New York State Education Department

Renewal Site Visit Report
2019-2020

Charter School for Applied Technologies

Visit Date: December 9-10, 2019
Date of Report: March 2, 2020

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SCHOOL DESCRIPTION

Charter School Summary[1]

Name of Charter School	Charter School for Applied Technologies
Board Chair	David Quackenbush
District of location	Kenmore-Town of Tonawanda Union Free School District
Opening Date	Fall 2001
Charter Terms	• Initial term: January 10, 2001-January 9, 2006 • First renewal term: January 10, 2006-January 9, 2011 • Second renewal term: January 10, 2011-June 30, 2015 • Third renewal term: July 1, 2015-June 30, 2020
Current Term Authorized Grades/ Approved Enrollment	K - Grade12/ 2,365 students
Proposed Renewal Term Authorized Grades/ Proposed Approved Enrollment	K - Grade12/ 2,365 students
Facilities	• 2303 Kenmore Avenue, Buffalo, NY - Private Space • 2245 Kenmore Avenue, Buffalo, NY - Private Space • 24 Shoshone Street, Buffalo, NY - Private Space
Mission Statement	*CSAT prepares students to attain family-sustaining careers, by integrating career exploration and a lifelong learning culture.*
Key Design Elements	• A focus on learning • A school organized for every student's success • A better use of time • A rich and challenging curriculum • Professional development in the context of the team work • Assessment that provides accountability • A professional environment for teachers • A focus on Applied Technologies • A partnership with families • A school tailored to the community
Requested Revisions	None

Noteworthy: A focus on careers with the theme of "Every day is career day**"** permeates the school throughout – on displays throughout the school, in the curriculum and in instruction**.** The philosophy of a school-to-career transition organization is exhibited through programmatic initiatives that support this

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

design; for example, career exploration is embedded in each curriculum and teachers carry out classroom and outside activities that support this theme.

Charter School for Applied Technologies (CSAT) staff have secured and maintain four ASPCA Paws for Life-certified therapy dogs to support students' social and emotional learning needs and literacy development. In addition to therapeutic check-ins to reduce student stress and anxiety, and improve school attendance, students read to the therapy dogs individually and in small groups to build confidence and engagement.

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 2015 to 2016	Year 2 2016 to 2017	Year 3 2017 to 2018	Year 4 2018 to 2019	Year 5 2019 to 2020
Grade Configuration	K-Grade 12	K-Grade 12	K-Grade 12	K-Grade 12	K-Grade 12
Total Approved Enrollment	2,224	2,224	2,224	2,365	2,365

Proposed Renewal Term Grade Levels and Projected Enrollment Requested by the School[2]

	Year 1 2020 to 2021	Year 2 2021 to 2022	Year 3 2022 to 2023	Year 4 2023 to 2024	Year 5 2024 to 2025
Grade Configuration	K-Grade 12	K-Grade 12	K-Grade12	K-Grade 12	K-Grade 12
Total Proposed Enrollment	2,365	2,365	2,365	2,365	2,365

METHODOLOGY

A two-day renewal site visit was conducted at the Charter School for Applied Technologies (CSAT) on December 9-10, 2019. The New York State Education Department's Charter School Office (CSO) team conducted interviews with the board of trustees, school leadership team, and special populations staff. In cooperation with school leadership, the CSO administered an anonymous online survey to teachers and parents.

The team conducted eighteen classroom observations in kindergarten through Grade 12. The observations were approximately 20 minutes in length and conducted jointly with CSAT's elementary, middle, and high school principals.

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

a. **Current organizational chart** showing all key staff positions, names of staff in those positions, and the school's reporting structure;
b. **A master school schedule** showing each class, grade or course, and teacher(s). Note what days are A, B, C days and which classrooms include ELLs/MLLs and SWDs;

[2] This proposed chart was submitted by Charter School for Applied Technologies in its renewal application. It is subject to change pending the final renewal recommendation and approval by the Board of Regents.

c. **A map of the school** showing a basic floor plan, including classroom numbers, teacher names, and offices;
d. **Board materials**, strategic plan (if applicable), and a narrative describing the board's self-evaluation process;
e. **Narrative describing the process used to evaluate school leadership;**
f. **Narrative describing the process school leadership uses to evaluate teachers;**
g. **Narrative describing the school's progress and efforts made toward reaching its enrollment and retention targets** *(including ELLs/MLLs, SWDs, EDs; if the school is not meeting its targets, describe the efforts made to do so, the evaluation of those efforts, and the results of the evaluation.)***;**
h. **Admissions and Waitlist**: (1) number of new students who submitted an application for enrollment for the 2019-2020 SY, (2) number of new students admitted for the 2019-2020 SY, (3) number of students currently on the wait list for the 2019-2020 SY, (4) a backfill policy if the school has one, and (5) an enrollment preference, weighted lottery, and/or set aside if the school has one; and
i. **Faculty/Staff Roster**.

BENCHMARK ANALYSIS

The 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 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 December 9-10, 2019 at CSAT, see the following Performance Framework benchmark ratings and narrative.

New York State Education Department
Charter School Performance Framework Rating

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

Summary of Findings

- The Charter School for Applied Technologies is in its eighteenth year of operation and serves students in kindergarten -Grade 12. During its current charter term, the school is rated in the following manner: exceeding zero benchmarks, meeting nine benchmarks, approaching one benchmark, and falling far below zero benchmarks. Additional details regarding those ratings are provided below.

- **Areas of Strength**: After the departure of the school's superintendent, CSAT weathered the transition period by expanding its leadership team with additional faculty members, many of whom had already established lengthy tenures at the school and possessed significant institutional knowledge to fast-track school improvement efforts. For example, to rectify a situation leadership described as being "data rich and information poor," the school institutionalized its use of *iReady* assessments and analytics to increase teachers' ability to use data to inform classroom instruction more promptly and effectively.

  CSAT embarked upon an eighteen-month process to strengthen horizontal and vertical curricular alignment and identify power standards for each grade level and subject area to inform more rigorous lesson planning and learning activities. To accomplish this, a committee comprised of CSAT leadership and staff members collaborated with external facilitators from the Marzano Laboratory Group to create comprehensive curriculum maps, and continue this work through regularly scheduled meetings and professional development days.

  CSAT refined its systems for administering, scoring, and analyzing assessments so that leaders and teaching teams can more effectively and efficiently use data to improve, evaluate, and modify instruction through the full utilization of eDoctrina® software. CSAT staff also utilize this online tool to document and organize curriculum, track students' progress toward goals, and facilitate virtual collaboration.

- **Areas in Need of Improvement**: In each year of this charter term, CSAT has fallen short of its 75% target for students' trending toward proficiency, in both the aggregate and subgroup levels of analysis. Between the 2017-2018 and 2018-2019 school years, performance did increase on this measure in every category in both ELA and math, with increases ranging from four to thirteen percentage points in ELA and 13 to 19 percentage points in math.

  CSAT continues to struggle to enroll and retain student subgroups and has subsequently failed to reach its targets. The most recently available data shows an increasing margin of variance to BPS in each category, including SWDs, ELLs/MLLs and economically disadvantaged students (EDs). The CSO placed the school on corrective action for this issue in early 2019, and CSAT responded with information about its good faith efforts to increase enrollment; no verified data to evaluate the success of those strategies is available to date.

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: Meets

Academic Program for Elementary School, Middle School, and High School:

- CSAT currently serves students in kindergarten -Grade 12 through a school model that operationalizes founders' philosophy that "every day is career day." This approach includes a robust array of courses, including specialized options in support of this component of the mission, extracurriculars, opportunities for developmentally appropriate career exploration, and supports catered to meet students' needs to instill the skills and habits of mind required to succeed in college and/or in a meaningful career.

Academic Program for Students with Disabilities (SWDs) and ELLs/ MLLs:

- CSAT invests significant resources to maintain an inclusive learning environment for all students, including those with disabilities and ELLs/MLLs. The school employs numerous full-time special education and ELL/MLL teachers to provide push-in support in core content area classes and customized interventions in accordance with students' Individualized Education Programs (IEPs) and their level of English fluency.

Summative Evidence for Benchmark 1:

The school's performance exceeds that of the Buffalo Public Schools (BPS) the district of residence of the majority of its students, but continues to trend slightly below that of its district of location, Kenmore-Tonawanda Union Free School District (Ken-Ton), and the state proficiency average in Grades 3 through 8. Regents exam passage rates demonstrate some inconsistency from year to year, particularly in ELA and science subject areas. However, four-year cohort outcomes are consistently positive when compared with the state, for all groups. Four-year graduation rates have consistently outperformed the state, currently standing at 96% for 2019.

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 (NYSLS) for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking, and achievement.

Finding: Meets

Element	*Indicators*
1. Curriculum	a. The school has a documented curriculum that is aligned to the NYSLS. b. Teachers use unit and lesson plans that introduce complex materials, stimulate higher order thinking, and build deep conceptual understanding and knowledge around specific content. c. The curriculum is aligned horizontally across classrooms at the same grade level and vertically between grades. d. The curriculum is differentiated to provide opportunities for all students to master grade-level skills and concepts. e. The curriculum is systematically reviewed and revised.
2. Instruction	a. The school staff has a common understanding of high-quality instruction, and observed instructional practices align to this understanding. b. Instructional delivery fosters engagement with all students.
3. Assessment and Program Evaluation	a. The school uses a balanced system of formative, diagnostic and summative assessments. b. The school uses qualitative and quantitative data to inform instruction and improve student outcomes. c. The school uses qualitative and quantitative data to evaluate the quality and effectiveness of the academic program and modifies the program accordingly.
4. Supports for Diverse Learners	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.

Summative Evidence for Benchmark 2:

1. Element: ***Curriculum***:
   - **Indicator a:** In its renewal application, the school describes its process for creating and maintaining curricular maps for each core subject area that are both aligned to the New York State Learning Standards (NYSLS) and designed to improve student performance. Each CSAT teaching team, comprised of grade level staff at the elementary school level and subject area staff at Grade 6 and higher, store this documentation in eDoctrina, an online system which

provides easy and simultaneous access to all instructional leadership for responsive oversight. Over 99% of teachers' responses to the CSO's anonymous online survey agree that CSAT "has a documented curriculum that is aligned to the NYSLS."

