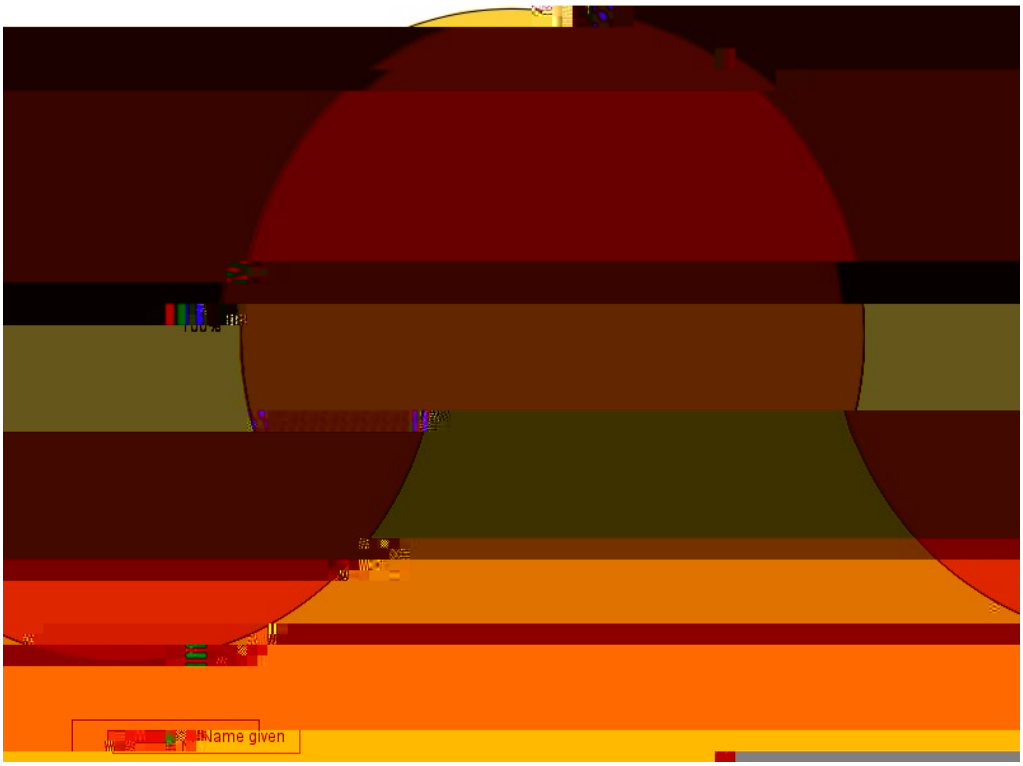
4 :KDW LV WKH QDPH RI \RXU VFKRRO V 0F.LQQH\ 9HQ



0F.LQQH\ 9HQW		E\ 6FKRR	7RWDO 6FKRR	$OO 6FKRR	7RWDO $OO 6FKRROV
4 :KDW LV QDPH RI \RX VFKRRO V 0F 9HQWR &RRU	1DPH JLYHQ				
	'RQ W NQRZ	RU"			

