New York State Education Department

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

OnTECH Charter High School

Renewal Site Visit Date: December 13, 2022
Date of Final Draft Report: May 15, 2023
Date of Final Report: May 24, 2023
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SCHOOL DESCRIPTION

Charter School Summary[1]

Name of Charter School	OnTECH Charter High School
Board Chair	Kwame A. Fluker
District of location	Syracuse City School District
Opening Date	Fall 2018
Charter Terms	Initial Charter: August 1, 2018 - June 30, 2023
Current Term Authorized Grades/ Approved Enrollment	Grades 9-12 / 360 students
Proposed Renewal Term Authorized Grades/ Proposed Approved Enrollment	Grades 9-12 / 300 students
Comprehensive Management Service Provider	None
Facilities	• 810 Willis Ave., Syracuse, NY 13204 (Main bldg.) - Private Space • 808 Willis Ave., Syracuse, NY 13204 (Annex bldg.) - Private Space
Mission Statement	*The mission of OnTECH Charter High School is to promote college, career and life readiness for under-credited, disconnected and at-risk youth living in Syracuse, enabling them to graduate from high school as life-long learners, prepared socially, emotionally and academically to lead fulfilling lives, contributing back to the community.*
Key Design Elements	• At-Risk Student Population • Career & Technical Education • Project-Based Curriculum • Brain-based Learning • Social-emotional Learning
Requested Revisions (Revisions are not approved unless approved by the Board of Regents)	• Decrease its authorized enrollment from the currently approved 360 students to 300 students beginning in the current 2022-2023 school year. • Revise the Brain-based Learning Key Design Element by modifying the start of the school day from 10:00 a.m. to "later than 8:30 a.m." beginning in the 2022-2023 school year.

Noteworthy: OnTECH Charter High School (OnTECH) is designed to serve at-risk high school students, including overaged/under-credited students, as well as newly arriving immigrant and refugee students. According to the school's narrative outlining innovative aspects, the school has numerous supports to fulfill its mission to prepare students, socially, emotionally, and academically, including career and technical education programs, summer work study opportunities, a trimester schedule to enable students to maximize credit-earning opportunities, and a comprehensive, integrated social-emotional learning curriculum and advisory program.

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

As the Board of Regents considers renewal decisions, we wish to acknowledge the challenging circumstances under which all public schools, including charter schools, have operated during the past three years of the pandemic, and the exceptional efforts that staff have made to keep students safe while working to provide effective academic and social-emotional supports to students.

Renewal Outcomes

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

- **Short-Term Renewal:** A school's charter may be renewed for a shorter term, typically of three years. As discussed above, the Regents will place an even greater emphasis on student performance for schools applying for their second or subsequent renewal, which is consistent with the greater time that a school has been in operation and the corresponding increase in the quantity and quality of student achievement data that the school has generated. In order for a school to be eligible for short-term renewal, a school must either:

  (a) have compiled a mixed or limited record of meeting Benchmark 1, but at the time of the renewal analysis, have met substantially all of the other performance benchmarks in the Framework which will likely result in the school's being able to meet Benchmark 1 with the additional time that short-term renewal permits, **or**
  (b) have compiled an overall record of meeting Benchmark 1 but falls far below meeting one or more of the other performance benchmarks in the Framework.

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

Please Note: The Regents may include additional terms, conditions, and/or requirements in a school's Full-Term or Short-Term Renewal charter to address specific situations or areas of concern. For example, a school may meet the standards for full-term renewal or short-term renewal with regard to its educational success but may be required to address organizational deficiencies that need to be corrected but do not prevent the Regents from making the required legal findings for renewal. A school may also meet the standards for full-term renewal or short-term renewal of only a portion of its educational program (e.g., for the elementary school program, but not the middle school program). Such additional terms and/or requirements may include, but are not limited to, restrictions on the number of students and grades to be served by the school, additional student performance metrics, heightened reporting requirements, or specific corrective action.

SCHOOL CHARACTERISTICS

Current Grade Levels and Approved Enrollment

	Year 1 2018 to 2019	Year 2 2019 to 2020	Year 3 2020 to 2021	Year 4 2021 to 2022	Year 5 2022 to 2023
Grade Configuration	Grades 9-12	Grades 9-12	Grades 9-12	Grades 9-12	Grades 9-12
Total Approved Enrollment	110	200	290	360	360

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

	Year 1 2023 to 2024	Year 2 2024 to 2025	Year 3 2025 to 2026	Year 4 2026 to 2027	Year 5 2027 to 2028
Grade Configuration	Grades 9-12	Grades 9-12	Grades 9-12	Grades 9-12	Grades 9-12
Total Proposed Enrollment	300	300	300	300	300

METHODOLOGY

Purpose of the Renewal Report

The primary purpose of the renewal site visit to Board of Regents-authorized charter schools is to supplement and validate the information collected over the charter term by the New York State Education Department (NYSED) Charter School Office (CSO). This information is used to inform the action taken by the Board of Regents to approve, modify, or disapprove the charter school's request for renewal. In advance of action by the Board of Regents, the CSO prepares a renewal recommendation that is based on the school's performance in three broad areas:

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

In addition, NYSED, on behalf of the New York State Board of Regents, is a community-based authorizer committed to principles of equity and access for all students across New York State. Community-based authorizing is based on the principle that community stakeholder voice, and response to community need, is an integral component of charter school decision making at all levels. During the renewal visit, the CSO

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

OnTECH Charter High School – 2022-2023 RENEWAL SITE VISIT REPORT

will look for evidence of community voice across the school from governance to the educational program, as well as a commitment to the principles of diversity, equity, and inclusion, in the school's policies and practices.

A one-day remote renewal site visit was conducted at OnTECH on December 13, 2022. The New York State Education Department's Charter School Office (CSO) team conducted interviews with the board of trustees, school leadership team, instructional staff, support staff, students, and families. In cooperation with school leadership, the CSO administered anonymous online surveys to teachers, students and parents.

The team conducted twelve in-person classroom observations in Grades 9-12. The observations were approximately 20 minutes in length and conducted jointly with the head of school. NYSED utilizes the CSO's remote Classroom Observation Worksheet as a lens for remote classroom observations. It is shared with the school prior to the site visit, and can be found in the [Renewal SV Protocol](#).

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

- **Current 2022-2023 organizational chart;**
- **Board materials (code of ethics, roster);**
- **Current school policies, including the discipline policy, complaint policy, enrollment and admissions policy, and by-laws;**
- **Current 2022-23 master schedule;**
- **Lessons plans for observed classes;**
- **NYSED Attachment 1: 2022 NYSED Charter School Information Dashboard;**
- **NYSED Attachment 2: Charter School Fiscal Accountability Summary Dashboard;**
- **Narrative outlining innovative aspects of the charter school;**
- **Narrative of evidence and considerations of community-based authorizing;**
- **2021 CSO Annual Survey of Charter Schools Parents/Guardians, Teachers, and Students**
- **2022 CSO Annual Survey of Charter Schools Parents/Guardians, Teachers, and Students**
- **2021-2022 Faculty/Staff Roster;**
- **Prior CSO mid-term site visit monitoring report; and**
- **School's SY 2022-2023 renewal application.**

BENCHMARK ANALYSIS

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

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

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

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

For the site visit conducted on December 13, 2022 at OnTECH see the following Performance Framework benchmark ratings and narrative.

New York State Education Department
2015 Charter School Performance Framework Rating[3]

2015 Performance Benchmark		Level
Educational Success	**Benchmark 1: Student Performance:** The school has met or exceeded achievement indicators for academic trends toward proficiency, proficiency and high school graduation. At all grade levels and all assessments, scoring proficiently means achieving a performance level of 3 or higher (high school Regents and Common Core Regents exam score of 65 or higher).	**Approaches**
	Benchmark 2: Teaching and Learning: School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students' well-being, improved academic outcomes, and educational success. The school has rigorous and coherent curriculum and assessments that are aligned to the New York State Learning Standards (NYSLS) for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking and achievement.	**Meets**
	Benchmark 3: Culture, Climate, and Family Engagement: The school has systems in place to support students' social and emotional health and to provide for a safe and respectful learning environment. Families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. Families and students are satisfied with the school's academics and the overall leadership and management of the school.	**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**

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

- OnTECH is in year five of operation and serves students in Grades 9-12. During its current charter term, the school is rated in the following manner: Meets eight benchmarks and Approaches two benchmarks. A summary of those ratings is provided below*.*

- **Summary of Areas of Growth and Strengths**: OnTECH effectively carries out its key design elements and has established academic programs and support systems to carry out its unique mission and serve a unique student population, meeting a specific need in the community the school serves.
    - OnTECH has strong school-level and board-level leadership that is thoroughly committed to the school's mission and key design elements
    - The school has a strong academic curriculum and instructional approach, alongside flexibility to adapt and evolve the academic program, to meet the needs of its student population
    - The school has, and is consistently seeking out and adding, strong supports to recruit, retain, and provide well-rounded opportunities to students, including career and technical education programs, work study opportunities, and social-emotional supports

- **Summary of Areas in Need of Improvement**: The school has experienced leadership turnover and some enrollment concerns, both of which are particularly concerning for a school in its first charter term. While the school currently has strong interim school-level leadership, the lack of stability over the school's first charter term caused delays and difficulties in program implementation, such as data management and instructional coaching. The school's long-term planning is strong; however, the school must address short-term stability to ensure sustainability. Additionally, in addition to the challenges the pandemic posed to all schools, OnTECH's mission to enroll newly arriving immigrant and refugee students was particularly challenged.

Benchmark 1: Student Performance
The school has met or exceeded achievement indicators for academic trends toward proficiency, proficiency, and high school graduation. At all grade levels and all assessments, scoring proficiently means achieving a performance level of 3 or higher (high school Regents and Common Core Regents exam score of 65 or higher).

Finding: Approaches

Summative Evidence for Benchmark 1:

Over this charter term, the trajectory for this benchmark has not been determined as the school has just posted their first year, 2021-2022, of graduation data. OnTECH was chartered to serve over-age/under-credited students therefore their first 4-year cohort graduation rate of 62 percent is expected. Of the 79 students in the 2018 cohort, 49 graduated with Regents diplomas, while 30 are still enrolled, and no one dropped out. It is expected that the 2018 cohort graduation rate will rise to meet or exceed that of NYS as the students are given the additional year(s) of support to satisfy graduation requirements.

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.

Academic Program for High School:

- **HS:**
  - OnTECH provides a high school program designed to accommodate and support at-risk students, including overage/under-credited students and newly arriving immigrant and refugee students
  - The school provides career and technical education (CTE) programming focused on agriculture and sustainability and is expanding offerings, including credentialing opportunities within this program
  - The school provides supports, including a work-study program and daily advisory support, intended to both recruit and retain students as well as support students succeed academically and social-emotionally for post-graduation pathways

Academic Program for Students with Disabilities and English language learners (ELLs):

- **SWDs:**
  - The school employs a push-in consultant teacher model, as well as coordinated student assignment to group by additional need
  - The school uses district staff for supplemental needs and has improved working relationship with the district's special education services office
- **ELLs:**
  - The school provides both push-in and one-on-one supports for ELL students
  - The school has prioritized hiring bilingual teachers to provide additional support in general academic instruction
  - The school has adopted Sheltered Instruction Observation Protocol (SIOP) instructional methods in all classes and lesson-planning, which guides all teachers to factor unique instructional needs of all students

Summative Evidence for Benchmark 2:

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

1. Element: *Curriculum*:
   - **Indicator a:** The school's renewal application and interviews with the school leader and instructional staff detailed New York State Learning Standards-aligned curriculum across instructional areas, including New Visions curriculum supplemented by custom-developed curriculum. Interviews with instructional staff detailed how the school modifies and adopts the curriculum annually, based on review of the previous year, as well as throughout the year in response to responsive data from formative assessment systems. According to the 2021 CSO Teacher Survey (16 of 19 expected responses for an 84 percent response rate), 94 percent of respondents indicated the school as a documented, aligned curriculum. Interviews with instructional staff provided additional information regarding the school's use of computer-based platforms, including ALEKS, Quill and Freckle, which provide both adaptive skill development and formative assessment data which teachers can use on a week-to-week basis to adjust instruction. The renewal application and interviews with school and instructional leadership also discussed the school's use of, and future plans for, environmental science and agriculture based CTE programs. The school is currently pursuing New York State Career Development and Occupational

Studies (CDOS) opportunities through such programming, as well as additional CTE pathways, including credentialling and certification. Lastly, the renewal application and interviews with school leadership discussed the school's year-round, trimester-based schedule, which is vital to creating opportunities for the school's targeted student population to gain necessary credits in a timely manner.

- **Indicator b:** The school's initial charter application, mid-term site visit monitoring report, and renewal application detailed the school's evolving use of the Sheltered Instruction Observation Plan (SIOP) model. While the school's initial charter application indicated use of this model, which provides a framework for teachers in designing and delivering their lesson to meet the needs of students with various literacy challenges, interviews with school leadership and instructional leadership indicated significant improvement in adoption and supports to instructional staff in utilizing the model. Interviews with instructional leaders, review of lesson plans, and classroom observations indicated improvement in consistent development and delivery of appropriate lessons.

- **Indicator c:** Interviews with school leadership and instructional staff discussed how grade-level and subject area teams meet prior to the start of the year, as well as weekly throughout the school year, to align curriculum horizontally and vertically. The school's master schedule aligns both grade-level and subject-area planning periods throughout the week, including at least once per week after the instructional day ends, for collaborative planning horizontally and vertically. According to the 2021 CSO Teacher Survey, 88 percent of respondents agreed that the curriculum is aligned horizontally, and 87 percent of respondents agreed that the curriculum is aligned vertically.

- **Indicator d:** The renewal application and interviews with school leadership and instructional staff detailed the adoption and improved implementation of the SIOP model, which guides instructional staff to design and deliver instruction for the needs of low literacy students, including second language learners, students with disabilities, and students with disrupted formal education. Reviewed lesson plans indicated each student's specific accommodations, as well as opportunities and areas for differentiation of instruction. Additionally, interviews with school leadership and instructional staff discussed how the school uses diagnostic assessments at the beginning of the year to understand not only students' academic needs, but also preferred learning styles, which are included and considered in lesson plan development. The school supplements its SIOP instructional approach with the use of adaptive technology academic programs, including Freckle for Math and Quill for ELA, to support below grade-level students accelerate their skills. Lastly, the renewal application and interviews with instructional staff detailed the school's widespread use of project-based learning (PBL), which is vital to engaging students in learning.

- **Indicator e:** Interviews with school leaders and instructional staff indicated pre-planned and on-going opportunities for review and revision of the curriculum, including summer planning sessions, and weekly and monthly joint planning. Additionally, interviews with instructional staff indicated clear opportunities for and encouragement of teacher ownership of improving and expanding the curriculum through personal expertise and/or through identified student needs and desires, especially through implementation of PBL.

2. Element: *Instruction*:
   - **Indicator a:** Interviews with school leaders and instructional staff, review of lesson plans, and classroom observations demonstrated a clear understanding and commitment to the school's

instructional tools and approaches, including the SIOP model, project-based learning, and the use of adaptive technology to supplement instruction. Interviewed teachers detailed how the SIOP model creates a solid framework for developing and delivering instruction, while the encouragement and use of PBL created opportunities for teacher leadership and adaptation to the needs and interests of students. The renewal application and interview with school leadership discussed professional development priorities and opportunities to improve implementation of SIOP, as well as recent improvement and prioritization of data-driven lesson planning and instruction. Interviews with instructional staff discussed staff leadership in adopting and utilizing data from diagnostic and formative assessments to adapt curriculum and adjust instruction on an on-going and collective basis, additionally noting the usefulness of computer-based supplemental resources in identifying and addressing academic gaps.

- **Indicator b:** Interviews with instructional staff and students discussed how the school's instructional strategies and tools create engaging learning opportunities. The SIOP model ensures teachers are considering the unique needs and learning styles of all students in developing and delivering lessons, while PBL and cross-subject-area coordination and planning ensure applicable and hands-on learning. Additionally, interviews with school leadership, instructional staff, and students identified the school's work study opportunities as a significant factor in engaging instruction over the summer, a critical time period in the school's model, as it allows students the opportunity to catch up on credits. Observed classes demonstrated engaging lessons, often utilizing PBL lessons and/or adaptive technology. Observed classrooms were set up to ensure effective, efficient instruction free from distraction and time wasting, and students largely were engaged and focused. According to the 2021 CSO Survey, 92 percent of teachers who responded agreed the school delivers engaging instruction and 91 percent agreed that the school differentiates instruction.

3. Element: ***Assessment and Program Evaluation***:
   - **Indicator a:** The renewal application and interviews with instructional staff and school leadership discussed at length the school's widespread use of assessments, especially in the absence of state standardized assessments during the COVID-19 pandemic. The school has increased its use of STAR Math and ELA formative assessments from two to three times annually to increase opportunities for comprehensive data. Additionally, instructional staff interviews, review of lesson plans, and classroom observations demonstrated widespread use of diagnostic and less formal formative assessments, including ALEKS, Quill, and Freckle. Interviews with school leadership discussed how the school has improved use of diagnostic assessments at the beginning of the year to help group students by learning styles and assist teachers in developing SIOP lesson plans that account for learning styles as well as specific academic gaps.
   - **Indicator b:** The school's renewal application and interviews with school leadership and instructional staff addressed concerns raised in the school's mid-term site visit report regarding a "lack of rigor" around the use of data, with the school making significant improvements in its methods for tracking, and the day-to-day usage or, qualitative and quantitative academic data. The school created a stipend-funded data coordinator position, who works directly with each individual teacher as well as each grade-level and subject-area team on how to utilize diagnostic and formative data in adjusting curriculum, maximizing use of adaptive technology programs, and modifying lesson plans and instruction.
   - **Indicator c:** Interviews with instructional staff indicated that diagnostic and formative assessment data, as well as qualitative data in the form of student input, has been vital in modifying the

school's academic program, in particular in improving adaption of the SIOP model, PBL, and expansion and improved integration of the agriculture and sustainability CTE focus. The spring 2022 mid-term report and the 2022 renewal application indicated that the school intended to have a comprehensive data dashboard operational by the current school year. The school provided dashboard screenshots showing that it has been operational since Spring 2022. Additionally, interviews with the school leader and the board indicated that while the school has improved use of diagnostic and formative assessments in day-to-day instructional operations, the lack of high caliber summative assessment data has somewhat limited the school's ability to identify and address macro-level challenges, such as college and career readiness.

4. Element: ***Supports for Diverse Learners***:
   - **Indicator a:** The school's renewal application and interviews with the school leader, instructional staff and support staff indicated a comprehensive approach to supporting diverse leaders. This includes both specialized support services, including push-in and one-on-one supports, but additionally a thorough and intentional approach to curriculum and instructional design that considers and adapts for the specific learning characteristics of each student. The school employs specialized support through ELL staff and Special Education staff and has improved its relationship with the district's special education services office, which provides some specific services including mandatory counseling. More broadly, the school has prioritized hiring bilingual staff to additionally support ELL students and adopted and implemented the SIOP model to ensure teachers consider all students' unique academic needs, and implemented supplemental learning opportunities, including on weekends.
   - **Indicator b:** The school's renewal application and interviews with school leadership, instructional staff and support staff indicated notable improvement in the school's systems for monitoring and communicating individual student needs. This includes increased use of STAR formative assessments, the creation of a data coordinator position, and intentionally created space for collaboration and coordination across grade-level and subject-area teams. The school provided the CSO with screenshots of the operational data dashboard. In future conversations, CSO and school staff will continue to discuss the ongoing implementation of the data dashboard.

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:

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

OnTECH Charter High School	Expected Responses	Total Responses	Response Rate	Target Response	Differential
Parent Survey	208	30	14%	50%	-36
Student Survey (Grades 9-12)	208	75	36%	80%	-44
Teacher Survey	19	16	84%	80%	4

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

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

OnTECH Charter High School		Response Rate	Survey Population	Total Responses
Parent	*Does not meet 90% or 95% Confidence*	17%	251	41
Student	*Does not meet 90% or 95% Confidence*	45%	251	110
Teacher	*Does not meet 90% or 95% Confidence*	74%	27	20

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

The response rates for the 2021 CSO surveys of parents and students did not approach the target response rate and the aggregate results should not be considered reliable. The response rate for the 2021 CSO survey of teachers exceeded the target response rate, and the aggregate results should be considered reliable. The response sample sizes for each of the 2022 CSO surveys did not meet the minimum 90 percent confidence level and should not be considered statistically reliable.

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

1. Element: *Behavior Management and Safety:*
   - **Indicator a:** The mid-term site visit report, renewal application, and interviews with school leadership and support staff indicated a clear, mission-driven focus on utilizing behavior management systems to encourage and reinforce positive behaviors and support students in the development of necessary life skills to be successful beyond graduation. During the 2021-22 school year the school created, following significant student input, its Ways of the Wolf Pack program, which integrates daily advisory, recurring and revolving positive behavior and character development priorities, and incentives for positive behavior. During the renewal site visit, the school was in the midst of a holiday themed program in which students could earn "money" through demonstration of positive behavior values (which themselves had been identified and defined by the students through their advisory programs) which could be used at month's end at a holiday gift shop (itself coordinated and staffed by the students). The school's organizational chart reflects dean positions that, as part of their job description, address disciplinary issues, though interviews with school leadership and support staff indicated classroom teachers are expected to lead on classroom management and minor incidents. Updated disciplinary data was not available, though interviews with the school leadership and support staff acknowledged disciplinary issues sometimes arise.

- **Indicator b:** During the renewal site visit the school appeared safe and welcoming to all students and staff. Interviews with families and students further indicated that the school was safe and welcoming, particularly noting the collective sense of the school's mission and key design elements. Interviews with school leadership and support staff indicated a collective responsibility and approach to maintaining a safe environment.
- **Indicator c:** A review of the school's policies and interviews with students and support staff indicated that the school is free from harassment and discrimination. In interviews, several students noted the positive differences in the school climate at OnTECH compared to their previous experiences in traditional district schools, noting that the strength of the school climate was a key factor in keeping them at the school. According to interviews with school support staff, the school has recently begun implementing additional restorative justice practices and also noted the importance of the daily advisory program in creating the school's positive climate.
- **Indicator d:** Classroom observations demonstrated well organized and well-resourced classrooms set up for efficient and engaging learning. Student interviews raised a desire for additional learning resources, such as an improved library space, but by and large indicated satisfaction with the classroom facilities. Interviews with families indicated strong community relationships and trust between families and staff.

2. Element: ***Family Engagement and Communication:***
   - **Indicator a:** The renewal application and interviews with the school leader, families, and support staff identified a strong family engagement culture that starts with strong leadership, a committed and accessible staff, and a variety of communication strategies. The school's advisory program, with nearly all staff personally responsible for 10-12 students, forms the cornerstone of its family engagement and communications strategy, with the advisor establishing direct relationships with families. The school leadership and staff recognize the importance of strong engagement and communication as part of its unique mission and target student population, which often have additional barriers and challenges for regular attendance and engagement. Families interviewed offered exceptional praise for the school staff, especially the school's interim leader, for their dedication to open communication with families and creating a sense of partnership between the school and the family.
   - **Indicator b:** The renewal application and interviews with families and support staff indicated the school's advisory model as key to communication regarding students' strengths and needs. Families indicated they knew at least one, and in almost all cases more than one, person at the school with whom they regularly communicated. The school relies on biweekly all school texting, first-class and certified mailings, and robo calls to communicate with parents, in addition to advisors making bimonthy phone calls to parents, informal communication and direct relationships. The school uses the Power School platform to share key academic information. The school holds monthly in-person meetings, and the head of school holds weekly open office hours. Additionally, as part of the advisory program, students are instructed on how to access and interpret their own academic data.
   - **Indicator c:** The school's renewal application and interviews with the school leader, support staff, and families indicated that the school primarily relies on informal strategies and direct relationships with families to assess satisfaction, noting the particular challenges the school has faced in generating sufficient response rates for more formal surveys, in particular noting that despite strong efforts from staff to support families in completing the 2021 CSO Parent Survey, both staff and families alike struggled to comprehend the survey questions. Instead, families and

staff interviews indicated a culture of openness, direct communication, and less formal feedback opportunities, such as shorter surveys and virtual open office hours with the head of school.

- **Indicator d:** The reviewed school policies include a formal complaint procedure, though the school relies primarily on informal systems and communications for addressing specific family and community concerns. School leadership and staff frequently share direct contact information with families and families interviewed reported regular informal communication with staff members.
- **Indicator e:** The renewal application and interviews with the school leader indicated that school-level data is shared publicly through monthly board meetings, open and accessible to the community, as well as directly to parents through the PowerSchool platform and through parent-teacher conferences, which are available virtually to accommodate all families.

3. Element: ***Social-Emotional Supports***:
- **Indicator a:** The renewal application and interviews with school stakeholders pointed to the importance of the school's Advisory Program to its systems and program for supporting student social-emotional needs. This program combines one-on-one relationship building with focused daily instruction and programming around weekly and monthly themes that support the social-emotional development of all students, as well as development of vital life skills for success in college, career, and citizenship. This custom-designed program is supported with regular professional development. According to the 2021 CSO Teacher Survey, 91 percent of teacher respondents agreed the school has social, emotional, and mental health programs and supports for all students.
- **Indicator b:** The renewal application, classroom observations, and interviews with school staff identified a variety of mechanisms for collecting and using data on socio-emotional needs of students. Interviews with the school leader and instructional staff noted improved adoption and implementation through streamlining reporting requirements, simplifying trackers to make real-time tracking easier, and greater school-wide understanding of how tracked data is acted upon. The school uses tracking tools and data within PowerSchool and custom-built Google Classroom behavior trackers which the school leader and head of community and culture then use on a daily or weekly basis to address concerns or issues in real time: for example, the school leader demonstrated how she reviews daily and weekly reports to identify students that may have missed notable class time to follow up with for weekend or after-class learning opportunities.
- **Indicator c:** Interviews with the school leader and school staff, as well as the renewal application, described how socio-emotional data is used to adjust and modify the Advisory Program content, as well as identify additional supports that may be useful to the school. For example, support staff interviewed noted how through tracking behavioral data the school may identify the need for community building or positive behavior enforcing activities or events. The school leader also pointed to how neuroscience evidence combined with qualitative data and feedback from families and students led to the school's adoption of a later start time and the addition of mindfulness and meditation sessions and programming to address qualitative data from students.

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 a Meets.

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. Unless otherwise indicated, financial data is derived from the school's annual independently audited financial statements which can be found on the NYSED website at http://www.p12.NYSED.gov/psc/csdirectory/CSLaunchPage.html.

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

Financial Condition

OnTECH Charter High School 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 financial composite score is an overall measure of financial health based on a weighting of primary reserves, equity, and net income. A charter school with a score between 1.5 and 3.0 is generally considered to be in good financial health. OnTECH Charter High School's 2021-2022 composite score is 3.00.

Composite Scores
2018-2019 to 2021-2022

Year	Composite Score
2018-2019	1.72
2019-2020	3.00
2020-2021	3.00
2021-2022	3.00

Benchmark 5: Financial Management
The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices.

Finding: Meets

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

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

Summative Evidence for Benchmark 5:

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

Benchmark 6: Board Oversight and Governance
The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness and faithfulness to the terms of its charter.

Finding: Meets

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:

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

1. Element: ***Board Oversight and Governance:***
   - **Indicator a:** The board roster and interview with the board of trustees described a board with the necessary skills and expertise, as well as a recruitment philosophy, to meet the needs of the school. The board also demonstrates a clear understanding of and dedication to the mission and key design elements of the school. There is some concern that the board, with only five members, is light in terms of capacity, particularly given the additional oversight and engagement required as the school conducts a leadership search.
   - **Indicator b:** The mid-term site visit report, renewal application, and interviews with the board demonstrated a clear process of setting priorities, goals, and long-term strategic thinking. Interviews with the board and with the interim head of school, a former board member, demonstrated significant improvement of board governance over the current charter term, as compared to the mid-term site visit report, in which the board indicated it was "learning as a board" and "focused on stabilizing school leadership." While the search for a permanent head of school is the paramount concern for the board at this moment, the board demonstrated dexterity in appropriately understanding its oversight role through a leadership transition while

simultaneously maintaining long-term strategic planning: for example, the board has identified developing a temporary residential option for students as an asset that would greatly support the school's mission and is methodically investigating options, conscious of the fact that legal and regulatory barriers could mean such a program may not come to fruition for many years. There is some concern that the transition to new leadership has taken so long and is still some ways from concluding: the former principal resigned in December 2021, and as of the renewal site visit in December 2022 the board had only just finalized a search firm to conduct a search. Moreover, there is still a lack of clarity about the exact scope of the position being sought (head of school or principal) and the continued role of the interim head of school (remain head of school in some part-time capacity; move back to board seat).

- **Indicator c:** In interviews, the board acknowledged that the lack of statewide assessment data limits its capacity to fully conduct academic oversight of the school but noted that this has driven the board to review and improve its understanding of other academic measures. The board receives monthly reports regarding academics, financials, enrollment, operations, staffing, and student life. In interviews, the board was aware of and acknowledged enrollment challenges and noted additional recruitment efforts aimed at ELL populations. In the short term, the board acknowledged that the school's priorities must remain on not only recovering from, but overcoming, the impact of the COVID-19 pandemic, ensuring the short-term viability and sustainability of the school through stabilizing leadership, and setting the school in a position that it can then strive for its long-term goals and ambitions. The board also noted improved opportunities during the current school year for the board to engage with students.

- **Indicator d:** In the renewal application and the board interview, the board detailed its process for reviewing and revising policies, including legal counsel review and approval. These reviews and revisions are done in collaboration with and input from the school leadership.

- **Indicator e:** The renewal application and board interview demonstrated improvements and adjustments since the mid-term site visit report, in which the board acknowledged "growing pains" and mismatches between staff, leadership and programming and the needs of the school's community. Since the mid-term site visit, the board has conducted its first annual planning retreat, which included a board self-evaluation and evaluation of contracted providers. One specific concern with the ongoing leadership transition is a lack of clarity around board evaluation of the school leadership: a clear, formal process should be adopted and implemented in advance of a permanent hire. Additionally, the board must sort out and clarify the scope of the permanent position and the ongoing role of the current interim head of school: at present, there are concerns over possible conflicts of interest and a lack of direct accountability between the school leadership and the board of trustees.

- **Indicator f:** The renewal application and board interview demonstrated an understanding of the legal role, responsibilities, and obligations of the board with respect to the school, as well as a sufficient understanding of the relevant requirements and regulations that govern the board. The head of school also demonstrates and supports the board with a clear understanding of legal responsibilities. However, several legal compliance concerns are noted, as detailed in benchmark 10, below.

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

Finding: Meets

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:

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

1. Element: ***School Leadership:***
   - **Indicator a:** OnTECH has experienced leadership turnover during its first charter term and is continuing work on stabilizing the leadership team at the school. The former principal resigned in December 2021. The board is in the midst of hiring a new permanent head of school: as of the December 2022 renewal site visit, the board had just secured a search team to conduct the search. In the meantime, the founding board president has served as the interim head of school. Despite this turnover and extended interim leadership time period, the school exhibits effective leadership: interviews with school instructional staff and support staff indicate a clear understanding of mission, policies and procedures, and interviews with families and students praised the school's organization and administration, especially that of the interim head of school. The medium-term and long-term sustainability of the leadership model, however, is a serious question that the school and the board must address. In particular, it is unclear what specific role the interim head of school will have with the school moving forward: the interim head of school seemed to indicate that they would remain in a part-time head of school role, whereas the board (and the renewal application) seem to indicate that the interim head of school would return to a board position and no longer directly work for the school. In either case, there is clear intention for this individual to remain involved, but the degree of their involvement raises questions about the specific scope of the permanent head of school role. During the renewal site visit, only the interim head of school and the director of community and culture (briefly) were available for interviews: combined with interviews with the board, staff, and families, the school gives the impression that it is operating effectively largely on the skills, talent, and ability of just the interim head of school, raising concerns of the school's operational soundness under a different head of school or a change in leadership structure.
   - **Indicator b:** The mid-term site visit report, interviews with the head of school and staff, and site visit observations demonstrated clear definitions and understandings of the roles and responsibilities of the board, however the extended interim leadership has clouded, perhaps from necessity, the roles and responsibilities of leadership and staff. As the interim head of school is not primarily an instructional leader, the head of school's function as academic leader is largely entrusted to academic department leaders. This arrangement has created opportunities for teacher leadership, particularly as the school utilizes additional stipend compensation for taking on leadership roles such as data coordination, however the sustainability and viability of such arrangements is questionable as long as the interim leadership period continues. Interviews with staff indicate a collegial environment and "all hands-on deck" mentality but raise concerns over capacity and sustainability.
   - **Indicator c:** The renewal application and interviews with the school leadership and staff discussed established communications policies, including daily and weekly grade-level and subject-area meetings and weekly communications from leadership to staff. Compared to the mid-term site visit report, communications have been stable and reliable during the interim leadership position and seem improved compared to the previous school leadership.
   - **Indicator d:** Other than the interim head of school position, interviews with the school leadership team and staff indicated only one position is currently vacant. In interviews with staff, teachers and support staff indicated a notable blend of experienced teachers, including several that have been with the school since its opening, and novice teachers, as well as some significant shifting of teachers between subjects or grade levels within the last year. Notably, many of the teachers in their first year at the school that were interviewed come with strong experience and highlighted

the opportunities for teacher leadership that attracted them to the school. School leadership noted that they have found the current hiring market challenging but have effectively utilized the licensure flexibility the school benefits from under charter school law. The school has also adopted several "grow your own" pipeline practices, including supporting continued learning for support staff to pursue teaching and/or administrative opportunities, as well as hiring recent graduates of the school into support roles with an eye towards potential future instructional roles.

2. Element: ***Professional Climate:***
   - **Indicator a:** Other than the interim head of school role, interviews with the school leadership indicated that only one budgeted position is currently vacant. The renewal application, staff interviews, and site visit observations indicate a well-qualified staff that is deeply dedicated to the school's unique mission. Reviewing the mid-term site visit report, the school had indicated that it had two vacancies as well as two soon-to-be created positions that would require hiring: as of the renewal site visit, these positions had been successfully filled. Financial and operational leaders were not available for interview during the renewal site visit.
   - **Indicator b:** Interviews with the school leadership and instructional staff detailed numerous opportunities and established structures for collaboration among teachers, both within grade levels and subject areas, as well as alongside specialized support staff. Teachers noted that the improved adoption and use of the SIOP model and support from a newly created data coordinator position collectively improved instruction and collaboration by creating a common framework and understanding of instructional approaches.
   - **Indicator c:** The renewal application and interviews with instructional and support staff described a planning and professional development structure that provides staff with both the requisite time and support in planning and carrying out the school's specific programs, particularly the SIOP model and the Advisory Program, as well as freedom and opportunities for teacher leadership opportunities and individualized growth. The school offers supplemental stipend compensation for teachers that take on additional roles, such as the Data Coordinator position, and the PBL approach encourages creativity and teacher ownership of key aspects of instruction and cross-team collaboration. The school has an ongoing arrangement with North Star, previously Educational Alchemy, which provides professional development and support for the school's Summer Program and Advisory Program and is available on a weekly basis to staff. The weekly, monthly, and yearly planning and development calendar also create opportunities for staff-led development, for example regular training and development on data usage from the Data Coordinator. According to the 2021 CSO Teacher Survey, 84 percent of responding teachers agreed the school provides professional development opportunities that promote best practices and 84 percent of responding teachers agreed that the school provides professional development opportunities to support social-emotional and mental health of students in a culturally responsive manner.
   - **Indicator d:** Disparities between the renewal application and the mid-term site visit report's summary of the initial application, combined with the lack of additional detail provided during the site visit observations and interviews, raise concerns about the school's systems and structures for monitoring instructional quality. The mid-term site visit report discussed how school leaders and teachers found the previously used teacher evaluation system ineffective and noted that the school retained a consultant to review and recommend improvements. The school provided department meeting notes indicating that in the spring the school will focus on outside consultants doing evaluations to determine growth and progress. The renewal application

discusses informal and daily or weekly practices for reviewing instructional quality. In future conversations, CSO and school staff will continue to discuss the ongoing implementation of a formal, comprehensive teacher evaluation system.

- **Indicator e:** The renewal application and interviews with school leadership and staff described numerous mechanisms for soliciting teacher feedback, including formal mechanisms such as surveys and exit interviews, as well as numerous fewer formal mechanisms. In particular, interviews with the school leader as well as with staff discussed how effective a "10-minute meeting" model recently implemented by the interim head of school has been an especially effective tool for quickly soliciting staff feedback and creating immediate responses.

3. Element: ***Contractual Relationships***:
   - **Indicator a:** N/A
   - **Indicator b:** N/A
   - **Indicator c:** N/A

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

Finding: Meets

Indicators

Element

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:

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

1. Element: ***Missions and Key Design Elements:***
   - **Indicator a:** Interviews of school stakeholders and school observations demonstrated an exceptional common and consistent understanding and commitment to the school's mission and key design elements. Board members identified the school's mission and key design elements as driving factors in their decision-making for both short-term (hiring permanent head of school) and long-term (pursuing options to create a residential program/option for student) priorities. Interviews with the school leader, staff, students, and families regularly reflected the importance and centrality of the school's mission, to promote college, career, and life readiness for under-credited, disconnected and at-risk youth. In staff and family interviews, it was clear that the school's mission, and success in carrying out that mission, was a key factor in staff and student recruitment and retention.
   - **Indicator b:** The school's curriculum, instructional methods, school day and school year, and support systems are all carefully planned to meet the first key design element of serving an at-risk student population; the board's long-term planning also clearly has this mission and key design element in mind as it pursues partnerships and long-term opportunities, such as considering a residential option or partnership. The second key design element, career and technical education, is infused throughout the school's curriculum, as well as in the instructional use of PBL, and the school has identified and continues to pursue additional pathways for including CTE in ongoing instruction and programming, such as pursing CDOS graduation options and certification/credentialing opportunities for students. Project-based learning, the third key design element, was observed frequently in classroom visits and lesson plan review, as well as spoken to during staff interviews. Brain-based learning, the fourth key design element, was observed in the school's daily schedule, by adopting a later start time, as well as in the widespread use of the SIOP instructional model as well as the use of diagnostic assessments to better understand learning preferences of each student. Lastly, social-emotional learning, the fifth key design element, was observed in the school's Advisory program, a cornerstone of the school's

daily and weekly schedule and curriculum, and as an important part of the school's professional development and support of staff.

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:

Over this charter term, the trajectory for this benchmark has been consistent as an Approaches.

1. Element: ***Targets are met:***
- **Indicator a:** Over the course of the charter, the school has consistently enrolled ED students at a rate that either meets or exceeds the district of location (DoL), Syracuse CSD. For the last three years of the charter term, OnTECH has enrolled SWDs at a rate either meeting or closely approaching that of the DoL and currently, 2021-2022, the school is -3 percentage points below the DoL. OnTECH's overall retention rate and rates for each subgroup exceed those of the DoL.

2. Element: ***Targets are not met:***
- **Indicator a:** The school has faced enrollment challenges throughout its first charter term and currently, 2021-2022, the school's overall enrollment is 70 percent of their contracted enrollment. In April 2022 the school requested a material revision to its charter to reduce its enrollment from 360 students to 300 students, reflecting. The CSO asked the school to incorporate this request into its renewal application, which it has done. The school's enrollment of ELL students has

consistently been below the DoL and currently, 2021-2022, the school is -18 percentage points to the DoL.