- **Indicator b:** During the onsite school leadership focus group interview, administrators described how CSAT's instructional coaches support teachers in creating unit and lesson plans that aim to introduce complex materials, stimulate higher order thinking, and build deep conceptual understanding and knowledge around specific content. Last year the school implemented a school wide common lesson plan template that includes standardized components, such as learning targets, vocabulary, guided practice, and checks for understanding; however, there is limited review of lesson plans prior to implementation. During the renewal site visit, the CSO team evaluated sample lesson plans across grade levels and subject areas and found significantly disparate levels of detail and rigor.
- **Indicator c:** In its renewal application, the school describes its 18-month process for strengthening both horizontal and vertical curricular alignment through collaboration between grade level representatives and external facilitators from the Marzano Laboratory Group. This process prioritized the identification of power standards for each grade level and subject area to inform more rigorous lesson planning and learning activities. During the onsite school leadership focus group, leaders discussed a Curriculum Advisory Committee created to continue this work through regularly scheduled meetings and professional development days. Teachers' responses to the CSO's anonymous online survey confirmed this practice.
- **Indicator d:** The school's renewal application explains its approach to differentiated instruction that addresses students' developmental gaps as well as difficulties in mastering discrete lesson objectives. All instructional staff refer to individual student performance data in eDoctrina to identify effective *i-Ready* curriculum materials for use during daily intervention blocks at each grade level. At the elementary and middle school levels, these differentiated interventions focus primarily on strengthening students' math, reading, and writing skills through re-teaching and re-assessing; at the high school level, CSAT provides differentiated interventions in each of the main content areas and also focuses on building students' sense of agency to track their individual progress towards learning goals.
- **Indicator e:** In CSAT's renewal application, school administrators describe the process referenced above for systematically reviewing and revising curriculum frameworks and lesson plan materials. Administrators and instructional coaches monitor the quality and rigor of instructional plans through electronic spot checking at least quarterly, and regular classroom walkthroughs and observations.

2. Element: ***Instruction***:
   - **Indicator a:** In its renewal application, school leadership articulate a focus on the outcomes of learning rather than classroom inputs. Rather than mandate specific school-wide instructional practices, CSAT allows its teachers significant autonomy to determine the most effective instructional delivery methods for their grade level, subject area, and identified student needs as long as they are predicated upon assessment data. During the renewal site visit, the CSO team observed common instructional practices such as the use of anticipatory sets, learning objectives phrased as "I can" statements, guided practice, checks for understanding, and lesson summarizers such as exit tickets.
   - **Indicator b:** During classroom observations conducted onsite as part of the renewal visit, CSO staff observed instruction that was generally purposeful, engaging, and grade level appropriate. Many classrooms benefited from additional staff members who provided

differentiated and small group support for students. Classrooms were unanimously well managed and student behavior posed no distraction to instruction or lesson activities.

3. Element: ***Assessment and Program Evaluation***:
   - **Indicator a:** In its renewal application, CSAT describes an array of formative, diagnostic, and summative assessments that enable teachers to monitor student progress and identify and address gaps in learning. In kindergarten - Grade 8, the school administers *iReady* diagnostic assessments three times each year to track overall growth. The school's reading, writing, and mathematics programs include interim unit assessments, lesson quizzes, and performance tasks aligned to state standards. In addition, students complete benchmark assessments in ELA and math that approximate the style, rigor, and length of state exams three times each year. In Grade 9 and higher, teachers administer traditional midterms and final exams as well as project-based assessments to demonstrate students' mastery.
   - **Indicator b:** The school stores all student assessment data within the eDoctrina online platform and uses qualitative and quantitative data to inform instruction and improve student outcomes. Teachers administer regular benchmark assessments and utilize this data to inform curricular revisions, scheduling changes, and differentiated interventions for students.
   - **Indicator c:** During the onsite school leadership focus group, leaders described instances of utilizing qualitative and quantitative data to evaluate the quality and effectiveness of the academic program and modifying the program accordingly. Over the past three years, CSAT has fully implemented the *iReady* assessment system and relies heavily on its data reporting to generate developmental analyses for classrooms and grade levels, to group students who struggle with similar concepts, and make individualized instructional recommendations to target skill deficiencies and monitor progress for specific students. School leaders also utilize qualitative data collected through schoolwide observations and meetings with all levels of school staff to inform programmatic adjustments, such as doubling instructional time in ELA and math for middle school students and changing routines to reduce time lost during transitions.

4. Element: ***Supports for Diverse Learners***:
   - **Indicator a:** CSAT provides a variety of interdisciplinary and cross-curricular supports to meet the academic needs of its students, including those with disabilities, ELLs/MLLs, and economically disadvantaged students. During onsite focus groups with school leadership and special populations staff, faculty described staffing at each grade level and subject area that allows CSAT to provide supports beyond the traditional mandated minutes approach. The school provides interventions in an inclusive, push-in model, and frequently includes non-identified students to participate in small groupings if they can benefit from the instruction. Students with limited proficiency in English receive specialized services from certified ESL teachers. For students who are struggling academically, the school utilizes a three-tiered approach to providing appropriate supports in general education classrooms, with the assistance of additional staff members, and follows a ladder of accelerated targeted interventions for students who continue to experience difficulty. The school utilizes its Title funds to provide supplemental services to those students performing below grade level expectations, as identified by use of a school-wide needs assessment; these currently include academic interventions, after school instruction, summer programs, and counseling services.
   - **Indicator b:** During the onsite special populations staff focus group, staff described the interconnections between the school's assessment system, data analysis cycles, and its tiered Response to Intervention programming. CSAT staff rely on frequent meetings and

communication through an array of online platforms to share information about trends as well as progress of specific students.

Benchmark 3: Culture, Climate, and Family Engagement

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

Finding: Meets

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

Summative Evidence for Benchmark 3:

1. Element: ***Behavior Management and Safety:***
   - **Indicator a:** In its renewal application, the school describes its clear approach to behavioral management, including a clearly defined code of conduct focused "…on problem solving rather than on consequences or punishment," and a written discipline policy. As described

further below, CSAT leadership has evolved the school's philosophy and methodology toward managing student behaviors across the school over the course of this charter term.

- **Indicator b:** Through the implementation of positive behavior intervention supports (PBIS) and restorative justice (RJ) principles, CSAT staff maintain a learning environment across three campuses that appears safe, respectful, and conducive to learning onsite. Leadership introduced and managed a shift towards restorative justice during the current charter term and will continue throughout the next term, as leaders have noted a positive impact on the school-wide climate. Additionally, all school constituents can articulate how the school community maintains a safe environment. For example, each campus maintains its own safety team to monitor physical and procedural security, including the execution of required fire, locked down, and locked in drills, safeguarding facility entrances, grounds, strategically deploy staff during times of student arrival and dismissal to monitor parking lots and traffic flow, and requiring identification and passes for all for school visitors. **Indicator c:** CSAT's renewal application describes the school's disciplinary policy and the ways in which it ensures a learning environment free from harassment and discrimination through a zero-tolerance approach, although over 27%of teachers' responses to the CSO's anonymous online survey demonstrated disagreement with the statement "a school-wide discipline policy is consistently applied." During onsite focus group interviews, senior leaders explained that their preference for using professional discretion and considering students' context when determining disciplinary outcomes likely prompted those responses. CSAT provides staff with annual training on workplace harassment and the Dignity for All Students Act (DASA). The majority of teachers' responses to the CSO's anonymous online survey correctly identified the school's DASA coordinators and acknowledged they had received recent training.**Indicator d:** Classroom environments across CSAT's three campuses are conducive to learning and generally free from disruption. During classroom observations conducted on site during the renewal visit, the CSO team noted teachers adhering to schoolwide management systems, such as references to "Hello, Update, Goodbye" (HUGs) and Conversation, Help, Activity, Movement, Participation, Success (CHAMPS) and awarding school currency to incentivize positive behavior habits.

2. Element: ***Family Engagement and Communication:***
    - **Indicator a:** CSAT employs two communications professionals to nurture and maintain parental engagement within the school community. In its renewal application, the school describes how it communicates with families to disseminate information through a variety of means, including its Family Support Center, which serves as a "…one-stop help environment which reminds parents of communication vehicles and reinforces a welcoming, open communication culture," regular phone calls and emails, website updates, and the CSAT parent portal to disseminate information about school events, important dates, emergency closures, and school achievements. The school also welcomes families and community members to events such as open houses, parent-teacher conferences, and performances over the course of each school year.
    - **Indicator b:** Teachers' responses to the CSO's anonymous online survey reported that they communicate with parents to discuss students' strengths and needs on a regular basis. In addition to report cards, progress reports, and parent-teacher conferences, teachers enter all student grades online and stay in frequent contact with parents and guardians to keep families apprised of both positive academic and social-emotional developments as well as behavioral concerns.

- **Indicator c:** In its renewal application, the school explains how it assesses family and student satisfaction through online surveys, informal conversations and phone calls, parent/teacher conferences, and monitoring attendance and retention statistics. During the school leadership focus group, staff provided examples of using this data to inform schoolwide decisions, such as which extracurricular activities to offer. The CSAT Board of Trustees also includes a parent member representative.
- **Indicator d:** During the onsite school leadership focus group, staff described the school's systematic process for responding to family or community concerns. While administrators promptly handle day to day complaints and issues with students and parents, formal complaints are handled in accordance with the board-approved complaint policy.
- **Indicator e:** The school's renewal application outlined its methods for sharing school-level academic data with the broader school community through regular website and social media posts, "Eagle Preview," the school bulletin, and publicly posting board meeting minutes to efficiently disseminate information among parents, students, and other stakeholders.