1<6(' &62 7HDFKHU 6XUYH\

1(: $0(5,&$1 $&$'(0< &+$57(5 6&+22/ 7+(

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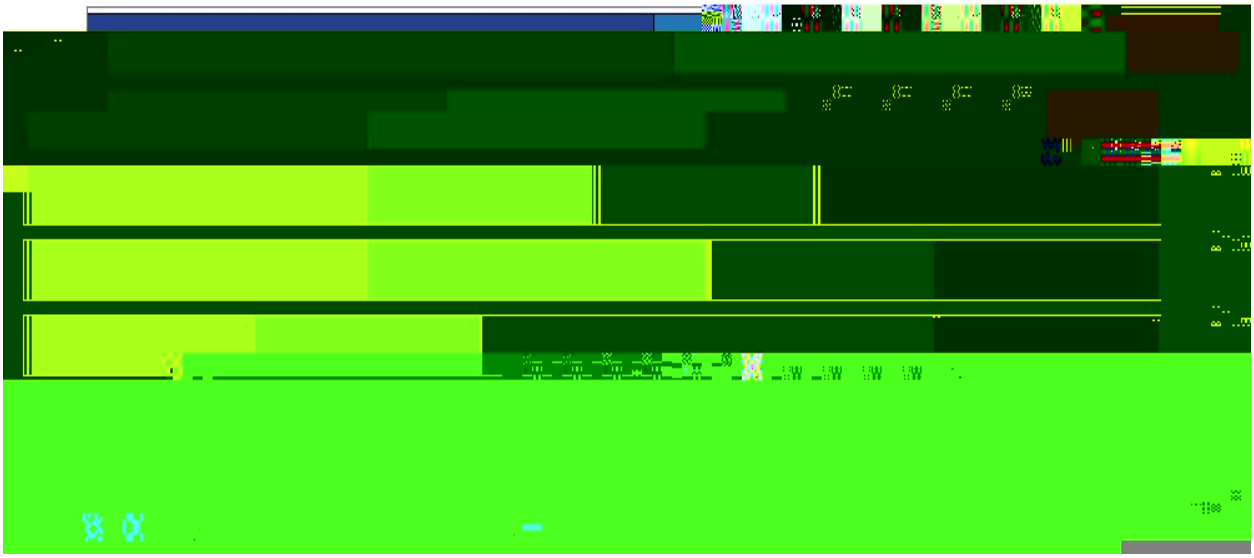
6RFLDO (PRWLRQDO DQG 0HQWDO +HDOWK 6XSS



6RFLDO (PRWLRQDO +HDOWK 6XSSR	E\ 6FKRR	7RWDO 6FKRR	$OO 6FKRR	7RWDO $OO 6FKRROV
4 D 7KH VF KDV VRFLDO HPRWLRQDO PHQWDO KH SURJUDPV D VXSSRUWV I VWXGHQWV	6WURQJO\ $JUHH			
	6RPHZKDW $JUHH			
	1HLWKHU $JUHH QRU 'LVDJUHH			
	6RPHZKDW 'LVDJUHH			
	6WURQJO\ 'LVDJUHH			
4 E 6FKRR OHDGHUV FR XVH GDWD W WKH VRFLDO HPRWLRQDO DOO VWXGH LQFOXGLQJ LQ VXEJURX	6WURQJO\ $JUHH			
	6RPHZKDW $JUHH			
	1HLWKHU $JUHH QRU 'LVDJUHH			
	6RPHZKDW 'LVDJUHH			
	6WURQJO\ 'LVDJUHH			