- **Indicator b:** OnTECH has employed a myriad of strategies to recruit and retain students.
    - The school operates a free week-long camp during the spring vacation to provide Grade 8 students an opportunity to experience high school. The school uses print, online, radio, billboards, and other media strategies to inform the community about its program. To support recruiting efforts, the school hosts informational booths at city-sponsored family cultural events, including Juneteenth, the Latino Festival, and other festivals. In addition, the school's very own students serve as ambassadors to various community events. New recruitment strategies include student videos and a social media campaign.
    - The school recruits SWDs through partnerships with outside social service and therapeutic service providers as well as the district CSE.
    - The school acknowledges the challenge of recruiting ELL students and has plans to reengage with the community leaders in the New American community to learn more about which elements of education are important to their families.
    - The school plans to hire a staff person who is solely focused on recruitment efforts, especially for ELL students.
    - The school does not allow money to be a barrier to any of the many enrichment opportunities offered. For example, the school collected prom dresses that students could wear to prom and raised money for accessories and tuxes for students. Local beauticians and barbers offered haircuts, manicures and hair styling.
    - The school offers students many opportunities to ensure that they are exposed to the world around them— college visits, theater, ball games, and even Hershey Park!
    - No students are denied access due to transportation. Not only have they negotiated to get their students safe transportation to and from school, but the school pays for private bussing in the summer to get students to and from their summer programming.
    - The school supports students getting to and from school, extracurricular activities and athletic competitions via Uber/Lyft for free.
    - With regards to retaining ELL students, the school pairs ELL students with advisors who can communicate in the parents' home language to ensure that they feel like they are part of the community. In addition, we make sure to celebrate the culture of our Spanish speaking families, celebrating various Puerto Rican holidays and Cinco de Mayo. Finally, as discussed above, they have adopted a multi-year professional development program in training their teachers to use SIOP.
- **Indicator c:** The school's self-evaluation demonstrates a comprehensive evaluation of recruitment and outreach strategies and program services for the three categories of students. During the remote focus group, school leaders recognized the challenges and opportunities related to recruitment and highlighted the successes to build upon. As the school strives to grow, and based on evaluation of recruitment strategies, the leadership team is hiring an "individual whose focus is recruitment and community outreach so we can develop our brand and identify in the community."

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:

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

1. Element: ***Legal Compliance:***
   - **Indicator a:** The school has no outstanding notices of issue or corrective action plans. The school has failed to meet its contracted enrollment in multiple years of the charter term and is significantly below the district regarding the percentage of English language learners enrolled. As required, the school posted a link to its New York State Report Card on its website: Parent Portal, and its FOIL Subject Matter List on its website: BoT webpage. The school provided evidence of these uploads dated August 2, 2021. A check of the school's staff in 2018-2019, 2019-2020, and 2020-2021 revealed that school officials violate fingerprinting and clearance requirements for staff, a serious safety violation.
   - **Indicator b:** While the school has not received a Notice of Concern or a Notice of Deficiency with a Corrective Action Plan requirement, the school has not met all legal requirements, as detailed in Indicator a and Indicator c.
   - **Indicator c:** The school has not sought Board of Regents and/or Charter School Office approval for all significant revisions. The school recently submitted a request for formal approval to amend the late start time provision in its Key Design Elements, a change that was implemented prior to the school's request for approval.

2022 NYSED Charter School Information Dashboard
Overview

Charter School Selection	BEDS Code	2021-2022 Enrollment
ONTECH CHARTER HIGH SCHOOL	421800861125	251

ESEA Accountability Designation (2021-2022):	This school is designated as a school in **Good Standing** under current New York State criteria as defined by the Elementary and Secondary Education Act.

Charter School Information

School District of Location:	SYRACUSE CITY SCHOOL DISTRICT
Total Public School Enrollment of Resident Students attending Charter Schools:	11%
Additional School District: (if applicable)*	N/A
Total Public School Enrollment of Resident Students attending Charter Schools:	-
Grades Served:	9-12
Address:	810 WILLIS AVE SYRACUSE NY 13204
Website:	http://www.ontechcharter.com
RIC:	CENTRAL/OCM/CNYRIC
Regents Region:	CENTRAL REGION
Regent:	ELIZABETH S. HAKANSON
Active Date:	7/1/2018
Authorizer:	NYS BOR
CEO:	ELLEN EAGEN
CEO Phone:	(315) 396-0558
CEO Email:	ellen@ontechcharter.org
BOT President:	KWAME FLUKER
BOT President Phone:	(860) 997-2480
BOT President Email:	kwame.fluker@lmco.com
Institution ID:	800000089183

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

BoR Charter School Office Information

Regional Liaison:	Vickie Smith
Performance Framework:	2015
Current Term:	8/1/18-6/30/23
2018-2019	Check-in
2019-2020	Check-in
2020-2021	Check-in
2021-2022	Midterm
2022-2023	Renewal

	Benchmark Rating	Year of Rating
BM1		
BM2		
BM3		
BM4		
BM5		
BM6		
BM7		
BM8		
BM9		
BM10		

2022 CSO Survey Results

	Confidence Interval	Response Rate	Survey Population	Total Responses
Parent Survey	Does not meet 90% or 95% Confidence	17%	251	41
Student Survey (Grades 9-12)	Does not meet 90% or 95% Confidence	45%	251	110
Teacher Survey	Does not meet 90% or 95% Confidence	74%	27	20

Benchmark 1 - Indicator 1: Similar Schools Comparison

Charter School

ONTECH CHARTER HIGH SCHOOL

2022 3-8 Assessments; 2021 4 Year Graduations

OnTECH CHS			ELA Differential	Math Differential	Science Differential	Graduation Rate Differential
Transfer High School	+/- 7.5	Academy School	.	.	.	+3
		Bronx Arena HS	.	.	.	-6
		Research and Service HS	.	.	.	-11
		Voyages Prep-South Queens	.	.	.	-26
		Voyages Preparatory	.	.	.	+6
		Mean	.	.	.	-7
	+/- 10	Brooklyn Bridge Academy	.	.	.	-4
		Queens Satellite HS for Opportunity	.	.	.	+6
		Satellite Academy HS	.	.	.	+4
		Mean	.	.	.	+2
		Mean	.	.	.	-4

See NOTES (1) and (11).

Regents Outcomes

Charter School

ONTECH CHARTER HIGH SCHOOL

Regents Testing Outcomes – Aggregate and Subgroup Annual Regents Outcomes:

Annual Regents Outcomes

		All Students				SWD				ELL				ED			
		Charter Total Tested	ONTECH CHS	NYS	Differential to NYS	Charter Total Tested	ONTECH CHS	NYS	Differential to NYS	Charter Total Tested	ONTECH CHS	NYS	Differential to NYS	Charter Total Tested	ONTECH CHS	NYS	Differential to NYS
Algebra I (Common Core)	2018-2019	18	44%	66%	**-22**	-	-	-	**-**	-	-	-	-	18	44%	59%	**-15**
	2019-2020	124	97%	93%	**+4**	24	83%	90%	**-7**	-	-	-	-	116	97%	92%	**+5**
	2020-2021	36	100%	97%	**+3**	7	100%	96%	**+4**	-	-	-	-	30	100%	97%	**+3**
	2021-2022	58	47%	63%	**-16**	10	40%	42%	**-2**	-	-	-	-	43	56%	56%	**0**
English Language Arts (Common Core)	2019-2020	68	99%	96%	**+3**	7	100%	91%	**+9**	-	-	-	-	65	98%	94%	**+4**
	2020-2021	45	100%	99%	**+1**	9	100%	98%	**+2**	-	-	-	-	36	100%	99%	**+1**
	2021-2022	46	13%	84%	**-71**	11	0%	63%	**-63**	-	-	-	-	37	8%	78%	**-70**
Geometry (Common Core)	2019-2020	24	100%	98%	**+2**	-	-	-	**-**	-	-	-	-	22	100%	97%	**+3**
Global History	2019-2020	69	100%	98%	**+2**	10	100%	95%	**+5**	-	-	-	-	67	100%	97%	**+3**
	2020-2021	42	100%	100%	**0**	8	100%	100%	**0**	-	-	-	-	34	100%	100%	**0**
	2021-2022	46	17%	81%	**-64**	9	0%	57%	**-57**	-	-	-	-	35	20%	74%	**-54**
Living Environment	2019-2020	107	100%	96%	**+4**	17	100%	93%	**+7**	-	-	-	-	102	100%	95%	**+5**
	2020-2021	35	100%	98%	**+2**	5	100%	97%	**+3**	-	-	-	-	30	100%	98%	**+2**
Physical Setting/ Chemistry	2019-2020	19	100%	98%	**+2**	-	-	-	**-**	-	-	-	-	17	100%	98%	**+2**
	2020-2021	29	100%	100%	**0**	-	-	-	**-**	-	-	-	-	22	100%	100%	**0**
Physical Setting/ Earth Science	2021-2022	28	0%	61%	**-61**	-	-	-	**-**	-	-	-	-	21	0%	50%	**-50**
US History	2020-2021	58	100%	100%	**0**	-	-	-	**-**	-	-	-	-	51	100%	100%	**0**

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

2/27/2023

Benchmark 1 - Indicator 3: High School Outcomes

Charter School

ONTECH CHARTER HIGH SCHOOL

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

Aggregate and Subgroup 4-Year Cohort Regents Testing Outcomes

		All Students				SWD				ELL				ED			
		Charter Total Cohort	Ontech CHS	NYS	Differential to NYS	Charter Total Cohort	Ontech CHS	NYS	Differential to NYS	Charter Total Cohort	Ontech CHS	NYS	Differential to NYS	Charter Total Cohort	Ontech CHS	NYS	Differential to NYS
ELA	2017 Cohort	6	33%	89%	-56	-	-	-	-	-	-	-	-	6	33%	86%	-53
	2018 Cohort	79	68%	87%	-19	12	50%	71%	-21	5	20%	68%	-48	70	73%	83%	-10
Global History	2017 Cohort	6	33%	87%	-54	-	-	-	-	-	-	-	-	6	33%	84%	-51
	2018 Cohort	79	71%	86%	-15	12	58%	72%	-14	5	40%	68%	-28	70	74%	83%	-9
Math	2017 Cohort	6	50%	90%	-40	-	-	-	-	-	-	-	-	6	50%	88%	-38
	2018 Cohort	79	81%	91%	-10	12	75%	76%	-1	5	60%	78%	-18	70	83%	89%	-6
Science	2017 Cohort	6	50%	90%	-40	-	-	-	-	-	-	-	-	6	50%	87%	-37
	2018 Cohort	79	70%	91%	-21	12	58%	77%	-19	5	20%	73%	-53	70	71%	88%	-17
US History	2017 Cohort	6	17%	85%	-68	-	-	-	-	-	-	-	-	6	17%	81%	-64
	2018 Cohort	79	58%	84%	-26	12	42%	69%	-27	5	20%	67%	-47	70	61%	80%	-19

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

3.a.iii. and 3.a.iv. High School Outcomes – Aggregate and Subgroup College and Career Readiness:

Not applicable to this charter school

Benchmark 1 - Indicator 3: High School Outcomes

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

High School Graduation Rates by Cohort

		All Students				SWD				ELL				ED			
		Charter Total Cohort	Ontech CHS	NYS Graduation Rate	Differential to NYS	Charter Total Cohort	Ontech CHS	NYS Graduation Rate	Differential to NYS	Charter Total Cohort	Ontech CHS	NYS Graduation Rate	Differential to NYS	Charter Total Cohort	Ontech CHS	NYS Graduation Rate	Differential to NYS
2018 Cohort	4 Year	79	62%	87%	-25	12	33%	69%	-36	5	20%	70%	-50	70	66%	82%	-16

See NOTES (2) and (3).

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

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

Ontech CHS	All Students			SWD			ELL			ED		
	Charter Total Cohort	Total On-Track	On-Track	Charter Total Cohort	Total On-Track	On-Track	Charter Total Cohort	Total On-Track	On-Track	Charter Total Cohort	Total On-Track	On-Track
2017	15	5	33%	5	2	40%	-	-	-	14	5	36%
2018	78	59	76%	11	6	55%	5	1	20%	71	53	75%
2019	81	49	60%	11	6	55%	5	1	20%	71	53	75%

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

Charter School

ONTECH CHARTER HIGH SCHOOL

1.a.i. Aggregate Enrollment:

Aggregate Enrollment: Reported vs Contracted - Target = 100%

Ontech CHS	Contracted Enrollment	Reported Enrollment	Percent of Contracted Enrollment
2018-2019	110	81	74%
2019-2020	200	171	86%
2020-2021	290	208	72%
2021-2022	360	251	70%

1.a.ii. Subgroup Enrollment:

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

	SWD			ELL			ED		
	OnTECH CHS	Syracuse CSD	Differential to District	OnTECH CHS	Syracuse CSD	Differential to District	OnTECH CHS	Syracuse CSD	Differential to District
2018-2019	14%	21%	-7	9%	20%	-11	100%	87%	+13
2019-2020	20%	20%	0	2%	19%	-17	89%	80%	+9
2020-2021	17%	20%	-3	3%	20%	-17	90%	80%	+10
2021-2022	19%	22%	-3	2%	20%	-18	83%	83%	0

See NOTES (2) and (6).

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

Retention - Aggregate and Subgroups

	All Students			SWD			ELL			ED		
	OnTECH CHS	Syracuse CSD	Differential to District	OnTECH CHS	Syracuse CSD	Differential to District	OnTECH CHS	Syracuse CSD	Differential to District	OnTECH CHS	Syracuse CSD	Differential to District
2019-2020	63%	85%	**-22**	73%	81%	**-8**	57%	86%	**-29**	63%	84%	**-21**
2020-2021	82%	84%	**-2**	88%	82%	**+6**	67%	83%	**-16**	89%	83%	**+6**
2021-2022	84%	83%	**+1**	83%	82%	**+1**	83%	82%	**+1**	86%	82%	**+4**

See NOTES (2) and (6) below.

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

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

		All Students			SWD			ELL			ED		
		Original Cohort	Persistent	Percent Persistent	Original Cohort	Persistent	Percent Persistent	Original Cohort	Persistent	4 Year Persistent	Original Cohort	Persistent	Percent Persistent
2018 Cohort	4 Year	78	33	42%	17	4	24%	6	2	33%	78	33	42%

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

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

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

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

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

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

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

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

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

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

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

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

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

![NYSED.gov logo]

Charter School Fiscal Accountability Summary

ONTECH CHARTER HIGH SCHOOL

	2017-18	2018-19	2019-20	2020-21	2021-22
Grades Served	-	9	9-10	9-11	9-12
Maximum Chartered Grades Served		9-12	9-12	9-12	9-12
Chartered Enrollment	-	110	200	290	360
Maximum Chartered Enrollment		360	360	360	360
Actual Enrollment		81	171	208	251

Chartered vs. Actual Enrollment

ASSETS
Current Assets

	2017-18	2018-19	2019-20	2020-21	2021-22
Cash and Cash Equivalents	-	116,149	1,284,143	1,321,323	2,007,160
Grants and Contracts Receivable		693,413	88,363	210,259	573,172
Prepaid Expenses		19,706	15,479	20,516	30,607
Other Current Assets		-	-	-	-
Total Current Assets		829,268	1,387,985	1,552,098	2,610,939
Non-Current Assets					
Property, Building and Equipment, net	-	482,534	600,833	3,664,757	3,669,034
Restricted Cash		-	25,003	75,015	75,033
Security Deposits		25,000	25,000	-	-
Other Non-Current Assets		-	-	-	-
Total Non - Current Assets	-	507,534	650,836	3,739,772	3,744,067
Total Assets	-	1,336,802	2,038,821	5,291,870	6,355,006

Cash, Assets and Liabilities

LIABILITIES and NET ASSETS
Current Liabilities

	2017-18	2018-19	2019-20	2020-21	2021-22
Accounts Payable and Accrued Expenses	-	429,367	57,407	49,330	129,894
Accrued Payroll and Payroll Taxes	-	-	-	-	-
Due to Related Parties		-	-	-	-
Refundable Advances		44,758	6,210	2,001	150,270
Other Current Liabilities		274,095	304,439	314,286	314,286
Total Current Liabilities	-	748,220	368,056	365,617	594,450
Long-Term Liabilities					
Deferred Rent	-	116,464	334,432	-	-
Other Long-Term Liabilities		-	190,860	1,792,459	1,484,960
Total Long-Term Liabilities	-	116,464	525,292	1,792,459	1,484,960
Total Liabilities	-	864,684	893,348	2,158,076	2,079,410
NET ASSETS					
Unrestricted	-	472,118	1,145,473	3,133,794	4,275,596
Restricted	-	-	-	-	-
Total Net Assets	-	472,118	1,145,473	3,133,794	4,275,596
Total Liabilities and Net Assets	-	1,336,802	2,038,821	5,291,870	6,355,006

Net Assets

OPERATING REVENUE

	2017-18	2018-19	2019-20	2020-21	2021-22
State and Local Per Pupil Revenue - Reg. Ed	-	1,148,097	2,583,405	2,664,980	3,649,929
State and Local Per Pupil Revenue - SPED	-	-	-	415,083	-
State and Local Per Pupil Facilities Revenue	-	-	-	-	-
Federal Grants	-	849,688	65,468	326,383	622,809
State and City Grants	-	-	206,266	11,661	87,679
Other Operating Income	-	-	-	-	-
Total Operating Revenue	-	1,997,785	2,855,139	3,418,107	4,360,417

EXPENSES
Program Services

	2017-18	2018-19	2019-20	2020-21	2021-22
Regular Education	-	1,068,249	1,607,227	1,882,799	2,357,737
Special Education	-	320,409	367,198	362,455	571,322
Other Expenses	-	-	-	-	-
Total Program Services	-	1,388,658	1,974,425	2,245,254	2,929,059
Supporting Services					
Management and General	-	155,009	212,173	213,442	302,373
Fundraising	-	-	-	-	-
Total Support Services	-	155,009	212,173	213,442	302,373
Total Expenses	-	1,543,667	2,186,598	2,458,696	3,231,432
Surplus/Deficit from Operations	-	454,118	668,541	959,411	1,128,985

SUPPORT AND OTHER REVENUE

	2017-18	2018-19	2019-20	2020-21	2021-22
Interest and Other Income	-	-	-	125	9,017
Contributions and Grants	-	18,000	4,814	362	3,800
Fundraising Support	-	-	-	-	-
Other Support and Revenue	-	-	-	1,028,423	-
Total Support and Other Revenue	-	18,000	4,814	1,028,910	12,817
Change in Net Assets	-	472,118	673,355	1,988,321	1,141,802
Net Assets - Beginning of Year	-	-	472,118	1,145,473	3,133,794
Net Assets - End of Year	-	472,118	1,145,473	3,133,794	4,275,596

Revenue & Expenses

Change in Net Assets

REVENUE & EXPENSE BREAKDOWN
Revenue - Per Pupil

	2017-18	2018-19	2019-20	2020-21	2021-22
Operating	-	24,664	16,697	16,433	17,372
Support and Other Revenue	-	222	28	4,947	51
Total Revenue	-	24,886	16,725	21,380	17,423
Expenses - Per Pupil					
Program Services	-	17,144	11,546	10,794	11,670
Management and General, Fundraising	-	1,914	1,241	1,026	1,205
Total Expenses	-	19,058	12,787	11,821	12,874
% of Program Services	0.0%	90.0%	90.3%	91.3%	90.6%
% of Management and Other	0.0%	10.0%	9.7%	8.7%	9.4%
% of Revenue Exceeding Expenses	0.0%	30.6%	30.8%	80.9%	35.3%

Enrollment vs. Revenue & Expenses

FINANCIAL COMPOSITE SCORE

	2017-18	2018-19	2019-20	2020-21	2021-22
Composite Score	-	1.72	3.00	3.00	3.00
BENCHMARK and FINDING: Strong; 1.5 - 3.0 / Adequate; 1.0 - 1.4 / Needs Monitoring; -1.0 - 0.9	-	Strong	Strong	Strong	Strong

WORKING CAPITAL

	2017-18	2018-19	2019-20	2020-21	2021-22
Net Working Capital	-	81,048	1,019,929	1,186,481	2,016,489
Working Capital (Current) Ratio	-	1.1	3.8	4.2	4.4
BENCHMARK and FINDING: Ratio should be equal to or greater than 1.2	-	Does Not Meet Standard	Meets Standard	Meets Standard	Meets Standard

Working Capital

DEBT TO ASSET

	2017-18	2018-19	2019-20	2020-21	2021-22
Debt to Asset Ratio	-	0.6	0.4	0.4	0.3
BENCHMARK and FINDING: Ratio should be equal to or less than 1.0	-	Meets Standard	Meets Standard	Meets Standard	Meets Standard

Debt to Asset

CASH POSITION

	2017-18	2018-19	2019-20	2020-21	2021-22
Days of Cash	-	27.5	214.4	196.2	226.7
BENCHMARK and FINDING: Ratio should be equal to or greater than 60 days	-	Does Not Meet Standard	Meets Standard	Meets Standard	Meets Standard

Days of Cash

TOTAL MARGIN

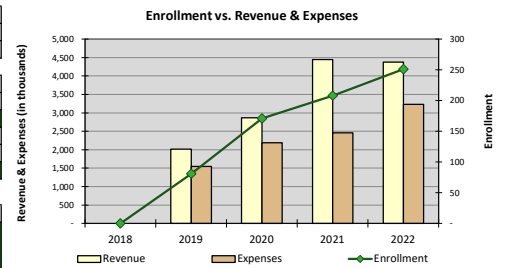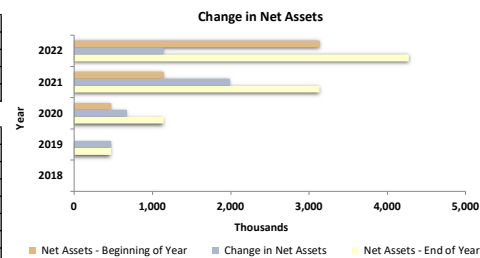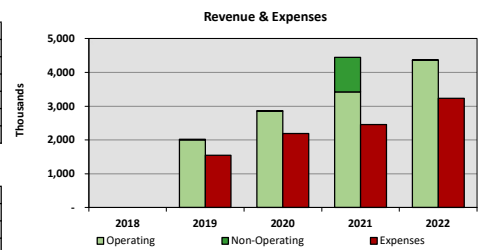|	2017-18	2018-19	2019-20	2020-21	2021-22
Total Margin Ratio	-	0.2	0.2	0.4	0.3
BENCHMARK and FINDING: Ratio should be equal to or greater than 0.0	-	Meets Standard	Meets Standard	Meets Standard	Meets Standard

Total Margin

AUDITED FINANCIALS — STATEMENT OF FINANCIAL POSITION — STATEMENT OF ACTIVITIES

FISCAL ANALYSIS — RATIOS, BENCHMARKS and FINDINGS
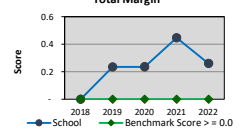
New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

NYS BOARD OF REGENTS

AUTHORIZED CHARTER SCHOOLS

April 2021

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

Prepared for OnTECH Charter High 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 tenant of existing Board of Regents-authorized charter schools. Participation and the findings of these surveys are directly related to the standards of Benchmarks 2 and 3 of the Performance Framework for Board of Regents-authorized charter schools.

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

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

Sincerely,

David Frank
Executive Director, Charter Schools Office

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

OnTECH CHS   Response n = 30   Response Rate = 14%

		All Charter Schools		OnTECH CHS		Difference
Q1a The charter school has high academic expectations for my child.	**Strongly Agree**	77%	7,064	83%	25	6
	Somewhat Agree	18%	1,633	17%	5	-1
	Neither Agree nor Disagree	4%	331	0%	0	-4
	Somewhat Disagree	1%	96	0%	0	-1
	Strongly Disagree	1%	81	0%	0	-1
Q1b I am aware of the academic supports available to my child.	**Strongly Agree**	71%	6,563	73%	22	2
	Somewhat Agree	21%	1,916	17%	5	-4
	Neither Agree nor Disagree	4%	401	3%	1	-1
	Somewhat Disagree	2%	198	3%	1	1
	Strongly Disagree	1%	127	3%	1	2
Q1c The teaching quality at this school is very high.	**Strongly Agree**	72%	6,617	83%	25	11
	Somewhat Agree	20%	1,887	13%	4	-7
	Neither Agree nor Disagree	5%	443	0%	0	-5
	Somewhat Disagree	2%	154	3%	1	1
	Strongly Disagree	1%	104	0%	0	-1
Q2a The school's discipline policy is clear.	**Strongly Agree**	72%	6,640	73%	22	1
	Somewhat Agree	17%	1,557	13%	4	-4
	Neither Agree nor Disagree	9%	792	13%	4	4
	Somewhat Disagree	1%	122	0%	0	-1
	Strongly Disagree	1%	94	0%	0	-1

OnTECH CHS   Response n = 30   Response Rate = 14%

		All Charter Schools		OnTECH CHS		Difference
Q2b The school's discipline policy is fair to all students.	**Strongly Agree**	67%	6,210	70%	21	3
	Somewhat Agree	18%	1,628	13%	4	-5
	Neither Agree nor Disagree	11%	1,058	17%	5	6
	Somewhat Disagree	2%	159	0%	0	-2
	Strongly Disagree	2%	150	0%	0	-2
Q2c The school's discipline policy is enforced by all teachers and staff.	**Strongly Agree**	67%	6,147	63%	19	-4
	Somewhat Agree	17%	1,574	17%	5	0
	Neither Agree nor Disagree	13%	1,240	13%	4	0
	Somewhat Disagree	1%	133	7%	2	6
	Strongly Disagree	1%	111	0%	0	-1
Q2d I am aware of how the school supports student social-emotional development.	**Strongly Agree**	67%	6,125	67%	20	0
	Somewhat Agree	20%	1,835	13%	4	-7
	Neither Agree nor Disagree	9%	840	20%	6	11
	Somewhat Disagree	2%	218	0%	0	-2
	Strongly Disagree	2%	187	0%	0	-2
Q2e The school has social, emotional, and mental health programs and supports for all students.	**Strongly Agree**	61%	5,570	63%	19	2
	Somewhat Agree	20%	1,873	10%	3	-10
	Neither Agree nor Disagree	15%	1,367	23%	7	8
	Somewhat Disagree	2%	207	3%	1	1
	Strongly Disagree	2%	188	0%	0	-2

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

OnTECH CHS   Response n = 30   Response Rate = 14%

		All Charter Schools		OnTECH CHS		Difference
Q3a The school provides a safe environment.	**Strongly Agree**	76%	7,006	87%	26	11
	Somewhat Agree	15%	1,366	13%	4	-2
	Neither Agree nor Disagree	7%	677	0%	0	-7
	Somewhat Disagree	1%	95	0%	0	-1
	Strongly Disagree	1%	61	0%	0	-1
Q3b The school has systems in place to ensure that the environment is free from bullying, harassment, and discrimination.	**Strongly Agree**	66%	6,075	60%	18	-6
	Somewhat Agree	20%	1,801	30%	9	10
	Neither Agree nor Disagree	11%	1,018	10%	3	-1
	Somewhat Disagree	2%	193	0%	0	-2
	Strongly Disagree	1%	118	0%	0	-1
Q3c Classroom environments support learning and are generally free from disruption.	**Strongly Agree**	65%	5,997	63%	19	-2
	Somewhat Agree	21%	1,916	27%	8	6
	Neither Agree nor Disagree	11%	1,026	7%	2	-4
	Somewhat Disagree	2%	160	3%	1	1
	Strongly Disagree	1%	106	0%	0	-1
Q3d The school has high behavioral expectations for my child.	**Strongly Agree**	75%	6,923	87%	26	12
	Somewhat Agree	17%	1,570	10%	3	-7
	Neither Agree nor Disagree	6%	581	0%	0	-6
	Somewhat Disagree	1%	57	3%	1	2
	Strongly Disagree	1%	74	0%	0	-1

OnTECH CHS   Response n = 30   Response Rate = 14%

		All Charter Schools		OnTECH CHS		Difference
Q4a The school provides opportunities for parent participation within the school community.	**Strongly Agree**	69%	6,353	73%	22	4
	Somewhat Agree	19%	1,753	7%	2	-12
	Neither Agree nor Disagree	9%	827	10%	3	1
	Somewhat Disagree	2%	152	0%	0	-2
	Strongly Disagree	1%	120	10%	3	9
Q4b I receive regular and timely information on my child's academic progress in my home language.	**Strongly Agree**	77%	7,104	67%	20	-10
	Somewhat Agree	15%	1,398	13%	4	-2
	Neither Agree nor Disagree	4%	354	3%	1	-1
	Somewhat Disagree	2%	204	0%	0	-2
	Strongly Disagree	2%	145	17%	5	15
Q4c The school uses many methods of communication with families.	**Strongly Agree**	80%	7,393	77%	23	-3
	Somewhat Agree	14%	1,274	10%	3	-4
	Neither Agree nor Disagree	4%	325	0%	0	-4
	Somewhat Disagree	1%	119	0%	0	-1
	Strongly Disagree	1%	94	13%	4	12
Q4d The school seeks feedback from parents through surveys, meetings, or some other way.	**Strongly Agree**	76%	7,029	77%	23	1
	Somewhat Agree	16%	1,508	10%	3	-6
	Neither Agree nor Disagree	5%	418	0%	0	-5
	Somewhat Disagree	2%	159	0%	0	-2
	Strongly Disagree	1%	91	13%	4	12

OnTECH CHS   Response n = 30   Response Rate = 14%

		All Charter Schools		OnTECH CHS		Difference
Q4e The school has a complaint policy that is easy to find.	**Strongly Agree**	53%	4,900	43%	13	-10
	Somewhat Agree	20%	1,820	23%	7	3
	Neither Agree nor Disagree	21%	1,970	17%	5	-4
	Somewhat Disagree	3%	288	3%	1	0
	Strongly Disagree	2%	227	13%	4	11
Q4f The school has a complaint policy that is easy to understand.	**Strongly Agree**	55%	5,098	47%	14	-8
	Somewhat Agree	19%	1,744	23%	7	4
	Neither Agree nor Disagree	21%	1,970	17%	5	-4
	Somewhat Disagree	2%	211	0%	0	-2
	Strongly Disagree	2%	182	13%	4	11
Q4g The school informs parents about how it performs compared to other schools in the district and New York State.	**Strongly Agree**	54%	4,989	50%	15	-4
	Somewhat Agree	20%	1,803	10%	3	-10
	Neither Agree nor Disagree	19%	1,754	17%	5	-2
	Somewhat Disagree	4%	364	7%	2	3
	Strongly Disagree	3%	295	17%	5	14
Q5 Thinking about this school's board meetings, which of the following statements best applies to you?	**I attend almost every board meeting**	15%	1,375	0%	0	-15
	I occasionally attend board meetings	27%	2,477	17%	5	-10
	I know when board meetings take place, but do not attend	31%	2,808	57%	17	26
	I do not know when board meetings take place and I do not attend	28%	2,545	27%	8	-1

OnTECH CHS   Response n = 30   Response Rate = 14%

		All Charter Schools		OnTECH CHS		Difference
Q6 Do you feel the school is fulfilling its mission?	**Yes**	87%	7,969	80%	24	-7
	No	4%	353	7%	2	3
	I don't know the school's mission	10%	883	13%	4	3
Q7a The school has clear instructions on cleaning procedures and practices used in the school's buildings.	**Strongly Agree**	52%	4,758	70%	21	18
	Somewhat Agree	12%	1,073	3%	1	-9
	Neither Agree nor Disagree	7%	685	10%	3	3
	Somewhat Disagree	1%	57	3%	1	2
	Strongly Disagree	0%	46	3%	1	3
	Did not experience in-person learning	28%	2,586	10%	3	-18
Q7b I am confident the school is following the proper safety standards.	**Strongly Agree**	58%	5,347	73%	22	15
	Somewhat Agree	10%	953	7%	2	-3
	Neither Agree nor Disagree	6%	507	7%	2	1
	Somewhat Disagree	0%	43	0%	0	0
	Strongly Disagree	0%	39	0%	0	0
	Did not experience in-person learning	25%	2,316	13%	4	-12
Q7c My child has difficulty learning in the current school setting.	**Strongly Agree**	13%	1,186	7%	2	-6
	Somewhat Agree	13%	1,191	7%	2	-6
	Neither Agree nor Disagree	11%	1,021	20%	6	9
	Somewhat Disagree	7%	604	10%	3	3
	Strongly Disagree	27%	2,455	43%	13	16
	Did not experience in-person learning	30%	2,748	13%	4	-17

OnTECH CHS   Response n = 30   Response Rate = 14%

		All Charter Schools		OnTECH CHS		Difference
Q7d I worry my child will come in contact with COVID19 while in school.	**Strongly Agree**	23%	2,082	10%	3	-13
	Somewhat Agree	15%	1,419	13%	4	-2
	Neither Agree nor Disagree	13%	1,207	13%	4	0
	Somewhat Disagree	7%	631	10%	3	3
	Strongly Disagree	14%	1,301	37%	11	23
	Did not experience in-person learning	28%	2,565	17%	5	-11
Q8a The school has provided me with help to support my child's remote learning.	**Strongly Agree**	69%	6,334	73%	22	4
	Somewhat Agree	19%	1,739	17%	5	-2
	Neither Agree nor Disagree	6%	552	0%	0	-6
	Somewhat Disagree	3%	256	3%	1	0
	Strongly Disagree	2%	202	3%	1	1
	Did not experience remote learning	1%	122	3%	1	2
Q8b Handling remote learning platforms (Zoom, Google Meet, teacher apps, etc.) has been difficult.	**Strongly Agree**	28%	2,552	33%	10	5
	Somewhat Agree	21%	1,913	17%	5	-4
	Neither Agree nor Disagree	11%	1,004	13%	4	2
	Somewhat Disagree	12%	1,094	3%	1	-9
	Strongly Disagree	27%	2,529	30%	9	3
	Did not experience remote learning	1%	113	3%	1	2

OnTECH CHS   Response n = 30   Response Rate = 14%

		All Charter Schools		OnTECH CHS		Difference
Q8c Managing my work along with my child's remote learning schoolwork has been a challenge.	**Strongly Agree**	42%	3,829	40%	12	-2
	Somewhat Agree	25%	2,258	20%	6	-5
	Neither Agree nor Disagree	11%	974	13%	4	2
	Somewhat Disagree	7%	656	7%	2	0
	Strongly Disagree	15%	1,381	17%	5	2
	Did not experience remote learning	1%	107	3%	1	2
Q8d The internet in my home works when my child needs to access school materials for remote learning	**Strongly Agree**	65%	6,023	73%	22	8
	Somewhat Agree	22%	2,003	20%	6	-2
	Neither Agree nor Disagree	5%	479	0%	0	-5
	Somewhat Disagree	4%	388	3%	1	-1
	Strongly Disagree	2%	227	0%	0	-2
	Did not experience remote learning	1%	85	3%	1	2
Q8e My child has access to a tech device for school when needed for remote learning.	**Strongly Agree**	84%	7,747	80%	24	-4
	Somewhat Agree	10%	928	13%	4	3
	Neither Agree nor Disagree	3%	263	3%	1	0
	Somewhat Disagree	1%	97	0%	0	-1
	Strongly Disagree	1%	88	0%	0	-1
	Did not experience remote learning	1%	82	3%	1	2
Q9a I have a clear idea how the school is educating my child.	**Strongly Agree**	67%	6,173	60%	18	-7
	Somewhat Agree	24%	2,170	30%	9	6
	Neither Agree nor Disagree	6%	508	0%	0	-6
	Somewhat Disagree	3%	234	7%	2	4
	Strongly Disagree	1%	120	3%	1	2

OnTECH CHS   Response n = 30   Response Rate = 14%

		All Charter Schools		OnTECH CHS		Difference
Q9b I need to devote a great amount of time to support my child's school participation.	**Strongly Agree**	39%	3,628	37%	11	-2
	Somewhat Agree	27%	2,507	13%	4	-14
	Neither Agree nor Disagree	15%	1,420	23%	7	8
	Somewhat Disagree	9%	867	7%	2	-2
	Strongly Disagree	9%	783	20%	6	11
Q9c I am concerned about my child's social or emotional well-being.	**Strongly Agree**	35%	3,258	30%	9	-5
	Somewhat Agree	23%	2,123	23%	7	0
	Neither Agree nor Disagree	14%	1,313	30%	9	16
	Somewhat Disagree	10%	877	0%	0	-10
	Strongly Disagree	18%	1,634	17%	5	-1
Q9d I am more connected with my child's day-to-day education now than ever before.	**Strongly Agree**	52%	4,773	37%	11	-15
	Somewhat Agree	24%	2,249	27%	8	3
	Neither Agree nor Disagree	15%	1,360	20%	6	5
	Somewhat Disagree	5%	447	0%	0	-5
	Strongly Disagree	4%	376	17%	5	13

NYSED CSO Parent Survey 2021

OnTECH CHS

OPEN1 Why did you choose this school for your child to attend?	Better atmosphere
	Didn't want my child to attend city schools and very happy with my choice.
	I believe in their mission and smaller class size
	I choose this school because I knew that she was gonna change and she needed something better in her life
	I chose this school as I thought it would be the best option for my son as it offered smaller classes than the city classes, the head principal was a young man of color which is exactly what our young men need to see and his connection with not only my son as a Hispanic young man but other kids was awesome.
	I chose this school because of the great staff members that work there. ONE being Mr. Morris! He is an AMAZING administrator at the school! He has not only helped my child stay focus of their education, but he has helped many others in more ways than 1! If it had not been for Mr. Morris working at that school, I probably wouldn't have sent my second child there also.
	I love how supportive the teachers are and how concerned they are about my child.
	I was told that this school would be a good pick for my son as it it a small school with smaller classes, when I looked at the social media pages I seen the lead administrator was a man of color.
	It was a great school, that cares about their students and how they are in school. Mostly about their education
	It was a new school, it was the second year open, thought it would be good for my daughter.
	My child has gone here for 3 years now and I originally chose this school due to the standards they set for the children and in my opinion are the best in this city.
	My child needed a place to learn that offered in person and remote
	My son wanted to attend school. I like the smaller school community and the unity it presents.
	Needed different setting for [my child]
	Needed extra support for my son
	Ontech has been a great help in my childs life they love the kids an support them in anyway necessary...We Love Ontech
	School curriculum
	Smaller classroom setting. High technology lessons. Excellent teachers and staff

OnTECH CHS

The school was new ,only the second year open , when my daughter started to attend. I thought it would be good for her.
The smaller size is safer and my child gets the attention he needs to succeed.
The teachers are very hands on, they keep up with me on everything, and I like how they take the time out to help the kids.
We attended the open house and we're blown away with how organized and educated the other students who were attending there were and agreed that this was the right place for our children.
safer school
small class sizes
small community

OnTECH CHS

OPEN2 Please use the box below if you have any additional comments or concerns regarding this school or click SUBMIT to submit your survey.	Don't think her ethnicity should matter.the studens have enough to think about...
	I believe that [an administrator] has an issue with connecting with black families! [They] would rather have one of the black staff members do it for [them] than for [them] to do it [themself]. I personally asked [them] to call me about a situation and [they] sent a " message " thru another staff member (black)! Then [they] lied and claimed [they] didn't know my number or how to reach me when [they] emails me all the time! Then when I talked to [them] cause I had to call [them] directly, [they] felt the need to shade one of the black staff members by saying if I want to ask any questions to call [them] DIRECTLY in [their] PERSONAL cell. [They were] acting as if that staff member was incapable of handling my situation, when in fact that staff member had been helping more than [they] had EVER!
	I will say that I love how small the school is, they have the potential to do great things for their students. I just feel as if the school has just began to make changes in the wrong direction, the staff are seeming to not care and have connections more and more with the students which is showing, the staff of color for some reason are not lasting in this school and it is sickening. The new principal was called me to discuss my older sons grades and she told me maybe he should get a GED I had never felt disrespected that much by a school in my life, I had to get off the phone with her because I couldn't believe she would even tell me that as the principal. Please bring back the people that care about our kids.
	I wish they would have more random 1 day of in-person. I would send my child
	My child is having a really hard time with the way school is this year. I hope they can get back soon.
	OnTECH gave my son such help during COVID. Mentors and teachers calling and checking in every day. Then they opened three days a week and he has been attending.
	This school has been awesome for my son from day one me Morrison has been there every time i call I can not remember a time that i called and he did not come. He came at 3:30 am to assist me with a family emergency, he brings food to my family when we don't have food, he comes over and encourage my kids to keep going to school. He's bought my son a pair of sneakers because he was embarrassed of the sneakers he had I'm blessed to have met mr morris he is my other son I'm grateful for this school because it introduced me to me morris ms graves and me Jones

OnTECH CHS

This school has provided so much support for my daughter.
Mr. Gonzalez has been by her side since she arrived at the school,
and even though he moved to Boston, he drives back every other
week to teach at the school and with COVID; I think that shows
dedication. Mr. Morris, that man is a man on his own level by himself i
love him he does so much for my family I'm talking about even
outside of just pushing and encouraging [my child] with school but he
comes sit with her to talk to her about personal things to mentor n
counsel her, he drops food packages off when we run out he's just
always there. And Ms Graves is a jewel always kind smiling willing to
give u a hug keep you encouraged especially after my last visit to the
school and I spoke to the little short white lady Iwas getting ready to
walk out and ms graves caught me and just wrapped her arms around
me and I almost cried because I needed that hug to stop me from
going off on that rude white lady

This school is the best school I ever knew about

When I first came to this school I was met outside by the man I seen
on the social media pages I later found out name was Mr Morris, he
became one of my text friends. He promised me from that moment
that he would take care of my son and ensure that he does everything
possible to push him to excel and he has done that and more. He has
shown up to my sons friends houses he has shown up to where my
sons hang on the corner and spent hours there just to embarrass him
but just to let him know that he cares and he is the only person other
than the deans that call me regarding my son. Every time he
talks to my son before they hang up he tells my son he loves him and
I knew then I made the right decision to by bringing him to ontech
when my sons [relative] died Mr Morris was the only person that called and
was there everyday ad he showed up to the funeral which meant the
world to my family.