3. Element: ***Social-Emotional Supports***:
   - **Indicator a:** During the onsite special populations staff focus group, staff described the systems, programs, and specialized staff in place to support the social-emotional needs of CSAT students. The school develops all students' social-emotional skills through a customized teacher-student advisory period each day, as well as through a combination of counseling, guidance, behavioral interventions, and crisis response services as needed. To meet the significant levels of need across its large student body, CSAT employs eight counselors, three social workers, six behavior intervention teachers, and three behavior intervention services clerks across its three campuses and grade spans. This team provides individualized supports and also participates in interdisciplinary teams that serve students' academic, social-emotional, and behavioral needs through collaborative problem solving and information sharing. In addition, CSAT staffs its Family Support Center with a licensed social worker who connects families with social-emotional services through a variety of qualified agencies in the Buffalo area.
   - **Indicator b:** CSAT's faculty, particularly teachers and the team described above, collect and use data to track the social-emotional and behavioral needs of students to inform tiered supports and interventions. These includes attendance, discipline/suspension, and academic data; in addition, during onsite focus groups with school leadership and special populations staff, they described informal check-ins to assess students' emotional and physical well-being and elevate issues as necessary through the support systems.
   - **Indicator c:** School administrators analyze a variety of data generated through formal needs assessments, such as the Youth Risk Behavior Survey, in addition to internal school measures of academic growth and trends in disciplinary infractions, tardiness, and attendance to evaluate the impact and effectiveness of CSAT's social-emotional programming. This data has informed programmatic adjustments such as broadening intervention recommendation criteria and/or thresholds to identify at-risk students earlier, as well as a transition from paper-based check-in documents to an online form for middle and high school students to increase timely completion.

Benchmark 4: Financial Condition

The school is in sound and stable financial condition as evidenced by performance on key financial indicators.

Finding: Meets

Important Notes:

- The key financial indicators used to evaluate this benchmark will be presented within a separate fiscal dashboard instrument that will provide context for the school's performance on each of the metrics, outline the specific targets for each metric, and provide additional subsidiary detail on each calculation.
- Unless otherwise indicated, financial data is derived from the school's annual independently audited financial statements.

1. Near-Term Indicators:	
1a.	Current Ratio
1b.	Unrestricted Days Cash
1c.	Enrollment Variance
1d.	Composite Score
2. Sustainability Indicators:	
2a.	Total Margin
2b.	Debt to Asset Ratio
2c.	Debt Service Coverage Ratio

Summative Evidence for Benchmark 4:

See the school's fiscal dashboard attached to the end of this report (Charter School Fiscal Accountability Summary). The fiscal dashboard provides detailed information regarding the school's compliance with Benchmark 4 of the Charter School Performance Framework.

Financial Condition

Charter School for Applied Technologies appears to be in very good financial condition as evidenced by performance on key indicators derived from the school's independently audited financial statements.

Overall Financial Outlook

A *composite score* is an overall measure of financial health. This score is based on a weighting of primary reserves, equity, and net income. A charter school with a score between 1.5 and 3.0 is considered to be in good financial health. Charter School for Applied Technolgoes' 2018-2019 composite score is 2.97.

Composite Scores
2014-2015 to 2018-2019

Year	*Composite Score*
2014-2015	2.00
2015-2016	2.66
2016-2017	2.84
2017-2018	2.72
2018-2019	2.97

Benchmark 5: Financial Management

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

Finding: 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 absences of a going concern disclosure.

Summative Evidence for Benchmark 5:

The Charter School Office reviewed Charter School for Applied Technologies' 2018-2019 audited financial statements to determine whether the independent auditor observed sufficient internal controls over financial reporting. The auditor did not identify any deficiencies in internal controls that could be considered material weaknesses.

In 2019, the Office of the NYS Comptroller (OSC) (http://www.osc.state.ny.us/localgov/audits/schools/2019/charter-school-applied-technologies-60.htm) conducted an audit of the school with the objective of determining whether student enrollment and billings to school districts of residence are accurate and supported for the period July 1, 2017 - January 16, 2019. The OSC audit findings include that policies and procedures were not followed on establishing proof of residency, and that the school billed districts of residence incorrectly in a number of instances. The OSC audit recommended that the school obtain proof of residency annually or whenever there is a change in residency, and that the school address and resolve any incorrect billings. The school agreed with and responded to the OSC audit findings stating that it would implement changes. The CSO will discuss the status of those changes with the school.

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

Element	*Indicators*
1. Board Oversight and Governance	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:

1. Element: ***Board Oversight and Governance:***
   - **Indicator a:** In its renewal application, the school reports its board membership has remained stable over the course of the charter term and includes five of its founding trustees. Current trustees possess an array of relevant skill sets with which to oversee the school, including backgrounds in business, law, accounting, banking, workforce development, K-12 education, and technology. When vacancies do arise, the board's nomination committee sources potential candidates who could contribute specialized expertise in local industries.
   - **Indicator b:** The CSAT board engages in strategic planning to ensure fidelity to the school's mission and provides guidance to the quality assurance committee's work of monitoring continuous improvement. Over the course of this charter term, the board has committed significantly increased resources to the school's curricular overhaul and emphasis on additional data analysis. In addition, the board has approved hiring a full complement of instructional coaches and full-time intervention teachers to support teacher practice and better meet students' academic needs.
   - **Indicator c:** The board demonstrates active oversight of charter school management, fiscal operations, and progress toward meeting academic and other school goals through regular review of the school's expenditures, balance sheet, student performance results, attendance, and disciplinary data ahead of and during its monthly meetings.
   - **Indicator d:** The board regularly updates school policies. CSAT's renewal application outlines the school's process for utilizing services through Erie 1 BOCES to enact policy changes as they become necessary.

- **Indicator e:** The board utilizes an internally developed performance-based evaluation process to evaluate CSAT's superintendent each year. The quality assurance committee assumes the primary responsibility for using this tool to prepare a report to the full board. The trustees have recently implemented a new, and more formalized, evaluation system to measure their own individual and collective performance.
- **Indicator f:** The board demonstrates full awareness of its legal obligations to the school and stakeholders. To accomplish this, the board has officially charged various staff members with monitoring, alerting, and reminding the board of its obligations, with support from Erie 1 BOCES and legal counsel through a local firm with deep expertise in school law and charter schools in particular.

Benchmark 7: Organizational Capacity

The school has established a well-functioning organizational structure and 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

Element	*Indicators*
1. School Leadership	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. 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. c. The school has clear and well-established communication systems and decision-making processes in place which ensure effective communication across the school. d. The school successfully recruits, hires, and retains key personnel, and makes decisions – when warranted – to remove ineffective staff members.
2. Professional Climate	a. The school is fully staffed with high quality personnel to meet all educational and operational needs, including finance, human resources, and communication. b. The school has established structures for frequent collaboration among teachers. c. The school ensures that staff has requisite skills, expertise, and professional development necessary to meet students' needs. 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. e. The school has mechanisms to solicit teacher feedback and gauge teacher satisfaction.
3. Contractual Relationships ✓*N/A*	a. The board of trustees and school leadership establish effective working relationships with the management company or comprehensive service provider. b. Changes in the school's charter management or comprehensive service provider contract comply with required charter amendment procedures. c. The school monitors the efficacy of contracted service providers or partners.

Summative Evidence for Benchmark 7:

1. Element: ***School Leadership:***
    - **Indicator a:** With guidance from CSAT's board, the school's superintendent leads an expansive school leadership team comprised of a chief academic officer, chief financial officer, chief technology officer, chief information officer, and chief operations officer, who in turn manage three principals and directors of special education, curriculum and instruction, student services, family support services, and communication and development. During on-site focus group interviews, each member of the school leadership team demonstrated a clear and actionable commitment to improving teaching and learning, and ultimately student performance outcomes, across the school and clear action plans for doing so.
    - **Indicator b:** At CSAT, roles and responsibilities for all members of the school community are transparently and consistently defined. The organizational chart submitted with the school's renewal application clearly displays lines of reporting and responsibility and sufficient staffing for each campus and grade span. During onsite focus group interviews, leaders consistently referenced frequent meetings and ongoing communication that enabled staff to fulfill their roles with mutual reinforcement from those in corollary positions.
    - **Indicator c:** In its renewal application, the school describes clear and well-established communication systems and decision-making processes for effective communication across the school. All staff have frequent opportunities to raise questions, concerns, and share information through regularly scheduled meetings, online feedback surveys, email, and informal check ins with administrators as often as needed. Teachers' responses to the CSO's anonymous online survey confirmed these practices.
    - **Indicator d:** In its renewal application, CSAT explains how it successfully recruits, hires, and promotes staff from within as often as possible when vacancies inevitably occur. In the event a staff member struggles to meet the school's performance expectations, their supervisor creates an improvement plan and provides more frequent observations, coaching, and goals for improvement. If the staff member does not demonstrate satisfactory progress after an agreed upon period of time, their employment is terminated.

2. Element: ***Professional Climate:***
    - **Indicator a:** During the onsite school leadership focus group, leaders described challenges arising from the scarcity of teacher candidates to fill open positions across Western New York. This situation notwithstanding, CSAT continues to be fully staffed with quality instructional and operational staff by providing comprehensive supports to "remove all possible barriers to teaching" for existing employees to maintain strong rates of satisfaction. School administrators and teachers primarily recruit new hires through word of mouth and by leveraging their professional networks and relationships with universities, but are actively working to expand these relationships, particularly with out of state schools of education and with historically black colleges and universities to increase staff diversity.
    - **Indicator b:** CSAT's renewal application describes daily periods of peer collaboration and planning for all teachers and states "Interdependent collaboration among teachers is a paramount strength of the school." Teachers have two dedicated planning periods in their daily schedules, and department heads, grade level teams, and new teachers all have regularly scheduled check-ins and meetings to disseminate information, engage in collaborative problem solving, and receive support. Over 95% of teachers' responses to the

CSO's anonymous online survey demonstrated agreement with the statement "faculty members frequently collaborate on matters of curriculum and instruction."