1<6(' &62 7HDFKHU 6XUYH\

1(: $0(5,&$1 $&$'(0< &+$57(5 6&+22/ 7+(

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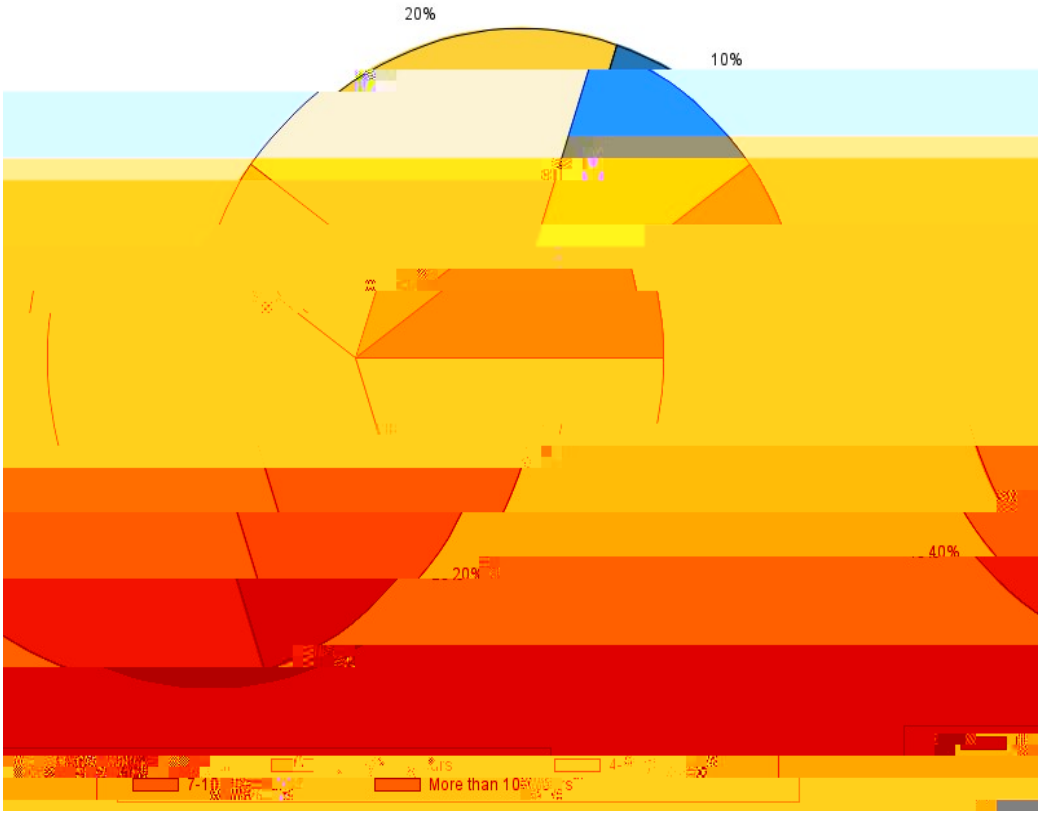
4 +RZ PDQ\ WRWDO \HDUV RI . WHDFKLQJ H[SHULHQ



7HDFKLQJ ([SH		E\ 6FKRR	7RWDO 6FKRR	$OO 6FKRR	7RWDO $OO 6FKRROV
4 +RZ PDQ\ WRW \HDUV RI WHDFKLQ H[SHULHQ \RX KDYH'	/HVV WKDQ \HDU				
	\HDUV				
	\HDUV				
	\HDUV				
	0RUH WKDQ \HDUV				

1<6(' &62 7HDFKHU 6XUYH\

7HDFKLQJ 0RG		E\ 6FKRR	7RWDO 6FKRR	$OO 6FKRR(	7RWDO $OO 6FKRROV
4 F &RQFXUUH					
	WR				
	WR				
	WR				
	WR				

1<6(' &62 7HDFKHU 6XUYH\

1(: $0(5,&$1 $&$'(0< &+$57(5 6&+22/ 7+(

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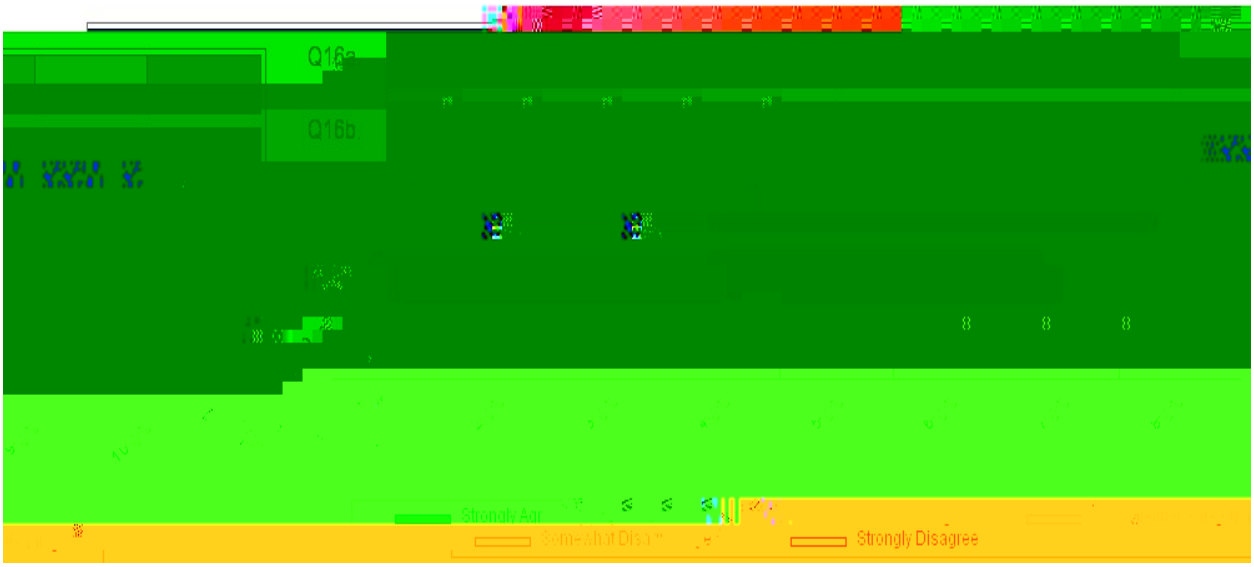
6FKRRO /HDGHUVKLS