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

OnTECH CHS   Response n = 16

		All Charter Schools		OnTECH CHS		Difference
Q1a The school has a documented curriculum that is aligned to the New York State learning standards.	**Strongly Agree**	75%	1,804	75%	12	0
	Somewhat Agree	19%	456	19%	3	0
	Neither Agree nor Disagree	4%	87	6%	1	2
	Somewhat Disagree	2%	41	0%	0	-2
	Strongly Disagree	1%	24	0%	0	-1
Q1b The school's curriculum is aligned horizontally across same grade level classrooms.	**Strongly Agree**	66%	1,602	44%	7	-22
	Somewhat Agree	22%	528	31%	5	9
	Neither Agree nor Disagree	8%	182	25%	4	17
	Somewhat Disagree	3%	66	0%	0	-3
	Strongly Disagree	1%	34	0%	0	-1
Q1c The school's curriculum is aligned vertically between grade levels.	**Strongly Agree**	59%	1,413	69%	11	10
	Somewhat Agree	28%	664	31%	5	3
	Neither Agree nor Disagree	9%	219	0%	0	-9
	Somewhat Disagree	3%	83	0%	0	-3
	Strongly Disagree	1%	33	0%	0	-1
Q1d The curriculum and corresponding materials are differentiated to provide opportunities for all students to master grade-level skills and concepts.	**Strongly Agree**	60%	1,436	63%	10	3
	Somewhat Agree	29%	692	31%	5	2
	Neither Agree nor Disagree	5%	130	0%	0	-5
	Somewhat Disagree	4%	108	6%	1	2
	Strongly Disagree	2%	46	0%	0	-2

OnTECH CHS   Response n = 16

		All Charter Schools		OnTECH CHS		Difference
Q1e The curriculum is systematically reviewed and revised.	**Strongly Agree**	61%	1,480	69%	11	8
	Somewhat Agree	24%	576	25%	4	1
	Neither Agree nor Disagree	8%	196	0%	0	-8
	Somewhat Disagree	4%	101	0%	0	-4
	Strongly Disagree	2%	59	6%	1	4
Q1f The school has a strong science curriculum.	**Strongly Agree**	42%	1,009	63%	10	21
	Somewhat Agree	27%	660	19%	3	-8
	Neither Agree nor Disagree	21%	509	19%	3	-2
	Somewhat Disagree	6%	135	0%	0	-6
	Strongly Disagree	4%	99	0%	0	-4
Q2a The school staff has a shared understanding of high-quality instruction that supports all learners.	**Strongly Agree**	65%	1,572	69%	11	4
	Somewhat Agree	27%	650	25%	4	-2
	Neither Agree nor Disagree	4%	87	6%	1	2
	Somewhat Disagree	3%	69	0%	0	-3
	Strongly Disagree	1%	34	0%	0	-1
Q2b Instructional delivery fosters engagement with all students.	**Strongly Agree**	61%	1,468	69%	11	8
	Somewhat Agree	31%	751	31%	5	0
	Neither Agree nor Disagree	4%	104	0%	0	-4
	Somewhat Disagree	3%	69	0%	0	-3
	Strongly Disagree	1%	20	0%	0	-1

OnTECH CHS   Response n = 16

		All Charter Schools		OnTECH CHS		Difference
Q2c The school differentiates instruction to ensure equity and access for all students.	**Strongly Agree**	63%	1,509	88%	14	25
	Somewhat Agree	28%	673	6%	1	-22
	Neither Agree nor Disagree	5%	110	6%	1	1
	Somewhat Disagree	4%	90	0%	0	-4
	Strongly Disagree	1%	30	0%	0	-1
Q2d The school provides staff with professional development opportunities that promote best practices and improves all students' success, including subgroups: Students with disabilities (SWDs), English language learners (ELLs), and economically disadvantaged students (EDs)	**Strongly Agree**	58%	1,405	44%	7	-14
	Somewhat Agree	26%	634	44%	7	18
	Neither Agree nor Disagree	6%	146	6%	1	0
	Somewhat Disagree	7%	166	0%	0	-7
	Strongly Disagree	3%	61	6%	1	3
Q2e There is a uniform expectation for teachers' implementation of academic rigor in the school.	**Strongly Agree**	64%	1,535	81%	13	17
	Somewhat Agree	23%	560	13%	2	-10
	Neither Agree nor Disagree	6%	154	0%	0	-6
	Somewhat Disagree	5%	111	6%	1	1
	Strongly Disagree	2%	52	0%	0	-2
Q3a The school uses a system of formative, diagnostic, and summative assessments.	**Strongly Agree**	69%	1,676	63%	10	-6
	Somewhat Agree	25%	606	38%	6	13
	Neither Agree nor Disagree	3%	77	0%	0	-3
	Somewhat Disagree	2%	37	0%	0	-2
	Strongly Disagree	1%	16	0%	0	-1

OnTECH CHS   Response n = 16

		All Charter Schools		OnTECH CHS		Difference
Q3b The school uses qualitative and quantitative data to inform instruction and improve student outcomes.	**Strongly Agree**	67%	1,623	56%	9	-11
	Somewhat Agree	26%	633	38%	6	12
	Neither Agree nor Disagree	4%	89	6%	1	2
	Somewhat Disagree	2%	41	0%	0	-2
	Strongly Disagree	1%	26	0%	0	-1
Q3c The school uses qualitative and quantitative data to evaluate the quality and effectiveness of the academic program.	**Strongly Agree**	63%	1,508	56%	9	-7
	Somewhat Agree	26%	632	38%	6	12
	Neither Agree nor Disagree	6%	152	6%	1	0
	Somewhat Disagree	4%	87	0%	0	-4
	Strongly Disagree	1%	33	0%	0	-1
Q3d The school modifies its academic program after using data measurements.	**Strongly Agree**	59%	1,419	56%	9	-3
	Somewhat Agree	26%	631	38%	6	12
	Neither Agree nor Disagree	8%	190	6%	1	-2
	Somewhat Disagree	5%	124	0%	0	-5
	Strongly Disagree	2%	48	0%	0	-2
Q3e The school uses multiple measures to assess student progress toward State learning standards.	**Strongly Agree**	64%	1,555	69%	11	5
	Somewhat Agree	25%	614	25%	4	0
	Neither Agree nor Disagree	6%	142	6%	1	0
	Somewhat Disagree	3%	76	0%	0	-3
	Strongly Disagree	1%	25	0%	0	-1

OnTECH CHS   **Response n = 16**

		All Charter Schools		OnTECH CHS		Difference
Q4a The school follows the NYSED approved identification process for students with disabilities.	**Strongly Agree**	72%	1,743	75%	12	3
	Somewhat Agree	16%	375	19%	3	3
	Neither Agree nor Disagree	10%	238	6%	1	-4
	Somewhat Disagree	1%	30	0%	0	-1
	Strongly Disagree	1%	26	0%	0	-1
Q4b The school follows the NYSED approved identification process for English language learners.	**Strongly Agree**	68%	1,648	75%	12	7
	Somewhat Agree	17%	404	19%	3	2
	Neither Agree nor Disagree	12%	296	6%	1	-6
	Somewhat Disagree	2%	38	0%	0	-2
	Strongly Disagree	1%	26	0%	0	-1
Q4c The school provides supports to meet the academic needs for students with disabilities.	**Strongly Agree**	67%	1,606	56%	9	-11
	Somewhat Agree	23%	553	38%	6	15
	Neither Agree nor Disagree	5%	128	6%	1	1
	Somewhat Disagree	3%	83	0%	0	-3
	Strongly Disagree	2%	42	0%	0	-2
Q4d The school provides supports to meet the academic needs for English language learners.	**Strongly Agree**	63%	1,520	38%	6	-25
	Somewhat Agree	23%	560	50%	8	27
	Neither Agree nor Disagree	8%	181	13%	2	5
	Somewhat Disagree	4%	102	0%	0	-4
	Strongly Disagree	2%	49	0%	0	-2

OnTECH CHS   Response n = 16

		All Charter Schools		OnTECH CHS		Difference
Q4e The school provides supports to meet the academic needs for economically disadvantaged students.	**Strongly Agree**	72%	1,725	75%	12	3
	Somewhat Agree	19%	466	19%	3	0
	Neither Agree nor Disagree	6%	148	6%	1	0
	Somewhat Disagree	2%	49	0%	0	-2
	Strongly Disagree	1%	24	0%	0	-1
Q4f The school has systems to monitor the progress of individual students and to facilitate communication between interventionists and classroom teachers regarding the needs of individual students.	**Strongly Agree**	67%	1,627	63%	10	-4
	Somewhat Agree	22%	533	31%	5	9
	Neither Agree nor Disagree	7%	159	6%	1	-1
	Somewhat Disagree	3%	67	0%	0	-3
	Strongly Disagree	1%	26	0%	0	-1
Q5a The school has processes and procedures in place to address chronic absenteeism for all students.	**Strongly Agree**	55%	1,337	38%	6	-17
	Somewhat Agree	27%	644	50%	8	23
	Neither Agree nor Disagree	8%	199	0%	0	-8
	Somewhat Disagree	7%	157	13%	2	6
	Strongly Disagree	3%	75	0%	0	-3
Q5b In general, attendance is not an issue at the school.	**Strongly Agree**	32%	776	0%	0	-32
	Somewhat Agree	30%	719	25%	4	-5
	Neither Agree nor Disagree	15%	353	19%	3	4
	Somewhat Disagree	15%	353	44%	7	29
	Strongly Disagree	9%	211	13%	2	4

OnTECH CHS   Response n = 16

		All Charter Schools		OnTECH CHS		Difference
Q5c The school has processes and procedures in place to address out of school suspension rates for all students and sub-groups such that all students are fully engaged within the school community and have access to the educational program.	**Strongly Agree**	50%	1,202	38%	6	-12
	Somewhat Agree	22%	541	38%	6	16
	Neither Agree nor Disagree	23%	547	25%	4	2
	Somewhat Disagree	3%	75	0%	0	-3
	Strongly Disagree	2%	47	0%	0	-2
Q5d The school has a process in place to measure and evaluate school climate culture.	**Strongly Agree**	51%	1,240	63%	10	12
	Somewhat Agree	27%	642	19%	3	-8
	Neither Agree nor Disagree	12%	301	19%	3	7
	Somewhat Disagree	6%	136	0%	0	-6
	Strongly Disagree	4%	93	0%	0	-4
Q6a The school's discipline policy is clear.	**Strongly Agree**	54%	1,306	31%	5	-23
	Somewhat Agree	29%	696	38%	6	9
	Neither Agree nor Disagree	7%	178	6%	1	-1
	Somewhat Disagree	7%	169	19%	3	12
	Strongly Disagree	3%	63	6%	1	3
Q6b The school's discipline policy is fair to all students.	**Strongly Agree**	57%	1,371	50%	8	-7
	Somewhat Agree	25%	601	13%	2	-12
	Neither Agree nor Disagree	10%	248	13%	2	3
	Somewhat Disagree	6%	134	19%	3	13
	Strongly Disagree	2%	58	6%	1	4

OnTECH CHS   Response n = 16

		All Charter Schools		OnTECH CHS		Difference
Q6c The school's discipline policy is enforced by all teachers and staff.	**Strongly Agree**	44%	1,067	44%	7	0
	Somewhat Agree	32%	766	31%	5	-1
	Neither Agree nor Disagree	12%	281	13%	2	1
	Somewhat Disagree	9%	216	6%	1	-3
	Strongly Disagree	3%	82	6%	1	3
Q6d The school's discipline policy is updated as necessary with feedback from faculty.	**Strongly Agree**	49%	1,188	31%	5	-18
	Somewhat Agree	25%	595	38%	6	13
	Neither Agree nor Disagree	14%	337	25%	4	11
	Somewhat Disagree	7%	179	6%	1	-1
	Strongly Disagree	5%	113	0%	0	-5
Q6e The school utilizes behavior intervention plans for students who require specific social and behavioral skills in an academic setting.	**Strongly Agree**	62%	1,484	44%	7	-18
	Somewhat Agree	25%	613	38%	6	13
	Neither Agree nor Disagree	8%	185	6%	1	-2
	Somewhat Disagree	4%	89	13%	2	9
	Strongly Disagree	2%	41	0%	0	-2
Q6f Teachers and staff interacting with students with disabilities are aware of and follow specific discipline and prevention protocols for these students.	**Strongly Agree**	58%	1,409	69%	11	11
	Somewhat Agree	26%	626	13%	2	-13
	Neither Agree nor Disagree	9%	229	13%	2	4
	Somewhat Disagree	5%	110	6%	1	1
	Strongly Disagree	2%	38	0%	0	-2

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		All Charter Schools		OnTECH CHS		Difference
Q7a The school provides a safe environment.	Strongly Agree	78%	1,879	88%	14	10
	Somewhat Agree	17%	409	6%	1	-11
	Neither Agree nor Disagree	3%	77	0%	0	-3
	Somewhat Disagree	1%	29	6%	1	5
	Strongly Disagree	1%	18	0%	0	-1
Q7b The school has systems in place to ensure that the environment is free from bullying, harassment, and discrimination.	Strongly Agree	66%	1,596	69%	11	3
	Somewhat Agree	24%	590	25%	4	1
	Neither Agree nor Disagree	6%	141	6%	1	0
	Somewhat Disagree	2%	57	0%	0	-2
	Strongly Disagree	1%	28	0%	0	-1
Q7c Classroom environments support learning and are generally free from disruption.	Strongly Agree	61%	1,470	69%	11	8
	Somewhat Agree	27%	662	25%	4	-2
	Neither Agree nor Disagree	5%	130	0%	0	-5
	Somewhat Disagree	5%	110	6%	1	1
	Strongly Disagree	2%	40	0%	0	-2
Q7d The school has high behavioral expectations for all students	Strongly Agree	67%	1,627	63%	10	-4
	Somewhat Agree	22%	528	31%	5	9
	Neither Agree nor Disagree	6%	134	0%	0	-6
	Somewhat Disagree	3%	84	6%	1	3
	Strongly Disagree	2%	39	0%	0	-2

OnTECH CHS   Response n = 16

		All Charter Schools		OnTECH CHS		Difference
Q7e Teacher-student interactions could typically be described as supportive and respectful.	**Strongly Agree**	76%	1,836	94%	15	18
	Somewhat Agree	20%	480	6%	1	-14
	Neither Agree nor Disagree	2%	59	0%	0	-2
	Somewhat Disagree	1%	24	0%	0	-1
	Strongly Disagree	1%	13	0%	0	-1
Q7f There is a uniform expectation for all teachers' classroom management in your school.	**Strongly Agree**	66%	1,600	81%	13	15
	Somewhat Agree	23%	554	13%	2	-10
	Neither Agree nor Disagree	6%	138	6%	1	0
	Somewhat Disagree	4%	85	0%	0	-4
	Strongly Disagree	1%	35	0%	0	-1
Q8 What is the name of your school's Dignity for All Students Act (DASA) coordinator?	**Name Given**	66%	1,597	100%	16	34
	Don't Know	34%	815	0%	0	-34
Q9 When is the last time you received a copy of the school's DASA policy?	**This school year**	61%	1,469	100%	16	39
	The previous school year	16%	381	0%	0	-16
	Prior to the previous school year	5%	121	0%	0	-5
	I'm not aware of any DASA policy	18%	441	0%	0	-18
Q10 When is the last time you received DASA training?	**<1 year ago**	48%	1,147	81%	13	33
	1-2 years ago	23%	549	13%	2	-10
	3-4 years ago	11%	270	6%	1	-5
	>4 years ago	9%	214	0%	0	-9
	I've never received DASA training	10%	232	0%	0	-10
Q11_Open What is the name of your school's McKinney-Vento Coordinator?	**Name Given**	49%	1,191	94%	15	45
	Don't Know	51%	1,221	6%	1	-45

OnTECH CHS   Response n = 16

		All Charter Schools		OnTECH CHS		Difference
Q11a The school provides opportunities for parent participation within the school community.	**Strongly Agree**	66%	1,601	94%	15	28
	Somewhat Agree	24%	579	6%	1	-18
	Neither Agree nor Disagree	6%	139	0%	0	-6
	Somewhat Disagree	3%	68	0%	0	-3
	Strongly Disagree	1%	25	0%	0	-1
Q11b Parents receive regular and timely information on their child's academic progress in their home language.	**Strongly Agree**	71%	1,721	75%	12	4
	Somewhat Agree	22%	528	19%	3	-3
	Neither Agree nor Disagree	4%	90	6%	1	2
	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	88%	14	7
	Somewhat Agree	15%	365	6%	1	-9
	Neither Agree nor Disagree	2%	48	0%	0	-2
	Somewhat Disagree	1%	27	6%	1	5
	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	88%	14	15
	Somewhat Agree	18%	443	13%	2	-5
	Neither Agree nor Disagree	6%	134	0%	0	-6
	Somewhat Disagree	2%	39	0%	0	-2
	Strongly Disagree	1%	24	0%	0	-1

OnTECH CHS   Response n = 16

		All Charter Schools		OnTECH CHS		Difference
Q11e The school has a systematic and transparent process for responding to family or community concerns.	**Strongly Agree**	66%	1,599	75%	12	9
	Somewhat Agree	22%	536	19%	3	-3
	Neither Agree nor Disagree	7%	175	6%	1	-1
	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	56%	9	-3
	Somewhat Agree	18%	437	31%	5	13
	Neither Agree nor Disagree	20%	475	13%	2	-7
	Somewhat Disagree	2%	43	0%	0	-2
	Strongly Disagree	1%	32	0%	0	-1
Q12a The school has social, emotional, and mental health programs and supports for all students.	**Strongly Agree**	68%	1,632	75%	12	7
	Somewhat Agree	23%	553	19%	3	-4
	Neither Agree nor Disagree	4%	106	0%	0	-4
	Somewhat Disagree	3%	84	0%	0	-3
	Strongly Disagree	2%	37	6%	1	4
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	50%	8	-4
	Somewhat Agree	24%	578	38%	6	14
	Neither Agree nor Disagree	14%	335	13%	2	-1
	Somewhat Disagree	6%	144	0%	0	-6
	Strongly Disagree	2%	56	0%	0	-2

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		All Charter Schools		OnTECH CHS		Difference
Q12c School leaders collect and use data regarding the impact of programs designed to support the social and emotional health of all students.	**Strongly Agree**	53%	1,276	50%	8	-3
	Somewhat Agree	23%	552	38%	6	15
	Neither Agree nor Disagree	17%	400	13%	2	-4
	Somewhat Disagree	5%	129	0%	0	-5
	Strongly Disagree	2%	55	0%	0	-2
Q12d The school provides staff with professional development opportunities to support the social-emotional and mental health of students in a culturally responsive manner.	**Strongly Agree**	58%	1,409	25%	4	-33
	Somewhat Agree	26%	624	63%	10	37
	Neither Agree nor Disagree	8%	189	6%	1	-2
	Somewhat Disagree	6%	133	6%	1	0
	Strongly Disagree	2%	57	0%	0	-2
Q12e The school has processes and procedures in place to address the learning and social-emotional needs of McKinney-Vento eligible students.	**Strongly Agree**	46%	1,106	44%	7	-2
	Somewhat Agree	16%	393	44%	7	28
	Neither Agree nor Disagree	32%	766	6%	1	-26
	Somewhat Disagree	3%	76	6%	1	3
	Strongly Disagree	3%	71	0%	0	-3
Q13 How many total years of K-12 teaching experience do you have?	**Less than 1 year**	6%	146	6%	1	0
	1-3 years	21%	513	13%	2	-8
	4-6 years	29%	711	13%	2	-16
	7-10 years	19%	466	19%	3	0
	More than 10 years	24%	576	50%	8	26

OnTECH CHS   Response n = 16

		All Charter Schools		OnTECH CHS		Difference
Q14 How long have you been teaching in this school in your current grade level?	Less than 1 year	25%	602	38%	6	13
	1-3 years	44%	1,065	63%	10	19
	4-6 years	22%	523	0%	0	-22
	7-10 years	6%	134	0%	0	-6
	More than 10 years	4%	88	0%	0	-4
Q15 How long have you been teaching in this school in your current subject area/teaching assignment?	Less than 1 year	19%	470	31%	5	12
	1-3 years	42%	1,016	50%	8	8
	4-6 years	24%	584	6%	1	-18
	7-10 years	7%	180	0%	0	-7
	More than 10 years	7%	162	13%	2	6
Q16a The school has an effective school leadership team that communicates a clearly defined mission and set of goals to staff and the school community.	Strongly Agree	60%	1,439	56%	9	-4
	Somewhat Agree	26%	625	31%	5	5
	Neither Agree nor Disagree	6%	137	0%	0	-6
	Somewhat Disagree	5%	121	13%	2	8
	Strongly Disagree	4%	90	0%	0	-4
Q16b The school has a clear and well-established communication systems and decision-making processes in place to ensure effective communication across the school.	Strongly Agree	53%	1,273	38%	6	-15
	Somewhat Agree	27%	658	44%	7	17
	Neither Agree nor Disagree	7%	172	6%	1	-1
	Somewhat Disagree	8%	185	13%	2	5
	Strongly Disagree	5%	124	0%	0	-5

OnTECH CHS   Response n = 16

		All Charter Schools		OnTECH CHS		Difference
Q16c The school successfully recruits, hires, and retains key personnel that meets the needs of all students and subgroups, and makes decisions – when warranted – to remove ineffective staff members.	**Strongly Agree**	48%	1,154	31%	5	-17
	Somewhat Agree	26%	639	44%	7	18
	Neither Agree nor Disagree	12%	294	13%	2	1
	Somewhat Disagree	8%	201	6%	1	-2
	Strongly Disagree	5%	124	6%	1	1
Q16d The school's leadership demonstrates a high level of accountability such that leadership takes responsibility for outcomes.	**Strongly Agree**	56%	1,353	50%	8	-6
	Somewhat Agree	24%	578	31%	5	7
	Neither Agree nor Disagree	8%	189	19%	3	11
	Somewhat Disagree	7%	166	0%	0	-7
	Strongly Disagree	5%	126	0%	0	-5
Q17a Roles and responsibilities for leaders, staff, management, and the board of trustees are clearly defined and adhered to.	**Strongly Agree**	54%	1,304	44%	7	-10
	Somewhat Agree	26%	635	44%	7	18
	Neither Agree nor Disagree	10%	251	13%	2	3
	Somewhat Disagree	6%	141	0%	0	-6
	Strongly Disagree	3%	81	0%	0	-3
Q17b The school ensures that staff has the requisite skills, expertise, and professional development necessary to meet all students' needs, including students in subgroups.	**Strongly Agree**	57%	1,370	56%	9	-1
	Somewhat Agree	27%	657	25%	4	-2
	Neither Agree nor Disagree	8%	194	19%	3	11
	Somewhat Disagree	5%	129	0%	0	-5
	Strongly Disagree	3%	62	0%	0	-3

OnTECH CHS   Response n = 16

		All Charter Schools		OnTECH CHS		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	63%	10	3
	Somewhat Agree	24%	575	19%	3	-5
	Neither Agree nor Disagree	8%	199	6%	1	-2
	Somewhat Disagree	5%	121	6%	1	1
	Strongly Disagree	3%	71	6%	1	3
Q18a The school has established procedures for effective collaboration among teachers.	**Strongly Agree**	62%	1,501	69%	11	7
	Somewhat Agree	27%	645	25%	4	-2
	Neither Agree nor Disagree	5%	125	6%	1	1
	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	69%	11	4
	Somewhat Agree	26%	621	31%	5	5
	Neither Agree nor Disagree	5%	129	0%	0	-5
	Somewhat Disagree	2%	57	0%	0	-2
	Strongly Disagree	2%	38	0%	0	-2
Q18c The school has mechanisms to solicit teacher and staff feedback and to gauge their satisfaction.	**Strongly Agree**	58%	1,391	50%	8	-8
	Somewhat Agree	25%	607	38%	6	13
	Neither Agree nor Disagree	7%	171	13%	2	6
	Somewhat Disagree	6%	136	0%	0	-6
	Strongly Disagree	4%	107	0%	0	-4

OnTECH CHS   Response n = 16

		All Charter Schools		OnTECH CHS		Difference
Q18d The school provides you with the resources and support to do your job well when teaching remotely.	Strongly Agree	63%	1,514	63%	10	0
	Somewhat Agree	24%	573	19%	3	-5
	Neither Agree nor Disagree	6%	145	13%	2	7
	Somewhat Disagree	5%	123	6%	1	1
	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	69%	11	5
	Somewhat Agree	22%	537	13%	2	-9
	Neither Agree nor Disagree	9%	219	13%	2	4
	Somewhat Disagree	3%	65	6%	1	3
	Strongly Disagree	2%	37	0%	0	-2
Q18f The school provides you with the resources and support to do your job well when teaching concurrently.	Strongly Agree	57%	1,365	63%	10	6
	Somewhat Agree	22%	529	13%	2	-9
	Neither Agree nor Disagree	16%	390	19%	3	3
	Somewhat Disagree	3%	71	6%	1	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	31%	5	-14
	Somewhat Agree	33%	804	44%	7	11
	Neither Agree nor Disagree	10%	244	19%	3	9
	Somewhat Disagree	7%	180	6%	1	-1
	Strongly Disagree	4%	107	0%	0	-4

OnTECH CHS   Response n = 16

		All Charter Schools		OnTECH CHS		Difference
Q20 Meetings, such as faculty, staff, grade-level, curricular, child study, and the like are:	**Well organized**	78%	1,878	56%	9	-22
	Well attended	83%	2,012	100%	16	17
	Focused on relevant content	70%	1,696	81%	13	11
	Recognized by all faculty as valuable	45%	1,092	50%	8	5
	None of the above	2%	60	0%	0	-2
Q21 Please select all types of meetings where faculty members collaborate with one another.	**Team meetings**	94%	2,271	100%	16	6
	Department meetings	76%	1,834	100%	16	24
	Staff meetings	86%	2,081	94%	15	8
	Informal planning time	78%	1,892	56%	9	-22
	Teacher/professional leadership meetings	73%	1,764	81%	13	8
	Other	9%	226	13%	2	4

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OnTECH CHS

Q2_Open1 Explain what an academically rigorous lesson looks like in your classroom:	
	All students are engaged in grade level appropriate material.
	An academically rigorous lesson functions on a higher level of understanding including evaluation and creation through student driven inquiry.
	An academically rigorous lesson in my classroom would include students reading (usually primary sources), writing to show comprehension of the material, and connecting content to the real world experiences of our students.
	Begin each class with review of prior lesson. Discuss the lesson of the day. Students participate lesson, Assessments made as class takes place. Follow with review and exit ticket.
	Differentiation (especially in feedback to students), hands-on, inquiry-based. Pushing students to their next level.
	Engagement and hands on activities
	Giving students regents aligned questions that make students think before answering. Some examples are open ended questions and multi step work.
	Higher level engaging questionings; hands-on learning
	In science it is hands on and moving. Engaging by solving a problem together and working on lab reports together.
	Lessons challenge students to go beyond the content and connect the information across the curriculum and with real-world examples and how they use math daily.
	My academically rigorous lesson usually looks like the students creating and developing an understanding of knowledge and skills that will help them complete their assignments to the abilities they have learned.
	NYS Standard Aligned - on or above grade level-multiple strategies uses to facilitate learning- diverse curriculum

OnTECH CHS

Preview. Demonstration. Engagement
Student involvement, hands-on, higher order level thinking prompts, student seeking possible solution
Students are completing rigorous hands on activities that are aligned to the state standards and Regent's based curriculum. We also do project based learning that is aligned to state standards cross-curricularly
Students engaged with technology to address appropriate problems and solve them in real world situations.

OnTECH CHS

Q2_Open2 Explain how you differentiate instruction for students in your classes:	Attend to individual student needs
	Conversations with each student about what we are learning, why it is important to them and how it applies to their lives.
	Coordinate with SPED coordinator weekly in meeting for student concerns. Work with our CT to differentiate in our lesson plans that directly transfers to classroom instruction. I rely heavily on giving students individual feedback on assignments to help them with whatever goals they are working on as a student in my class.
	Different instruction, and projects.
	Differentiation is in the form of content- what the student is being taught, process- how the student is accessing content be it digital or hands-on, and being flexible in terms of grouping and individual work while using data to drive instruction of each student
	Differentiation. One to one. Closed captions. Selected videos of texts, coordinated with room CT, prior to class beginning.
	Each lesson is differentiated for each student - Small class sizes allows for better individualized instruction
	Especially during this pandemic, Ontech has demonstrated a high level of differentiation to meet the individual needs of our at-risk student population. Our hybrid model invites students with the highest needs to attend as many as three in person days with hands on instruction, while offering flexible times for students to interact with teachers and one another on remote days. When students fall behind, teachers will work with families to find a solution that works not just for the educational but also the physical needs of students during this difficult time.
	I differentiate on the skill level of my students. Not every student learns on the same level so I am always creating and recreating lessons that help the students to identify what they need to develop their abilities to check for understanding.

OnTECH CHS

I model the activity we are doing in class, provide materials and directions with simplified content, and provide support that individual students need.
Individual modifications and one-one instruction for students; small group extra support 3 times a week all day for core subjects
Modify lessons to student skills using variety of Google apps.
Our consultant teachers modify our lesson plans for each content area to ensure that all student's specific modifications are met. We also provide scaffolding for all students, as well as extensions for advanced students.
Providing scaffolds for certain students such as modfied problems, requirements and targeted instruction
We align the lessons and accommodations with the IEP plans, seeking to build off of student strengths and supporting to improve student weaknesses
We have CT's to help us with this but it is usually different handouts on handout for all that work for all learners. CT's support and break down material for learners and engage with them. Partnering with think pair share helps too as sometimes students learn best from their peers that explain in terminology that they mutually share.

OnTECH CHS

Q3_Open How do you use data in your classroom to guide instruction?	Daily responses to material covered in class allows me to see what students understand and what needs to be retaught. Longer term data shows me what gaps there are in learning.
	Data determines to what extent was the lesson / project successful, Used as a guide to determine what direction it will follow to completion.
	Data drives almost 100% of my instruction in the classroom, along with frequent student feedback and best practices.
	Data is used daily in planning, differentiating, and reteaching of content. It shows me as whole how the class is doing as well and where individuals may need some additional attention or time on content. It allows me to guide what, when and how I teach my content.
	Examining data pairs with constant revision of the scope and sequence of curriculum to make certain that all students are making progress on all standards. Often a concept will need to be integrated multiple times while working toward other goals simultaneously.
	I use data to check for understanding and development of the topics needed to succeed. If I see a student struggling with the data I will take time to reteach the lesson so that they will understand.
	I use data to differentiate instruction as well as get feedback on how my students are doing on a social-emotional level. With that data, I'm able to edit what we are doing based on the students' needs.
	I use data to tell me where my students are excelling and struggling, what type of activities and content students enjoy, and how I can improve on that instruction in the future.
	I use the star assessment to guide instruction. Exit tickets.
	Mainly for grading and grouping.
	Review of what material needs to be viewed again

OnTECH CHS

The data we receive tells us what we as teachers are doing well, and areas where we need to improve. For example, the data showed that student writing skills were low, so we invested time into supporting and scaffolding student writing assignments
To assess progress for iEP progress monitoring and to assist the lead teachers on how to modify curriculum.
Use data to modify lessons for a unit, and if lessons need to be retaught in a different way
Using STAR test data and PSAT test data our focus for each student is on addressing any missing foundational knowledge. Each student has a plan to better their understanding of the curriculum.
We use data from the STAR testing, formative and summative assessments and practice state testing to guide instruction for each individual student. We provide differentiation based on student performance and we have weekly grade level and department meetings to review data.

OnTECH CHS

Q6_Open Describe the methods available for teachers to raise student discipline concerns. If no such methods exist, write "none" in the space below.	Advisory teachers meet with students weekly. Group chat of all teachers to keep them updated to the minute on student issues, Deans circulate the building and classes. Community circle every day gives a sense of team work and reduces discipline concerns.
	Contacting the community culture team (deans)
	Culture Tracker is a form teachers fill out for discipline concerns and it is received by our deans.
	Culture Tracker, Weekly grade-level meetings, school-wide staff chat to address student concerns in real-time
	Culture tracker
	Each student has an advisor teacher, as well as a close relationship with the administration, in the event where a discipline issue comes up
	Reaching out to admin and deans, filling out the culture tracker
	Refer to deans
	Speak to student first. Explain concerns as a class level. Speak to Deans to explain concerns.
	Teachers are the primary responders to discipline concerns, i.e., contacting parents/guardians.
	Teachers use the same form to record outstanding behavior as they do to announce behaviors that are a cause for concern. It is aptly named the culture tracker.
	This is multifaceted. We meet as a grade level team and disccussion challenges and solutions. This information is shared with adminstration who will have conferences with students and parents as needed. We have a community and culture dean who helps facilitate behavior expectations as well and educating students and faculty about the needs and how they express them.
	To have individual teachers or staff (advisors) talk to the student and come up with solutions; call parents

OnTECH CHS

	We have a culture tracker to submit info good and bad to deans who track and respond to all concerns.
	We meet as a grade-level team to discuss student concerns and then if we need further discussion they are referred to the Deans and administration in their meetings.
	We use an online referral system through a google form to submit behavior concerns to the dean team. The deans then meet with students and parents, as well as the administration to discuss behavior and create behavior plans.

OnTECH CHS

Q7_Open Describe how the school addresses issues of bullying, discrimination, and harassment. If you don't know, write "don't know."	Any issues are dealt with swiftly and with sensitivity. Students conference with teachers and deans to resolve any conflicts or misunderstandings.
	Dasa
	Dean of Culture/Admin
	Deans
	First speak to students involved, if possible resolve issue amongst students. Move issue to the Deans or administration.
	Notification is sent to deans for intervention if teacher intervention fails.
	Our Dean Team handles these concerns. If a student brings these concerns to a teacher, the teacher works with the Dean Team to handle the situation.
	Personally and individually. We use mediation when needed and continue to hold all students to a high standard. Our behavior expectations include students and faculty treating each other as family. Peer mediation will also happen when needed.
	The Dean support team addresses the issues.
	The school follows the DASA regulations and has a written referral process. That is given to the Administration and dean team to investigate and follow up on.
	The school uses restorative justice to address immediate concerns and constantly visits heavy topics such as the ones listed above in a preventative way during daily community circles.
	There is a zero tolerance for such behaviors. They are typically addressed immediately, by administration and teachers, with the students involved and parental involvement as necessary
	We follow individual classroom policies as well as follow the school's code of conduct.