- **Indicator c:** Through its personalized approach to professional development, the school ensures that staff has requisite skills, expertise, and professional development necessary to meet students' needs. The school's renewal application describes a teacher-developed, teacher-delivered pre-service program called CSAT 101 for all new staff members before they commence instruction. In addition, school leadership provides at least four professional development days over the course of the school year to focus on timely topics arising from observations and data analysis.
- **Indicator d:** In its renewal application, the school describes its systems for monitoring and improving organizational and instructional quality. Per teachers' union contracts, instructional leaders use the Danielson rubric and protocol to formally evaluate teachers once each year, incorporating lesson observation and pre- and post-evaluation discussion to identify strengths and areas for further development. During onsite focus groups with school leaders, staff also mentioned the addition of non-evaluative instructional coaches in each core subject area as well as a robust mentorship program to acculturate and support those teachers who are new to the profession and/or new to CSAT; these arrangements provide an additional layer of monitoring and coaching for pedagogues to improve instructional quality and practice.
- **Indicator e:** CSAT's renewal application articulates an array of methods to solicit teacher feedback and gauge teacher satisfaction. School administrators attend instructional planning meetings to discuss student performance, review formative and summative data, and identify and address teachers' concerns. In addition, the school analyzes its staff retention rate from year to year, conducts on-line surveys to elicit whole-staff feedback on a wide variety of issues including those related to staff satisfaction, and conducts exit interviews with departing individuals to understand the factors behind their decisions.

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

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. 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:

1. Element***: Mission and Key Design Elements:***
   - **Indicator a:** Onsite focus groups and the CSO's anonymous online survey responses confirm that a majority of CSAT stakeholders share a common and consistent understanding of the school's mission and key design elements outlined in the school's charter. More than 92% of

teachers' survey responses indicated agreement with the statement "I feel the school is fulfilling its mission."

- **Indicator b:** CSAT has fully implemented the key design elements in the approved charter, as demonstrated throughout its academic and school-to career transition programming. In the school's renewal application, leaders highlight CSAT's graduation rate as "…the most compelling evidence of the realization of our mission…" in that it is "…the highest in the Western New York area."

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

Element	*Indicators*
1. Targets are met	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. Targets are not met	a. The school is making regular and significant annual progress toward meeting the targets. 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. 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.

Summative Evidence for Benchmark 9:

2. Element***: Targets are not met:***
   - **Indicator a:** CSAT is making regular and significant annual progress toward meeting the overall student enrollment projections outlined in the school's charter, and exceeded the Buffalo Public School's percentage of ED students in the first two years of this charter term; however, the school has made limited progress toward achieving its targets for enrolling SWDs and ELLs/MLLs and now also lags the district in all subpopulation categories. During the 2018-2019 school year, CSAT's enrollment of SWDs was -10 percentage points, ELL/MLL students was -15 percentage points, and ED students was -6 percentage points below the district,

respectively. Overall, these statistics demonstrate a steadily increasing margin of variance to Buffalo Public Schools.

- **Indicator b:** The school has implemented extensive recruitment strategies and program services to attract and retain SWDs, ELLs/MLLs, and ED students. In its renewal application and during the renewal visit, the board as well as school leaders described CSAT's good faith efforts to increase ELL/MLL and SWD enrollment rates. This year, the school invested in significant marketing and promotional efforts to spread information about its program offerings to all community stakeholders, potential students, and their families in multiple languages and media formats. In addition, school leaders maintain relationships with community-based organizations, make presentations at places of worship, distribute informational materials and applications at area supermarkets, and various street fairs. If these strategies do not yield sufficient results, the board intends to consider utilizing a lottery preference to increase enrollment of ELL/MLL students and those with disabilities.
- **Indicator 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. During onsite focus groups, both school leadership and board members described closely monitoring community outreach efforts and enrollment patterns to determine which methods prove most effective, and continuously seek to build relationships across the city to further these goals.

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: Meets

Element	*Indicators*
1. Legal Compliance	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. b. The school has undertaken appropriate corrective action when needed and has implemented necessary safeguards to maintain compliance with all legal requirements. c. The school has sought Board of Regents and/or Charter School Office approval for significant revisions.

Summative Evidence for Benchmark 10:

1. Element***: Legal Compliance:***
    - **Indicator a:** Through a distributed leadership model that tasks various administrators with compliance-related responsibilities, CSAT has compiled a record of substantial compliance with applicable state and federal laws and the provisions of its charter. A CSO review of policies resulted in a number of corrections being required to align with law and regulation. The school made the needed changes and the revised policies were approved.
    - **Indicator b:** The school has undertaken appropriate corrective action when needed and has implemented necessary safeguards to maintain compliance with all legal requirements. To accomplish this, its trustees and administration avail themselves of services from Erie 1 BOCES and the school retains legal counsel through a local firm with deep expertise in school law and charter schools in particular.
    - **Indicator c:** The school has sought Board of Regents and/or Charter School Office approval for significant revisions since opening in 2001; but has sought no material changes over its current charter term.

Attachment 1: 2019-2020 Renewal Site Visit

Charter School for Applied Technologies

Benchmark 1:

Indicator 1: All Schools

1.a.i. Accountability - ESEA Accountability Designation:

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.

1.b.i. Similar Schools Comparison – Comparative Proficiency:

In ELA and math, Charter School for Applied Technologies students did not tend to outperform students in schools with similar grade spans and demographics. The graduation rate of Charter School for Applied Technologies did exceed that of schools with similar grade spans and demographics.

Indicator 2: Elementary/Middle School Outcomes

2.a.i. and 2.a.ii. Trending Toward Proficiency – Aggregate and Subgroup Standards-Based Trend Toward Proficiency: See Table 1 below.

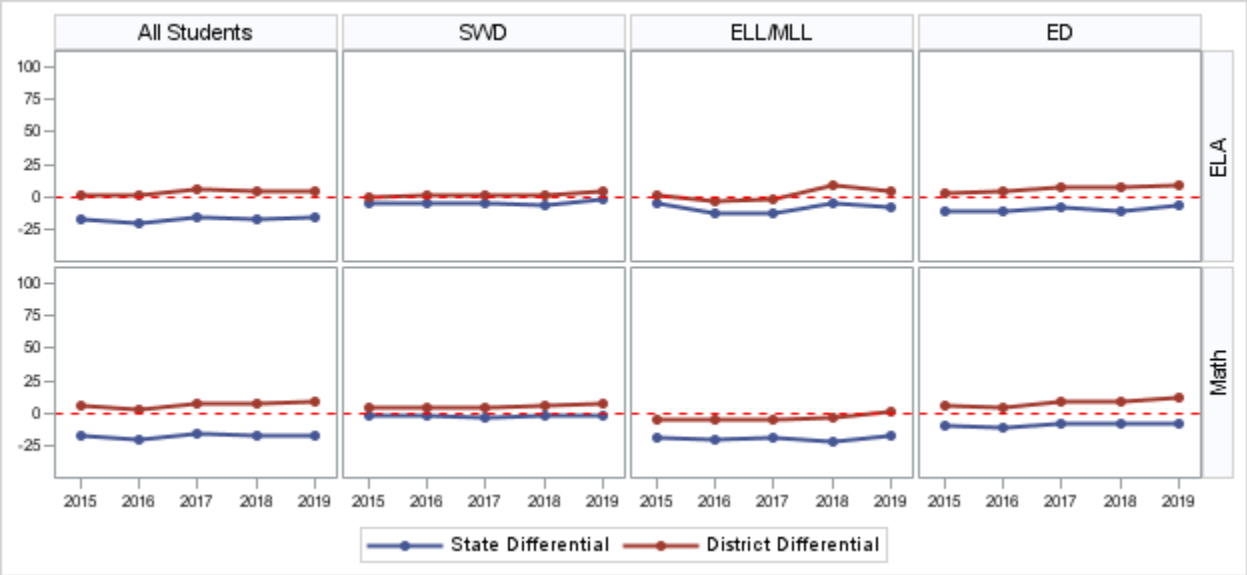
Table 1: Elementary/Middle School Trending Toward Proficiency – Target = 75%

		2015-2016	2016-2017	2017-2018	2018-2019
ELA	All Students	34%	38%	35%	39%
	SWD	18%	21%	18%	27%
	ELL/MLL	15%	27%	37%	40%
	ED	32%	35%	33%	37%
Math	All Students	25%	32%	28%	41%
	SWD	14%	18%	14%	32%
	ELL/MLL	12%	23%	10%	29%
	ED	23%	30%	26%	40%

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

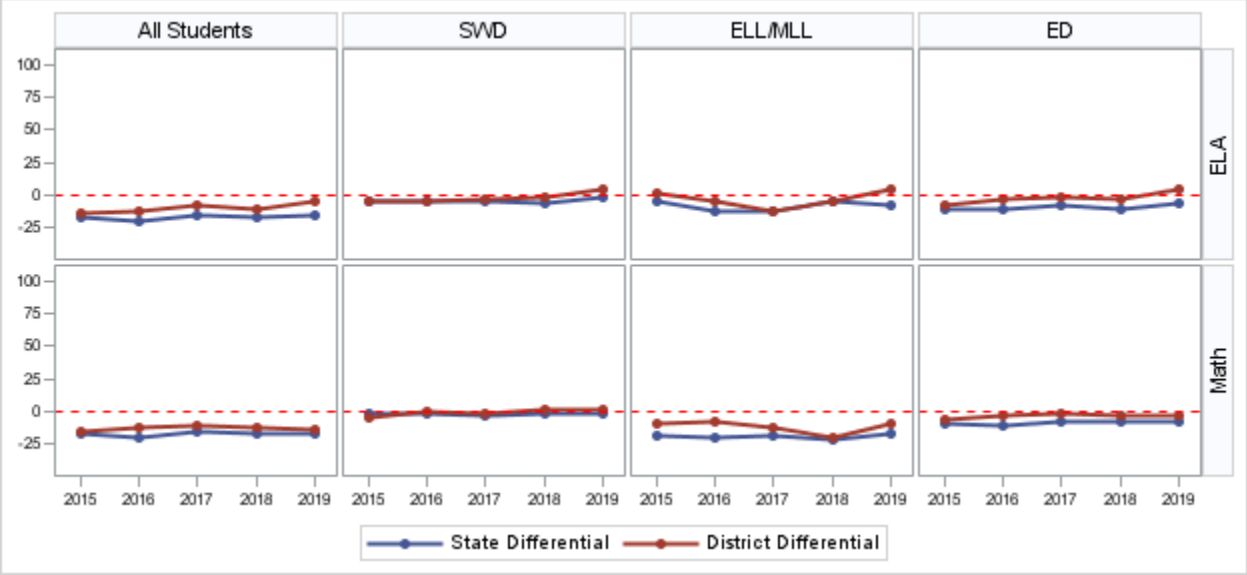
2.b.i. and 2.b.ii Proficiency - Aggregate and Subgroup School Level Proficiency: See Figures 1a and 1b, and Tables 2a and 2b below.