6FKRRO /HDGHU\		E\ 6FKRR	7RWDO 6FKRR	$OO 6FKRR	7RWDO $OO 6FKRROV
4 D 7KH VF KDV DQ HIIH VFKRRO OHD WHDP WKDW FRPPXQLFDV FOHDUO\ GH PLVVLRQ DQ JRDOV WR V WKH VFKRR FRPPXQLW\	6WURQJO\ $JUHH				
	6RPHZKDW $JUHH				
	1HLWKHU $JUHH QRU 'LVDJUHH				
	6RPHZKDW 'LVDJUHH				
	6WURQJO\ 'LVDJUHH				
4 E 7KH VF KDV D FOHD ZHOO HVWD FRPPXQLFDV V\VWHPV DQ GHFLVLRQ P SURFHVVHV WR HQVXUH FRPPXQLFDV DFURVV WKH	6WURQJO\ $JUHH				
	6RPHZKDW $JUHH				
	1HLWKHU $JUHH QRU 'LVDJUHH				
	6RPHZKDW 'LVDJUHH				
	6WURQJO\ 'LVDJUHH				

6FKRRO /HDGHUV	E\ 6FKRRO	7RWDO 6FKRRO	$OO 6FKRRO	7RWDO $OO 6FKRROV

3URIHVVLRQDO &		E\ 6FKRR	7RWDO 6FKRR	$OO 6FKRR	7RWDO $OO 6FKRROV
4 F 7KH VF IXOO\ VWDII SHUVRQQHO DEOH WR PH RSHUDWLRQ LQFOXGLQJ KXPDQ UHVR DQG FRPPXQLFDW	6WURQJO\ $JUHH				
	6RPHZKDW $JUHH				
	1HLWKHU $JUHH QRU 'LVDJUHH				
	6RPHZKDW 'LVDJUHH				
	6WURQJO\ 'LVDJUHH				

1<6(' &62 7HDFKHU 6XUYH\

1(: $0(5,&$1 $&$'(0< &+$57(5 6&+22/ 7+(

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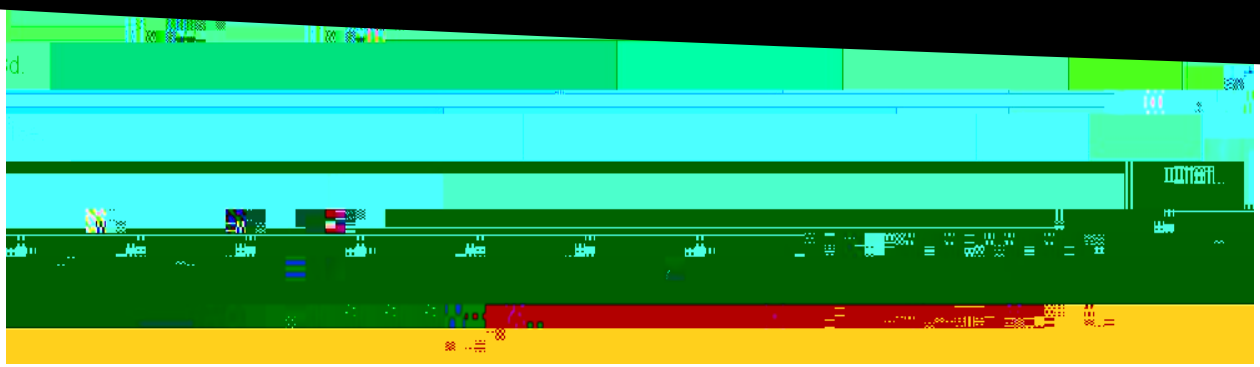