OnTECH CHS

	We have weekly community circle meetings that address issues of bullying, discrimination, and other issues that are addressed in the school.
	We inform the DASA coordinator or dean team to deal with these issues if they are present.
	don't know

OnTECH CHS

Q12_Open Provide examples of how the school supports students' social-emotional and mental health needs:	Advisory every week, school counseling available, community circles
	All students participate in mindfulness twice a week. We also have an online Community Circle two times a week and an in-person Community Circle once a week to help provide students with team building, social engagement, and academic supports. We also have mental health counseling available to all students. The dean team also checks in on all students on a regular basis and makes referrals to the mental health provider as needed.
	Constant communication, Advisory, Mindfullness, and Community Circle all support student needs.
	Counseling and team meetings
	Counselor
	Daily community circles provide a safe space for students to share and bond by coupling interactive activities and discussion techniques to encourage vulnerability and recognition for sharing. Students are also given shout outs for exemplary behavior, which are certainly for above and beyond students, but also used to reward students for things such as persistence in the face of adversity.
	Interaction with teachers, Deans, and Administration as necessary.
	Mental health counseling, interactions with deans and teachers for help as well as a class in mindfulness to help students deal and control their own emotions.
	Mindful meditation twice a week during online sessions, community circles daily, personal check-ins with students, and their families, and after school virtual gatherings for social events

OnTECH CHS

Mindfulness class twice a week, House-visits, Support with Dean Team, grade-level teams identifying students that need help, our partnership for mental health with Upstate University, getting food/clothing/hygine products to students/families that are in need, Family Fun/Dance nights, Community Engagement Events. I feel like I am not even able to name them all. This is one of our school's biggest strengths.
The school has a counselor, and other staff that are in place to help students as needed
They have staff who individually support the students with family, emotional support with constant contact with home and school.
We have check ins with students weekly and provide dean counseling.
We have provided counseling with the students from an outside source. We also are assigned a group of students that we call our advisees that we check on a daily basis.
We teach mindfulness to all our students - teachers have positive relationships with students and serves as mentors and advisors - we outsource a school therapist for our students
advisory, checking in with students

OnTECH CHS

Q18_Open1 Please describe the teacher evaluation process. If none exists, write "none" in the space below.	Every day teaches are expected to arrive on time and teach highly effective lessons. Deans and the principal do daily walk-through observations daily.
	Growth Mindset
	Informal walk thrus, then formal observations that use a growth mind set foundation.
	Observation
	Observations, observation review, a paper copy of the information, and ways to grow. Then a plan is made with both long and short-term goals to improve the quality and level of teaching. It is very personal and insightful
	Our administrator does 4 walk throughs a year and 2 formal observations with post-observation reviews. We use a rubric that was reviewed at the start of the year during professional development. Then at the end of the year we get a formal review that summarizes all of the observations and walk throughs.
	Our evaluations occur following an observation. We are evaluated on our growth mindset which also offers ways to improve and positive wording for growth and opportunity for self reflection.
	Teachers are evaluated but the principal as well as given feedback from mentor teachers.
	Teachers get observed formally and informally with walk through observations that use a growth mindset evaualtion checklist.
	Teachers have frequent classroom observations and teacher-administration follow-up meetings.
	The evaluation process - I was just observed and have not received feedback yet-
	The teacher evaluation comes from administration, it involves an observation, and meeting after ward. However, there is consistent dialogue from administration about teacher and student expectations, and how to best serve our student population

OnTECH CHS

The teacher evaluation process we use is the Growth Mindset model.
Viewed during in class session. Review with advisor. Follow recommendations.
We are evaluated based on drop-in observations, scheduled observations, and based on our overall professional performance as a team member. This evaluation is in a form of a rubric and is discussed with us multiple times a year.
observations and feedback meetings, mentorship

OnTECH CHS

Q18_Open2 Provide examples of how school leadership solicits feedback from staff. If none exists, write "none" in the space below.	Bi-annual surveys, Staff meetings, grade-level meetings, reaching out one-on-one to get feedback.
	Feedback is done conversationally in groups. Can be by department, grade level or as the entire school staff community
	Feedback, both positive and negative, is fairly open and welcome, regardless of where it originates
	I'm sure they do, I just can't think of any at the moment.
	If there is a concern usually the director or Dean will address it with you before sharing it with the staff.
	Our administrator is always open to hear our opinion and discuss our concerns. Never have I worked in an environment where I felt more impactful or comfortable talking with the principal about my goals and desires.
	Staff Meetings and teacher surveys
	Staff meeting and Survey
	Staff meetings weekly, open discussion about any teacher concerns. Concerns are addressed expeditiously.
	Surveys
	Surveys and staff meetings
	Surveys, polls, texts, and emails. Most are anonymous and can always chat with leadership when needed.
	There is an end of year survey that is a means of formal feedback. But we also have weekly staff meetings where staff are free to voice concerns, ask questions, etc. We also left video feedback this year.
	We get asked our feedback on some things.
	Weekly staff meetings or bring concerns to administrators as necessary.
	surveys,

OnTECH CHS

Q22_Open Describe your understanding of the mission and key design elements of the school:	Career and college readiness
	Mission of OnTech is to create life long learners, who are college or career ready through PBL activities.
	OnTECH is a Community that Cares. We were founded to serve at-risk students; especially those who are over-aged and under-credited. We base our pedagogy and design on student-centered principles and brain-based research. We teach using PBL practices are our curriculum is centered on Agricultural Sciences. We do this all with a foundation of serving students' social-emotional needs.
	Our focus is to prepare students for a path of life long learning, both as a professional in the workforce, and as a prospective college student. Aligning their education with career, academic or specific trade paths are key to setting up student success.
	The mission and key design elements are discussed weekly in staff meetings. Its also discussed at board meetings.
	The mission is to serve historically underserved populations in an urban setting by promoting life-long learning and a betterment of the community through PBL and Agriculture.
	The mission of OnTECH is to prepare students for employment by offering real work experiences that develop a passion for careers. The PBL model combines interdisciplinary curriculum with community resources that turns out high performing members of the community.
	The mission of Ontech is to create lifelong learners by creating a scope and sequence of engagement. We look at the different ways to create differentiated learning by doing Project-Based Learning Activities. Also accommodating the needs of all our students by reinventing lessons that align with the NYS standards of my curriculum.

OnTECH CHS

This school aims to support non-traditional students in continuing and finishing their secondary education. The key design elements include supporting diverse learners, supporting over-aged and under-credited students, linking current neuroscience to the methods of teaching and learning, and promoting the learning of skills that will help students in their future educational and professional endeavors.
Understand mission and key design elements
Understand the mission and key design elements perfectly
We at OnTech server at-risk students by providing a curriculum which is rich in job skills, career readiness and technical skill which will enable students to be college or career ready.   We focus on project-based learning which is hands-on and relevant to students' lives and the skills they need to become life-long learners. We use brain-based research to drive our teaching methods and create purposeful engagement for students as well as teach social-emotional skills for today and beyond.
We have 7 key design elements: 1. Brain/Science based learning 2. Project based learning 3. Environmental and Ag. science 4. Student voice and choice 5. Employment, career and passions 6. Overage/Undercredited students and 7. Mastery based growth and learning
We use PBL to help older under-credited students achieve success in an accepting school environment. We have clubs, advisory and project based learning. We serve an at-risk polulation.
at risk community centered brain based agriculture student centered social and emotional learning   All staff have procedures in place and take active roles in parts of the mission and key design. Some have more active roles, like deans, but all patriciate.
to serve at risk students become successful learners, pbl and agricultiure.

OnTECH CHS

Q23_Open Please use this space to provide any additional information you feel is relevant to better inform the NYSED Charter School Office about this school and/or to make suggestions for areas the school can improve upon.	I choose to work at OnTECH Charter High School because I believe in its mission and key design elements. We have come a long way as a school and it shows when you look at the growth of our students. I am proud of the work we have done and I know we have much more work to do to continue to serve the youth of the Syracuse Community.
	More staff input.
	OnTECH has a tremendous amount of potential. We are building a community here. The greatest assets we have are our teachers. That's where we and all schools need to invest in.
	OnTech takes the time to learn about and understand student needs and what is best for each of the individual students.
	Ontech is truly a hub for the community! By offering amazing experiences and engaging and immersive activities, at-risk students become not only high performers, but valuable members of society during their time at our little school.
	This charter school does everything it can to help each student find success. We differentiate to the needs of each individual student to give them an education that meets them where they are in life and helps them move forward.
	This is an amazing school that assists under-served students of poverty to understand and begin to love learning again. It is personal and the community is like no other. The students, staff and faculty work together to discover the needs of individuals and the community at home and at large. This is a place where students learn to be young adults. They learn to be productive, insightful, and respectful adults in the city and world community.
	This school works hard to show they really care about students. I have never worked in a place where they care about each and every one. They take care of all areas of need including family home issues.

OnTECH CHS

We need a higher salary. I took a severe pay cut when i accepted this position and it barely pays the bills after the amount of insurance that gets deducted each check. We need more planning time during the day to plan for the multiple classes. i have no breaks at all except lunch. The school day and year is too long. The students are exhausted by the end of day. Staff need a real summer break in between school sessions. We get one week off all summer for family vacation.
better pay, more mental health breaks (for all staff and students), and more and better resources for our schools.

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

OnTECH CHS   Response n = 75   Response Rate = 36%

		All Charter Schools		OnTECH CHS		Difference
Q1a_In-Person I regularly attend school-sponsored events, such as school dances, sporting events, student performances, or other school activities.	Strongly Agree	11%	358	25%	19	14
	Somewhat Agree	15%	476	23%	17	8
	Neither Agree nor Disagree	8%	257	13%	10	5
	Somewhat Disagree	4%	132	4%	3	0
	Strongly Disagree	5%	147	12%	9	7
	I have not attended in-person	57%	1,825	23%	17	-34
Q1a_Remote I regularly attend school-sponsored events, such as school dances, sporting events, student performances, or other school activities.	Strongly Agree	18%	566	21%	16	3
	Somewhat Agree	22%	712	32%	24	10
	Neither Agree nor Disagree	19%	595	16%	12	-3
	Somewhat Disagree	9%	291	5%	4	-4
	Strongly Disagree	15%	478	11%	8	-4
	I have not attended remotely	17%	553	15%	11	-2
Q1b_In-Person I regularly participate in extra-curricular activities offered through this school such as school clubs or organizations, musical groups, sports teams, student government, or any other extra-curricular activities.	Strongly Agree	13%	423	32%	24	19
	Somewhat Agree	13%	405	19%	14	6
	Neither Agree nor Disagree	8%	247	13%	10	5
	Somewhat Disagree	4%	131	5%	4	1
	Strongly Disagree	6%	184	8%	6	2
	I have not attended in-person	56%	1,805	23%	17	-33
Q1b_Remote I regularly participate in extra-curricular activities offered through this school such as school clubs or organizations, musical groups, sports teams, student government, or any other extra-curricular activities.	Strongly Agree	18%	584	33%	25	15
	Somewhat Agree	22%	702	29%	22	7
	Neither Agree nor Disagree	17%	537	11%	8	-6
	Somewhat Disagree	10%	323	8%	6	-2
	Strongly Disagree	15%	485	5%	4	-10
	I have not attended remotely	18%	564	13%	10	-5
Q1c_In-Person At this school, students have the opportunity to help decide things like class activities and rules.	Strongly Agree	17%	532	39%	29	22
	Somewhat Agree	18%	561	16%	12	-2
	Neither Agree nor Disagree	10%	304	5%	4	-5
	Somewhat Disagree	4%	134	11%	8	7
	Strongly Disagree	3%	89	7%	5	4
	I have not attended in-person	49%	1,575	23%	17	-26

OnTECH CHS   Response n = 75   Response Rate = 36%

		All Charter Schools		OnTECH CHS		Difference
Q1c_Remote At this school, students have the opportunity to help decide things like class activities and rules.	**Strongly Agree**	27%	876	36%	27	9
	Somewhat Agree	33%	1,045	25%	19	-8
	Neither Agree nor Disagree	20%	629	16%	12	-4
	Somewhat Disagree	8%	264	4%	3	-4
	Strongly Disagree	7%	226	8%	6	1
	I have not attended remotely	5%	155	11%	8	6
Q1d_In-Person There are opportunities for students at this school to get involved in sports, clubs, and other school activities outside of class.	**Strongly Agree**	31%	979	60%	45	29
	Somewhat Agree	11%	361	15%	11	4
	Neither Agree nor Disagree	6%	194	0%	0	-6
	Somewhat Disagree	2%	60	0%	0	-2
	Strongly Disagree	1%	37	4%	3	3
	I have not attended in-person	49%	1,564	21%	16	-28
Q1d_Remote There are opportunities for students at this school to get involved in sports, clubs, and other school activities outside of class.	**Strongly Agree**	40%	1,285	53%	40	13
	Somewhat Agree	25%	789	16%	12	-9
	Neither Agree nor Disagree	16%	524	12%	9	-4
	Somewhat Disagree	5%	169	3%	2	-2
	Strongly Disagree	6%	199	4%	3	-2
	I have not attended remotely	7%	229	12%	9	5
Q1e_In-Person I have the opportunity to be part of class discussions or activities.	**Strongly Agree**	33%	1,055	60%	45	27
	Somewhat Agree	12%	388	13%	10	1
	Neither Agree nor Disagree	5%	148	3%	2	-2
	Somewhat Disagree	1%	28	0%	0	-1
	Strongly Disagree	1%	27	3%	2	2
	I have not attended in-person	48%	1,549	21%	16	-27
Q1e_Remote I have the opportunity to be part of class discussions or activities.	**Strongly Agree**	60%	1,929	56%	42	-4
	Somewhat Agree	23%	722	20%	15	-3
	Neither Agree nor Disagree	9%	286	9%	7	0
	Somewhat Disagree	2%	61	1%	1	-1
	Strongly Disagree	2%	63	3%	2	1
	I have not attended remotely	4%	134	11%	8	7

OnTECH CHS   Response n = 75   Response Rate = 36%

		All Charter Schools		OnTECH CHS		Difference
Q2a The bathrooms in this school are clean.	Strongly Agree	21%	665	43%	32	22
	Somewhat Agree	18%	588	28%	21	10
	Neither Agree nor Disagree	9%	300	8%	6	-1
	Somewhat Disagree	5%	151	5%	4	0
	Strongly Disagree	4%	119	1%	1	-3
	I have not attended in-person	43%	1,372	15%	11	-28
Q2b The temperature in this school is comfortable (there is heat and air conditioning as necessary).	Strongly Agree	21%	684	36%	27	15
	Somewhat Agree	21%	656	29%	22	8
	Neither Agree nor Disagree	9%	284	11%	8	2
	Somewhat Disagree	5%	158	7%	5	2
	Strongly Disagree	2%	71	1%	1	-1
	I have not attended in-person	42%	1,342	16%	12	-26
Q2c Repairs are made in a timely manner.	Strongly Agree	18%	560	32%	24	14
	Somewhat Agree	16%	510	25%	19	9
	Neither Agree nor Disagree	18%	591	19%	14	1
	Somewhat Disagree	4%	118	7%	5	3
	Strongly Disagree	2%	70	1%	1	-1
	I have not attended in-person	42%	1,346	16%	12	-26
Q2d I am proud of the way my school looks.	Strongly Agree	25%	811	43%	32	18
	Somewhat Agree	18%	579	23%	17	5
	Neither Agree nor Disagree	12%	393	12%	9	0
	Somewhat Disagree	4%	112	5%	4	1
	Strongly Disagree	3%	91	4%	3	1
	I have not attended in-person	38%	1,209	13%	10	-25
Q3a This school provides instructional materials (e.g., textbooks, handouts) that reflect my cultural background, ethnicity, and identity.	Strongly Agree	41%	1,321	48%	36	7
	Somewhat Agree	29%	922	24%	18	-5
	Neither Agree nor Disagree	23%	745	20%	15	-3
	Somewhat Disagree	4%	122	4%	3	0
	Strongly Disagree	3%	85	4%	3	1

OnTECH CHS   **Response n = 75**   **Response Rate = 36%**

		All Charter Schools		OnTECH CHS		Difference
Q3b The things I'm learning in school are important to me.	**Strongly Agree**	34%	1,083	49%	37	15
	Somewhat Agree	36%	1,155	29%	22	-7
	Neither Agree nor Disagree	17%	552	16%	12	-1
	Somewhat Disagree	8%	258	3%	2	-5
	Strongly Disagree	5%	147	3%	2	-2
Q3c Classroom environments support learning and are generally free from disruption.	**Strongly Agree**	37%	1,187	53%	40	16
	Somewhat Agree	36%	1,145	33%	25	-3
	Neither Agree nor Disagree	18%	590	11%	8	-7
	Somewhat Disagree	6%	176	3%	2	-3
	Strongly Disagree	3%	97	0%	0	-3
Q4a My classes are challenging.	**Strongly Agree**	23%	736	20%	15	-3
	Somewhat Agree	44%	1,391	40%	30	-4
	Neither Agree nor Disagree	21%	680	24%	18	3
	Somewhat Disagree	9%	293	9%	7	0
	Strongly Disagree	3%	95	7%	5	4
Q4b I feel that I am on-track for high school graduation.	**Strongly Agree**	47%	1,492	56%	42	9
	Somewhat Agree	30%	951	29%	22	-1
	Neither Agree nor Disagree	15%	470	8%	6	-7
	Somewhat Disagree	6%	204	7%	5	1
	Strongly Disagree	2%	78	0%	0	-2
Q4c The school provides me with college prep assistance and information.	**Strongly Agree**	42%	1,356	48%	36	6
	Somewhat Agree	32%	1,035	31%	23	-1
	Neither Agree nor Disagree	19%	600	13%	10	-6
	Somewhat Disagree	4%	137	5%	4	1
	Strongly Disagree	2%	67	3%	2	1
Q4d I know who to talk to for information about different careers.	**Strongly Agree**	44%	1,393	51%	38	7
	Somewhat Agree	28%	895	27%	20	-1
	Neither Agree nor Disagree	17%	558	16%	12	-1
	Somewhat Disagree	7%	213	4%	3	-3
	Strongly Disagree	4%	136	3%	2	-1

OnTECH CHS   Response n = 75   Response Rate = 36%

		All Charter Schools		OnTECH CHS		Difference
Q5a_In-Person [How often type of bullying experienced or observed] Student to student based on a student's real or perceived race or ethnicity.	Daily	3%	87	0%	0	-3
	Weekly	2%	48	0%	0	-2
	Monthly	1%	27	1%	1	0
	A few times	5%	144	3%	2	-2
	Rarely	10%	315	23%	17	13
	Never	23%	743	51%	38	28
	I have not attended in-person	57%	1,831	23%	17	-34
Q5a_Remote [How often type of bullying experienced or observed] Student to student based on a student's real or perceived race or ethnicity.	Daily	3%	110	0%	0	-3
	Weekly	2%	61	0%	0	-2
	Monthly	1%	41	3%	2	2
	A few times	5%	156	0%	0	-5
	Rarely	11%	351	8%	6	-3
	Never	71%	2,267	80%	60	9
	I have not attended remotely	7%	209	9%	7	2
Q5b_In-Person [How often type of bullying experienced or observed] Student to student based on a student's real or perceived religion.	Daily	2%	74	0%	0	-2
	Weekly	1%	29	0%	0	-1
	Monthly	1%	25	0%	0	-1
	A few times	3%	108	3%	2	0
	Rarely	7%	220	11%	8	4
	Never	29%	912	65%	49	36
	I have not attended in-person	57%	1,827	21%	16	-36
Q5b_Remote [How often type of bullying experienced or observed] Student to student based on a student's real or perceived religion.	Daily	3%	90	0%	0	-3
	Weekly	2%	60	1%	1	-1
	Monthly	1%	33	1%	1	0
	A few times	4%	125	0%	0	-4
	Rarely	9%	286	3%	2	-6
	Never	75%	2,402	85%	64	10
	I have not attended remotely	6%	199	9%	7	3

OnTECH CHS   Response n = 75   Response Rate = 36%

		All Charter Schools		OnTECH CHS		Difference
Q5c_In-Person [How often type of bullying experienced or observed] Student to student based on a student's real or perceived disability.	**Daily**	2%	78	0%	0	-2
	Weekly	1%	35	0%	0	-1
	Monthly	1%	25	0%	0	-1
	A few times	4%	125	5%	4	1
	Rarely	8%	263	16%	12	8
	Never	26%	846	59%	44	33
	I have not attended in-person	57%	1,823	20%	15	-37
Q5c_Remote [How often type of bullying experienced or observed] Student to student based on a student's real or perceived disability.	**Daily**	3%	96	0%	0	-3
	Weekly	2%	57	0%	0	-2
	Monthly	1%	24	1%	1	0
	A few times	4%	134	0%	0	-4
	Rarely	10%	322	8%	6	-2
	Never	74%	2,369	81%	61	7
	I have not attended remotely	6%	193	9%	7	3
Q5d_In-Person [How often type of bullying experienced or observed] Student to student based on a student's real or perceived gender identity.	**Daily**	2%	74	1%	1	-1
	Weekly	2%	51	4%	3	2
	Monthly	1%	30	0%	0	-1
	A few times	5%	148	5%	4	0
	Rarely	7%	233	9%	7	2
	Never	26%	835	59%	44	33
	I have not attended in-person	57%	1,824	21%	16	-36
Q5d_Remote [How often type of bullying experienced or observed] Student to student based on a student's real or perceived gender identity.	**Daily**	3%	107	0%	0	-3
	Weekly	2%	52	1%	1	-1
	Monthly	1%	42	1%	1	0
	A few times	5%	162	4%	3	-1
	Rarely	10%	304	7%	5	-3
	Never	73%	2,333	77%	58	4
	I have not attended remotely	6%	195	9%	7	3

OnTECH CHS   Response n = 75   Response Rate = 36%

		All Charter Schools		OnTECH CHS		Difference
Q5e_In-Person [How often type of bullying experienced or observed] Student to student based on a student's real or perceived sexual identity.	**Daily**	3%	87	1%	1	-2
	Weekly	1%	37	0%	0	-1
	Monthly	1%	26	0%	0	-1
	A few times	4%	143	7%	5	3
	Rarely	8%	264	12%	9	4
	Never	26%	816	59%	44	33
	I have not attended in-person	57%	1,822	21%	16	-36
Q5e_Remote [How often type of bullying experienced or observed] Student to student based on a student's real or perceived sexual identity.	**Daily**	3%	95	0%	0	-3
	Weekly	2%	59	1%	1	-1
	Monthly	1%	47	1%	1	0
	A few times	5%	165	1%	1	-4
	Rarely	10%	311	11%	8	1
	Never	73%	2,323	76%	57	3
	I have not attended remotely	6%	195	9%	7	3
Q5f_In-Person [How often type of bullying experienced or observed] Student to student based on a student's real or perceived economic status.	**Daily**	2%	73	3%	2	1
	Weekly	2%	49	3%	2	1
	Monthly	1%	28	0%	0	-1
	A few times	5%	169	4%	3	-1
	Rarely	8%	243	12%	9	4
	Never	25%	800	56%	42	31
	I have not attended in-person	57%	1,833	23%	17	-34
Q5f_Remote [How often type of bullying experienced or observed] Student to student based on a student's real or perceived economic status.	**Daily**	3%	99	0%	0	-3
	Weekly	2%	52	1%	1	-1
	Monthly	1%	42	1%	1	0
	A few times	5%	168	4%	3	-1
	Rarely	10%	327	3%	2	-7
	Never	72%	2,304	81%	61	9
	I have not attended remotely	6%	203	9%	7	3

OnTECH CHS   Response n = 75   Response Rate = 36%

		All Charter Schools		OnTECH CHS		Difference
Q5g_In-Person [How often type of bullying experienced or observed] Student to student based on another reason.	**Daily**	3%	103	5%	4	2
	Weekly	2%	63	0%	0	-2
	Monthly	2%	53	1%	1	-1
	A few times	7%	237	16%	12	9
	Rarely	9%	272	19%	14	10
	Never	20%	641	39%	29	19
	I have not attended in-person	57%	1,826	20%	15	-37
Q5g_Remote [How often type of bullying experienced or observed] Student to student based on another reason.	**Daily**	4%	116	3%	2	-1
	Weekly	2%	61	0%	0	-2
	Monthly	1%	43	1%	1	0
	A few times	8%	269	8%	6	0
	Rarely	13%	401	12%	9	-1
	Never	66%	2,098	67%	50	1
	I have not attended remotely	6%	207	9%	7	3
Q5h_In-Person [How often type of bullying experienced or observed] Teacher or administrator to student based on any of the categories listed above.	**Daily**	3%	86	4%	3	1
	Weekly	1%	34	1%	1	0
	Monthly	1%	17	0%	0	-1
	A few times	3%	108	0%	0	-3
	Rarely	5%	162	7%	5	2
	Never	30%	958	68%	51	38
	I have not attended in-person	57%	1,830	20%	15	-37
Q5h_Remote [How often type of bullying experienced or observed] Teacher or administrator to student based on any of the categories listed above.	**Daily**	4%	115	3%	2	-1
	Weekly	2%	48	0%	0	-2
	Monthly	1%	39	3%	2	2
	A few times	5%	146	0%	0	-5
	Rarely	8%	246	5%	4	-3
	Never	75%	2,383	80%	60	5
	I have not attended remotely	7%	218	9%	7	2

OnTECH CHS   Response n = 75   Response Rate = 36%

		All Charter Schools		OnTECH CHS		Difference
Q6a [How often type of cyberbullying experienced or observed] Student to student based on a student's real or perceived race or ethnicity.	**Daily**	4%	130	4%	3	0
	Weekly	2%	56	0%	0	-2
	Monthly	1%	41	1%	1	0
	A few times	6%	201	3%	2	-3
	Rarely	14%	449	11%	8	-3
	Never	73%	2,318	81%	61	8
Q6b [How often type of cyberbullying experienced or observed] Student to student based on a student's real or perceived religion.	**Daily**	4%	112	1%	1	-3
	Weekly	2%	55	1%	1	-1
	Monthly	1%	47	1%	1	0
	A few times	5%	145	7%	5	2
	Rarely	12%	390	7%	5	-5
	Never	77%	2,446	83%	62	6
Q6c [How often type of cyberbullying experienced or observed] Student to student based on a student's real or perceived disability.	**Daily**	3%	98	3%	2	0
	Weekly	2%	56	1%	1	-1
	Monthly	2%	49	1%	1	-1
	A few times	6%	180	4%	3	-2
	Rarely	12%	393	11%	8	-1
	Never	76%	2,419	80%	60	4
Q6d [How often type of cyberbullying experienced or observed] Student to student based on a student's real or perceived gender identity.	**Daily**	3%	110	3%	2	0
	Weekly	2%	50	0%	0	-2
	Monthly	2%	53	1%	1	-1
	A few times	6%	195	5%	4	-1
	Rarely	13%	419	12%	9	-1
	Never	74%	2,368	79%	59	5
Q6e [How often type of cyberbullying experienced or observed] Student to student based on a student's real or perceived sexual identity.	**Daily**	3%	108	3%	2	0
	Weekly	2%	54	0%	0	-2
	Monthly	2%	59	1%	1	-1
	A few times	7%	214	3%	2	-4
	Rarely	13%	400	13%	10	0
	Never	74%	2,360	80%	60	6

OnTECH CHS   Response n = 75   Response Rate = 36%

		All Charter Schools		OnTECH CHS		Difference
Q6f [How often type of cyberbullying experienced or observed] Student to student based on a student's real or perceived economic status.	Daily	3%	110	3%	2	0
	Weekly	2%	56	1%	1	-1
	Monthly	2%	48	3%	2	1
	A few times	6%	202	3%	2	-3
	Rarely	13%	422	12%	9	-1
	Never	74%	2,357	79%	59	5
Q6g [How often type of cyberbullying experienced or observed] Student to student based on another reason.	Daily	4%	127	5%	4	1
	Weekly	2%	79	0%	0	-2
	Monthly	2%	73	3%	2	1
	A few times	9%	297	5%	4	-4
	Rarely	15%	464	19%	14	4
	Never	67%	2,155	68%	51	1
Q6h [How often type of cyberbullying experienced or observed] Teacher or administrator to student based on any of the categories listed above.	Daily	3%	107	4%	3	1
	Weekly	2%	52	0%	0	-2
	Monthly	1%	40	1%	1	0
	A few times	5%	145	4%	3	-1
	Rarely	9%	300	11%	8	2
	Never	80%	2,551	80%	60	0
Q7a I feel physically safe in my school.	Strongly Agree	43%	1,377	63%	47	20
	Somewhat Agree	27%	877	25%	19	-2
	Neither Agree nor Disagree	25%	798	9%	7	-16
	Somewhat Disagree	3%	95	1%	1	-2
	Strongly Disagree	2%	48	1%	1	-1
Q7b I feel safe traveling to and from my school.	Strongly Agree	41%	1,299	63%	47	22
	Somewhat Agree	29%	929	25%	19	-4
	Neither Agree nor Disagree	23%	748	8%	6	-15
	Somewhat Disagree	5%	158	3%	2	-2
	Strongly Disagree	2%	61	1%	1	-1

OnTECH CHS   Response n = 75   Response Rate = 36%

		All Charter Schools		OnTECH CHS		Difference
Q7c I feel that the school culture supports me.	Strongly Agree	47%	1,488	60%	45	13
	Somewhat Agree	28%	907	24%	18	-4
	Neither Agree nor Disagree	20%	651	12%	9	-8
	Somewhat Disagree	3%	101	3%	2	0
	Strongly Disagree	2%	48	1%	1	-1
Q7d I feel that the school's discipline policy is applied fairly to all students.	Strongly Agree	40%	1,276	48%	36	8
	Somewhat Agree	27%	864	29%	22	2
	Neither Agree nor Disagree	22%	690	19%	14	-3
	Somewhat Disagree	7%	231	1%	1	-6
	Strongly Disagree	4%	134	3%	2	-1
Q7e I have not had anything stolen from me at this school.	Strongly Agree	54%	1,710	72%	54	18
	Somewhat Agree	14%	436	4%	3	-10
	Neither Agree nor Disagree	18%	561	7%	5	-11
	Somewhat Disagree	6%	182	5%	4	-1
	Strongly Disagree	10%	306	12%	9	2
Q7f I have not seen any property damaged by students at this school.	Strongly Agree	36%	1,139	45%	34	9
	Somewhat Agree	17%	529	17%	13	0
	Neither Agree nor Disagree	28%	883	16%	12	-12
	Somewhat Disagree	11%	344	7%	5	-4
	Strongly Disagree	9%	300	15%	11	6
Q8a Most or all of my teachers are available to help me with schoolwork.	Strongly Agree	57%	1,826	72%	54	15
	Somewhat Agree	31%	994	21%	16	-10
	Neither Agree nor Disagree	8%	255	4%	3	-4
	Somewhat Disagree	3%	89	1%	1	-2
	Strongly Disagree	1%	31	1%	1	0
Q8b My teachers care about me.	Strongly Agree	53%	1,690	72%	54	19
	Somewhat Agree	27%	878	15%	11	-12
	Neither Agree nor Disagree	16%	517	12%	9	-4
	Somewhat Disagree	2%	67	0%	0	-2
	Strongly Disagree	1%	43	1%	1	0

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

OnTECH CHS   Response n = 75   Response Rate = 36%

		All Charter Schools		OnTECH CHS		Difference
Q8c My teachers give me individual attention when I ask and even when I don't ask but need it.	Strongly Agree	49%	1,575	61%	46	12
	Somewhat Agree	32%	1,025	27%	20	-5
	Neither Agree nor Disagree	14%	445	8%	6	-6
	Somewhat Disagree	3%	100	1%	1	-2
	Strongly Disagree	2%	50	3%	2	1
Q8d My teachers expect me to do my best all the time.	Strongly Agree	66%	2,107	71%	53	5
	Somewhat Agree	24%	760	16%	12	-8
	Neither Agree nor Disagree	8%	271	8%	6	0
	Somewhat Disagree	1%	38	4%	3	3
	Strongly Disagree	1%	19	1%	1	0
Q8e My teachers often connect what I am learning to life outside the classroom.	Strongly Agree	41%	1,301	60%	45	19
	Somewhat Agree	31%	998	20%	15	-11
	Neither Agree nor Disagree	19%	615	15%	11	-4
	Somewhat Disagree	6%	184	4%	3	-2
	Strongly Disagree	3%	97	1%	1	-2
Q8f I have at least one adult at the school that I can talk to about problems I'm dealing with outside of school.	Strongly Agree	51%	1,631	64%	48	13
	Somewhat Agree	19%	612	11%	8	-8
	Neither Agree nor Disagree	17%	551	16%	12	-1
	Somewhat Disagree	5%	148	0%	0	-5
	Strongly Disagree	8%	253	9%	7	1
Q9a I am treated respectfully by my fellow students.	Strongly Agree	47%	1,507	55%	41	8
	Somewhat Agree	32%	1,007	31%	23	-1
	Neither Agree nor Disagree	16%	501	11%	8	-5
	Somewhat Disagree	4%	125	1%	1	-3
	Strongly Disagree	2%	55	3%	2	1
Q9b I am treated respectfully by my teachers and other adults in my school.	Strongly Agree	65%	2,078	79%	59	14
	Somewhat Agree	24%	781	15%	11	-9
	Neither Agree nor Disagree	9%	275	4%	3	-5
	Somewhat Disagree	1%	39	1%	1	0
	Strongly Disagree	1%	22	1%	1	0

OnTECH CHS   Response n = 75   Response Rate = 36%

		All Charter Schools		OnTECH CHS		Difference
Q9c Adults working at this school reward students for positive behavior.	**Strongly Agree**	47%	1,517	63%	47	16
	Somewhat Agree	28%	899	25%	19	-3
	Neither Agree nor Disagree	18%	584	11%	8	-7
	Somewhat Disagree	4%	129	0%	0	-4
	Strongly Disagree	2%	66	1%	1	-1
Q9d Adults working at this school help students develop strategies to understand and control their feelings and actions.	**Strongly Agree**	47%	1,515	65%	49	18
	Somewhat Agree	29%	914	21%	16	-8
	Neither Agree nor Disagree	18%	591	11%	8	-7
	Somewhat Disagree	3%	107	0%	0	-3
	Strongly Disagree	2%	68	3%	2	1
Q9e This school has a positive impact on my life.	**Strongly Agree**	40%	1,273	59%	44	19
	Somewhat Agree	27%	871	21%	16	-6
	Neither Agree nor Disagree	24%	755	16%	12	-8
	Somewhat Disagree	5%	149	3%	2	-2
	Strongly Disagree	5%	147	1%	1	-4
Q10 Would you choose to be attending a different school if you could?	**Yes**	15%	483	9%	7	-6
	No	55%	1,748	56%	42	1
	Maybe	30%	964	35%	26	5

NYSED CSO Student Survey 2021

OnTECH CHS

OPEN1 If you did experience or observe cyberbullying in any of the situations above, please list examples of the types of cyberbullying you saw:	At my school I have seen no form of bullying and or cyber bullying.
	Calling people names, bullying, saying hurtful things,
	I Have not seen any signs of cyber bullying
	I haven't experienced any bullying or I haven't seen any going on.
	I haven't noticed any.
	I never saw any type of cyber bullying on the computers
	I've been in cyberbully against others and its happened to be for example like me and my friend was just messing with this one girl trying fight her we was talking about her in a group chat
	None.
	People coming for them because they Christian and they be wearing long skirts or long shirts with big pans big shoes
	There are no cyberbullying at my school
	Threats on social media ,Raical slurs,Bullying through social media
	Threats toward people on social media ,Bullying through social media, racial comments , sexual comments,
	arguing
	i dont get cyber bullied
	i have not
	in class, around school
	n/a
	no
	no i haven't
	no, I haven't been through it or saw someone going through it in my school.
	none
	nope
	nothing

OnTECH CHS

OPEN2 We would really appreciate it if you would explain why you chose your answer to 'Would you choose to be a attending a different school if you could?'	Because I miss my friends and the classes were a little easier and not as complicated as it is here
	Because i feel as if this school provides a feeling no other school can replicate because the teachers care and try there best
	Because i just feel like this school is not for me i belong in a different school environment.
	Because i love ontech and ontech actually helps me with my classes and helps me make sure i pass my classes and ontech is a great school
	Because i love ontech it helps me
	Because it annoys me i already took all my 9th grade classes
	Because it's a family of diversity and welcoming.
	Because ontech is a good school and were all one big community.
	Because there are some things that I'm not used yo.
	Because this school doesn't give me a real high school experience.No football games no cheerleaders it not like a real high school to me.
	I choose no because I find myself to be happier at Ontech than at my old school.
	I chose No because i like this school and dint want to go to a different school
	I chose maybe because I wanted to have more of a high school experience but I enjoyed my time there.
	I chose my answer above because it is all true.
	I chose no because I enjoy being a student at Ontech.
	I chose that because I might want to change my school in the future.
	I chose "no" for my answer because the community OnTECH has created makes me feel safe and I feel like I wouldn't get that at another school so I'm lucky to be at this one.
	I feel like I have a higher chance of graduating due to the other schools graduation percentage and the system for remote is easy and well provided
	I just sometimes feel as an outsider because I don't get along with anybody.
	I like hoe free this school feels, it's a nice change.

OnTECH CHS

I personally HATE how many opportunities I've missed out on by attending this high school. I've missed out on prom, REAL sports, and so much more. It makes me sad, if I could go back to my 8th grade graduation I would love to more than anything.
I said No because it's a good school I've had no problems and I have been getting way higher grades than I was in other schools.
I said no because ontech is honestly a great school !
I say maybe because sometimes we're not in a category with other school at a certain extend, They don't do what other school do . but then again I love that school because the teachers are everything . they care about our future they do different things that reflect on our future and that's really good .
I wish that the layout of the school was different.
I would not be where I am today without this school and its teachers.
I would not want to attend another school because the school i am at now is a great school with very great staff that treat kids with respect.
I wouldn't change my school because the teachers care and support us here and are here to give help when needed
I wouldn't choose to attend a different school because OnTech was the best choice I've ever made. This school helped me grow as a person and helped me step out of my comfort zone.
I wouldn't choose to go to another school because this school is helping me with future. They help us get jobs in high school and apply for colleges
I wouldn't switch my school because i met a lot of new students and made a lot of new friends and i love this school i couldn't picture myself in a new high school
I'm enrolled in a school that I like more than other schools I have been to.
I've found myself getting a lot better emotionally since I've started learning here at Ontech.
Its because i just think this school can positively benefit my life
Its just no reason to transfer
Ive failed the 9th grade multiple times so when I went to onTech I moved on & now im in the 11th grade so I guess I can say I'm happy about that because they helped me a lot .