Figure 1a: Elementary/Middle School Assessment Proficiency State and District Differentials Over Time Comparison to Buffalo Public Schools



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

Figure 1b: Elementary/Middle School Assessment Proficiency State and District Differentials Over Time Comparison to Kenmore-Tonawanda Union Free School District



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

Table 2a: Elementary/Middle School Assessment Proficiency Outcomes: Charter School, District, and NYS

		ELA					Math				
		CS for Applied Technologies	Buffalo Public Schools	Differential to District	NYS	Differential to NYS	CS for Applied Technologies	Buffalo Public Schools	Differential to District	NYS	Differential to NYS
All Students	2014-2015	14%	12%	+2	31%	-17	21%	15%	+6	38%	-17
	2015-2016	18%	16%	+2	38%	-20	19%	16%	+3	39%	-20
	2016-2017	24%	18%	+6	40%	-16	24%	17%	+7	40%	-16
	2017-2018	28%	23%	+5	45%	-17	28%	21%	+7	45%	-17
	2018-2019	30%	25%	+5	45%	-15	30%	21%	+9	47%	-17
SWD	2014-2015	3%	3%	0	7%	-4	10%	6%	+4	12%	-2
	2015-2016	5%	4%	+1	9%	-4	11%	6%	+5	12%	-1
	2016-2017	6%	5%	+1	11%	-5	11%	7%	+4	14%	-3
	2017-2018	10%	9%	+1	16%	-6	15%	9%	+6	17%	-2
	2018-2019	14%	10%	+4	15%	-1	17%	10%	+7	18%	-1
ELL/MLL	2014-2015	5%	3%	+2	10%	-5	0%	5%	-5	19%	-19
	2015-2016	0%	3%	-3	13%	-13	0%	5%	-5	20%	-20
	2016-2017	0%	2%	-2	12%	-12	0%	4%	-4	19%	-19
	2017-2018	21%	11%	+10	25%	-4	7%	10%	-3	29%	-22
	2018-2019	18%	14%	+4	25%	-7	14%	12%	+2	31%	-17
ED	2014-2015	11%	8%	+3	21%	-10	18%	12%	+6	27%	-9
	2015-2016	16%	12%	+4	27%	-11	17%	12%	+5	28%	-11
	2016-2017	21%	13%	+8	29%	-8	22%	13%	+9	29%	-7
	2017-2018	26%	19%	+7	36%	-10	26%	16%	+10	34%	-8
	2018-2019	30%	20%	+10	36%	-6	30%	17%	+13	37%	-7

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

Table 2b: Elementary/Middle School Assessment Proficiency Outcomes: Charter School, District, and NYS

		ELA					Math				
		CS for Applied Technologies	Kenmore-Tonawanda UFSD	Differential to District	NYS	Differential to NYS	CS for Applied Technologies	Kenmore-Tonawanda UFSD	Differential to District	NYS	Differential to NYS
All Students	2014-2015	14%	28%	-14	31%	-17	21%	36%	-15	38%	-17
	2015-2016	18%	30%	-12	38%	-20	19%	32%	-13	39%	-20
	2016-2017	24%	32%	-8	40%	-16	24%	34%	-10	40%	-16
	2017-2018	28%	38%	-10	45%	-17	28%	41%	-13	45%	-17
	2018-2019	30%	35%	-5	45%	-15	30%	44%	-14	47%	-17
SWD	2014-2015	3%	7%	-4	7%	-4	10%	15%	-5	12%	-2
	2015-2016	5%	10%	-5	9%	-4	11%	11%	0	12%	-1
	2016-2017	6%	9%	-3	11%	-5	11%	12%	-1	14%	-3
	2017-2018	10%	11%	-1	16%	-6	15%	14%	+1	17%	-2
	2018-2019	14%	10%	+4	15%	-1	17%	15%	+2	18%	-1
ELL/MLL	2014-2015	5%	4%	+1	10%	-5	0%	9%	-9	19%	-19
	2015-2016	0%	5%	-5	13%	-13	0%	7%	-7	20%	-20
	2016-2017	0%	12%	-12	12%	-12	0%	13%	-13	19%	-19
	2017-2018	21%	25%	-4	25%	-4	7%	27%	-20	29%	-22
	2018-2019	18%	14%	+4	25%	-7	14%	23%	-9	31%	-17
ED	2014-2015	11%	18%	-7	21%	-10	18%	24%	-6	27%	-9
	2015-2016	16%	19%	-3	27%	-11	17%	20%	-3	28%	-11
	2016-2017	21%	22%	-1	29%	-8	22%	23%	-1	29%	-7
	2017-2018	26%	29%	-3	36%	-10	26%	29%	-3	34%	-8
	2018-2019	30%	25%	+5	36%	-6	30%	33%	-3	37%	-7

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

2.b.iii. Aggregate Grade Level Proficiency: See Tables 3a and 3b below.

Table 3a: Aggregate Grade Level Proficiency

		ELA					Math				
		CS for Applied Technologies	Buffalo Public Schools	Differential to District	NYS	Differential to NYS	CS for Applied Technologies	Buffalo Public Schools	Differential to District	NYS	Differential to NYS
Grade 3	2014-2015	18%	12%	+6	31%	-13	28%	18%	+10	42%	-14
	2015-2016	26%	20%	+6	42%	-16	35%	20%	+15	44%	-9
	2016-2017	29%	18%	+11	43%	-14	49%	22%	+27	48%	+1
	2017-2018	44%	32%	+12	51%	-7	50%	31%	+19	54%	-4
	2018-2019	42%	32%	+10	52%	-10	37%	28%	+9	55%	-18
Grade 4	2014-2015	32%	14%	+18	33%	-1	44%	18%	+26	43%	+1
	2015-2016	16%	16%	0	41%	-25	28%	18%	+10	45%	-17
	2016-2017	25%	18%	+7	41%	-16	30%	18%	+12	43%	-13
	2017-2018	29%	23%	+6	47%	-18	48%	20%	+28	48%	0
	2018-2019	30%	28%	+2	48%	-18	36%	21%	+15	50%	-14
Grade 5	2014-2015	14%	11%	+3	30%	-16	33%	18%	+15	43%	-10
	2015-2016	19%	15%	+4	33%	-14	39%	18%	+21	40%	-1
	2016-2017	16%	15%	+1	35%	-19	31%	19%	+12	43%	-12
	2017-2018	21%	16%	+5	37%	-16	31%	18%	+13	44%	-13
	2018-2019	28%	18%	+10	38%	-10	41%	20%	+21	46%	-5
Grade 6	2014-2015	10%	11%	-1	31%	-21	10%	15%	-5	39%	-29
	2015-2016	16%	15%	+1	34%	-18	14%	17%	-3	40%	-26
	2016-2017	22%	15%	+7	32%	-10	15%	20%	-5	40%	-25
	2017-2018	19%	25%	-6	49%	-30	6%	22%	-16	44%	-38
	2018-2019	23%	25%	-2	47%	-24	36%	22%	+14	47%	-11
Grade 7	2014-2015	7%	10%	-3	29%	-22	7%	12%	-5	35%	-28
	2015-2016	16%	14%	+2	35%	-19	5%	12%	-7	36%	-31
	2016-2017	28%	20%	+8	42%	-14	22%	15%	+7	38%	-16
	2017-2018	19%	18%	+1	40%	-21	17%	19%	-2	41%	-24
	2018-2019	24%	18%	+6	40%	-16	12%	16%	-4	43%	-31
Grade 8	2014-2015	7%	14%	-7	35%	-28	4%	9%	-5	22%	-18
	2015-2016	16%	18%	-2	41%	-25	7%	10%	-3	24%	-17
	2016-2017	23%	20%	+3	45%	-22	9%	7%	+2	22%	-13
	2017-2018	35%	25%	+10	48%	-13	20%	14%	+6	30%	-10
	2018-2019	35%	27%	+8	48%	-13	21%	17%	+4	33%	-12

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

Table 3b: Aggregate Grade Level Proficiency

		ELA					Math				
		CS for Applied Technologies	Kenmore-Tonawanda UFSD	Differential to District	NYS	Differential to NYS	CS for Applied Technologies	Kenmore-Tonawanda UFSD	Differential to District	NYS	Differential to NYS
Grade 3	2014-2015	18%	26%	-8	31%	-13	28%	42%	-14	42%	-14
	2015-2016	26%	35%	-9	42%	-16	35%	38%	-3	44%	-9
	2016-2017	29%	38%	-9	43%	-14	49%	46%	+3	48%	+1
	2017-2018	44%	42%	+2	51%	-7	50%	50%	0	54%	-4
	2018-2019	42%	41%	+1	52%	-10	37%	57%	-20	55%	-18
Grade 4	2014-2015	32%	31%	+1	33%	-1	44%	42%	+2	43%	+1
	2015-2016	16%	32%	-16	41%	-25	28%	39%	-11	45%	-17
	2016-2017	25%	27%	-2	41%	-16	30%	28%	+2	43%	-13
	2017-2018	29%	45%	-16	47%	-18	48%	40%	+8	48%	0
	2018-2019	30%	35%	-5	48%	-18	36%	41%	-5	50%	-14
Grade 5	2014-2015	14%	25%	-11	30%	-16	33%	42%	-9	43%	-10
	2015-2016	19%	20%	-1	33%	-14	39%	31%	+8	40%	-1
	2016-2017	16%	26%	-10	35%	-19	31%	34%	-3	43%	-12
	2017-2018	21%	27%	-6	37%	-16	31%	38%	-7	44%	-13
	2018-2019	28%	30%	-2	38%	-10	41%	45%	-4	46%	-5
Grade 6	2014-2015	10%	30%	-20	31%	-21	10%	35%	-25	39%	-29
	2015-2016	16%	28%	-12	34%	-18	14%	31%	-17	40%	-26
	2016-2017	22%	23%	-1	32%	-10	15%	38%	-23	40%	-25
	2017-2018	19%	42%	-23	49%	-30	6%	46%	-40	44%	-38
	2018-2019	23%	34%	-11	47%	-24	36%	40%	-4	47%	-11
Grade 7	2014-2015	7%	22%	-15	29%	-22	7%	31%	-24	35%	-28
	2015-2016	16%	31%	-15	35%	-19	5%	33%	-28	36%	-31
	2016-2017	28%	42%	-14	42%	-14	22%	36%	-14	38%	-16
	2017-2018	19%	34%	-15	40%	-21	17%	37%	-20	41%	-24
	2018-2019	24%	35%	-11	40%	-16	12%	46%	-34	43%	-31
Grade 8	2014-2015	7%	37%	-30	35%	-28	4%	14%	-10	22%	-18
	2015-2016	16%	32%	-16	41%	-25	7%	12%	-5	24%	-17
	2016-2017	23%	39%	-16	45%	-22	9%	9%	0	22%	-13
	2017-2018	35%	32%	+3	48%	-13	20%	18%	+2	30%	-10
	2018-2019	35%	30%	+5	48%	-13	21%	13%	+8	33%	-12