3URIHVVLRQDO &	E\ 6FKRR	7RWDO 6FKRR	$OO 6FKRR	7RWDO $OO 6FKRROV

4 D 7KH VFKRRO KD HVWDEOLV SURFHGXU HIIHFWLYH FROODERU DPRQJ WHD	6WURQJO\ $JUHH
	6RPHZKDW $JUHH
	1HLWKHU $JUHH QRU 'LVDJUHH

1<6(' &62 7HDFKHU 6XUYH\

1(: $0(5,&$1 $&$'(0< &+$57(5 6&+22/ 7+(

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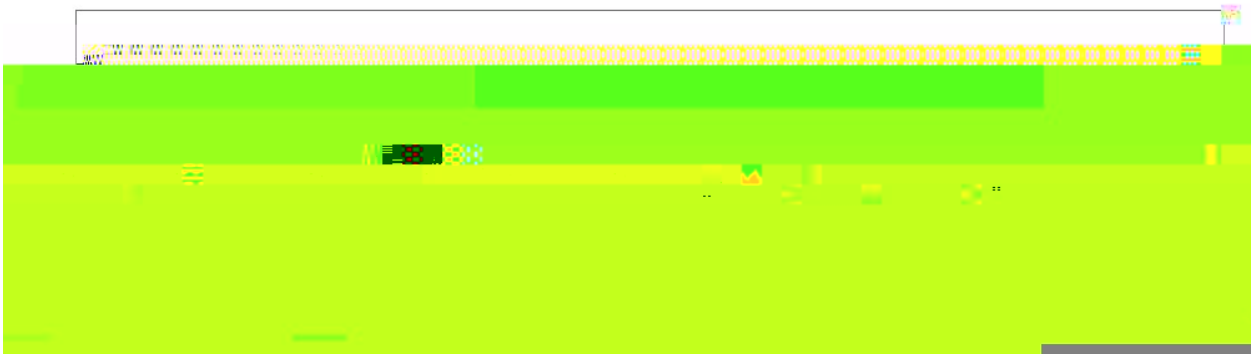
3URIHVVLRQDO &OLPDWH



3URIHVVLRQDO &		E\ 6FKRR	7RWDO 6FKRR	$OO 6FKRR	7RWDO $OO 6FKRROV
4 +RZ VWURQJO\ DJUHH RU GLVDJUHH WKHUH LV WHUP FDU SDWKZD\ D RSSRUWX SURIHVVL JURZWK IR DW WKLV	6WURQJO\ $JUHH				
	6RPHZKDW $JUHH				
	1HLWKHU $JUHH QRU 'LVDJUHH				
	6RPHZKDW 'LVDJUHH				
	6WURQJO\ 'LVDJUHH				