OnTECH CHS

No because ive already made new friends and i like this school i wouldnt wanna switch schools cause this school is like my family were a pack the pack doesnt split up
OnTech is a school of open mindedness and has a great diversity with each interaction you encounter.
Ontech is honestly a great school it has changed my actions in school tremendously !
The students at this school just does not make me comfortable to be myself. It's not where I'm getting bullied, it's just certain personalities I don't feel comfortable to be around.
This school feels more free and purposful than other schools i've been to. Plus we do more that other schools tend to do.
Well, other schools may have advanced classes that I can take in order for me to have a higher chance of getting into a better college. Also, I want to have a full summer break.
Well, the only reason I choose "maybe" was because since ontech is a new school I didn't really have close friends that were going here. but I'm making new ones here.
because I like the way my teachers teach
because i can freely express my self
because i feel like there may be more opportunities at other schools
because i like ontech feels like family
because i love this school and this school loves me
because i wanna see how every school is different
because others schools will give u the work and not care if u pass or not
from my point of view, I believe that the school is great everyone is cool and chill and I would probably attend a different school if they provide better education.
i depends on what happens in the future
i don't know
i feel the school needs a better environment in order to be its best
i just wanna attend every school to see the difference

OnTECH CHS

i picked yes because in my opinion we are not learning anything important that will benefit us in the real world. i have over 22 credits but they won't let me graduate early due to "scholarships" they will try to help me get. im just doing school work to maintain my grades im not learning anything.
if I live in a different neighborhood then ima have to go to a different school but other than that I will stay at on tech
if all my friend leave I will leave too
its a great school however there is need for major improvement. Better classes meaning more in-depth challenges probably weekly test. Skilled based classes sometimes classes are slowed past while some kids are need help others or sitting there for 45 minutes of the class. I thought i was done with this in southside but the gym is in the cafe which is in connected to the kitchen, nothing wrong with it just something that bothers me. sometimes kids are putting in little effort and i am seeing them get no backlash or they are getting rewarded. Lately i am just not enjoying my time here. Its small little socialization between students happens. There is some we have called community circle yeah great you want to get into our lives but that is is what advisory is for that is taking away 30 minutes of instruction time. Lockers are also in the gym/cafe/kitchen. Only class i enjoyed was last year Treesa Greene English class. Im glad they are trying but its failing some kids like but i feel like its a high school southside charter in other words southside was the gate to hell and this is the road. Again not a bad so its okay for me and the have given me more than a handful amount of opportunity but they some just make it extra. Also we have no side courses or any language classes.
maybe because i would like to play football and plus other schools are playing sports and were not
maybe because there are other schools i wanna look at
n/a
no
no because my school just needs a bigger place to expand ontech could be the best school in syracuse if the building its self wasn't ghetto. the teachers are the best my grades are the best they have ever been its just the place.
no i will not be attending a different school if I could because i like this school and the teachers help me and others individual when we need help on something
school is ok lacking A LOT of things ex spanish or side classes

OnTECH CHS

OPEN3 If there is anything else you would like us to know about your experience in this school, please let us know here. To submit your survey, click SUBMIT.	I would like you to know that at my school all the teachers and staff treat every student with respect and treat them like there equal
	If any student is struggling with personal things going on at home or they just feel depressed they can always talk to a trusted teacher about it, whenever I felt that way I'd talk to my favorite teacher and that always made me feel better.
	I [attend] OnTECH Charter High-school and so far I have absolutely no critiques. As a student I can tell all the teachers are enthusiastic and cat about our education and the students create that feeling too. OnTECH also has a lot of clubs that are fun to go to and regularly do game nights and raffles. I've referred a lot of my friends and family to attend OnTECH because I feel like they'd love it as much as I do!
	My experience at this school is somewhat ok
	No
	No other questions
	No thank you.
	Some of these classes give e work that I'm not used to doing.
	This school treats all the students and staff as equal and with respect the staff and teachers make sure we are caught up and good with anything and the teachers and staff are always willing to help with anything even its not about school
	n/a
	nah.
	no
	nothing else
	their lunch is nasty we need better food plzzzz
	yes

NYSED CSO Parent Survey 2022

ONTECH CHARTER HIGH SCHOOL

41 RESPONSES

16% RESPONSE RATE

Academics
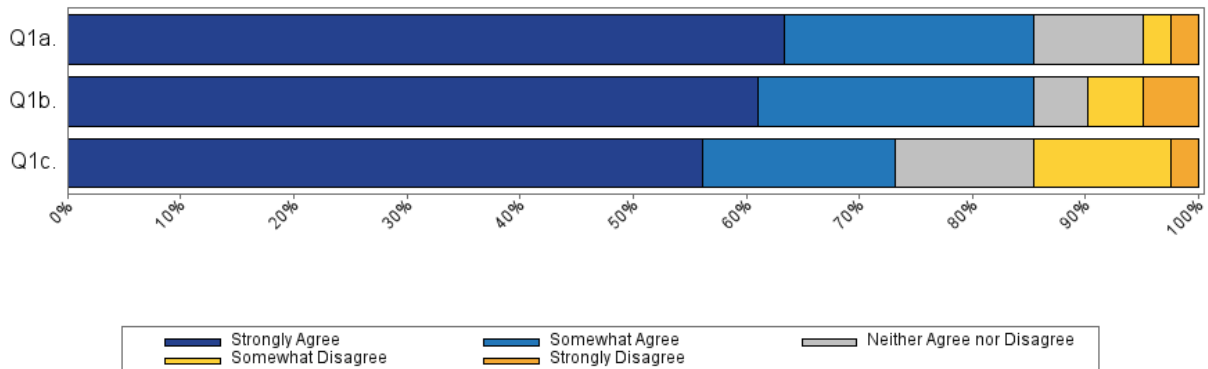
Academics		% by School	Total by School	% All Schools	Total All Schools
Q1a. The charter school has high academic expectations for my child.	Strongly Agree	63%	26	74%	4,204
	Somewhat Agree	22%	9	19%	1,080
	Neither Agree nor Disagree	10%	4	4%	225
	Somewhat Disagree	2%	1	2%	97
	Strongly Disagree	2%	1	2%	89
Q1b. I am aware of the academic supports available to my child.	Strongly Agree	61%	25	70%	3,988
	Somewhat Agree	24%	10	20%	1,166
	Neither Agree nor Disagree	5%	2	4%	254
	Somewhat Disagree	5%	2	3%	143
	Strongly Disagree	5%	2	3%	144

Academics		% by School	Total by School	% All Schools	Total All Schools
Q1c. The teaching quality at this school is very high.	Strongly Agree	56%	23	67%	3,790
	Somewhat Agree	17%	7	23%	1,335
	Neither Agree nor Disagree	12%	5	5%	309
	Somewhat Disagree	12%	5	3%	148
	Strongly Disagree	2%	1	2%	113

NYSED CSO Parent Survey 2022

ONTECH CHARTER HIGH SCHOOL

41 RESPONSES

16% RESPONSE RATE

Behavior Managment and Safety
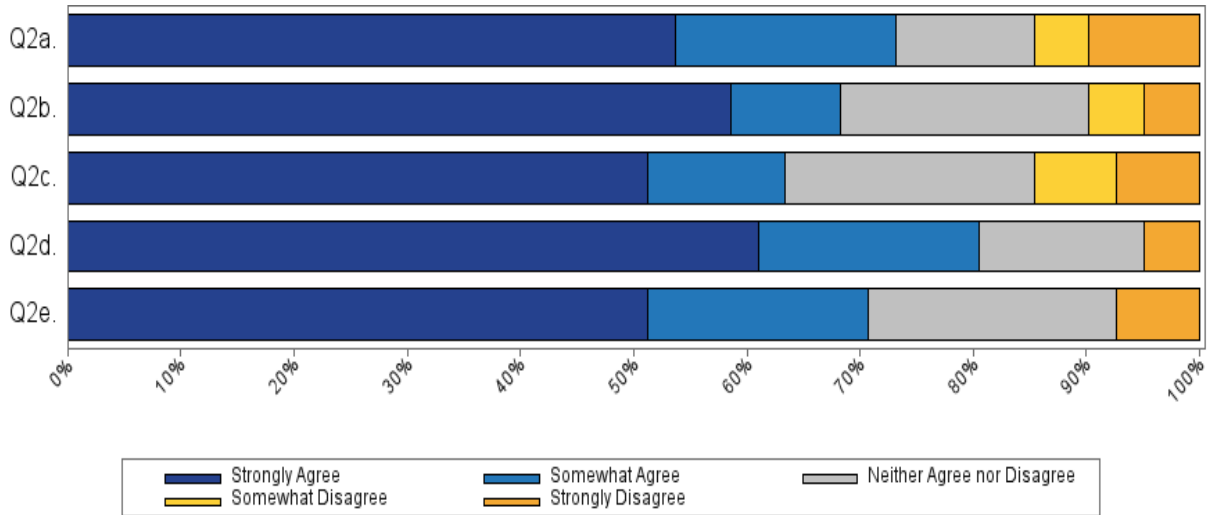
| | | Strongly Agree | | Somewhat Agree | | Neither Agree nor Disagree |
| Somewhat Disagree | | Strongly Disagree |

Behavior Management and Safety		% by School	Total by School	% All Schools	Total All Schools
Q2a. The school's discipline policy is clear.	Strongly Agree	54%	22	68%	3,849
	Somewhat Agree	20%	8	18%	1,051
	Neither Agree nor Disagree	12%	5	8%	456
	Somewhat Disagree	5%	2	3%	173
	Strongly Disagree	10%	4	3%	166
Q2b. The school's discipline policy is fair to all students.	Strongly Agree	59%	24	63%	3,610
	Somewhat Agree	10%	4	19%	1,068
	Neither Agree nor Disagree	22%	9	10%	593
	Somewhat Disagree	5%	2	4%	205
	Strongly Disagree	5%	2	4%	219

Behavior Management and Safety		% by School	Total by School	% All Schools	Total All Schools
Q2c. The school's discipline policy is enforced by all teachers and staff.	Strongly Agree	51%	21	61%	3,481
	Somewhat Agree	12%	5	20%	1,132
	Neither Agree nor Disagree	22%	9	12%	703
	Somewhat Disagree	7%	3	3%	189
	Strongly Disagree	7%	3	3%	190
Q2d. I am aware of how the school supports student social-emotional development.	Strongly Agree	61%	25	63%	3,610
	Somewhat Agree	20%	8	22%	1,233
	Neither Agree nor Disagree	15%	6	9%	498
	Somewhat Disagree	0%	0	3%	172
	Strongly Disagree	5%	2	3%	182
Q2e. The school has social, emotional, and mental health programs and supports for all students.	Strongly Agree	51%	21	59%	3,372
	Somewhat Agree	20%	8	21%	1,183
	Neither Agree nor Disagree	22%	9	14%	809
	Somewhat Disagree	0%	0	3%	159
	Strongly Disagree	7%	3	3%	172

NYSED CSO Parent Survey 2022
ONTECH CHARTER HIGH SCHOOL
41 RESPONSES
16% RESPONSE RATE

Support Services

Q3a. Transportation
Q3b. Food assistance
Q3c. Housing assistance
Q3d. Group/indiv. counseling
Q3e. Electronic device
Q3f. Free/discounted internet
Q3g. Mental health referral
Q3h. FAFSA assistance
Q3i. Legal referral

■ This support/service is offered by the school   ■ My child and/or my family has used this support/service
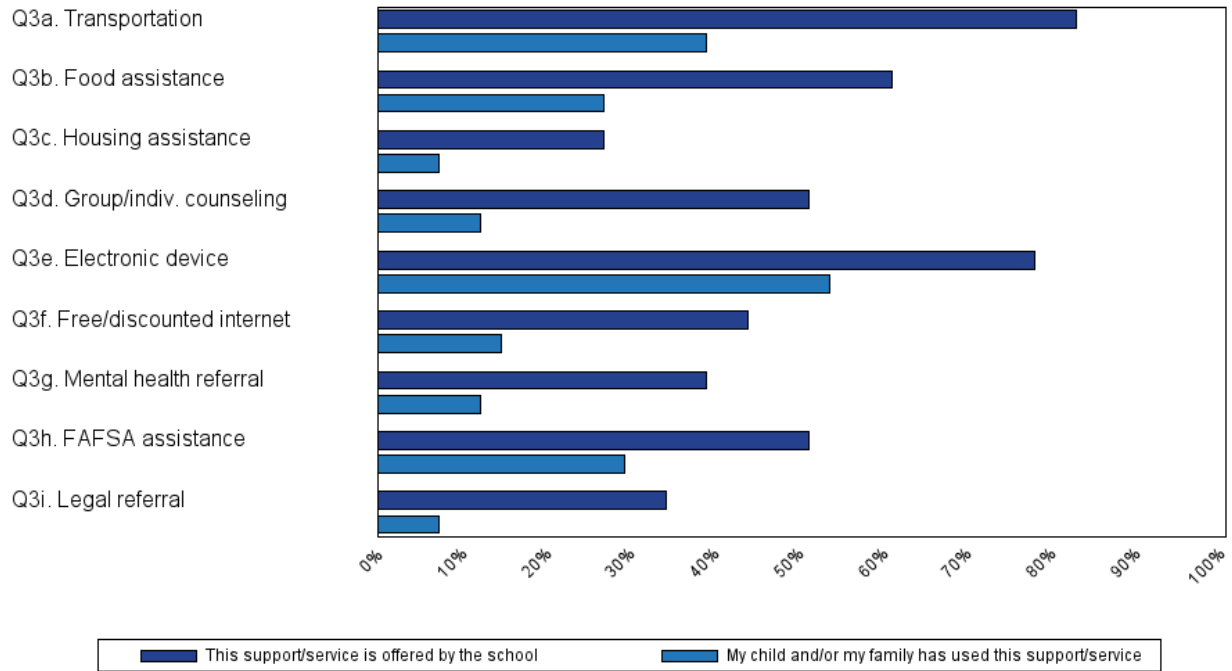
Support Services		% by School	Total by School	% All Schools	Total All Schools
Q3a. Transportation	This support/service is offered by the school	83%	34	68%	3,897
	My child and/or my family has used this support/service	39%	16	28%	1,601

Support Services		% by School	Total by School	% All Schools	Total All Schools
Q3b. Food assistance	This support/service is offered by the school	61%	25	63%	3,572
	My child and/or my family has used this support/service	27%	11	25%	1,442
Q3c. Housing assistance	This support/service is offered by the school	27%	11	26%	1,475
	My child and/or my family has used this support/service	7%	3	8%	449
Q3d. Group/indiv. counseling	This support/service is offered by the school	51%	21	56%	3,182
	My child and/or my family has used this support/service	12%	5	16%	905
Q3e. Electronic device	This support/service is offered by the school	78%	32	70%	3,986
	My child and/or my family has used this support/service	54%	22	46%	2,624
Q3f. Free/discounted internet	This support/service is offered by the school	44%	18	43%	2,429
	My child and/or my family has used this support/service	15%	6	14%	799
Q3g. Mental health referral	This support/service is offered by the school	39%	16	42%	2,366

Support Services		% by School	Total by School	% All Schools	Total All Schools
Q3g. Mental health referral	My child and/or my family has used this support/service	12%	5	8%	437
Q3h. FAFSA assistance	This support/service is offered by the school	51%	21	34%	1,957
	My child and/or my family has used this support/service	29%	12	8%	470
Q3i. Legal referral	This support/service is offered by the school	34%	14	27%	1,523
	My child and/or my family has used this support/service	7%	3	5%	281

Behavior Management
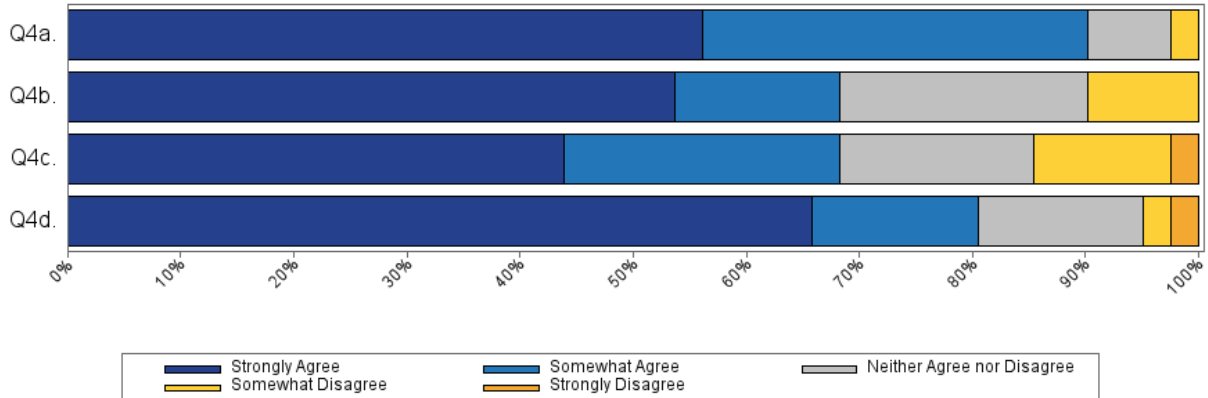
Behavior Management		% by School	Total by School	% All Schools	Total All Schools
Q4a. The school provides a safe environment.	Strongly Agree	56%	23	70%	3,988
	Somewhat Agree	34%	14	20%	1,160
	Neither Agree nor Disagree	7%	3	5%	296
	Somewhat Disagree	2%	1	3%	143
	Strongly Disagree	0%	0	2%	108
Q4b. The school has systems in place to ensure that the environment is free from bullying, harassment, and discrimination.	Strongly Agree	54%	22	60%	3,406
	Somewhat Agree	15%	6	23%	1,293
	Neither Agree nor Disagree	22%	9	10%	546
	Somewhat Disagree	10%	4	4%	255
	Strongly Disagree	0%	0	3%	195

Behavior Management		% by School	Total by School	% All Schools	Total All Schools
Q4c. Classroom environments support learning and are generally free from disruption.	Strongly Agree	44%	18	59%	3,369
	Somewhat Agree	24%	10	24%	1,383
	Neither Agree nor Disagree	17%	7	10%	568
	Somewhat Disagree	12%	5	4%	221
	Strongly Disagree	2%	1	3%	154
Q4d. The school has high behavioral expectations for my child.	Strongly Agree	66%	27	71%	4,023
	Somewhat Agree	15%	6	20%	1,129
	Neither Agree nor Disagree	15%	6	7%	379
	Somewhat Disagree	2%	1	1%	84
	Strongly Disagree	2%	1	1%	80

Family Engagement and Communication
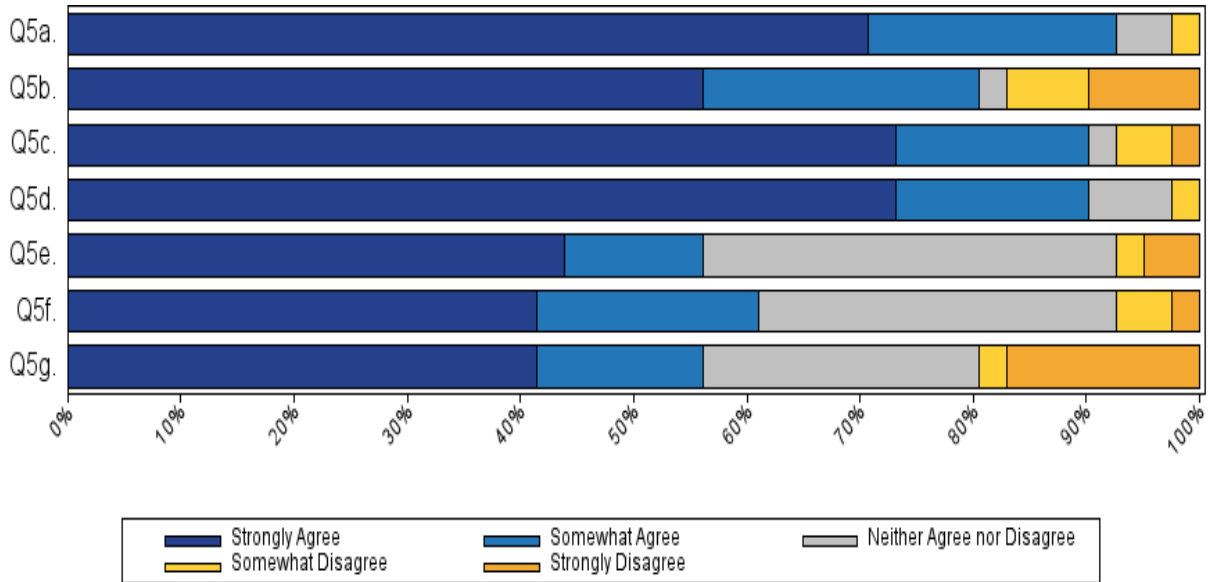
Family Engagement and Communication		% by School	Total by School	% All Schools	Total All Schools
Q5a. The school provides opportunities for parent participation within the school community.	Strongly Agree	71%	29	63%	3,613
	Somewhat Agree	22%	9	21%	1,172
	Neither Agree nor Disagree	5%	2	10%	582
	Somewhat Disagree	2%	1	3%	175
	Strongly Disagree	0%	0	3%	153
Q5b. I receive regular and timely information on my child's academic progress in my home language.	Strongly Agree	56%	23	74%	4,219
	Somewhat Agree	24%	10	16%	937
	Neither Agree nor Disagree	2%	1	4%	235
	Somewhat Disagree	7%	3	3%	157
	Strongly Disagree	10%	4	3%	147

Family Engagement and Communication		% by School	Total by School	% All Schools	Total All Schools
Q5c. The school uses many methods of communication with families.	Strongly Agree	73%	30	77%	4,411
	Somewhat Agree	17%	7	15%	875
	Neither Agree nor Disagree	2%	1	4%	213
	Somewhat Disagree	5%	2	2%	96
	Strongly Disagree	2%	1	2%	100
Q5d. The school seeks feedback from parents through surveys, meetings, or some other way.	Strongly Agree	73%	30	72%	4,123
	Somewhat Agree	17%	7	18%	1,003
	Neither Agree nor Disagree	7%	3	6%	324
	Somewhat Disagree	2%	1	2%	126
	Strongly Disagree	0%	0	2%	119
Q5e. The school has a complaint policy that is easy to find.	Strongly Agree	44%	18	51%	2,911
	Somewhat Agree	12%	5	19%	1,055
	Neither Agree nor Disagree	37%	15	22%	1,271
	Somewhat Disagree	2%	1	4%	209
	Strongly Disagree	5%	2	4%	249
Q5f. The school has a complaint policy that is easy to understand.	Strongly Agree	41%	17	53%	3,016
	Somewhat Agree	20%	8	18%	1,018
	Neither Agree nor Disagree	32%	13	23%	1,295
	Somewhat Disagree	5%	2	3%	150
	Strongly Disagree	2%	1	4%	216

Family Engagement and Communication		% by School	Total by School	% All Schools	Total All Schools
Q5g. The school informs parents about how it performs compared to other schools in the district and New York State.	Strongly Agree	41%	17	51%	2,877
	Somewhat Agree	15%	6	19%	1,107
	Neither Agree nor Disagree	24%	10	20%	1,162
	Somewhat Disagree	2%	1	5%	261
	Strongly Disagree	17%	7	5%	288

Q6. Thinking about this school's board meetings, which of the following statements best applies to you?
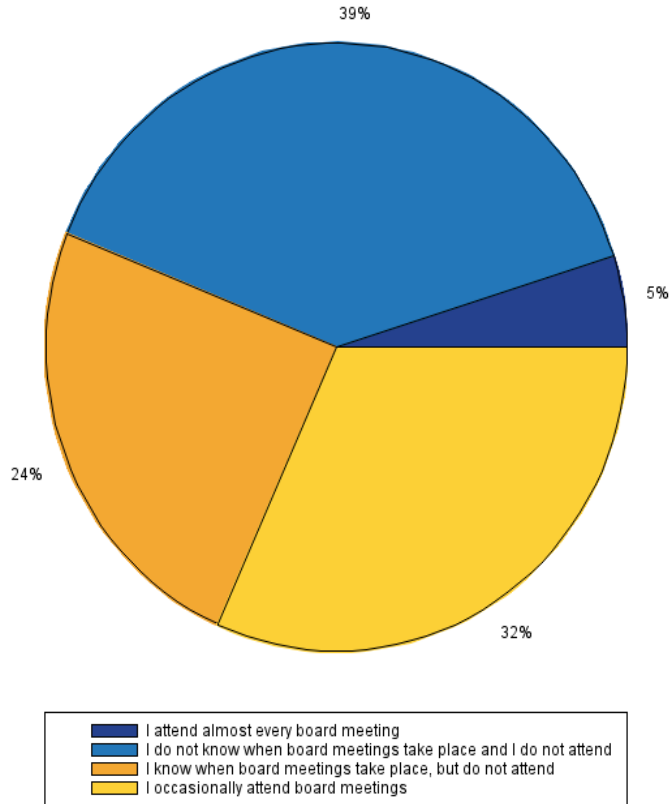
Board Meetings		% by School	Total by School	% All Schools	Total All Schools
Q6. Thinking about this school's board meetings, which of the following statements best applies to you?	I attend almost every board meeting	5%	2	14%	808
	I occasionally attend board meetings	32%	13	23%	1,314
	I know when board meetings take place, but do not attend	24%	10	35%	1,975
	I do not know when board meetings take place and I do not attend	39%	16	28%	1,598

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

73%

17%

10%

| Yes | No | I don't know the school's mission |
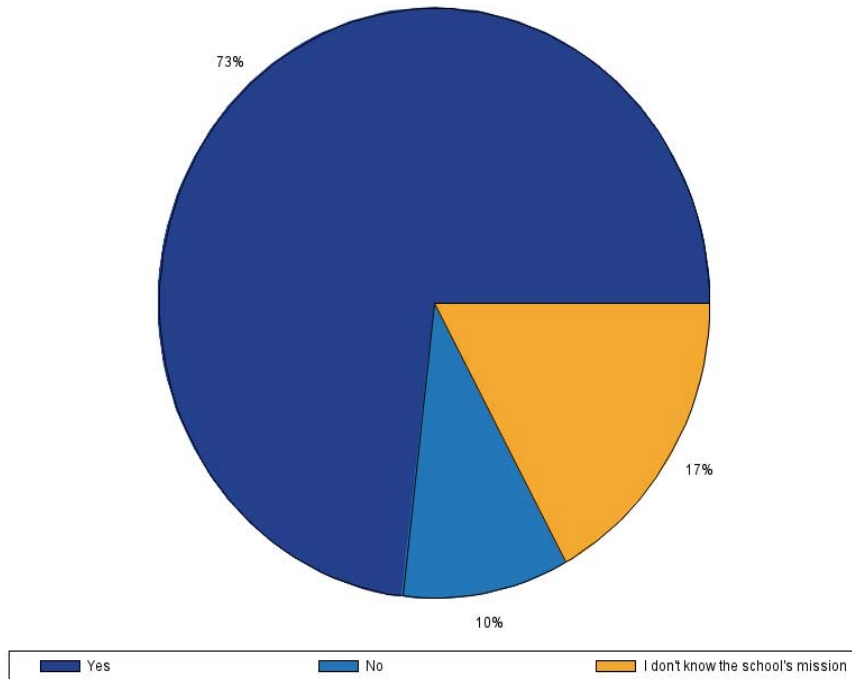
School Mission		% by School	Total by School	% All Schools	Total All Schools
Q7. Do you feel the school is fulfilling its mission?	Yes	73%	30	83%	4,724
	No	10%	4	6%	328
	I don't know the school's mission	17%	7	11%	643

NYSED CSO Parent Survey 2022

ONTECH CHARTER HIGH SCHOOL

41 RESPONSES

16% RESPONSE RATE

COVID-19 In-Person Learning Environment
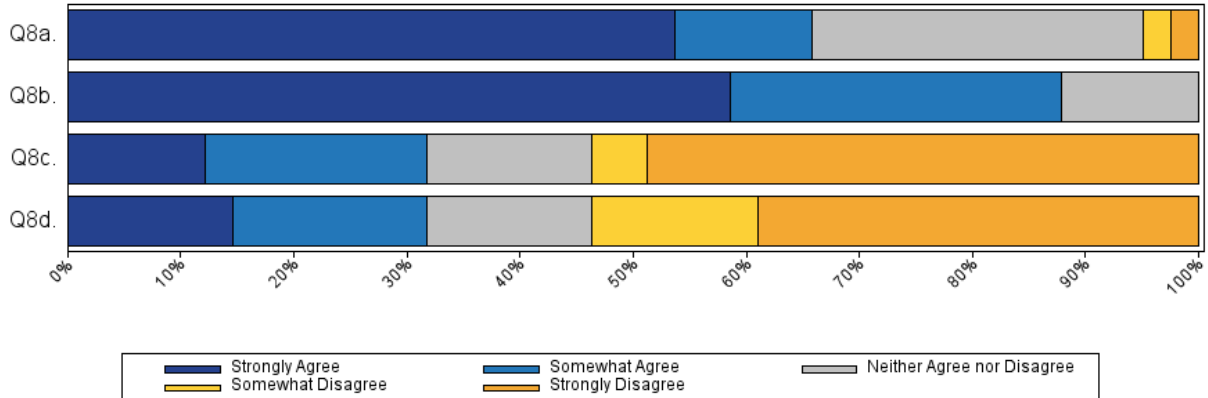
COVID-19 Learning Environment		% by School	Total by School	% All Schools	Total All Schools
Q8a. The school has clear instructions on cleaning procedures and practices used in the school's buildings.	Strongly Agree	54%	22	64%	3,665
	Somewhat Agree	12%	5	18%	1,042
	Neither Agree nor Disagree	29%	12	14%	798
	Somewhat Disagree	2%	1	2%	97
	Strongly Disagree	2%	1	2%	93
Q8b. I am confident the school is following the proper safety standards.	Strongly Agree	59%	24	70%	3,979
	Somewhat Agree	29%	12	19%	1,060
	Neither Agree nor Disagree	12%	5	8%	457
	Somewhat Disagree	0%	0	2%	101
	Strongly Disagree	0%	0	2%	98

COVID-19 Learning Environment		% by School	Total by School	% All Schools	Total All Schools
Q8c. My child has difficulty learning in the current school setting.	Strongly Agree	12%	5	14%	779
	Somewhat Agree	20%	8	12%	663
	Neither Agree nor Disagree	15%	6	14%	790
	Somewhat Disagree	5%	2	9%	523
	Strongly Disagree	49%	20	52%	2,940
Q8d. I worry my child will come in contact with COVID19 while in school.	Strongly Agree	15%	6	19%	1,085
	Somewhat Agree	17%	7	21%	1,194
	Neither Agree nor Disagree	15%	6	24%	1,384
	Somewhat Disagree	15%	6	11%	623
	Strongly Disagree	39%	16	25%	1,409

NYSED CSO Parent Survey 2022

ONTECH CHARTER HIGH SCHOOL

41 RESPONSES

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COVID-19 Remote Learning Environment
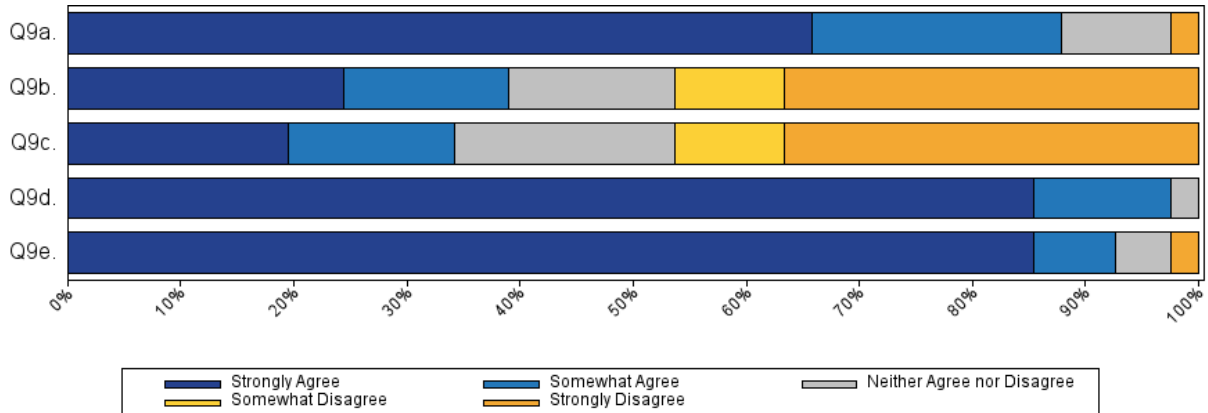
COVID-19 Remote Learning Environment		% by School	Total by School	% All Schools	Total All Schools
Q9a. The school has provided me with help to support my child's remote learning.	Strongly Agree	66%	27	58%	3,325
	Somewhat Agree	22%	9	17%	943
	Neither Agree nor Disagree	10%	4	21%	1,204
	Somewhat Disagree	0%	0	2%	97
	Strongly Disagree	2%	1	2%	126
Q9b. Handling remote learning platforms (Zoom, Google Meet, teacher apps, etc.) has been difficult.	Strongly Agree	24%	10	26%	1,463
	Somewhat Agree	15%	6	16%	888
	Neither Agree nor Disagree	15%	6	24%	1,359
	Somewhat Disagree	10%	4	11%	603
	Strongly Disagree	37%	15	24%	1,382

COVID-19 Remote Learning Environment		% by School	Total by School	% All Schools	Total All Schools
Q9c. Managing my work along with my child's remote learning schoolwork has been a challenge.	Strongly Agree	20%	8	29%	1,657
	Somewhat Agree	15%	6	20%	1,153
	Neither Agree nor Disagree	20%	8	26%	1,500
	Somewhat Disagree	10%	4	8%	434
	Strongly Disagree	37%	15	17%	951
Q9d. The internet in my home works when my child needs to access school materials for remote learning	Strongly Agree	85%	35	64%	3,669
	Somewhat Agree	12%	5	14%	824
	Neither Agree nor Disagree	2%	1	16%	939
	Somewhat Disagree	0%	0	2%	142
	Strongly Disagree	0%	0	2%	121
Q9e. My child has access to a tech device for school when needed for remote learning.	Strongly Agree	85%	35	73%	4,151
	Somewhat Agree	7%	3	10%	585
	Neither Agree nor Disagree	5%	2	14%	814
	Somewhat Disagree	0%	0	1%	57
	Strongly Disagree	2%	1	2%	88

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ONTECH CHARTER HIGH SCHOOL
41 RESPONSES
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COVID-19 Learning Environment
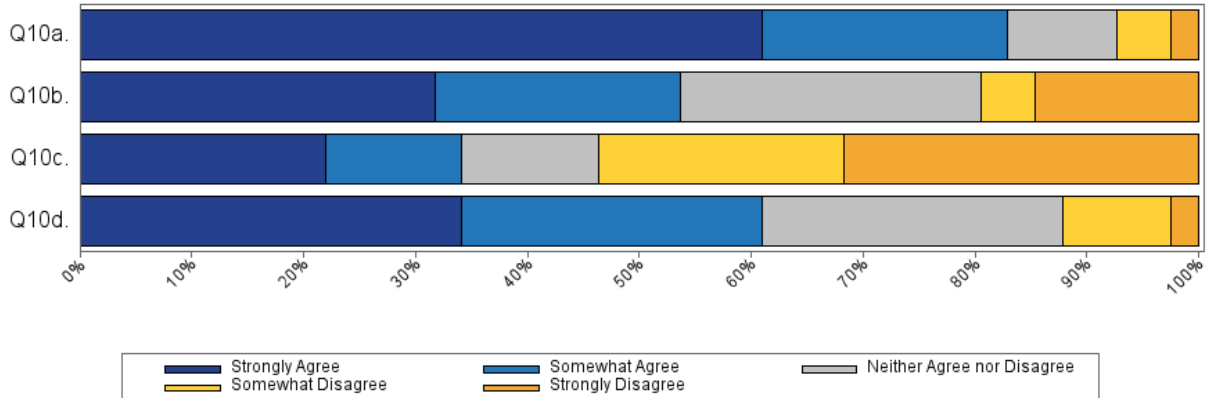
COVID-19 Learning Environment		% by School	Total by School	% All Schools	Total All Schools
Q10a. I have a clear idea how the school is educating my child.	Strongly Agree	61%	25	66%	3,744
	Somewhat Agree	22%	9	24%	1,354
	Neither Agree nor Disagree	10%	4	6%	335
	Somewhat Disagree	5%	2	3%	165
	Strongly Disagree	2%	1	2%	97
Q10b. I need to devote a great amount of time to support my child's school participation.	Strongly Agree	32%	13	32%	1,812
	Somewhat Agree	22%	9	25%	1,437
	Neither Agree nor Disagree	27%	11	23%	1,332
	Somewhat Disagree	5%	2	11%	621
	Strongly Disagree	15%	6	9%	493

COVID-19 Learning Environment		% by School	Total by School	% All Schools	Total All Schools
Q10c. I am concerned about my child's social or emotional well-being	Strongly Agree	22%	9	27%	1,564
	Somewhat Agree	12%	5	18%	1,028
	Neither Agree nor Disagree	12%	5	17%	947
	Somewhat Disagree	22%	9	14%	771
	Strongly Disagree	32%	13	24%	1,385
Q10d. I am more connected with my child's day-to-day education now than ever before.	Strongly Agree	34%	14	48%	2,721
	Somewhat Agree	27%	11	24%	1,389
	Neither Agree nor Disagree	27%	11	19%	1,075
	Somewhat Disagree	10%	4	5%	284
	Strongly Disagree	2%	1	4%	226

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

Question Answer
Because it's a smaller setting it is more hands-on with the staff members they get right to the point
It was a new school and a fresh start
They have a good academic and it was in distance and in a safe environment
We thought it would be a better school. In some ways they are but my child couldn't participate in certain girl sports because they didn't have enough who wanted to play. They didn't have a senior dinner for the parents. A few things have happened and no one called or emailed. Things could definitely be better.
I choose this school because the environment is perfect for my child to progress.
I liked that it's a smaller school and my child has a better learning environment
Safe environment, smaller classes, unique learning experience
This is great school. I am very proud how they helped my child get through his education. They seen him through 9-12 grade.
It was a smaller school. Which allow students to get more one on one teaching if needed. L
Because they had a new start and made new friends.
Small classes , hands on experience !!! Wonderful teachers . Always ready to help!
Smaller class settings and an overall better high school than the ones my child would have had to attend
The school is very family oriented, they also take the time to make sure your child has a successful education
I liked the fact that it is a small setting and my children would have a better learning environment.
I heard it was a great school with smaller class room for the kids to learn better. More focus. Less problems. Felt like my kids were gonna be protected
It is an amazing school, with great and caring staff!
Previous school was not offering in building education and child was being harrassed
Looking for best education possible
Seemed promising.
Referral
Safe and small school that cares
The staff really cares about each child and actually helps them to succeed
The school is smaller then others in which, gives my child a better chance at learning. And some of the staff really care for the kids
It gave my daughter a better chance of learning
I wanted to her to experience setting from regular high school.
Small classes, great teachers , always ready to help!!
Because the difference in the atmosphere drew me to the school The teachers are supportive an they love the kids education means alot to ontech an I'll tell you sending my daughter to Ontech was the best decision I made it changed her outlook on life an education...
Awsome amazing school
This school has proven to be the safest and most effective when dealing with my child it's a fresh school with a fresh start for my son

ONTECH CHARTER HIGH SCHOOL

41 RESPONSES

16% RESPONSE RATE

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

| Question Answer |
| --- |
| heard it was a great school great education and job opportunity for children during and after school |
| This school is referred to me for my child. I'm ever so grateful to have my child in a school with such an awesome principal as Mr Morris. |
| I choose this school because it's smaller and I feel my son is safer there |
| I was told it was a good school |
| I had heard it was a great charter school and it would meet my child's academic needs. |
| Small classroom setting |

Q12. Do you have any additional comments or concerns regarding this school?