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

Indicator 3: High School Outcomes

3.a.i.and 3.a.ii. Regents Testing Outcomes – Aggregate and Subgroup Annual Regents Outcomes: See Table 4 below.

Table 4: Annual Regents Outcomes: High School

		All Students				SWD				ELL/MLL				ED			
		Charter Total Tested	Charter School for Applied Technologies	NYS	Differential to State	Charter Total Tested	Charter School for Applied Technologies	NYS	Differential to State	Charter Total Tested	Charter School for Applied Technologies	NYS	Differential to State	Charter Total Tested	Charter School for Applied Technologies	NYS	Differential to State
Algebra I (Common Core)	2016-2017	198	91%	70%	+21	22	77%	46%	+31	8	100%	49%	+51	176	91%	63%	+28
	2017-2018	263	71%	64%	+7	34	74%	39%	+35	23	74%	46%	+28	229	70%	56%	+14
	2018-2019	247	77%	66%	+11	30	77%	43%	+34	20	65%	50%	+15	172	78%	59%	+19
Algebra II (Common Core)	2016-2017	44	80%	81%	-1	.	.	.	.	.	.	.	.	36	78%	70%	+8
	2017-2018	70	89%	82%	+7	.	.	.	.	.	.	.	.	53	89%	72%	+17
	2018-2019	85	91%	83%	+8	5	100%	58%	+42	7	86%	63%	+23	71	90%	72%	+18
Algebra II/Trigonometry	2016-2017	6	83%	34%	+49	.	.	.	.	.	.	.	.	6	83%	29%	+54
English Language Arts (Common Core)	2016-2017	152	74%	84%	-10	23	26%	59%	-33	5	40%	47%	-7	121	72%	77%	-5
	2017-2018	186	57%	79%	-22	21	19%	52%	-33	10	80%	47%	+33	159	55%	70%	-15
	2018-2019	244	80%	84%	-4	29	52%	61%	-9	20	70%	56%	+14	187	84%	78%	+6
Geometry (Common Core)	2016-2017	80	71%	63%	+8	6	50%	34%	+16	.	.	.	.	64	67%	50%	+17
	2017-2018	106	62%	67%	-5	8	88%	38%	+50	6	100%	45%	+55	97	61%	54%	+7
	2018-2019	116	64%	70%	-6	.	.	.	.	12	83%	46%	+37	93	61%	57%	+4
Global History	2016-2017	185	72%	68%	+4	21	48%	38%	+10	8	75%	39%	+36	162	70%	58%	+12
	2017-2018	58	55%	39%	+16	8	75%	23%	+52	.	.	.	.	52	58%	36%	+22
Global History Transition	2017-2018	181	75%	73%	+2	24	54%	45%	+9	12	83%	44%	+39	157	77%	62%	+15
	2018-2019	104	35%	62%	-27	15	13%	34%	-21	10	20%	36%	-16	73	36%	51%	-15
Living Environment	2016-2017	183	69%	72%	-3	21	38%	45%	-7	11	36%	37%	-1	160	68%	62%	+6
	2017-2018	246	66%	70%	-4	30	30%	44%	-14	24	71%	43%	+28	219	65%	60%	+5
	2018-2019	250	65%	71%	-6	38	37%	45%	-8	27	37%	43%	-6	180	66%	61%	+5
Physical Setting/Chemistry	2016-2017	55	44%	74%	-30	.	.	.	.	.	.	.	.	44	41%	61%	-20
	2017-2018	76	43%	72%	-29	.	.	.	.	.	.	.	.	64	41%	59%	-18
	2018-2019	68	37%	73%	-36	.	.	.	.	5	80%	48%	+32	57	39%	60%	-21
Physical Setting/Earth Science	2016-2017	207	57%	64%	-7	18	39%	40%	-1	5	40%	33%	+7	175	55%	53%	+2
	2017-2018	189	65%	68%	-3	21	52%	44%	+8	8	63%	42%	+21	168	65%	58%	+7
	2018-2019	222	52%	64%	-12	14	21%	39%	-18	17	47%	37%	+10	168	54%	53%	+1
Physical Setting/Physics	2018-2019	7	43%	82%	-39	.	.	.	.	.	.	.	.	5	20%	73%	-53
US History and Government	2016-2017	149	83%	81%	+2	25	56%	55%	+1	5	60%	50%	+10	123	81%	73%	+8
	2017-2018	166	86%	81%	+5	13	77%	56%	+21	9	78%	58%	+20	141	85%	73%	+12
	2018-2019	185	77%	77%	0	20	60%	51%	+9	18	78%	47%	+31	141	79%	67%	+12

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

3.a.iii. and 3.a.iv. High School Outcomes – Aggregate and Subgroup Total Cohort Regents Testing Outcomes: See Table 5 below.

Table 5: Regents 4-Year Cohort Outcomes

		All Students				SWD				ELL/MLL				ED			
		Charter Total Cohort	CS for Applied Technologies	NYS	Differential to NYS	Charter Total Cohort	CS for Applied Technologies	NYS	Differential to NYS	Charter Total Cohort	CS for Applied Technologies	NYS	Differential to NYS	Charter Total Cohort	CS for Applied Technologies	NYS	Differential to NYS
ELA	2012 Cohort	105	95%	85%	+10	9	67%	53%	+14	.	.	.	.	91	96%	79%	+17
	2013 Cohort	125	89%	85%	+4	19	58%	55%	+3	.	.	.	.	112	90%	80%	+10
	2014 Cohort	136	84%	84%	0	17	35%	54%	-19	.	.	.	.	109	83%	78%	+5
	2015 Cohort	157	92%	84%	+8	14	50%	55%	-5	9	100%	55%	+45	124	94%	79%	+15
Global History	2012 Cohort	105	94%	78%	+16	9	56%	42%	+14	.	.	.	.	91	95%	70%	+25
	2013 Cohort	125	89%	78%	+11	19	63%	42%	+21	.	.	.	.	112	88%	70%	+18
	2014 Cohort	136	90%	77%	+13	17	71%	42%	+29	.	.	.	.	109	89%	69%	+20
	2015 Cohort	157	92%	78%	+14	14	86%	43%	+43	9	100%	48%	+52	124	92%	70%	+22
Math	2012 Cohort	105	97%	86%	+11	9	67%	52%	+15	.	.	.	.	91	98%	81%	+17
	2013 Cohort	125	91%	85%	+6	19	68%	50%	+18	.	.	.	.	112	93%	80%	+13
	2014 Cohort	136	96%	83%	+13	17	82%	49%	+33	.	.	.	.	109	95%	77%	+18
	2015 Cohort	157	95%	84%	+11	14	71%	51%	+20	9	100%	60%	+40	124	95%	78%	+17
Science	2012 Cohort	105	96%	84%	+12	9	67%	51%	+16	.	.	.	.	91	97%	78%	+19
	2013 Cohort	125	91%	84%	+7	19	58%	52%	+6	.	.	.	.	112	92%	78%	+14
	2014 Cohort	136	90%	83%	+7	17	53%	52%	+1	.	.	.	.	109	89%	76%	+13
	2015 Cohort	157	92%	83%	+9	14	64%	51%	+13	9	89%	51%	+38	124	93%	76%	+17
US History	2012 Cohort	105	94%	81%	+13	9	78%	49%	+29	.	.	.	.	91	95%	74%	+21
	2013 Cohort	125	90%	81%	+9	19	58%	49%	+9	.	.	.	.	112	91%	74%	+17
	2014 Cohort	136	90%	80%	+10	17	71%	48%	+23	.	.	.	.	109	89%	72%	+17
	2015 Cohort	157	89%	79%	+10	14	86%	48%	+38	9	100%	48%	+52	124	90%	71%	+19

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

3.b.i. and 3.b.ii. Graduation Outcomes – Aggregate and Subgroup Cohort Graduation Rates: See Table 6 below.