1<6(' &62 7HDFKHU 6XUYH\

1(: $0(5,&$1 $&$'(0< &+$57(5 6&+22/ 7+(

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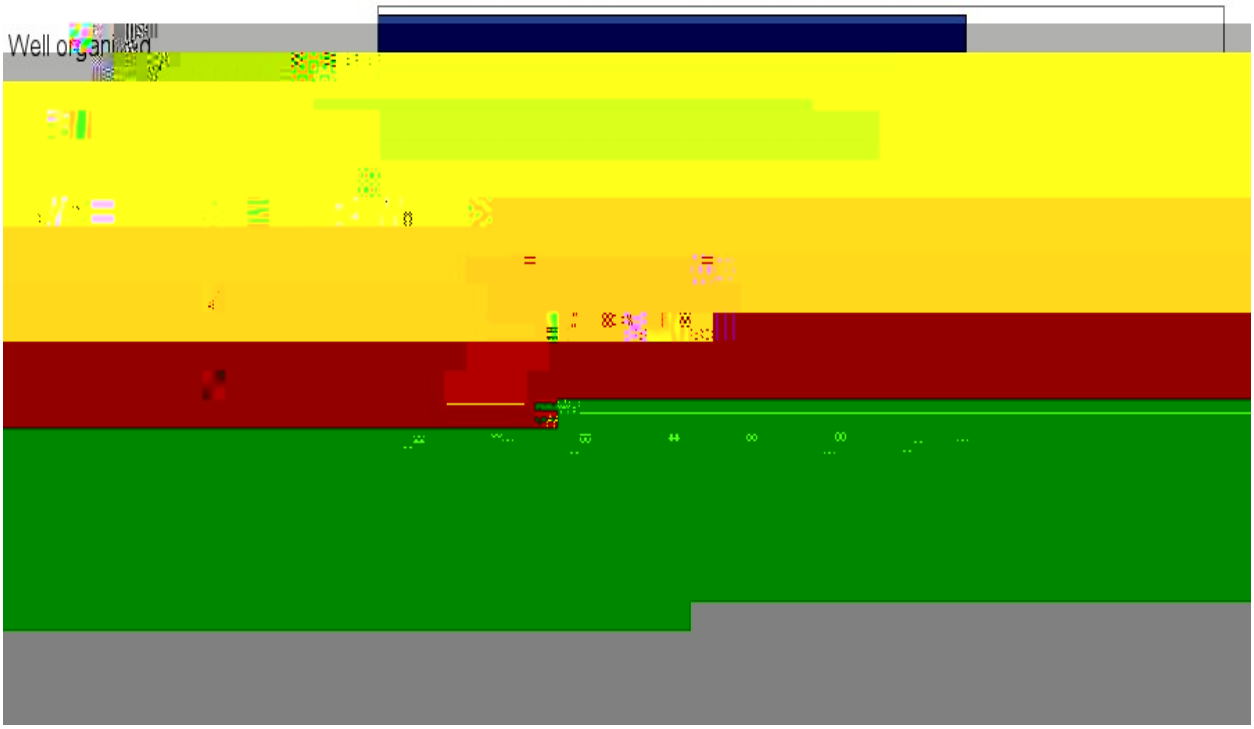
4 0HHWLQJV VXFK DV IDFXOW\ VWDII JUDGH OHYHO FXULFX



4 0HHWL VXFK DV ID VWDII JUD(FXULFXOD VWXG\ DQG DUH	E\ 6FK	7RWDO 6FKRR(	$OO 6F	7RWDO $OO 6FKRROV
:HOO RUJDQL]HG				
:HOO DWWHQGHG				
)RFXVHG RQ UHOHYDQW FRQWHQW				
5HFRJQL]HG E\ DOO IDFXOW\ DV YDOXDEOH				
1RQH RI WKH DERYH				

1<6(' &62 7HDFKHU 6XUYH\

1(: $0(5,&$1 $&$'(0< &+$57(5 6&+22/ 7+(

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4 6HOHFW DOO W\SHV RI PHHWLQJV ZKHUH IDFXOW\ PHPEHUV

4 6HOHFW DOO PHHWLQJV ZKHU PHPEHUV FROO ZLWK RQH DQ	E\ 6FKRR	7RWDO 6FKRR	$OO 6FKRRO	7RWDO $OO 6FKRROV
7HDP PHHWLQJV				
'HSDUWPHQW PH	HWLQJV			
6WDII PHHWLQJV				
,QIRUPDO SODQQLQJ WLPH				
7HDFKHU SURIHVVLRQDO OHDGHUVKLS PH	HWLQJV			
2WKHU				