Question Answer
More contact with the parents on school work. Let us know if they felling the class so we can redirect them. After-school if they need to caught up. Basically more communication.
This school has been an experience, the turn over rate of staff has been tremendous. I find it quite crazy how the school is ran by an individual that has not been promoted to principal while many other staff has come and gone and they are not nearly equipped as the staff that's in the building. Mr Morris and Ms Graves run the everyday functions of the school I feel the leadership of the school racist towards black leaders
I think there should be more contact from the teachers regarding the student academic levels
These last two years have been somewhat challenging due to COVID
I wish they had more sports for students to get a scholarship with
School needs training on how to work with students of different races
Students fight and safety of the building
I just wish things were done a little better
Thank You
On tech Charter High school is a great school and the staff is amazing.
I have another child that attends the school and another one that I am thinking about enrolling for the Freshman year only problem is there are no programs nor sports that the school offers which has my other daughter wanting to come out of the school I feel as if going into the new school year there needs to be more added to grab the kids attention to make them want to stay in the school.
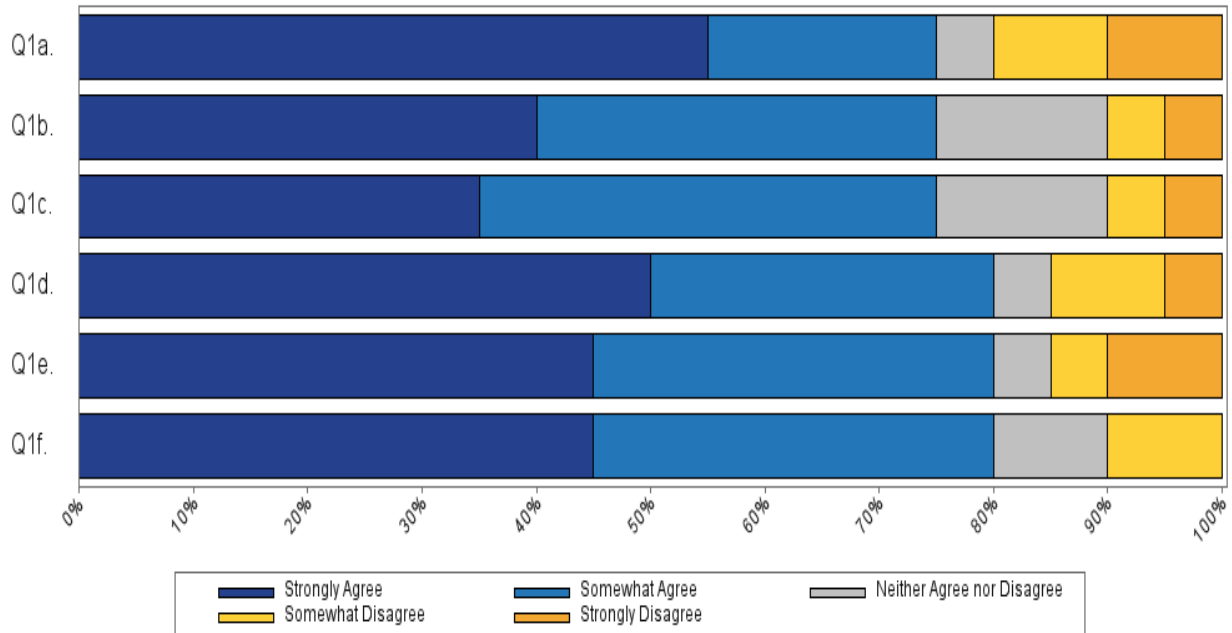
Curriculum

Curriculum		% by School	Total by School	% All Schools	Total All Schools
Q1a. The school has a documented curriculum that is aligned to the New York State learning standards.	Strongly Agree	55%	11	68%	1,310
	Somewhat Agree	20%	4	24%	460
	Neither Agree nor Disagree	5%	1	4%	74
	Somewhat Disagree	10%	2	3%	49
	Strongly Disagree	10%	2	2%	38
Q1b. The school's curriculum is aligned horizontally across same grade level classrooms.	Strongly Agree	40%	8	58%	1,113
	Somewhat Agree	35%	7	26%	506
	Neither Agree nor Disagree	15%	3	10%	190
	Somewhat Disagree	5%	1	4%	82
	Strongly Disagree	5%	1	2%	40

Curriculum		% by School	Total by School	% All Schools	Total All Schools
Q1c. The school's curriculum is aligned vertically between grade levels.	Strongly Agree	35%	7	51%	978
	Somewhat Agree	40%	8	32%	612
	Neither Agree nor Disagree	15%	3	11%	212
	Somewhat Disagree	5%	1	4%	85
	Strongly Disagree	5%	1	2%	44
Q1d. The curriculum and corresponding materials are differentiated to provide opportunities for all students to master grade-level skills and concepts.	Strongly Agree	50%	10	50%	975
	Somewhat Agree	30%	6	34%	651
	Neither Agree nor Disagree	5%	1	8%	146
	Somewhat Disagree	10%	2	5%	106
	Strongly Disagree	5%	1	3%	53
Q1e. The curriculum is systematically reviewed and revised.	Strongly Agree	45%	9	50%	966
	Somewhat Agree	35%	7	28%	545
	Neither Agree nor Disagree	5%	1	11%	222
	Somewhat Disagree	5%	1	7%	127
	Strongly Disagree	10%	2	4%	71
Q1f. The school has a strong science curriculum.	Strongly Agree	45%	9	35%	683
	Somewhat Agree	35%	7	30%	574
	Neither Agree nor Disagree	10%	2	23%	436
	Somewhat Disagree	10%	2	7%	136
	Strongly Disagree	0%	0	5%	102
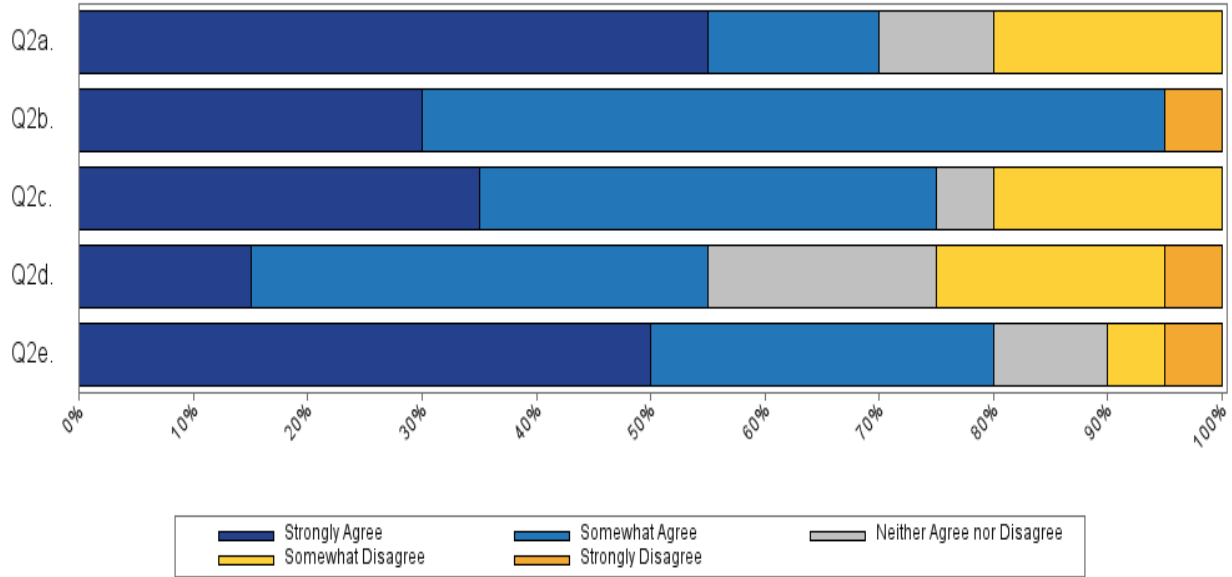
Instruction

Instruction		% by School	Total by School	% All Schools	Total All Schools
Q2a. The school staff has a shared understanding of high-quality instruction that supports all learners.	Strongly Agree	55%	11	54%	1,038
	Somewhat Agree	15%	3	34%	653
	Neither Agree nor Disagree	10%	2	4%	86
	Somewhat Disagree	20%	4	6%	113
	Strongly Disagree	0%	0	2%	41
Q2b. Instructional delivery fosters engagement with all students.	Strongly Agree	30%	6	52%	1,008
	Somewhat Agree	65%	13	36%	691
	Neither Agree nor Disagree	0%	0	6%	114
	Somewhat Disagree	0%	0	5%	94
	Strongly Disagree	5%	1	1%	24

Instruction		% by School	Total by School	% All Schools	Total All Schools
Q2c. The school differentiates instruction to ensure equity and access for all students.	Strongly Agree	35%	7	52%	999
	Somewhat Agree	40%	8	34%	654
	Neither Agree nor Disagree	5%	1	6%	124
	Somewhat Disagree	20%	4	6%	115
	Strongly Disagree	0%	0	2%	39
Q2d. The school provides staff with professional development opportunities that promote best practices and improves all students' success, including subgroups: Students with disabilities (SWDs), English language learners (ELLs), and economically disadvantaged students (EDs).	Strongly Agree	15%	3	48%	922
	Somewhat Agree	40%	8	30%	570
	Neither Agree nor Disagree	20%	4	9%	170
	Somewhat Disagree	20%	4	8%	162
	Strongly Disagree	5%	1	6%	107
Q2e. There is a uniform expectation for teachers' implementation of academic rigor in the school.	Strongly Agree	50%	10	53%	1,022
	Somewhat Agree	30%	6	29%	566
	Neither Agree nor Disagree	10%	2	8%	159
	Somewhat Disagree	5%	1	6%	114
	Strongly Disagree	5%	1	4%	70

Assessment and Program Evaluation
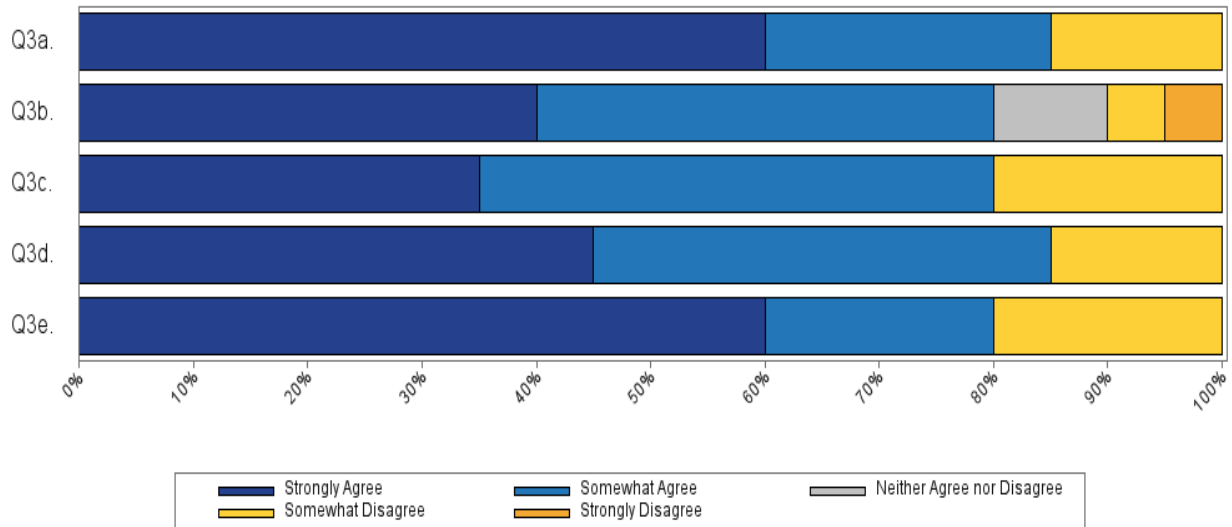
Assessment and Program Evaluation		% by School	Total by School Answer Count	% All Schools	Total All Schools
Q3a. The school uses a system of formative, diagnostic, and summative assessments.	Strongly Agree	60%	12	66%	1,267
	Somewhat Agree	25%	5	27%	522
	Neither Agree nor Disagree	0%	0	5%	88
	Somewhat Disagree	15%	3	2%	37
	Strongly Disagree	0%	0	1%	17
Q3b. The school uses qualitative and quantitative data to inform instruction and improve student outcomes.	Strongly Agree	40%	8	62%	1,200
	Somewhat Agree	40%	8	28%	532
	Neither Agree nor Disagree	10%	2	6%	125
	Somewhat Disagree	5%	1	3%	50
	Strongly Disagree	5%	1	1%	24

Assessment and Program Evaluation		% by School	Total by School Answer Count	% All Schools	Total All Schools
Q3c. The school uses qualitative and quantitative data to evaluate the quality and effectiveness of the academic program.	Strongly Agree	35%	7	58%	1,129
	Somewhat Agree	45%	9	29%	555
	Neither Agree nor Disagree	0%	0	7%	134
	Somewhat Disagree	20%	4	5%	87
	Strongly Disagree	0%	0	1%	26
Q3d. The school modifies its academic program after using data measurements.	Strongly Agree	45%	9	50%	964
	Somewhat Agree	40%	8	30%	583
	Neither Agree nor Disagree	0%	0	11%	218
	Somewhat Disagree	15%	3	7%	126
	Strongly Disagree	0%	0	2%	40
Q3e. The school uses multiple measures to assess student progress toward State learning standards.	Strongly Agree	60%	12	59%	1,144
	Somewhat Agree	20%	4	28%	532
	Neither Agree nor Disagree	0%	0	8%	156
	Somewhat Disagree	20%	4	4%	69
	Strongly Disagree	0%	0	2%	30

ONTECH CHARTER HIGH SCHOOL

20 RESPONSES

74% RESPONSE RATE

Supports for Diverse Learners
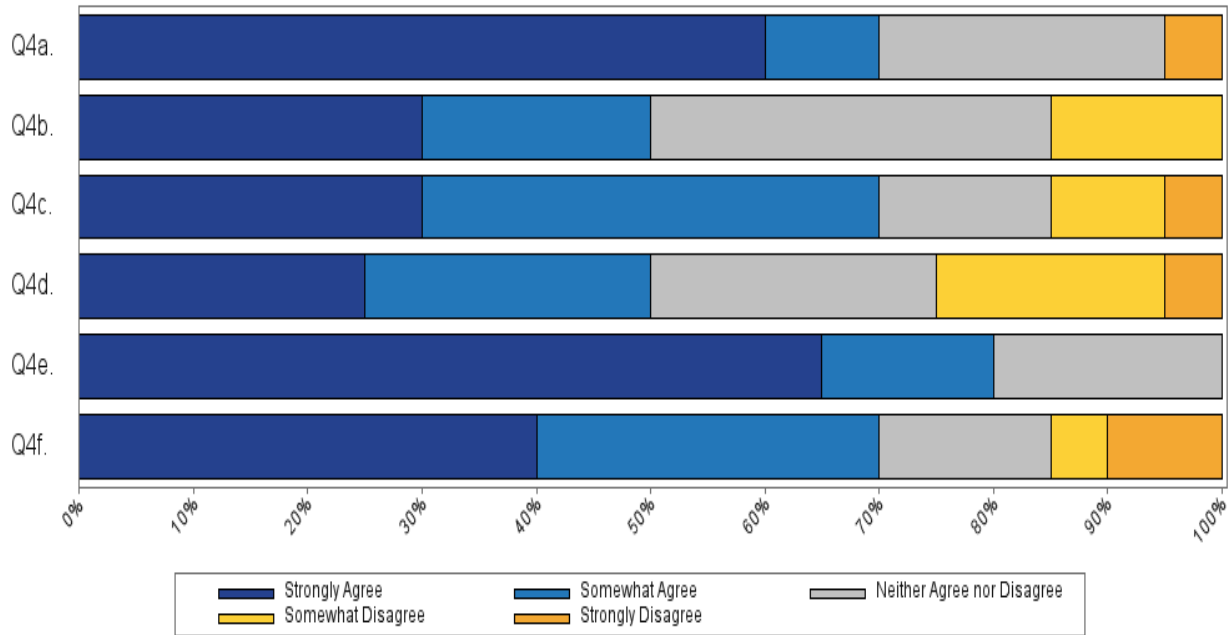
Supports for Diverse Learners		% by School	Total by School	% All Schools	Total All Schools
Q4a. The school follows the NYSED approved identification process for students with disabilities.	Strongly Agree	60%	12	62%	1,194
	Somewhat Agree	10%	2	20%	391
	Neither Agree nor Disagree	25%	5	14%	262
	Somewhat Disagree	0%	0	3%	55
	Strongly Disagree	5%	1	2%	29
Q4b. The school follows the NYSED approved identification process for English language learners.	Strongly Agree	30%	6	61%	1,181
	Somewhat Agree	20%	4	20%	393
	Neither Agree nor Disagree	35%	7	15%	286
	Somewhat Disagree	15%	3	3%	50
	Strongly Disagree	0%	0	1%	21

Supports for Diverse Learners		% by School	Total by School	% All Schools	Total All Schools
Q4c. The school provides supports to meet the academic needs for students with disabilities.	Strongly Agree	30%	6	56%	1,079
	Somewhat Agree	40%	8	27%	516
	Neither Agree nor Disagree	15%	3	9%	172
	Somewhat Disagree	10%	2	6%	115
	Strongly Disagree	5%	1	3%	49
Q4d. The school provides supports to meet the academic needs for English language learners.	Strongly Agree	25%	5	55%	1,053
	Somewhat Agree	25%	5	26%	511
	Neither Agree nor Disagree	25%	5	10%	200
	Somewhat Disagree	20%	4	6%	117
	Strongly Disagree	5%	1	3%	50
Q4e. The school provides supports to meet the academic needs for economically disadvantaged students.	Strongly Agree	65%	13	61%	1,169
	Somewhat Agree	15%	3	25%	477
	Neither Agree nor Disagree	20%	4	10%	201
	Somewhat Disagree	0%	0	3%	59
	Strongly Disagree	0%	0	1%	25
Q4f. The school has systems to monitor the progress of individual students and to facilitate communication between interventionists and classroom teachers regarding the needs of individual students.	Strongly Agree	40%	8	54%	1,050
	Somewhat Agree	30%	6	28%	533
	Neither Agree nor Disagree	15%	3	9%	183
	Somewhat Disagree	5%	1	6%	110
	Strongly Disagree	10%	2	3%	55

NYSED CSO Teacher Survey 2022

ONTECH CHARTER HIGH SCHOOL

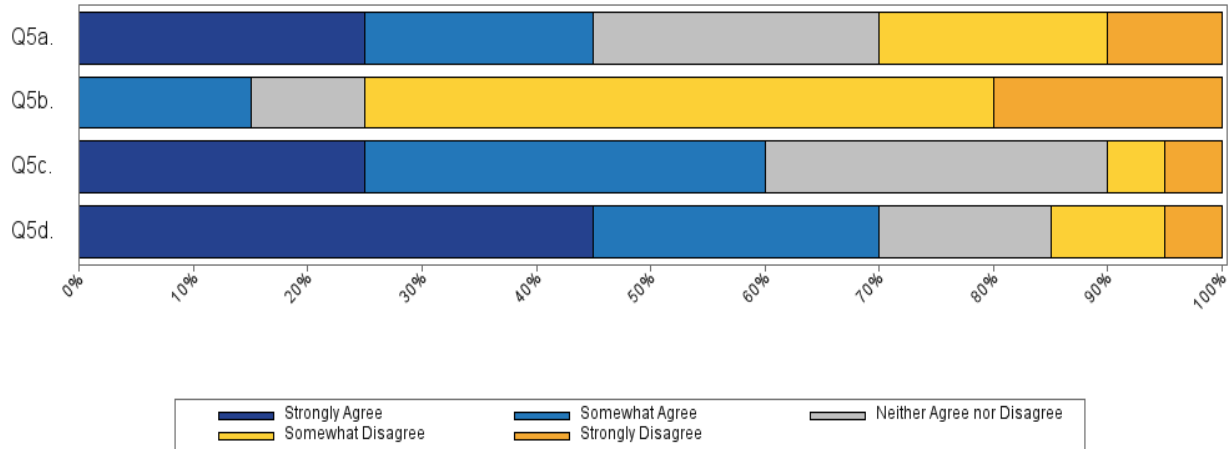**20 RESPONSES**

74% RESPONSE RATE

Measures of Culture, Climate, and Student Engagement

Measures of Culture, Climate, and Student Engagement		% by School	Total by School	% All Schools	Total All Schools
Q5a. The school has processes and procedures in place to address chronic absenteeism for all students.	Strongly Agree	25%	5	38%	725
	Somewhat Agree	20%	4	30%	577
	Neither Agree nor Disagree	25%	5	12%	238
	Somewhat Disagree	20%	4	12%	225
	Strongly Disagree	10%	2	9%	166
Q5b. In general, attendance is not an issue at the school.	Strongly Agree	0%	0	24%	456
	Somewhat Agree	15%	3	27%	512
	Neither Agree nor Disagree	10%	2	15%	293
	Somewhat Disagree	55%	11	21%	405
	Strongly Disagree	20%	4	14%	265

Measures of Culture, Climate, and Student Engagement		% by School	Total by School	% All Schools	Total All Schools
Q5c. The school has processes and procedures in place to address out of school suspension rates for all students and sub-groups such that all students are fully engaged within the school community and have access to the educational program.	Strongly Agree	25%	5	37%	717
	Somewhat Agree	35%	7	29%	569
	Neither Agree nor Disagree	30%	6	21%	407
	Somewhat Disagree	5%	1	7%	141
	Strongly Disagree	5%	1	5%	97
Q5d. The school has a process in place to measure and evaluate school climate culture.	Strongly Agree	45%	9	38%	738
	Somewhat Agree	25%	5	31%	589
	Neither Agree nor Disagree	15%	3	16%	306
	Somewhat Disagree	10%	2	8%	161
	Strongly Disagree	5%	1	7%	137

Behavior Management and Safety
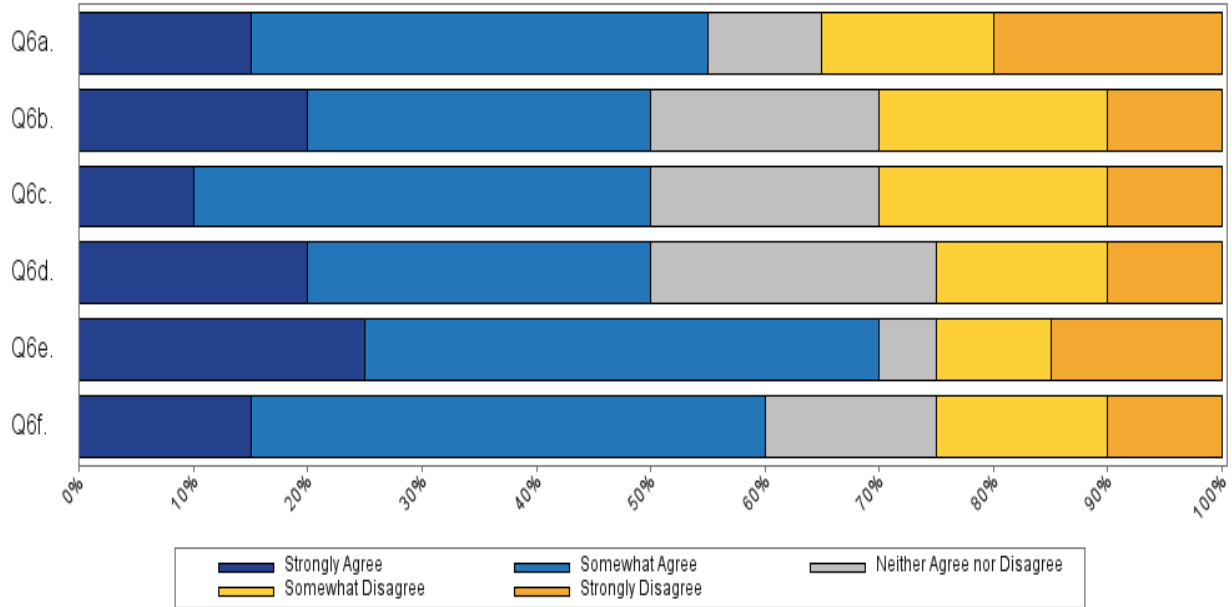
Behavior Management and Safety		% by School	Total by School	% All Schools	Total All Schools
Q6a. The school's discipline policy is clear.	Strongly Agree	15%	3	35%	674
	Somewhat Agree	40%	8	30%	580
	Neither Agree nor Disagree	10%	2	10%	190
	Somewhat Disagree	15%	3	14%	270
	Strongly Disagree	20%	4	11%	217
Q6b. The school's discipline policy is fair to all students.	Strongly Agree	20%	4	39%	751
	Somewhat Agree	30%	6	26%	509
	Neither Agree nor Disagree	20%	4	13%	257
	Somewhat Disagree	20%	4	13%	256
	Strongly Disagree	10%	2	8%	158

Behavior Management and Safety		% by School	Total by School	% All Schools	Total All Schools
Q6c. The school's discipline policy is enforced by all teachers and staff.	Strongly Agree	10%	2	28%	545
	Somewhat Agree	40%	8	30%	581
	Neither Agree nor Disagree	20%	4	13%	244
	Somewhat Disagree	20%	4	18%	352
	Strongly Disagree	10%	2	11%	209
Q6d. The school's discipline policy is updated as necessary with feedback from faculty.	Strongly Agree	20%	4	33%	641
	Somewhat Agree	30%	6	26%	509
	Neither Agree nor Disagree	25%	5	16%	310
	Somewhat Disagree	15%	3	14%	273
	Strongly Disagree	10%	2	10%	198
Q6e. The school utilizes behavior intervention plans for students who require specific social and behavioral skills in an academic setting.	Strongly Agree	25%	5	42%	818
	Somewhat Agree	45%	9	32%	617
	Neither Agree nor Disagree	5%	1	11%	209
	Somewhat Disagree	10%	2	9%	181
	Strongly Disagree	15%	3	5%	106
Q6f. Teachers and staff interacting with students with disabilities are aware of and follow specific discipline and prevention protocols for these students.	Strongly Agree	15%	3	42%	811
	Somewhat Agree	45%	9	33%	628
	Neither Agree nor Disagree	15%	3	14%	265
	Somewhat Disagree	15%	3	8%	145
	Strongly Disagree	10%	2	4%	82

Behavior Management and Safety
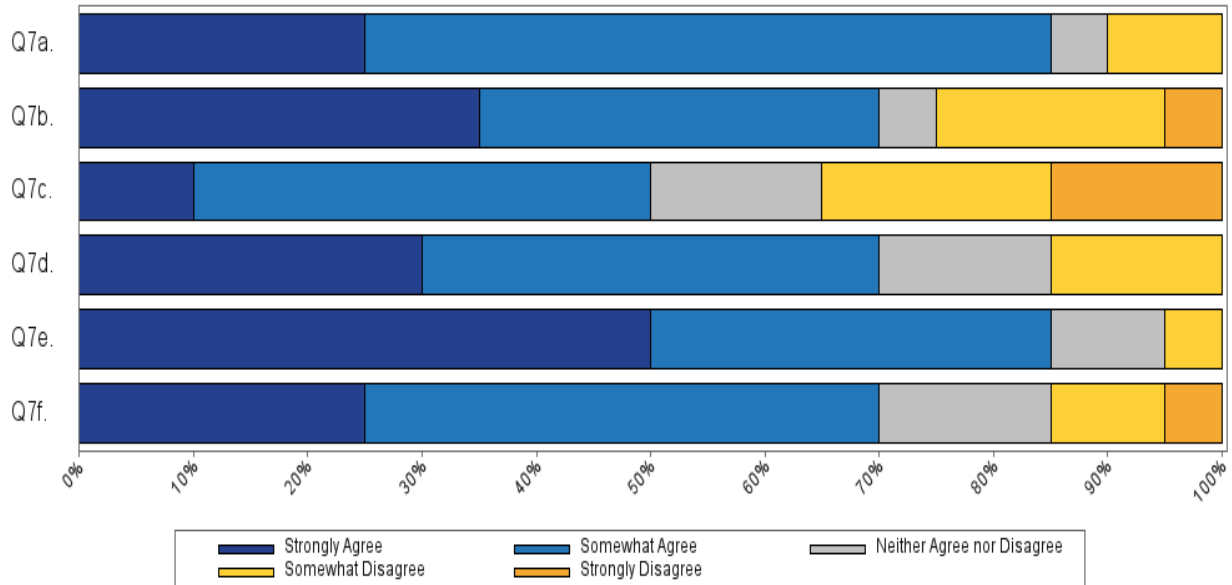
Behavior Management and Safety		% by School	Total by School	% All Schools	Total All Schools
Q7a. The school provides a safe environment.	Strongly Agree	25%	5	60%	1,162
	Somewhat Agree	60%	12	27%	523
	Neither Agree nor Disagree	5%	1	5%	103
	Somewhat Disagree	10%	2	5%	104
	Strongly Disagree	0%	0	2%	39
Q7b. The school has systems in place to ensure that the environment is free from bullying, harassment, and discrimination.	Strongly Agree	35%	7	49%	945
	Somewhat Agree	35%	7	30%	586
	Neither Agree nor Disagree	5%	1	8%	155
	Somewhat Disagree	20%	4	9%	165
	Strongly Disagree	5%	1	4%	80

Behavior Management and Safety		% by School	Total by School	% All Schools	Total All Schools
Q7c. Classroom environments support learning and are generally free from disruption.	Strongly Agree	10%	2	38%	741
	Somewhat Agree	40%	8	34%	654
	Neither Agree nor Disagree	15%	3	9%	180
	Somewhat Disagree	20%	4	12%	233
	Strongly Disagree	15%	3	6%	123
Q7d. The school has high behavioral expectations for all students.	Strongly Agree	30%	6	47%	899
	Somewhat Agree	40%	8	30%	570
	Neither Agree nor Disagree	15%	3	9%	171
	Somewhat Disagree	15%	3	10%	194
	Strongly Disagree	0%	0	5%	97
Q7e. Teacher-student interactions could typically be described as supportive and respectful.	Strongly Agree	50%	10	55%	1,062
	Somewhat Agree	35%	7	33%	637
	Neither Agree nor Disagree	10%	2	7%	126
	Somewhat Disagree	5%	1	4%	79
	Strongly Disagree	0%	0	1%	27
Q7f. There is a uniform expectation for all teachers' classroom management in your school.	Strongly Agree	25%	5	48%	933
	Somewhat Agree	45%	9	31%	598
	Neither Agree nor Disagree	15%	3	9%	174
	Somewhat Disagree	10%	2	8%	149
	Strongly Disagree	5%	1	4%	77

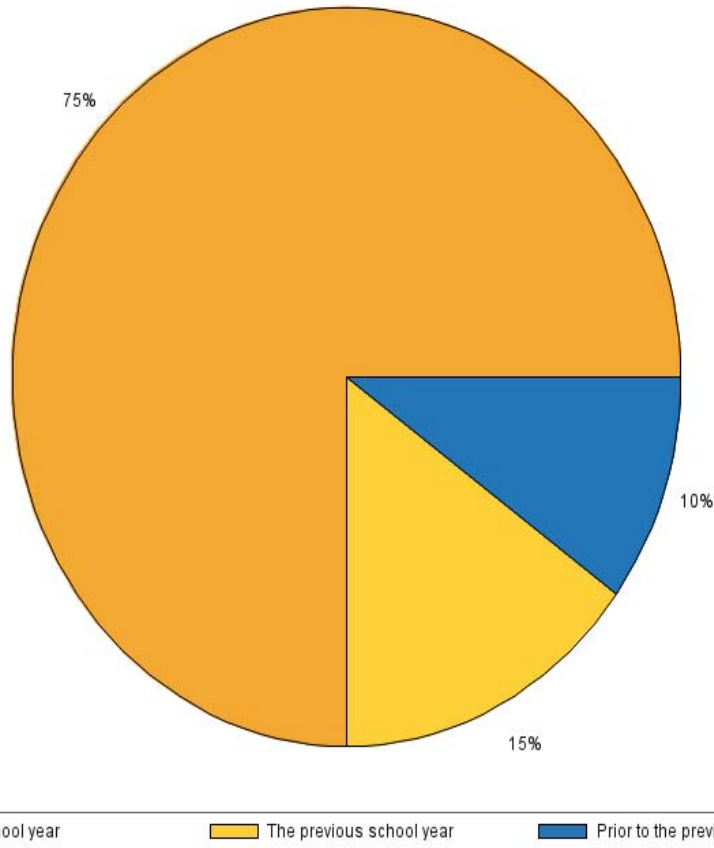**Q8. What is the name of your school's Dignity for All Students Act (DASA) coordinator?**
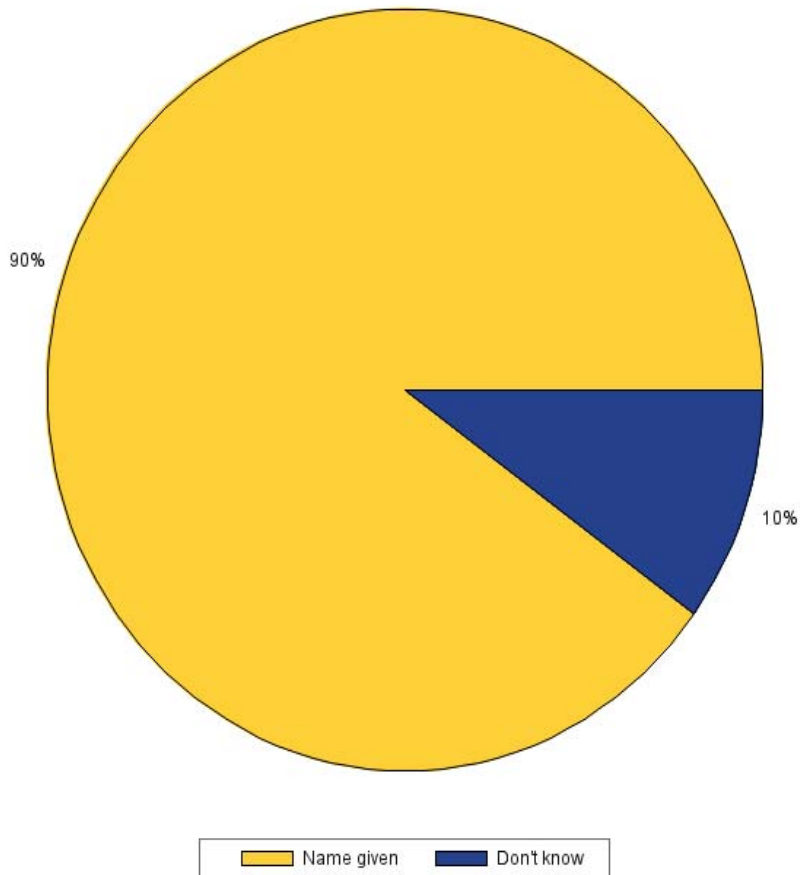
Dignity for All Students Act (DASA)		% by School	Total by School	% All Schools	Total All Schools
Q8. What is the name of your school's Dignity for All Students Act (DASA) coordinator?	Name given	90%	18	59%	1,144
	Don't know	10%	2	41%	787

Q9. When is the last time you received a copy of the school's DASA policy?

Dignity for All Students Act (DASA)		% by School	Total by School	% All Schools	Total All Schools
Q9. When is the last time you received a copy of the school's DASA policy?	This school year	75%	15	62%	1,204
	The previous school year	0%	0	9%	176
	Prior to the previous school year	15%	3	6%	117
	I'm not aware of any DASA policy	10%	2	22%	434

Q10. When is the last time you received DASA training?
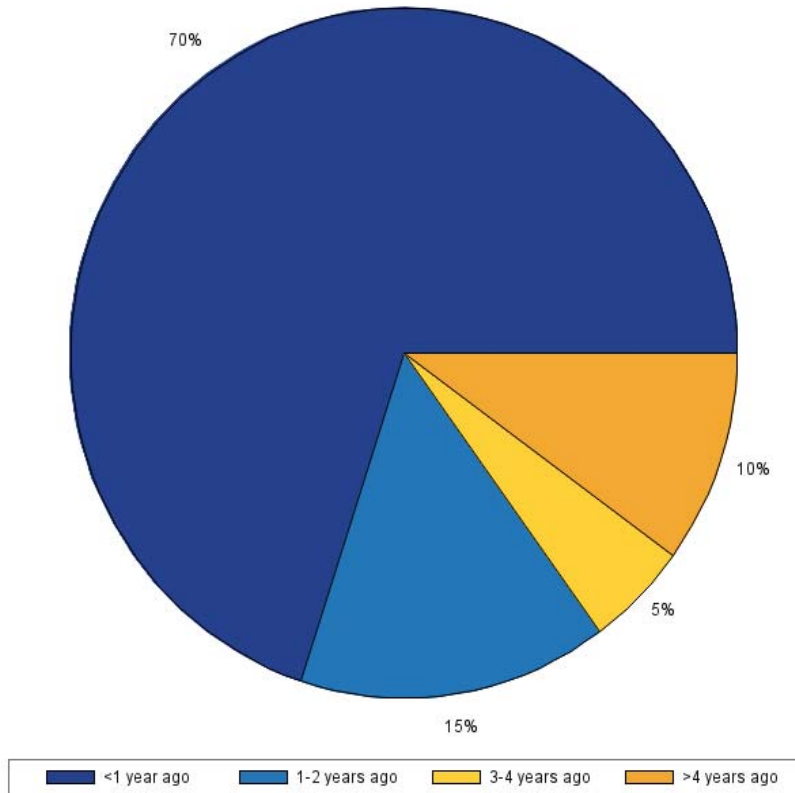
Dignity for All Students Act (DASA)		% by School	Total by School	% All Schools	Total All Schools
Q10. When is the last time you received DASA training?	<1 year ago	70%	14	48%	927
	1-2 years ago	0%	0	21%	399
	3-4 years ago	15%	3	10%	193
	>4 years ago	5%	1	10%	195
	I've never received DASA training	10%	2	11%	217

Family Engagement and Communication
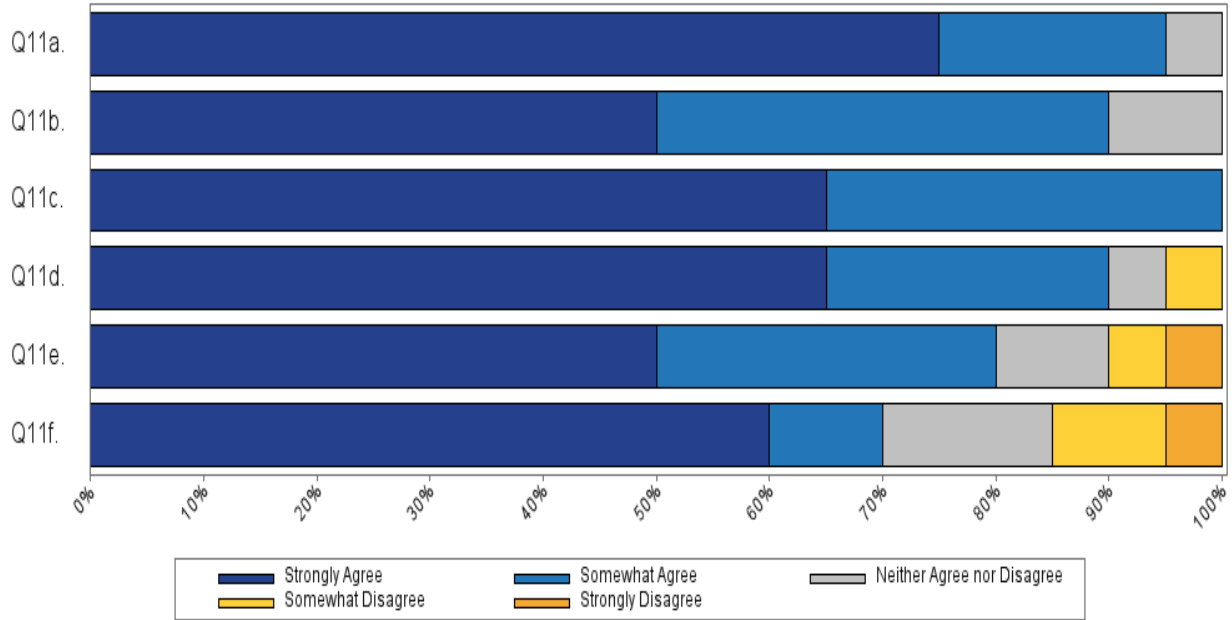
Family Engagement and Communication		% by School	Total by School	% All Schools	Total All Schools
Q11a. The school provides opportunities for parent participation within the school community.	Strongly Agree	75%	15	50%	961
	Somewhat Agree	20%	4	30%	585
	Neither Agree nor Disagree	5%	1	11%	214
	Somewhat Disagree	0%	0	6%	117
	Strongly Disagree	0%	0	3%	54
Q11b. Parents receive regular and timely information on their child's academic progress in their home language.	Strongly Agree	50%	10	57%	1,100
	Somewhat Agree	40%	8	31%	601
	Neither Agree nor Disagree	10%	2	7%	135
	Somewhat Disagree	0%	0	3%	60
	Strongly Disagree	0%	0	2%	35

Family Engagement and Communication		% by School	Total by School	% All Schools	Total All Schools
Q11c. The school uses many methods of communication with families.	Strongly Agree	65%	13	67%	1,295
	Somewhat Agree	35%	7	26%	511
	Neither Agree nor Disagree	0%	0	4%	79
	Somewhat Disagree	0%	0	1%	26
	Strongly Disagree	0%	0	1%	20
Q11d. The school seeks feedback from parents through surveys, meetings, or some other way.	Strongly Agree	65%	13	56%	1,088
	Somewhat Agree	25%	5	29%	567
	Neither Agree nor Disagree	5%	1	10%	196
	Somewhat Disagree	5%	1	3%	54
	Strongly Disagree	0%	0	1%	26
Q11e. The school has a systematic and transparent process for responding to family or community concerns.	Strongly Agree	50%	10	52%	996
	Somewhat Agree	30%	6	30%	572
	Neither Agree nor Disagree	10%	2	12%	240
	Somewhat Disagree	5%	1	4%	82
	Strongly Disagree	5%	1	2%	41
Q11f. The school informs parents about how it performs compared to other schools in the district and New York State.	Strongly Agree	60%	12	45%	873
	Somewhat Agree	10%	2	23%	448
	Neither Agree nor Disagree	15%	3	25%	484
	Somewhat Disagree	10%	2	4%	80
	Strongly Disagree	5%	1	2%	46