Table 6: High School Graduation Rates by Cohort

		All Students				SWD				ELL/MLL				ED			
		Charter Total Cohort	CS for Applied Technologies	NYS Graduation Rate	NYS Differential	Charter Total Cohort	CS for Applied Technologies	NYS Graduation Rate	NYS Differential	Charter Total Cohort	CS for Applied Technologies	NYS Graduation Rate	NYS Differential	Charter Total Cohort	CS for Applied Technologies	NYS Graduation Rate	NYS Differential
2011 Cohort	4 Year	117	97%	80%	+17	13	92%	54%	+38	.	.	.	.	99	100%	73%	+27
	5 Year	118	97%	84%	+13	13	100%	60%	+40	.	.	.	.	100	99%	79%	+20
	6 Year	118	98%	85%	+13	13	100%	62%	+38	.	.	.	.	100	100%	81%	+19
2012 Cohort	4 Year	105	96%	82%	+14	9	78%	57%	+21	.	.	.	.	91	97%	75%	+22
	5 Year	104	98%	85%	+13	8	88%	62%	+26	.	.	.	.	91	98%	80%	+18
	6 Year	104	98%	86%	+12	8	88%	64%	+24	.	.	.	.	91	98%	82%	+16
2013 Cohort	4 Year	125	95%	82%	+13	19	95%	58%	+37	.	.	.	.	112	96%	76%	+20
	5 Year	126	97%	85%	+12	19	100%	64%	+36	.	.	.	.	113	98%	80%	+18
	6 Year	126	97%	86%	+11	19	100%	66%	+34	.	.	.	.	113	98%	82%	+16
2014 Cohort	4 Year	136	94%	83%	+11	17	100%	60%	+40	.	.	.	.	109	94%	76%	+18
	5 Year	134	96%	86%	+10	17	100%	66%	+34	.	.	.	.	108	96%	81%	+15
2015 Cohort	4 Year	157	96%	83%	+13	14	93%	62%	+31	9	100%	58%	+42	124	96%	77%	+19

**See NOTES (2), (3), (5), and (7) below.*

3.b.iii. and 3.b.iv. Graduation Outcomes – Aggregate and Subgroup On-Track to Graduate: *See Table 7 below.*

Table 7: Third Year On-Track to Graduate – Target = 75%

Charter School for Applied Technologies	All Students			SWD			ELL/MLL			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
2012	102	99	97%	11	9	82%	.	.	.	88	86	98%
2013	124	107	86%	17	7	41%	5	3	60%	109	95	87%
2014	132	120	91%	17	10	59%	.	.	.	105	93	89%
2015	148	133	90%	12	9	75%	9	8	89%	129	118	91%
2016	169	153	91%	18	12	67%	18	15	83%	126	119	94%

**See NOTES ((2), (3), (4), (7), and (9) below.*

3.b.v. and 3.b.vi. Graduation Outcomes – Aggregate and Subgroup Student Persistence: See Table 9 below.

Table 8: High School 4-Year Persistence Rates – Target = 85%

CS for Applied Technologies	All Students			SWD			ELL/MLL			ED		
	Original Cohort	Persistent	4 Year Persistance	Original Cohort	Persistent	4 Year Persistance	Original Cohort	Persistent	4 Year Persistance	Original Cohort	Persistent	4 Year Persistance
2013 Cohort	121	93	77%	22	14	64%	6	6	100%	102	82	80%
2014 Cohort	144	112	78%	18	15	83%	.	.	.	117	89	76%
2015 Cohort	156	119	76%	18	13	72%	8	8	100%	134	100	75%

**See NOTES (2), (3), (4), (5), (7), and (10) below.*

Benchmark 9:

Table 9a: Student Demographics comparison to Buffalo Public Schools

	SWD			ELL/MLL			ED		
	CS for Applied Technologies	Buffalo Public Schools	Differential to District	CS for Applied Technologies	Buffalo Public Schools	Differential to District	CS for Applied Technologies	Buffalo Public Schools	Differential to District
2015-2016	14%	22%	**-8**	3%	16%	**-13**	85%	82%	**+3**
2016-2017	14%	22%	**-8**	4%	16%	**-12**	88%	79%	**+9**
2017-2018	14%	23%	**-9**	6%	21%	**-15**	89%	82%	**+7**
2018-2019	13%	23%	**-10**	7%	22%	**-15**	77%	83%	**-6**

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

Table 9b: Student Demographics comparison to Kenmore-Tonawanda Union Free School District

	SWD			ELL/MLL			ED		
	CS for Applied Technologies	Kenmore-Tonawanda UFSD	Differential to District	CS for Applied Technologies	Kenmore-Tonawanda UFSD	Differential to District	CS for Applied Technologies	Kenmore-Tonawanda UFSD	Differential to District
2015-2016	14%	20%	**-6**	3%	3%	**0**	85%	43%	**+42**
2016-2017	14%	20%	**-6**	4%	4%	**0**	88%	43%	**+45**
2017-2018	14%	20%	**-6**	6%	5%	**+1**	89%	50%	**+39**
2018-2019	13%	21%	**-8**	7%	4%	**+3**	77%	50%	**+27**

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

Table 10a: Retention – Aggregate and Subgroups comparison to Buffalo Public Schools

	All Students			SWD			ELL/MLL			ED		
	Charter School for Applied Technologies	Buffalo Public Schools	Differential to District	Charter School for Applied Technologies	Buffalo Public Schools	Differential to District	Charter School for Applied Technologies	Buffalo Public Schools	Differential to District	Charter School for Applied Technologies	Buffalo Public Schools	Differential to District
2016-2017	88%	87%	**+1**	88%	87%	**+1**	89%	86%	**+3**	89%	88%	**+1**
2017-2018	87%	87%	**0**	88%	87%	**+1**	86%	88%	**-2**	88%	88%	**0**
2018-2019	84%	88%	**-4**	81%	88%	**-7**	90%	88%	**+2**	85%	88%	**-3**

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

Table 10b: Retention – Aggregate and Subgroups comparison to Kenmore-Tonawanda Union Free School District

	All Students			SWD			ELL/MLL			ED		
	Charter School for Applied Technologies	Kenmore-Tonawanda UFSD	Differential to District	Charter School for Applied Technologies	Kenmore-Tonawanda UFSD	Differential to District	Charter School for Applied Technologies	Kenmore-Tonawanda UFSD	Differential to District	Charter School for Applied Technologies	Kenmore-Tonawanda UFSD	Differential to District
2016-2017	88%	91%	-3	88%	89%	-1	89%	84%	+5	89%	92%	-3
2017-2018	87%	91%	-4	88%	88%	0	86%	89%	-3	88%	92%	-4
2018-2019	84%	91%	-7	81%	89%	-8	90%	85%	+5	85%	88%	-3

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

**NOTES:*

(1) Data in the table above represents tested students who scored proficiently (level 3 or above) on the NYS ELA and/or math assessment.

(2) For the students with disabilities and the ELL/MLL 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).

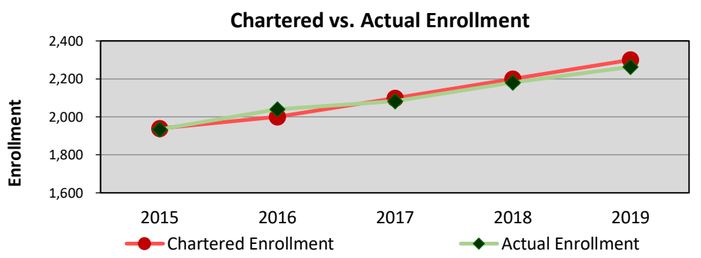
(9) Data in the table above represents students within their respective subgroups who have passed three out of the five Annual Regents and Regents Common Core Examinations (score of 65 or better) or equivalents.

(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).

Charter School Fiscal Accountability Summary

CHARTER SCHOOL FOR APPLIED TECHNOLOGIES

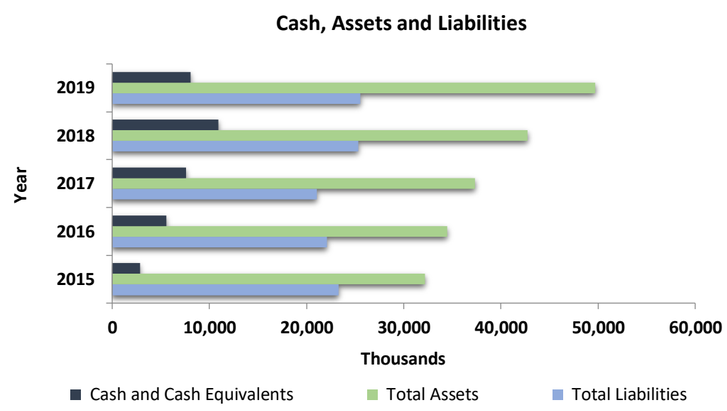
	2014-15	2015-16	2016-17	2017-18	2018-19
Grades Served	K-12	K-12	K-12	K-12	K-12
Maximum Chartered Grades Served	K-12	K-12	K-12	K-12	K-12
Chartered Enrollment	1,939	2,000	2,100	2,200	2,300
Maximum Chartered Enrollment	1,675	1,675	1,675	1,675	1,675
Actual Enrollment	1,934	2,040	2,084	2,180	2,263