Q12. What is the name of your school's McKinney-Vento Coordinator?
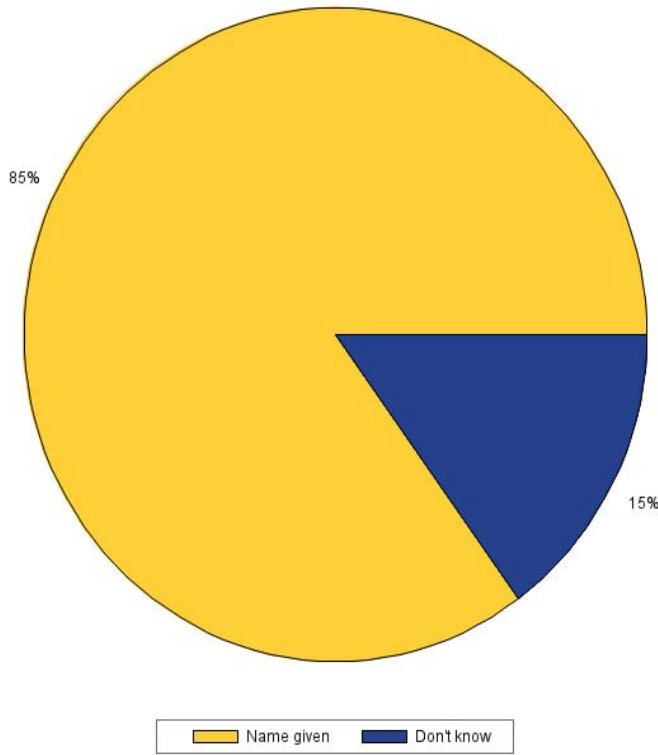
McKinney-Vento		% by School	Total by School	% All Schools	Total All Schools
Q12. What is the name of your school's McKinney-Vento Coordinator?	Name given	85%	17	40%	780
	Don't know	15%	3	60%	1,151

Social-Emotional and Mental Health Support
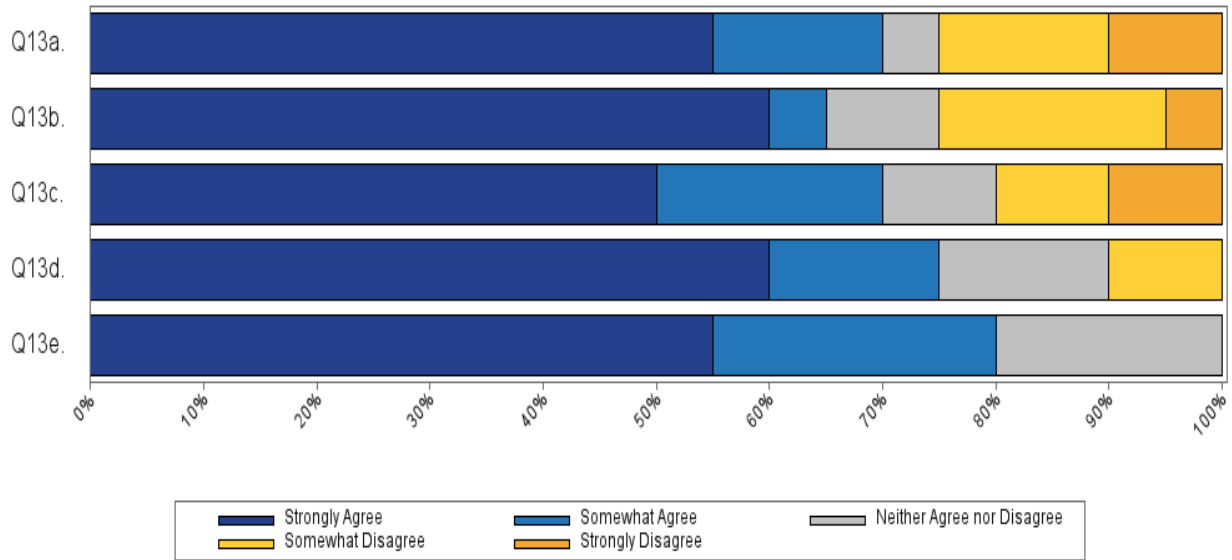
Social-Emotional and Mental Health Support		% by School	Total by School	% All Schools	Total All Schools
Q13a. The school has social, emotional, and mental health programs and supports for all students.	Strongly Agree	55%	11	53%	1,023
	Somewhat Agree	15%	3	32%	618
	Neither Agree nor Disagree	5%	1	6%	111
	Somewhat Disagree	15%	3	6%	122
	Strongly Disagree	10%	2	3%	57
Q13b. School leaders collect and use data to track the social-emotional needs of all students, including students in subgroups.	Strongly Agree	60%	12	43%	831
	Somewhat Agree	5%	1	29%	552
	Neither Agree nor Disagree	10%	2	16%	314
	Somewhat Disagree	20%	4	8%	155
	Strongly Disagree	5%	1	4%	79

Social-Emotional and Mental Health Support		% by School	Total by School	% All Schools	Total All Schools
Q13c. School leaders collect and use data regarding the impact of programs designed to support the social and emotional health of all students.	Strongly Agree	50%	10	43%	829
	Somewhat Agree	20%	4	27%	526
	Neither Agree nor Disagree	10%	2	18%	352
	Somewhat Disagree	10%	2	8%	145
	Strongly Disagree	10%	2	4%	79
Q13d. The school provides staff with professional development opportunities to support the social-emotional and mental health of students in a culturally responsive manner.	Strongly Agree	60%	12	46%	892
	Somewhat Agree	15%	3	30%	583
	Neither Agree nor Disagree	15%	3	10%	202
	Somewhat Disagree	10%	2	8%	145
	Strongly Disagree	0%	0	6%	109
Q13e. The school has processes and procedures in place to address the learning and social-emotional needs of McKinney-Vento eligible students.	Strongly Agree	55%	11	36%	688
	Somewhat Agree	25%	5	20%	392
	Neither Agree nor Disagree	20%	4	35%	676
	Somewhat Disagree	0%	0	4%	78
	Strongly Disagree	0%	0	5%	97

NYSED CSO Teacher Survey 2022
ONTECH CHARTER HIGH SCHOOL
20 RESPONSES
74% RESPONSE RATE

Q14. How many total years of K-12 teaching experience do you have?
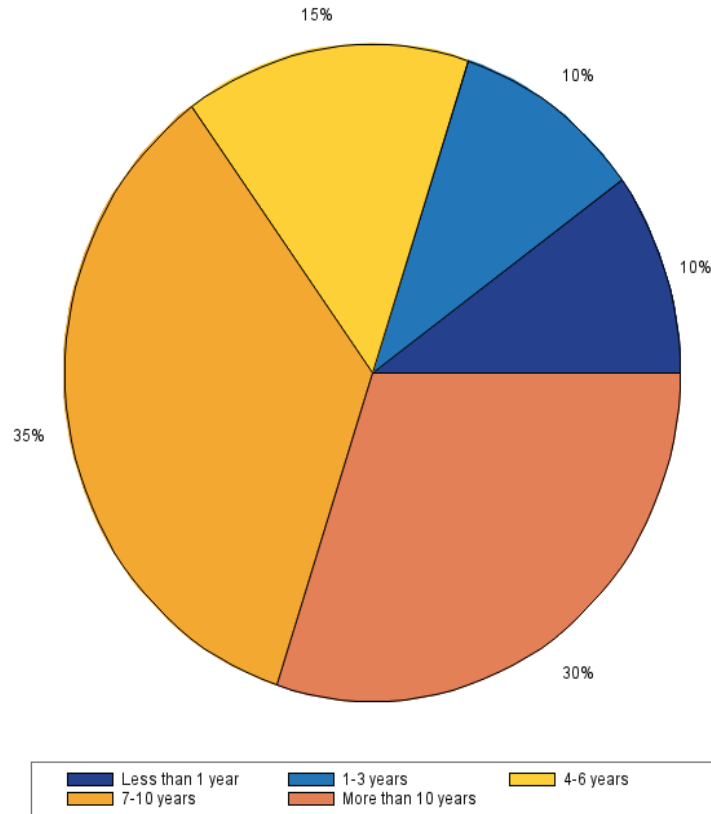
Teaching Experience		% by School	Total by School	% All Schools	Total All Schools
Q14. How many total years of K-12 teaching experience do you have?	Less than 1 year	10%	2	7%	137
	1-3 years	10%	2	21%	401
	4-6 years	15%	3	26%	499
	7-10 years	35%	7	21%	408
	More than 10 years	30%	6	25%	486
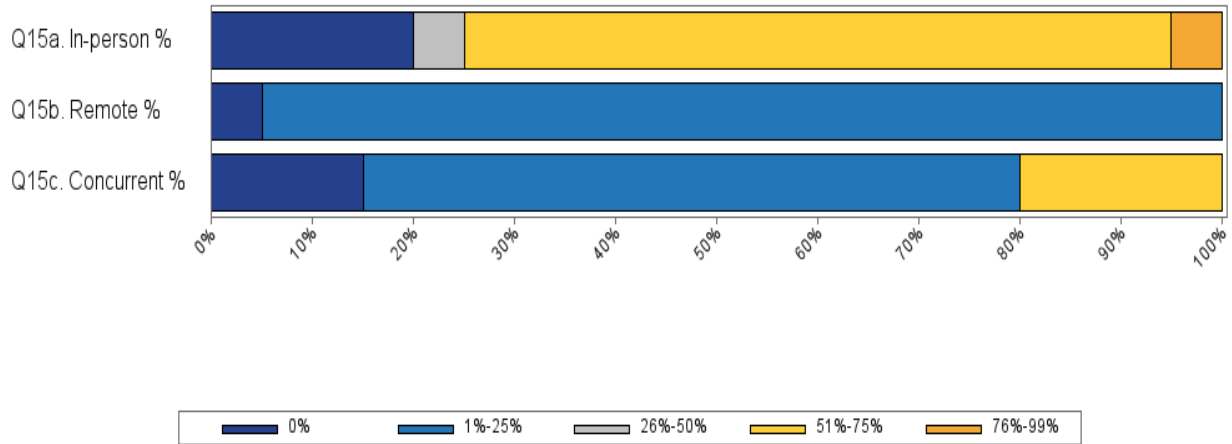
Teaching Modality

Teaching Modality		% by School	Total by School	% All Schools	Total All Schools
Q15a. In-person %	0%	20%	4	4%	69
	1% to 25%	0%	0	1%	15
	26% to 50%	0%	0	3%	63
	51% to 75%	5%	1	5%	92
	76% to 99%	70%	14	52%	1,002
	100%	5%	1	36%	690
Q15b. Remote %	0%	5%	1	42%	804
	1% to 25%	95%	19	55%	1,054
	26% to 50%	0%	0	3%	50
	51% to 75%	0%	0	0%	9
	76% to 99%	0%	0	0%	7
	100%	0%	0	0%	7

Teaching Modality		% by School	Total by School	% All Schools	Total All Schools
Q15c. Concurrent %	0%	15%	3	79%	1,522
	1% to 25%	65%	13	16%	311
	26% to 50%	0%	0	2%	38
	51% to 75%	0%	0	0%	3
	76% to 99%	20%	4	1%	13
	100%	0%	0	2%	44

NYSED CSO Teacher Survey 2022

ONTECH CHARTER HIGH SCHOOL
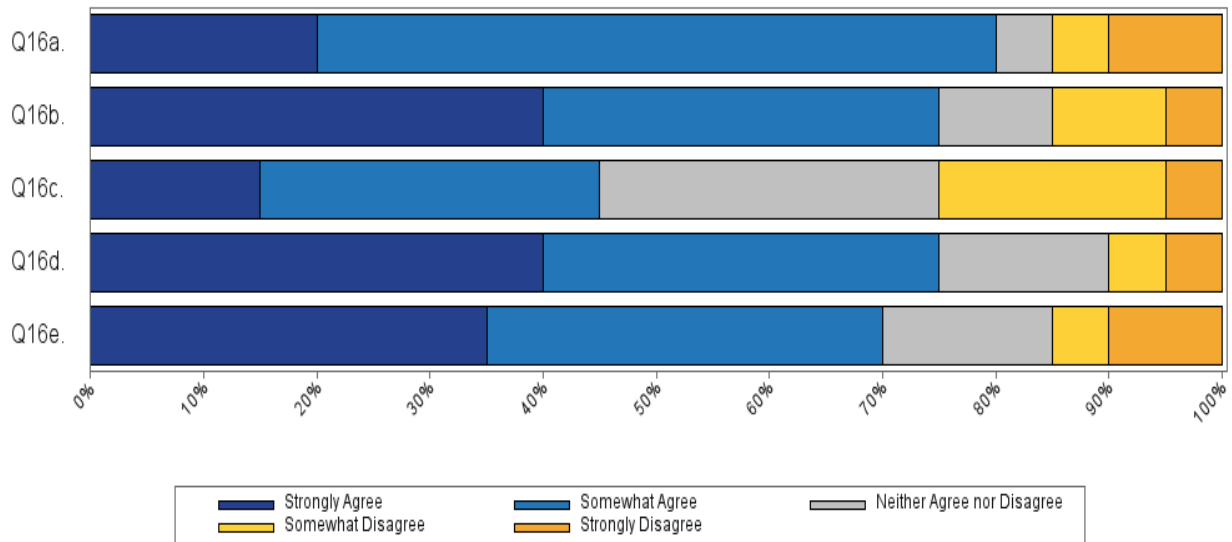
20 RESPONSES

74% RESPONSE RATE

School Leadership

School Leadership		% by School	Total by School	% All Schools	Total All Schools
Q16a. The school has an effective school leadership team that communicates a clearly defined mission and set of goals to staff and the school community.	Strongly Agree	20%	4	47%	914
	Somewhat Agree	60%	12	29%	565
	Neither Agree nor Disagree	5%	1	9%	173
	Somewhat Disagree	5%	1	8%	159
	Strongly Disagree	10%	2	6%	120
Q16b. The school has a clear and well-established communication systems and decision-making processes in place to ensure effective communication across the school.	Strongly Agree	40%	8	42%	811
	Somewhat Agree	35%	7	30%	570
	Neither Agree nor Disagree	10%	2	10%	192
	Somewhat Disagree	10%	2	11%	217
	Strongly Disagree	5%	1	7%	141

School Leadership		% by School	Total by School	% All Schools	Total All Schools
Q16c. The school successfully recruits, hires, and retains key personnel that meets the needs of all students and subgroups.	Strongly Agree	15%	3	34%	655
	Somewhat Agree	30%	6	28%	539
	Neither Agree nor Disagree	30%	6	15%	280
	Somewhat Disagree	20%	4	15%	295
	Strongly Disagree	5%	1	8%	162
Q16d. The school makes decisions – when warranted – to remove ineffective staff members.	Strongly Agree	40%	8	37%	709
	Somewhat Agree	35%	7	26%	508
	Neither Agree nor Disagree	15%	3	21%	411
	Somewhat Disagree	5%	1	10%	184
	Strongly Disagree	5%	1	6%	119
Q16e. The school's leadership demonstrates a high level of accountability such that leadership takes responsibility for outcomes.	Strongly Agree	35%	7	42%	810
	Somewhat Agree	35%	7	28%	539
	Neither Agree nor Disagree	15%	3	14%	271
	Somewhat Disagree	5%	1	9%	166
	Strongly Disagree	10%	2	8%	145

Professional Climate
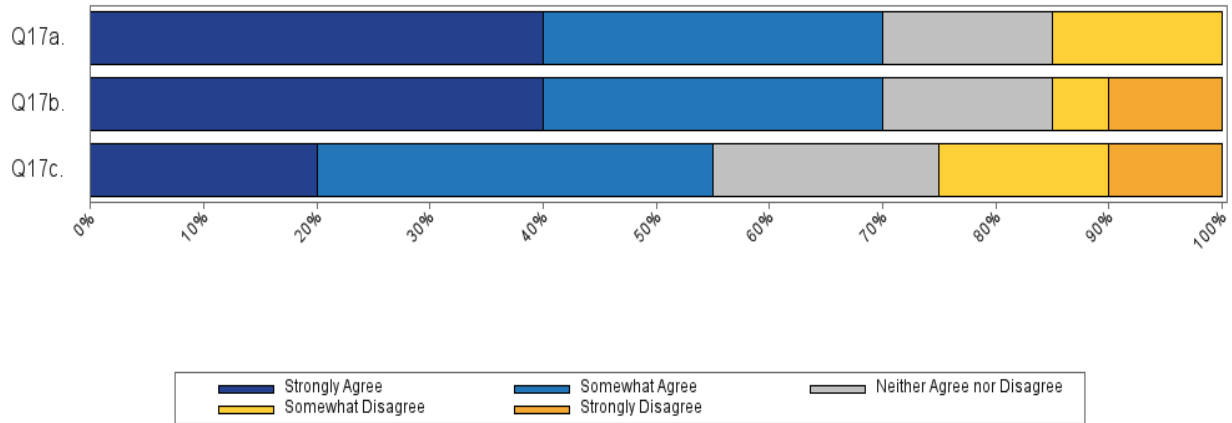
Professional Climate		% by School	Total by School	% All Schools	Total All Schools
Q17a. Roles and responsibilities for leaders, staff, management, and the board of trustees are clearly defined and adhered to.	Strongly Agree	40%	8	43%	838
	Somewhat Agree	30%	6	30%	585
	Neither Agree nor Disagree	15%	3	13%	249
	Somewhat Disagree	15%	3	8%	158
	Strongly Disagree	0%	0	5%	101
Q17b. The school ensures that staff has the requisite skills, expertise, and professional development necessary to meet all students' needs, including students in subgroups.	Strongly Agree	40%	8	44%	843
	Somewhat Agree	30%	6	32%	623
	Neither Agree nor Disagree	15%	3	12%	228
	Somewhat Disagree	5%	1	8%	153
	Strongly Disagree	10%	2	4%	84

Professional Climate		% by School	Total by School	% All Schools	Total All Schools
Q17c. The school is fully staffed with personnel who are able to meet all operational needs, including finance, human resources, and communications.	Strongly Agree	20%	4	42%	813
	Somewhat Agree	35%	7	27%	527
	Neither Agree nor Disagree	20%	4	14%	267
	Somewhat Disagree	15%	3	10%	192
	Strongly Disagree	10%	2	7%	132

Professional Climate

Professional Climate		% by School	Total by School	% All Schools	Total All Schools
Q18a. The school has established procedures for effective collaboration among teachers.	Strongly Agree	40%	8	48%	922
	Somewhat Agree	35%	7	34%	656
	Neither Agree nor Disagree	15%	3	8%	151
	Somewhat Disagree	10%	2	7%	141
	Strongly Disagree	0%	0	3%	61
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	35%	7	52%	1,001
	Somewhat Agree	35%	7	32%	615
	Neither Agree nor Disagree	20%	4	9%	165
	Somewhat Disagree	10%	2	5%	90
	Strongly Disagree	0%	0	3%	60

Professional Climate		% by School	Total by School	% All Schools	Total All Schools
Q18c. The school has mechanisms to solicit teacher and staff feedback and to gauge their satisfaction.	Strongly Agree	40%	8	45%	870
	Somewhat Agree	35%	7	31%	599
	Neither Agree nor Disagree	10%	2	11%	207
	Somewhat Disagree	5%	1	8%	155
	Strongly Disagree	10%	2	5%	100
Q18d. The school provides you with the resources and support to do your job well when teaching remotely.	Strongly Agree	40%	8	47%	913
	Somewhat Agree	40%	8	27%	522
	Neither Agree nor Disagree	10%	2	18%	356
	Somewhat Disagree	10%	2	5%	90
	Strongly Disagree	0%	0	3%	50
Q18e. The school provides you with the resources and support to do your job well when teaching in -person.	Strongly Agree	45%	9	53%	1,030
	Somewhat Agree	40%	8	33%	633
	Neither Agree nor Disagree	5%	1	7%	128
	Somewhat Disagree	10%	2	5%	91
	Strongly Disagree	0%	0	3%	49
Q18f. The school provides you with the resources and support to do your job well when teaching concurrently.	Strongly Agree	30%	6	39%	759
	Somewhat Agree	55%	11	22%	434
	Neither Agree nor Disagree	10%	2	32%	610
	Somewhat Disagree	5%	1	4%	78
	Strongly Disagree	0%	0	3%	50

NYSED CSO Teacher Survey 2022
ONTECH CHARTER HIGH SCHOOL
20 RESPONSES
74% RESPONSE RATE

Professional Climate

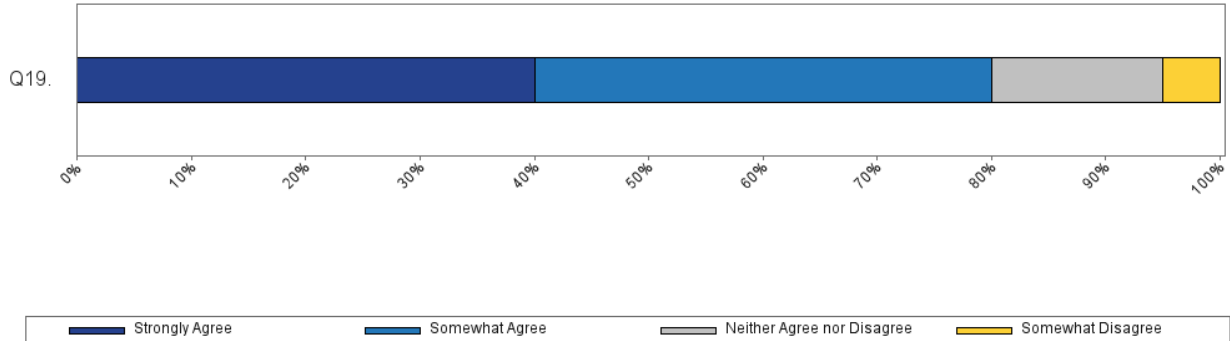| Strongly Agree | Somewhat Agree | Neither Agree nor Disagree | Somewhat Disagree |

Professional Climate		% by School	Total by School	% All Schools	Total All Schools
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	40%	8	40%	764
	Somewhat Agree	40%	8	35%	683
	Neither Agree nor Disagree	0%	0	12%	225
	Somewhat Disagree	15%	3	8%	148
	Strongly Disagree	5%	1	6%	111

Q20. Meetings, such as faculty, staff, grade-level, curricular, child study, and the like are:
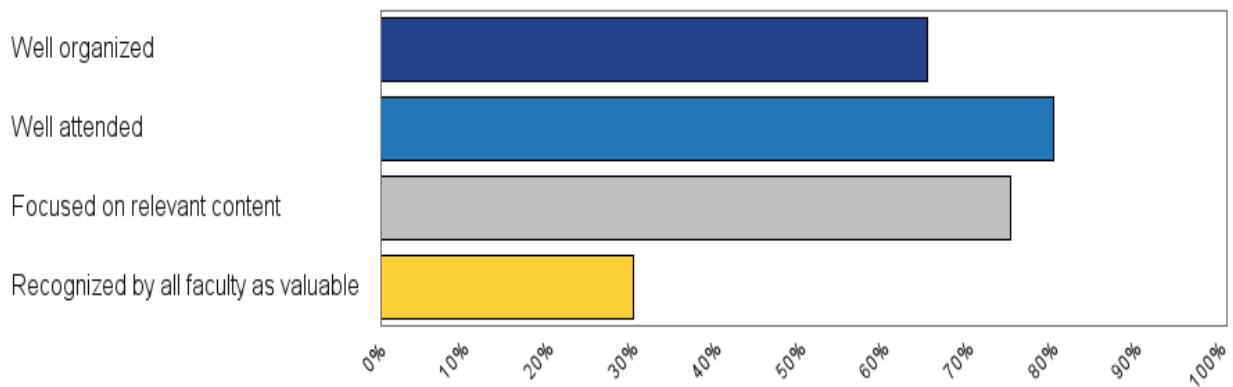
Q20. Meetings, such as faculty, staff, grade-level, curricular, child study, and the like are:	% by School	Total by School	% All Schools	Total All Schools
Well organized	65%	13	68%	1,314
Well attended	80%	16	78%	1,500
Focused on relevant content	75%	15	63%	1,217
Recognized by all faculty as valuable	30%	6	36%	700
None of the above	0%	0	5%	105

Q21. Select all types of meetings where faculty members collaborate with one another:
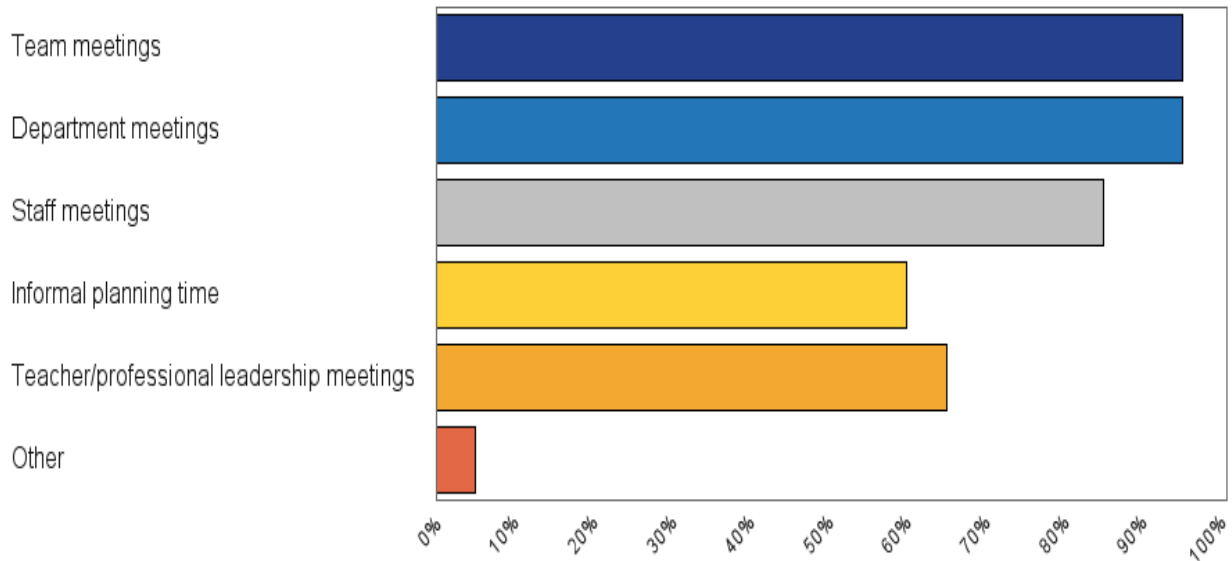
Q21. Select all types of meetings where faculty members collaborate with one another:	% by School	Total by School	% All Schools	Total All Schools
Team meetings	95%	19	90%	1,739
Department meetings	95%	19	67%	1,297
Staff meetings	85%	17	80%	1,553
Informal planning time	60%	12	73%	1,419
Teacher/professional leadership meetings	65%	13	65%	1,257
Other	5%	1	5%	95

Q22. Please provide any additional information you feel is relevant to better inform the NYSED Charter School Office about this school and/or to make suggestions for areas the school can improve upon.

Question Answer
Staff has minimal input, select few are allowed to have a say/ input.
For a young school, I feel that we are doing very well serving a population of students who would not be successful in the district schools for a variety of reasons. More specifically, students who are LTAs, want to come to OnTECH because we provide them a community and a sense of belonging. We have invested a considerable amount of time getting students to invest in learning to love learning and in prioritizing their education. And, we have been successful with many students. In the last year I have appreciated the way that we have used different types of data with intentionality to inform teaching and learning and iterate on our programming.
The school has been through several leadership transitions. This has had a definite impact on the overall functioning of the school.
The school will improve if it can provide ongoing counseling through a licensed social worker. The population of the school suffer from social problems and need more support.
This school needs way more focus on special needs and ELL as we are wildly out of compliance. There is NO support for teachers, and NO discipline for students.
We are a well-oiled unit that works well together in challenges and celebrations.
The school struggles with maintaining teachers due to its disorganization, lack of curriculum, behavioral interventions, and lack of direction/leadership.   The school has no strategic plan or strategy and moves at the direction of the founder.   The leadership model is one that fluctuates from micromanagement to complete hands off. The model often results in a hostile work environment resulting in staff walking away with no notice.
OnTECH serves a high risk population and provides them an opportunity to re-engage with their education. OnTECH aims to help students that have not been successful in a less supportive setting. Every student is provided with opportunities to achieve academic success in a way that accommodate their particular needs.
Despite many of the areas highlighted in this survey being a challenge in schools across the state, and the country, our school has been diligent in facing these challenges head-on with transparency and grace. These unprecedented times have given our school the opportunity to make sure we are stopping to reevaluate the systems that we have in place to serve our students, teachers, and community and make actionable change.

NYSED CSO Student Survey 2022

ONTECH CHARTER HIGH SCHOOL

110 RESPONSES

44% RESPONSE RATE

Student Participation
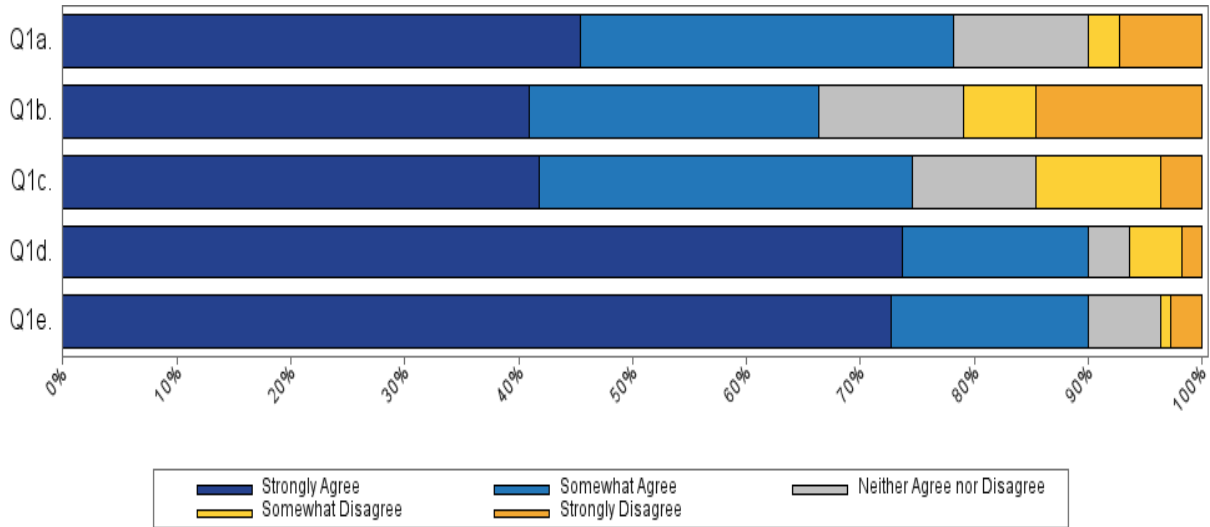
Student Participation		% by School	Total by School	% All Schools	Total All Schools
Q1a. I regularly attend school-sponsored events, such as school dances, sporting events, student performances, or other school activities.	Strongly Agree	45%	50	29%	845
	Somewhat Agree	33%	36	35%	1,025
	Neither Agree nor Disagree	12%	13	20%	589
	Somewhat Disagree	3%	3	8%	251
	Strongly Disagree	7%	8	8%	251
Q1b. I regularly participate in extra-curricular activities offered through this school such as school clubs or organizations, musical groups, sports teams, student government, or any other extra-curricular activities.	Strongly Agree	41%	45	29%	851
	Somewhat Agree	25%	28	30%	889
	Neither Agree nor Disagree	13%	14	20%	592
	Somewhat Disagree	6%	7	9%	267
	Strongly Disagree	15%	16	12%	362

Student Participation		% by School	Total by School	% All Schools	Total All Schools
Q1c. At this school, students have the opportunity to help decide things like class activities and rules.	Strongly Agree	42%	46	29%	863
	Somewhat Agree	33%	36	36%	1,061
	Neither Agree nor Disagree	11%	12	18%	542
	Somewhat Disagree	11%	12	9%	259
	Strongly Disagree	4%	4	8%	236
Q1d. There are opportunities for students at this school to get involved in sports, clubs, and other school activities outside of class.	Strongly Agree	74%	81	55%	1,633
	Somewhat Agree	16%	18	28%	820
	Neither Agree nor Disagree	4%	4	11%	317
	Somewhat Disagree	5%	5	3%	101
	Strongly Disagree	2%	2	3%	90
Q1e. I have the opportunity to be part of class discussions or activities.	Strongly Agree	73%	80	56%	1,670
	Somewhat Agree	17%	19	29%	859
	Neither Agree nor Disagree	6%	7	11%	318
	Somewhat Disagree	1%	1	2%	63
	Strongly Disagree	3%	3	2%	51

NYSED CSO Student Survey 2022
ONTECH CHARTER HIGH SCHOOL
110 RESPONSES
44% RESPONSE RATE

School Physical Environment
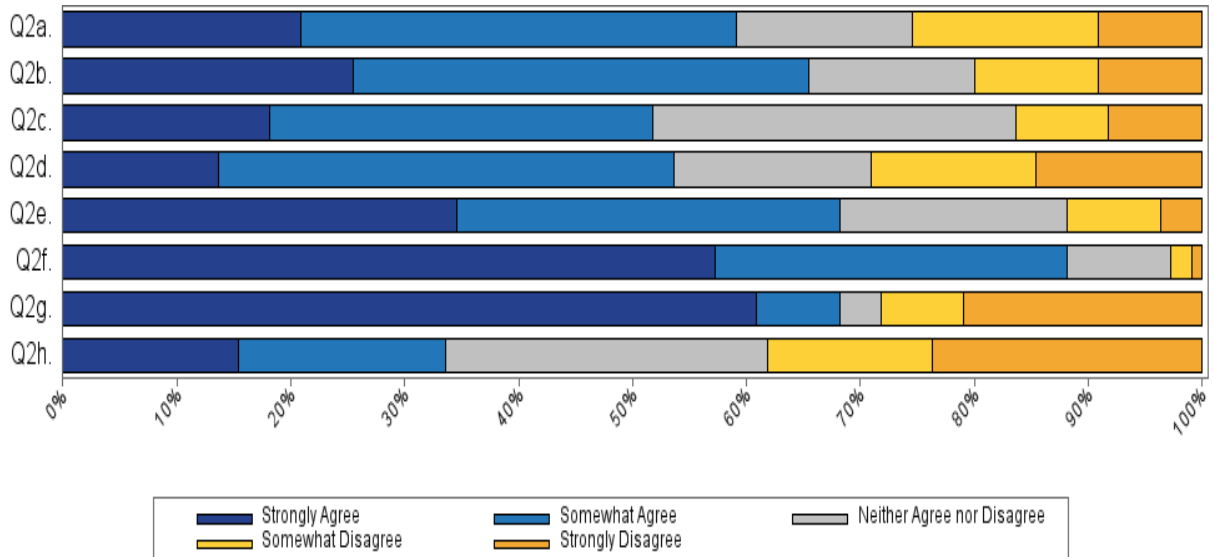
School Physical Environment		% by School	Total by School	% All Schools	Total All Schools
Q2a. The bathrooms in this school are clean.	Strongly Agree	21%	23	21%	613
	Somewhat Agree	38%	42	34%	1008
	Neither Agree nor Disagree	15%	17	22%	638
	Somewhat Disagree	16%	18	13%	390
	Strongly Disagree	9%	10	11%	312
Q2b. The temperature in this school is comfortable (there is heat and air conditioning as necessary).	Strongly Agree	25%	28	24%	713
	Somewhat Agree	40%	44	34%	1012
	Neither Agree nor Disagree	15%	16	22%	642
	Somewhat Disagree	11%	12	12%	366
	Strongly Disagree	9%	10	8%	228

School Physical Environment		% by School	Total by School	% All Schools	Total All Schools
Q2c. Repairs are made in a timely manner.	Strongly Agree	18%	20	20%	597
	Somewhat Agree	34%	37	30%	888
	Neither Agree nor Disagree	32%	35	32%	959
	Somewhat Disagree	8%	9	11%	314
	Strongly Disagree	8%	9	7%	203
Q2d. I am proud of the way my school looks.	Strongly Agree	14%	15	21%	624
	Somewhat Agree	40%	44	30%	896
	Neither Agree nor Disagree	17%	19	30%	891
	Somewhat Disagree	15%	16	10%	295
	Strongly Disagree	15%	16	9%	255
Q2e. I feel physically safe in my school.	Strongly Agree	35%	38	35%	1032
	Somewhat Agree	34%	37	33%	978
	Neither Agree nor Disagree	20%	22	21%	629
	Somewhat Disagree	8%	9	7%	196
	Strongly Disagree	4%	4	4%	126
Q2f. I feel safe traveling to and from my school.	Strongly Agree	57%	63	37%	1109
	Somewhat Agree	31%	34	31%	923
	Neither Agree nor Disagree	9%	10	20%	591
	Somewhat Disagree	2%	2	8%	230
	Strongly Disagree	1%	1	4%	108
Q2g. I have not had anything stolen from me at this school.	Strongly Agree	61%	67	51%	1513
	Somewhat Agree	7%	8	18%	520

School Physical Environment		% by School	Total by School	% All Schools	Total All Schools
Q2g. I have not had anything stolen from me at this school.	Neither Agree nor Disagree	4%	4	15%	432
	Somewhat Disagree	7%	8	7%	197
	Strongly Disagree	21%	23	10%	299
Q2h. I have not seen any property damaged by students at this school.	Strongly Agree	15%	17	24%	701
	Somewhat Agree	18%	20	21%	608
	Neither Agree nor Disagree	28%	31	27%	788
	Somewhat Disagree	15%	16	14%	429
	Strongly Disagree	24%	26	15%	435
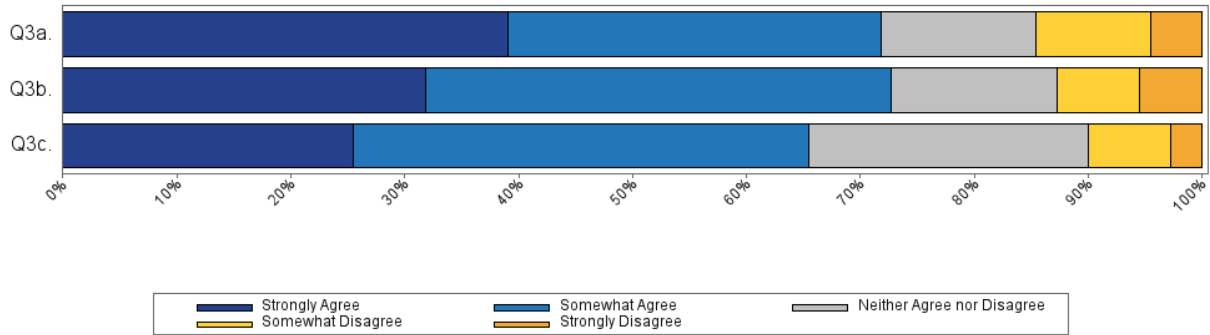
Learning

Learning		% by School	Total by School	% All Schools	Total All Schools
Q3a. This school provides instructional materials (e.g., textbooks, handouts) that reflect my cultural background, ethnicity, and identity.	Strongly Agree	39%	43	40%	1,181
	Somewhat Agree	33%	36	33%	963
	Neither Agree nor Disagree	14%	15	20%	587
	Somewhat Disagree	10%	11	6%	170
	Strongly Disagree	5%	5	2%	60
Q3b. The things I'm learning in school are important to me.	Strongly Agree	32%	35	30%	879
	Somewhat Agree	41%	45	36%	1,072
	Neither Agree nor Disagree	15%	16	22%	664
	Somewhat Disagree	7%	8	8%	224
	Strongly Disagree	5%	6	4%	122

Learning		% by School	Total by School	% All Schools	Total All Schools
Q3c. Classroom environments support learning and are generally free from disruption.	Strongly Agree	25%	28	27%	804
	Somewhat Agree	40%	44	36%	1,054
	Neither Agree nor Disagree	25%	27	24%	709
	Somewhat Disagree	7%	8	9%	280
	Strongly Disagree	3%	3	4%	114
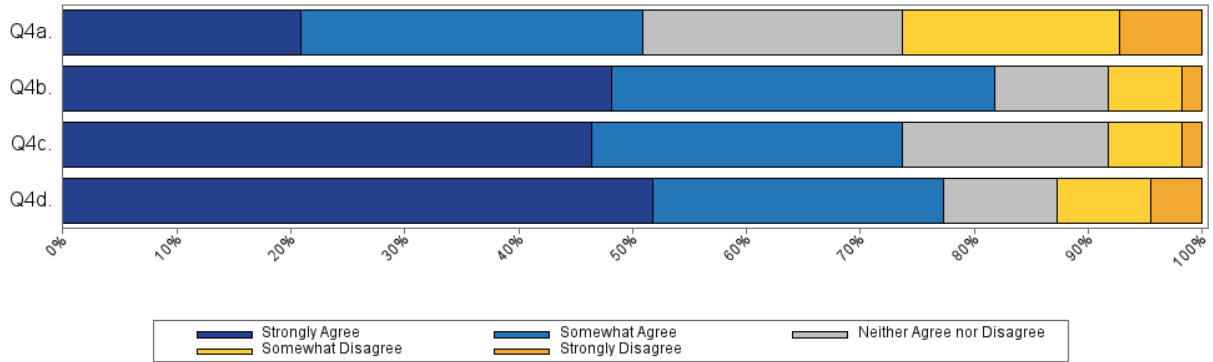
Learning

Learning		% by School	Total by School	% All Schools	Total All Schools
Q4a. Most or all of my classes are challenging.	Strongly Agree	21%	23	19%	566
	Somewhat Agree	30%	33	39%	1,141
	Neither Agree nor Disagree	23%	25	28%	834
	Somewhat Disagree	19%	21	11%	317
	Strongly Disagree	7%	8	3%	103
Q4b. I feel that I am on-track for high school graduation.	Strongly Agree	48%	53	43%	1,259
	Somewhat Agree	34%	37	34%	1,018
	Neither Agree nor Disagree	10%	11	17%	506
	Somewhat Disagree	6%	7	4%	127
	Strongly Disagree	2%	2	2%	51

Learning		% by School	Total by School	% All Schools	Total All Schools
Q4c. The school provides me with college prep assistance and information.	Strongly Agree	46%	51	42%	1,246
	Somewhat Agree	27%	30	32%	943
	Neither Agree nor Disagree	18%	20	20%	582
	Somewhat Disagree	6%	7	5%	141
	Strongly Disagree	2%	2	2%	49
Q4d. I know who to talk to for information about different careers.	Strongly Agree	52%	57	45%	1,319
	Somewhat Agree	25%	28	30%	877
	Neither Agree nor Disagree	10%	11	18%	525
	Somewhat Disagree	8%	9	5%	154
	Strongly Disagree	5%	5	3%	86
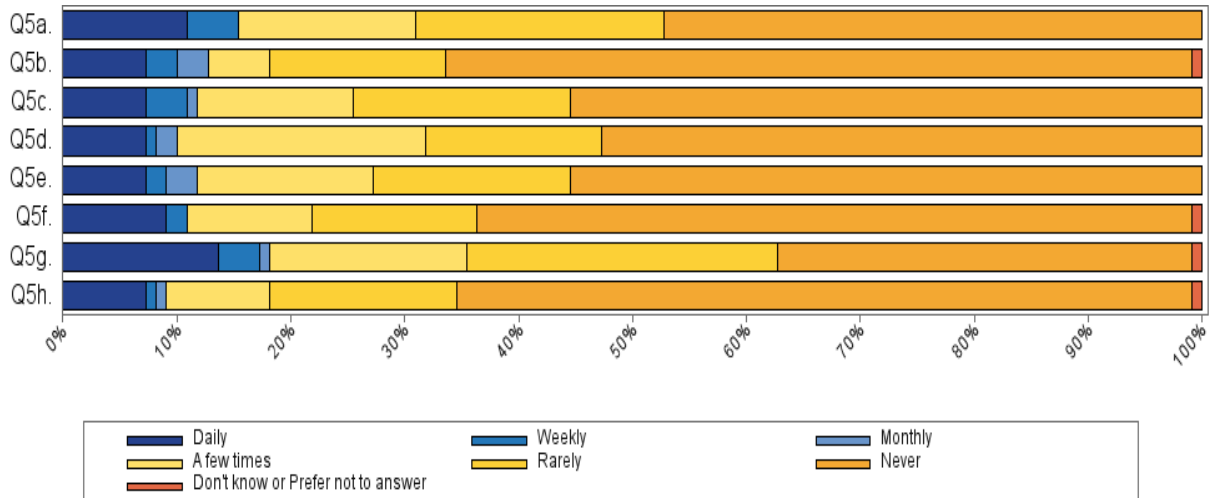
Bullying

Bullying		% by School	Total by School	% All Schools	Total All Schools
Q5a. Student to student based on a student's real or perceived race or ethnicity.	Daily	11%	12	14%	429
	Weekly	5%	5	7%	194
	Monthly	0%	0	3%	94
	A few times	15%	17	16%	483
	Rarely	22%	24	22%	646
	Never	47%	52	36%	1,071
	Don't know	0%	0	1%	44
Q5b. Student to student based on a student's real or perceived religion.	Daily	7%	8	11%	328
	Weekly	3%	3	5%	149
	Monthly	3%	3	3%	80
	A few times	5%	6	12%	347
	Rarely	15%	17	19%	559
	Never	65%	72	49%	1,449
	Don't know	1%	1	2%	49
Q5c. Student to student based on a student's real or perceived disability.	Daily	7%	8	11%	323
	Weekly	4%	4	4%	126
	Monthly	1%	1	3%	77
	A few times	14%	15	13%	374
	Rarely	19%	21	20%	596
	Never	55%	61	48%	1,424
	Don't know	0%	0	1%	41

Bullying		% by School	Total by School	% All Schools	Total All Schools
Q5d. Student to student based on a student's real or perceived gender identity.	Daily	7%	8	12%	359
	Weekly	1%	1	6%	170
	Monthly	2%	2	3%	77
	A few times	22%	24	16%	488
	Rarely	15%	17	20%	593
	Never	53%	58	41%	1,228
	Don't know	0%	0	2%	46
Q5e. Student to student based on a student's real or perceived sexual identity.	Daily	7%	8	13%	396
	Weekly	2%	2	6%	174
	Monthly	3%	3	4%	105
	A few times	15%	17	15%	447
	Rarely	17%	19	20%	584
	Never	55%	61	41%	1,204
	Don't know	0%	0	2%	51
Q5f. Student to student based on a student's real or perceived economic status.	Daily	9%	10	11%	322
	Weekly	2%	2	5%	143
	Monthly	0%	0	3%	100
	A few times	11%	12	12%	365
	Rarely	15%	16	20%	597
	Never	63%	69	47%	1,387
	Don't know	1%	1	2%	47
Q5g. Student to student based on another reason.	Daily	14%	15	15%	431
	Weekly	4%	4	6%	176
	Monthly	1%	1	4%	109
	A few times	17%	19	18%	535
	Rarely	27%	30	21%	636
	Never	36%	40	35%	1,028
	Don't know	1%	1	2%	46
Q5h. Teacher or administrator to student based on any of the categories listed above.	Daily	7%	8	11%	329
	Weekly	1%	1	4%	125
	Monthly	1%	1	2%	73
	A few times	9%	10	11%	315
	Rarely	16%	18	18%	529
	Never	65%	71	52%	1,541
	Don't know	1%	1	2%	49
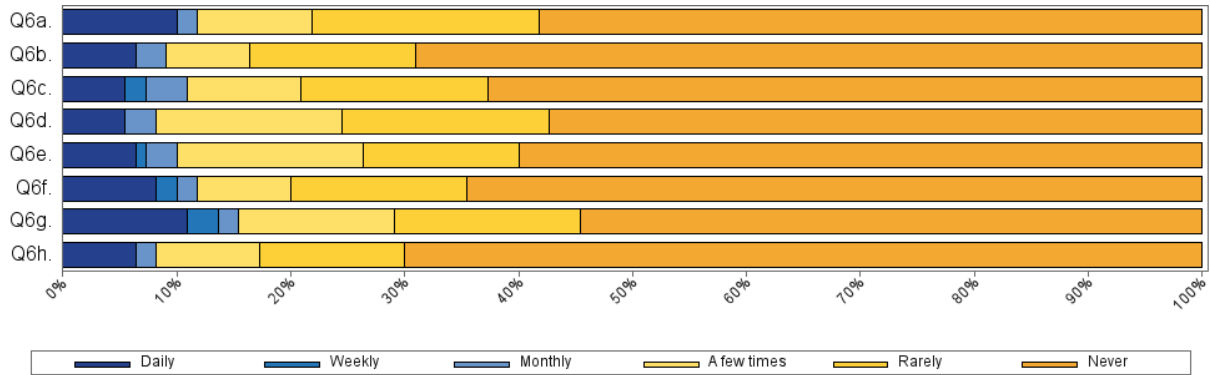
Cyberbullying

Cyberbullying		% by School	Total by School	% All Schools	Total All Schools
Q6a. Student to student based on a student's real or perceived race or ethnicity.	Daily	10%	11	12%	367
	Weekly	0%	0	6%	172
	Monthly	2%	2	3%	85
	A few times	10%	11	15%	436
	Rarely	20%	22	18%	546
	Never	58%	64	46%	1,355
Q6b. Student to student based on a student's real or perceived religion.	Daily	6%	7	10%	288
	Weekly	0%	0	6%	164
	Monthly	3%	3	3%	97
	A few times	7%	8	12%	342
	Rarely	15%	16	18%	542
	Never	69%	76	52%	1,528
Q6c. Student to student based on a student's real or perceived disability.	Daily	5%	6	10%	293
	Weekly	2%	2	4%	132
	Monthly	4%	4	3%	102
	A few times	10%	11	13%	396
	Rarely	16%	18	18%	547
	Never	63%	69	50%	1,491

Cyberbullying		% by School	Total by School	% All Schools	Total All Schools
Q6d. Student to student based on a student's real or perceived gender identity.	Daily	5%	6	11%	316
	Weekly	0%	0	5%	142
	Monthly	3%	3	4%	116
	A few times	16%	18	15%	444
	Rarely	18%	20	18%	544
	Never	57%	63	47%	1,399
Q6e. Student to student based on a student's real or perceived sexual identity.	Daily	6%	7	11%	321
	Weekly	1%	1	5%	157
	Monthly	3%	3	5%	134
	A few times	16%	18	14%	429
	Rarely	14%	15	18%	535
	Never	60%	66	47%	1,385
Q6f. Student to student based on a student's real or perceived economic status.	Daily	8%	9	10%	291
	Weekly	2%	2	5%	153
	Monthly	2%	2	4%	114
	A few times	8%	9	12%	369
	Rarely	15%	17	19%	556
	Never	65%	71	50%	1,478
Q6g. Student to student based on another reason.	Daily	11%	12	12%	363
	Weekly	3%	3	6%	177
	Monthly	2%	2	5%	138
	A few times	14%	15	16%	478
	Rarely	16%	18	19%	560
	Never	55%	60	42%	1,245
Q6h. Teacher or administrator to student based on any of the categories listed above.	Daily	6%	7	10%	285
	Weekly	0%	0	5%	146
	Monthly	2%	2	3%	98
	A few times	9%	10	10%	297
	Rarely	13%	14	15%	454
	Never	70%	77	57%	1,681

Q7. If you did experience or observe cyberbullying,

please list examples of the types of cyberbullying you saw:

Question Answer
people talking about others constanlty.
Talking about someone about what they wear and what cloths that person wears everyday
A time I experienced bullying is when a female was pressed or upset about something when she indulged herself in something that had nothing to do with her.
Harassing of race between two students.
being rude nd extremely mean.
i dont really pay no mind to it.
my friend was getting bullied by another student and the one who was bulling my friend came to school and then the my friend was sent home.
I have never been cyberbullying or saw anything .
excessively misgendering me
A lot .
I have seen them before but not from anybody from this school
Like telling them that they dont like who they date.
It was just fighting back and forth and not necessarily cyberbullying

NYSED CSO Student Survey 2022

ONTECH CHARTER HIGH SCHOOL

110 RESPONSES

44% RESPONSE RATE

Teacher Involvement
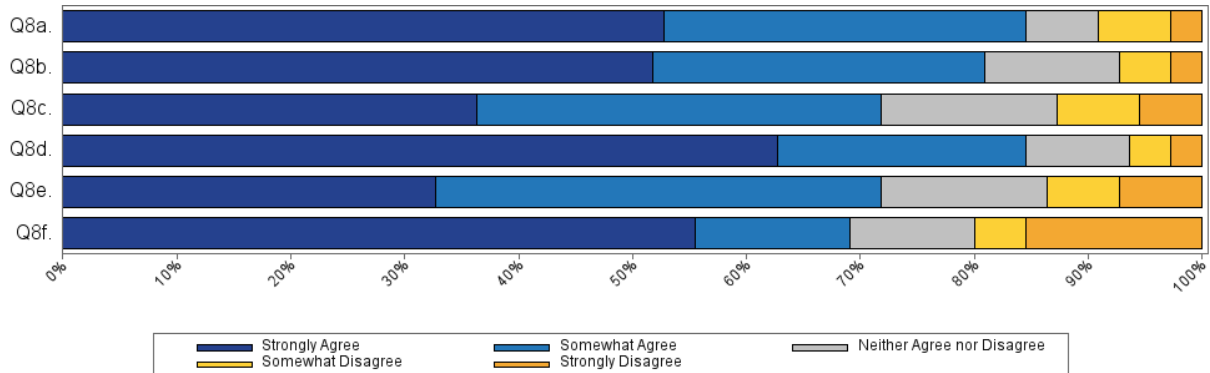
Teacher Involvement		% by School	Total by School	% All Schools	Total All Schools
Q8a. Most or all of my teachers are available to help me with schoolwork.	Strongly Agree	53%	58	44%	1,292
	Somewhat Agree	32%	35	39%	1,154
	Neither Agree nor Disagree	6%	7	13%	387
	Somewhat Disagree	6%	7	3%	90
	Strongly Disagree	3%	3	1%	38
Q8b. Most or all of my teachers care about me.	Strongly Agree	52%	57	37%	1,085
	Somewhat Agree	29%	32	35%	1,035
	Neither Agree nor Disagree	12%	13	22%	639
	Somewhat Disagree	5%	5	4%	132
	Strongly Disagree	3%	3	2%	70

Teacher Involvement		% by School	Total by School	% All Schools	Total All Schools
Q8c. Most or all of my teachers give me individual attention when I ask and even when I don't ask but need it.	Strongly Agree	36%	40	35%	1,039
	Somewhat Agree	35%	39	37%	1,083
	Neither Agree nor Disagree	15%	17	21%	610
	Somewhat Disagree	7%	8	6%	171
	Strongly Disagree	5%	6	2%	58
Q8d. Most or all of my teachers expect me to do my best all the time.	Strongly Agree	63%	69	50%	1,469
	Somewhat Agree	22%	24	32%	948
	Neither Agree nor Disagree	9%	10	14%	423
	Somewhat Disagree	4%	4	3%	86
	Strongly Disagree	3%	3	1%	35
Q8e. Most or all of my teachers often connect what I am learning to life outside the classroom.	Strongly Agree	33%	36	32%	958
	Somewhat Agree	39%	43	34%	1,017
	Neither Agree nor Disagree	15%	16	22%	650
	Somewhat Disagree	6%	7	7%	215
	Strongly Disagree	7%	8	4%	121
Q8f. I have at least one adult at the school that I can talk to about problems I'm dealing with outside of school.	Strongly Agree	55%	61	44%	1,317
	Somewhat Agree	14%	15	24%	723
	Neither Agree nor Disagree	11%	12	18%	547
	Somewhat Disagree	5%	5	5%	145
	Strongly Disagree	15%	17	8%	229

NYSED CSO Student Survey 2022

ONTECH CHARTER HIGH SCHOOL

110 RESPONSES

44% RESPONSE RATE

Behavior Management
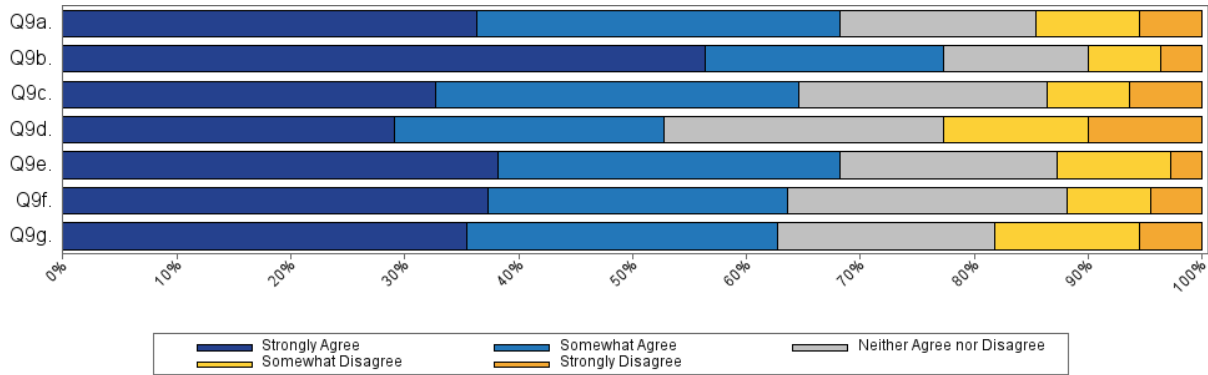
Behavior Management		% by School	Total by School	% All Schools	Total All Schools
Q9a. I am treated respectfully by most or all of my fellow students.	Strongly Agree	36%	40	35%	1048
	Somewhat Agree	32%	35	37%	1098
	Neither Agree nor Disagree	17%	19	19%	549
	Somewhat Disagree	9%	10	6%	172
	Strongly Disagree	5%	6	3%	94
Q9b. I am treated respectfully by most or all of my teachers and other adults in my school.	Strongly Agree	56%	62	47%	1397
	Somewhat Agree	21%	23	32%	953
	Neither Agree nor Disagree	13%	14	15%	439
	Somewhat Disagree	6%	7	4%	120
	Strongly Disagree	4%	4	2%	52

Behavior Management		% by School	Total by School	% All Schools	Total All Schools
Q9c. Most or all of the adults working at this school reward students for positive behavior.	Strongly Agree	33%	36	35%	1024
	Somewhat Agree	32%	35	33%	966
	Neither Agree nor Disagree	22%	24	23%	684
	Somewhat Disagree	7%	8	6%	173
	Strongly Disagree	6%	7	4%	114
Q9d. I feel that the school's discipline policy is applied fairly to all students.	Strongly Agree	29%	32	29%	872
	Somewhat Agree	24%	26	29%	860
	Neither Agree nor Disagree	25%	27	23%	689
	Somewhat Disagree	13%	14	10%	290
	Strongly Disagree	10%	11	8%	250
Q9e. Most or all of the adults working at this school help students develop strategies to understand and control their feelings and actions.	Strongly Agree	38%	42	33%	986
	Somewhat Agree	30%	33	34%	992
	Neither Agree nor Disagree	19%	21	24%	701
	Somewhat Disagree	10%	11	6%	173
	Strongly Disagree	3%	3	4%	109
Q9f. I feel that the school culture supports me.	Strongly Agree	37%	41	34%	1017
	Somewhat Agree	26%	29	31%	907
	Neither Agree nor Disagree	25%	27	26%	766
	Somewhat Disagree	7%	8	5%	151
	Strongly Disagree	5%	5	4%	120

NYSED CSO Student Survey 2022

ONTECH CHARTER HIGH SCHOOL
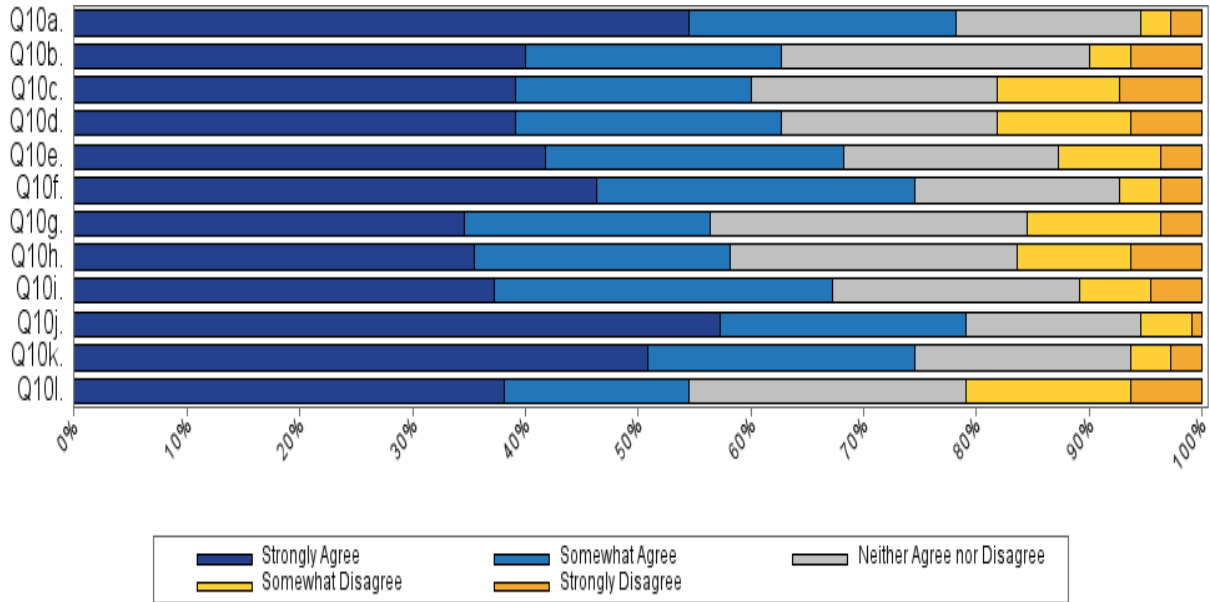
110 RESPONSES

44% RESPONSE RATE

My school teaches me...

Legend: Strongly Agree | Somewhat Agree | Neither Agree nor Disagree | Somewhat Disagree | Strongly Disagree

My school teaches me...		% by School	Total by School	% All Schools	Total All Schools
Q10a. ...to be respectful of all people, regardless of their background or appearance.	Strongly Agree	55%	60	50%	1,479
	Somewhat Agree	24%	26	28%	839
	Neither Agree nor Disagree	16%	18	17%	498
	Somewhat Disagree	3%	3	3%	76
	Strongly Disagree	3%	3	2%	69
Q10b. ...what bullying behavior looks like.	Strongly Agree	40%	44	39%	1,140
	Somewhat Agree	23%	25	30%	875
	Neither Agree nor Disagree	27%	30	24%	698
	Somewhat Disagree	4%	4	5%	135
	Strongly Disagree	6%	7	4%	113

My school teaches me...		% by School	Total by School	% All Schools	Total All Schools
Q10c. ...what to do if I am bullied or see someone else being bullied.	Strongly Agree	39%	43	39%	1,142
	Somewhat Agree	21%	23	29%	847
	Neither Agree nor Disagree	22%	24	24%	701
	Somewhat Disagree	11%	12	5%	156
	Strongly Disagree	7%	8	4%	115
Q10d. ...skills for coping with stressful events and situations.	Strongly Agree	39%	43	37%	1,096
	Somewhat Agree	24%	26	30%	878
	Neither Agree nor Disagree	19%	21	23%	672
	Somewhat Disagree	12%	13	6%	185
	Strongly Disagree	6%	7	4%	130
Q10e. ...how to organize my time.	Strongly Agree	42%	46	37%	1,105
	Somewhat Agree	26%	29	31%	918
	Neither Agree nor Disagree	19%	21	22%	653
	Somewhat Disagree	9%	10	6%	180
	Strongly Disagree	4%	4	4%	105
Q10f. ...how to make decisions that are good for my health.	Strongly Agree	46%	51	39%	1,159
	Somewhat Agree	28%	31	31%	913
	Neither Agree nor Disagree	18%	20	22%	646
	Somewhat Disagree	4%	4	5%	148
	Strongly Disagree	4%	4	3%	95
Q10g. ...how to recognize the emotions I am feeling.	Strongly Agree	35%	38	34%	1,015
	Somewhat Agree	22%	24	29%	858

My school teaches me...		% by School	Total by School	% All Schools	Total All Schools
Q10g. ...how to recognize the emotions I am feeling.	Neither Agree nor Disagree	28%	31	26%	765
	Somewhat Disagree	12%	13	7%	202
	Strongly Disagree	4%	4	4%	121
Q10h. ...ways to keep calm when I am upset.	Strongly Agree	35%	39	34%	1,019
	Somewhat Agree	23%	25	29%	864
	Neither Agree nor Disagree	25%	28	25%	755
	Somewhat Disagree	10%	11	6%	183
	Strongly Disagree	6%	7	5%	140
Q10i. ...about other cultures	Strongly Agree	37%	41	41%	1,206
	Somewhat Agree	30%	33	32%	946
	Neither Agree nor Disagree	22%	24	20%	600
	Somewhat Disagree	6%	7	4%	124
	Strongly Disagree	5%	5	3%	85
Q10j. ...about the value of education for my future success and well-being.	Strongly Agree	57%	63	45%	1,334
	Somewhat Agree	22%	24	31%	925
	Neither Agree nor Disagree	15%	17	19%	561
	Somewhat Disagree	5%	5	3%	81
	Strongly Disagree	1%	1	2%	60
Q10k. ...where to go to if I am struggling with my school work.	Strongly Agree	51%	56	42%	1,238
	Somewhat Agree	24%	26	32%	933
	Neither Agree nor Disagree	19%	21	21%	610
	Somewhat Disagree	4%	4	4%	107

My school teaches me...		% by School	Total by School	% All Schools	Total All Schools
Q10k. ...where to go to if I am struggling with my school work.	Strongly Disagree	3%	3	2%	73
Q10l. ...where to go to if I am struggling with my emotions or something that happened to me.	Strongly Agree	38%	42	38%	1,116
	Somewhat Agree	16%	18	29%	862
	Neither Agree nor Disagree	25%	27	23%	690
	Somewhat Disagree	15%	16	6%	168
	Strongly Disagree	6%	7	4%	125

NYSED CSO Student Survey 2022

ONTECH CHARTER HIGH SCHOOL

**110 RESPONSES**

44% RESPONSE RATE

Support Services

Q11a. Transportation
Q11b. Food assistance
Q11c. Housing assistance
Q11d. Group/indiv. counseling
Q11e. Electronic device
Q11f. Free/discounted internet
Q11g. Mental health referral
Q11h. FAFSA assistance
Q11i. Legal referral

■ The support/service is offered by the school   ■ I have and/or my family as used the support/service
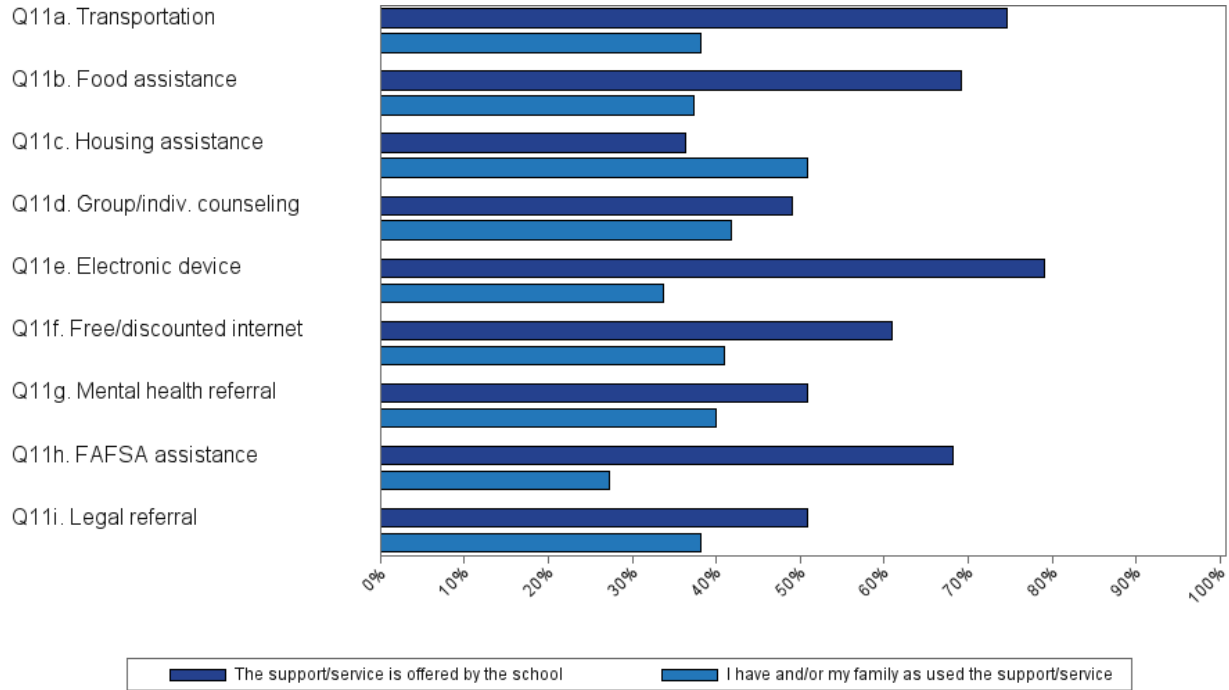
Support Services		% by School	Total by School	% All Schools	Total All Schools
Q11a. Transportation	The support/service is offered by the school	75%	82	68%	2,024
	I have and/or my family as used the support/service	38%	42	37%	1,107

Support Services		% by School	Total by School	% All Schools	Total All Schools
Q11b. Food assistance	The support/service is offered by the school	69%	76	66%	1,961
	I have and/or my family as used the support/service	37%	41	36%	1,055
Q11c. Housing assistance	The support/service is offered by the school	36%	40	31%	921
	I have and/or my family as used the support/service	51%	56	46%	1,357
Q11d. Group/indiv. counseling	The support/service is offered by the school	49%	54	67%	1,976
	I have and/or my family as used the support/service	42%	46	28%	823
Q11e. Electronic device	The support/service is offered by the school	79%	87	75%	2,221
	I have and/or my family as used the support/service	34%	37	36%	1,059
Q11f. Free/discounted internet	The support/service is offered by the school	61%	67	58%	1,725
	I have and/or my family as used the support/service	41%	45	38%	1,127
Q11g. Mental health referral	The support/service is offered by the school	51%	56	54%	1,599

Support Services		% by School	Total by School	% All Schools	Total All Schools
Q11g. Mental health referral	I have and/or my family as used the support/service	40%	44	32%	962
Q11h. FAFSA assistance	The support/service is offered by the school	68%	75	65%	1,927
	I have and/or my family as used the support/service	27%	30	27%	812
Q11i. Legal referral	The support/service is offered by the school	51%	56	47%	1,395
	I have and/or my family as used the support/service	38%	42	33%	964

ONTECH CHARTER HIGH SCHOOL

110 RESPONSES

44% RESPONSE RATE

Q12. Would you choose to be attending a different school if you could?
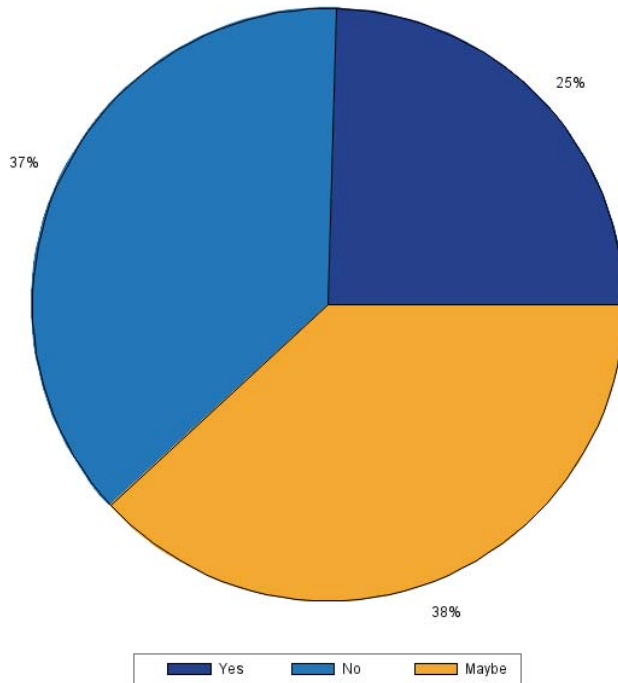
School Choice		% by School	Total by School	% All Schools	Total All Schools
Q12. Would you choose to be attending a different school if you could?	Yes	25%	27	26%	781
	No	37%	41	39%	1,151
	Maybe	38%	42	35%	1,029

Q13a. Explain why you chose "Yes" as your answer to

"Would you choose to be attending a different school if you could?"

Question Answer
i dont know ngl
I want to experience some other schools for my last year.
This school is just isnt for me i dont like it here
Schools bad. its like middle school upgraded. many fights and distraction. teachers lesson plan is horrible and do repeated lessons. i thought id be learning big boy stuff but its all middle school lesson plans and worksheets
BIGGER SCHOOLS
because i know m,ore people at other schools
I picked yes because this school is not organized right and students do whatever they want. They smoke in the bathroom and don't get suspended just a warning like that's going to stop them from smoking n the bathroom. Students brings weed to this school and don't get kicked out or suspended. Students find any little reason to fight. Securities are weird and friendly when it comes to important situations.
I think this school is great for people but not me i like othee schools more
I plan on living with one of my parents who lives far away.
My senior year wasn't the best or as i expected it to be like other schools
Because this school isn't like a real high school me it's boring
Its just isn't what it seems.
because i would like to experience another school
i want to be able to take a language course, they don't offer that here.
I do not feel like this school is for me. I do not have any special connection with anybody and i have been here for 2 years
because this school just opened up so fast within the course of 1 year or two and i felt like it was rushed and then some not all but some teacher's are disrespectful and rude
i chose this because the kids in this school love drama, the teachers dont know how to teach.
because i did i don't know
im good

Q13b. Explain why you chose "No" as your answer to

"Would you choose to be attending a different school if you could?"

Question Answer
No i wouldn't chose to go to a different school because this school gives us different opportunity's then other schools
because its gonna be my last year
Because this is my favorite school I have went to ever in my life, they helped me change and bring out the best in me and they help me with my future and give me plenty of opportunities.
I would not attend another school aside from OnTech because OnTeach is willing to provide the resources, information, and support I need to broaden my reach for a promising career in my future.
No, because I see myself to get better in this school and share my emotions and hatred that i have felt and helps me control it.
I choose no because my school gives me opportunities for jobs and help me prep for college.
This school has good oppurtunites
no because i feel like this is a good school for me
Don't need to
i enjoy OnTech and it has been a really good experence
Because it is a calm peaceful school and the teachers care
Because I don't feel like going to another school I don't got time for that.:/
all the schools I've been to the bullying has been really bad, but here I've noticed that kids actually treat me like a human being, they are really nice and know exactly what to do if i or others need help.
I honestly think this is one of the most helpful and fun school out of all the high schools.
not violent like the other schools by me
I enjoy my school I am around people who look and act like me who don't make me feel like the black sheep.
I like this school, it's a nice small school so
BECAUSE IS A NICE SCHOOL THE TEACHER ARE GREAT
becasue this school is really good and i fell welcomed
I don't want to move to a different school
There were some troubles since this is a new school and I'm part of the first group but it has allowed some amazing things experiences in my life and it has a sense of freedom to it that other schools don't have.
This school suits me as it's smaller than others and supports a family based community
because it is a school you could easily get comfortable with and find friends
Because I enjoy being here
I don't like those other schools and i wouldn't choose this school for no reason now
here at ontech we're a family, and i dont leave family
I didn't want to be apart of a regular sit down city school so I took a leap choice and made a decision to trust the school process even when it wasn't a school.
I dont care what high school I attend bc im not going to college

Q13c. Explain why you chose "Maybe" as your answer to "Would you choose to be attending a different school if you could?"

Question Answer
Because the school isn't that far, it's just the bus rides long.
I chose my answers because that's what i feel about my school.
i chose maybe because their are other schools that have way better opportunities like getting into bigger collages and more things to d after school
because its a good school and it has good benfits
i dont know if i wanna stay in ontech
I'm not really sure if I want to stay at ontech but I also don't now if I should learn I just want a good opportunity to get a scholarship
sometimes yes and sometimes no
i would maybe switch schools because this school has no special things such as cosmetology ect.
depends on if the school gets shut down
Because i like other schools too
Because some other school has more sports and somewhat oppertainty
i have to feel see and feel another school before anything
want a better high school experience
I chose maybe due to this school still being fairly new we don't have as many clubs and events as other schools but it being a smaller school we get undivided attention and one on one help that I woken by get from a bigger school.
I never really liked this school due to the environment I'm cool with everyone and don't get in trouble but I only have three friends and if I leave i wouldn't see them again
just bc we're not like a regular school & we miss out on a lot of things
Because i feel like this school does not have as many oppirtunties as some other schools have
Maybe to get more extra language classes, but there's nothing else besides that.
I overall like the school and the people that are in it. I'm a pretty quiet person and everyone treats me nicely and have met really cool people while I've been here. If I had the chance to switch schools, the main factor would be for my friends but overall the school is good.
i'm really not sure
because this school could be annoying
This school has a lot of flaws and physical drama like fights, It doesn't have much to offer.

Q14. If there is anything else you would like us to know

about your experience in this school, please let us know here.

Question Answer
most of the kids here have help me through my transition and the teachers also help me.
there really isn't many extra curricular classes, no place for me to go if i need a quiet room for a test, taking a class i didnt choose thats causing me to fail.
That this school offers the help you need from teachers and or staff
I don't like this school and I don't think it should even be a high school, very unprofessional and we don't have any PERMANENT teachers. It isn't clean, very unorganized! So much dangerous drama and fights. Administration does nothing about fights and people could possibly get hurt. VERY neglectful. Nothing is ever genuine.
We need better lunches
The kids are very welcoming and will treat you the way you want to be or the way you treat others.
this school have nothing to do but work not a club no nothin not even sports
these kids in this school their terrible, they spread rumors about everything they have nothing going for their selves. they need help, the teachers dont know how to teach.
So far this school is pretty good at what it does, the teachers listen when I need to rant about my day and they overall just are there for us when we need someone to talk to.
its not a really cool place to be at
Stop giving us these nothing ever changes anyways.
This school helps you the best way they can any way they can. They help prepare you for the future and real-life problems and opportunities