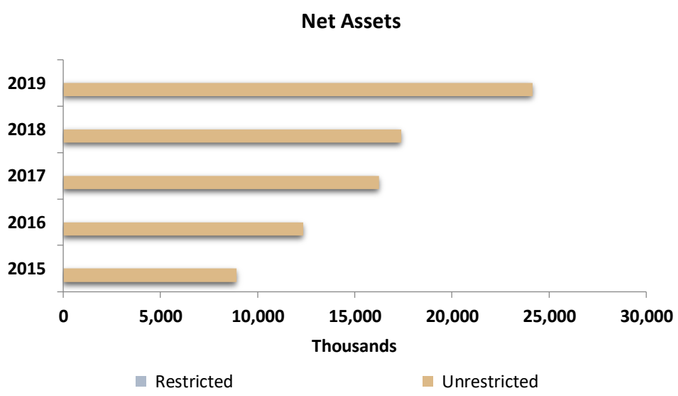


AUDITED FINANCIALS

STATEMENT OF FINANCIAL POSITION

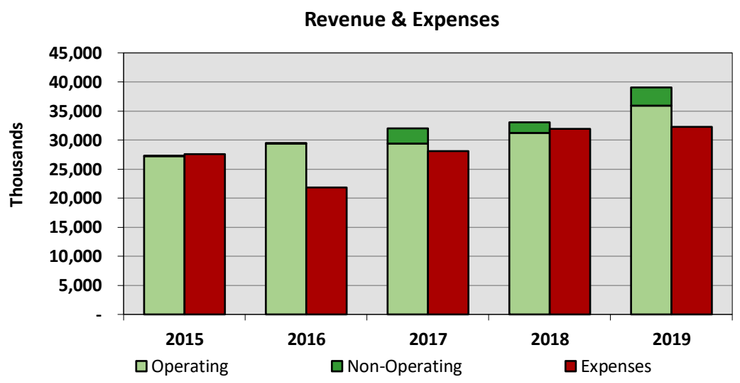
ASSETS					
Current Assets					
Cash and Cash Equivalents	2,862,335	5,586,539	7,620,540	10,903,330	8,089,977
Grants and Contracts Receivable	-	-	2,322,744	-	-
Prepaid Expenses	287,967	329,021	368,161	422,510	286,163
Other Current Assets	592,849	987,981	-	1,830,369	2,636,789
Total Current Assets	3,743,151	6,903,541	10,311,445	13,156,209	11,012,929
Non-Current Assets					
Property, Building and Equipment, net	20,439,229	19,539,946	19,532,304	21,680,925	21,244,583
Restricted Cash	-	-	-	-	-
Security Deposits	-	-	-	-	-
Other Non-Current Assets	8,019,073	8,026,484	7,468,535	7,883,376	17,429,711
Total Non - Current Assets	28,458,302	27,566,430	27,000,839	29,564,301	38,674,294
Total Assets	32,201,453	34,469,971	37,312,284	42,720,510	49,687,223
LIABILITIES and NET ASSETS					
Current Liabilities					
Accounts Payable and Accrued Expenses	3,070,370	2,437,029	2,846,229	2,572,772	3,839,324
Accrued Payroll and Payroll Taxes	-	-	-	-	-
Due to Related Parties	-	-	-	-	-
Refundable Advances	-	-	-	-	-
Other Current Liabilities	650,532	648,132	564,702	1,064,504	986,268
Total Current Liabilities	3,720,902	3,085,161	3,410,931	3,637,276	4,825,592
Long-Term Liabilities					
Deferred Rent	-	-	-	-	-
Other Long-Term Liabilities	19,568,966	19,040,268	17,652,297	21,700,689	20,720,021
Total Long-Term Liabilities	19,568,966	19,040,268	17,652,297	21,700,689	20,720,021
Total Liabilities	23,289,868	22,125,429	21,063,228	25,337,965	25,545,613
NET ASSETS					
Unrestricted	8,911,585	12,344,542	16,249,056	17,382,545	24,141,610
Restricted	-	-	-	-	-
Total Net Assets	8,911,585	12,344,542	16,249,056	17,382,545	24,141,610
Total Liabilities and Net Assets	32,201,453	34,469,971	37,312,284	42,720,510	49,687,223

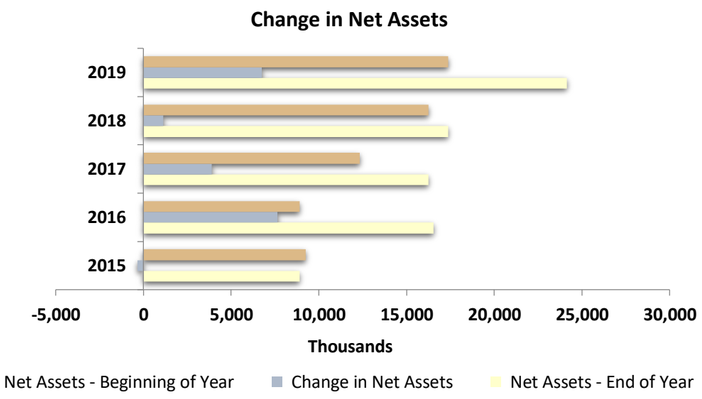




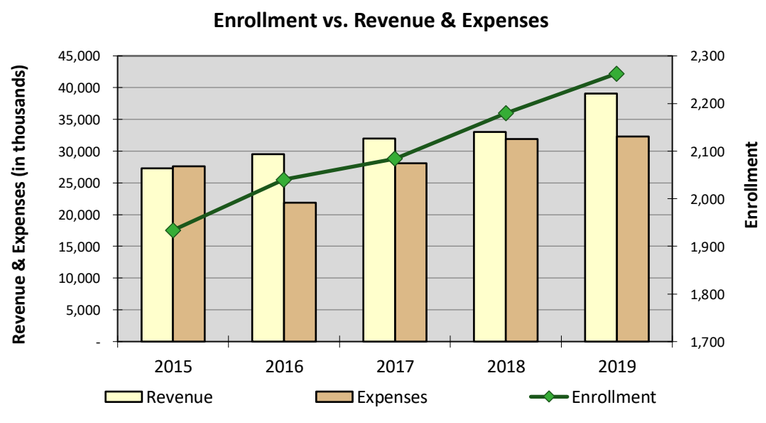
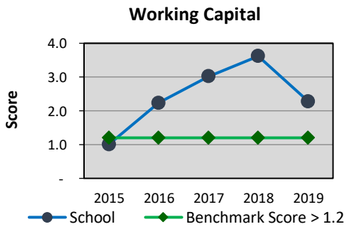
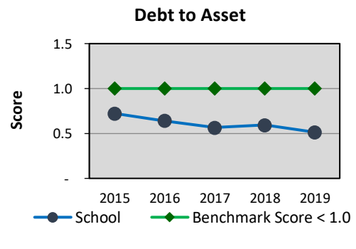
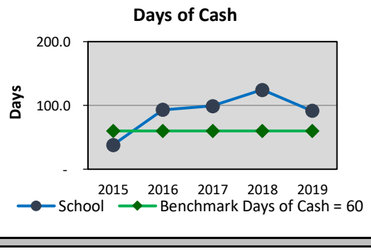
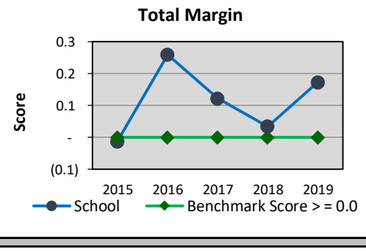
STATEMENT OF ACTIVITIES

OPERATING REVENUE					
State and Local Per Pupil Revenue - Reg. Ed	22,826,914	24,073,775	25,162,245	27,396,596	29,862,183
State and Local Per Pupil Revenue - SPED	738,615	886,135	913,100	925,260	1,406,062
State and Local Per Pupil Facilities Revenue	-	438,855	-	-	-
Federal Grants	1,873,092	2,111,068	2,303,243	2,571,598	2,718,080
State and City Grants	39,463	39,260	39,709	241,356	39,472
Other Operating Income	1,716,667	1,858,914	1,022,803	107,962	1,939,319
Total Operating Revenue	27,194,751	29,408,007	29,441,100	31,242,772	35,965,116
EXPENSES					
Program Services					
Regular Education	15,802,164	15,827,570	17,173,620	19,833,122	20,315,020
Special Education	1,629,532	1,554,962	1,594,125	1,770,734	2,092,309
Other Expenses	5,778,592	4,476,507	4,761,463	5,299,259	4,250,124
Total Program Services	23,210,288	21,859,039	23,529,208	26,903,115	26,657,453
Supporting Services					
Management and General	4,383,525	S	4,545,471	5,015,077	5,619,959
Fundraising	-	-	-	-	-
Total Support Services	4,383,525	-	4,545,471	5,015,077	5,619,959
Total Expenses	27,593,813	21,859,039	28,074,679	31,918,192	32,277,412
Surplus/Deficit from Operations	(399,062)	7,548,968	1,366,421	(675,420)	3,687,704
SUPPORT AND OTHER REVENUE					
Interest and Other Income	64,926	-	-	(1,278,745)	-
Contributions and Grants	-	-	-	-	-
Fundraising Support	-	-	-	-	-
Other Support and Revenue	-	93,735	2,538,093	3,087,654	3,071,361
Total Support and Other Revenue	64,926	93,735	2,538,093	1,808,909	3,071,361
Change in Net Assets	(334,136)	7,642,703	3,904,514	1,133,489	6,759,065
Net Assets - Beginning of Year	9,245,721	8,911,585	12,344,542	16,249,056	17,382,545
Net Assets - End of Year	8,911,585	16,554,288	16,249,056	17,382,545	24,141,610





FISCAL ANALYSIS

RATIOS, BENCHMARKS and FINDINGS

REVENUE & EXPENSE BREAKDOWN					
Revenue - Per Pupil					
Operating	14,061	14,416	14,127	14,332	15,893
Support and Other Revenue	34	46	1,218	830	1,357
Total Revenue	14,095	14,462	15,345	15,161	17,250
Expenses - Per Pupil					
Program Services	12,001	10,715	11,290	12,341	11,780
Mangement and General, Fundraising	2,267	-	2,181	2,300	2,483
Total Expenses	14,268	10,715	13,472	14,641	14,263
% of Program Services	84.1%	100.0%	83.8%	84.3%	82.6%
% of Management and Other	15.9%	0.0%	16.2%	15.7%	17.4%
% of Revenue Exceeding Expenses	-1.2%	35.0%	13.9%	3.6%	20.9%
FINANCIAL COMPOSITE SCORE					
Composite Score	2.00	2.66	2.84	2.72	2.97
BENCHMARK and FINDING: Strong; 1.5 - 3.0 / Adequate; 1.0 - 1.4 / Needs Monitoring; -1.0 - 0.9	Strong	Strong	Strong	Strong	Strong
WORKING CAPITAL					
Net Working Capital	22,249	3,818,380	6,900,514	9,518,933	6,187,337
Working Capital (Current) Ratio	1.0	2.2	3.0	3.6	2.3
BENCHMARK and FINDING: Ratio should be equal to or greater than 1.2	Does Not Meet Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard
DEBT TO ASSET					
Debt to Asset Ratio	0.7	0.6	0.6	0.6	0.5
BENCHMARK and FINDING: Ratio should be equal to or less than 1.0	Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard
CASH POSITION					
Days of Cash	37.9	93.3	99.1	124.7	91.5
BENCHMARK and FINDING: Ratio should be equal to or greater than 60 days	Does Not Meet Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard
TOTAL MARGIN					
Total Margin Ratio	(0.0)	0.3	0.1	0.0	0.2
BENCHMARK and FINDING: Ratio should be equal to or greater than 0.0	Does Not Meet Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard