



New York State Education Department

2024-2025 Renewal Site Visit Report for BOR-Authorized Charter Schools under the 2019 Charter School Performance Framework

Charter School for Applied Technologies

Renewal Site Visit Dates: October 16-17, 2024
Date of Final Draft Site Visit Report: February 14, 2025
Date of Final Site Visit Report: March 5, 2025

[Charter School Office](#)
89 Washington Avenue
Albany, New York 12234
CharterSchools@nysed.gov
518-474-1762

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ATTACHMENT 1: 2025 NYSED CHARTER SCHOOL INFORMATION DASHBOARD

ATTACHMENT 2: 2024 CHARTER SCHOOL FISCAL ACCOUNTABILITY SUMMARY DASHBOARD

SCHOOL DESCRIPTION

Charter School Summary¹

Name of Charter School	Charter School for Applied Technologies (CSAT)
Board Chair	Joseph Berti
District of Location	Kenmore-Tonawanda Union Free School District
Initial Commencement of Instruction	Fall 2001
Charter Terms	<ul style="list-style-type: none"> • Initial Term: January 10, 2001 – January 9, 2006 • First Renewal Term: January 10, 2006 – January 9, 2011 • Second Renewal Term: January 10, 2011 – June 30, 2015 • Third Renewal Term: July 1, 2015 – June 30, 2020 • Fourth Renewal Term: July 1, 2020 – June 30, 2025
Current Term Authorized Grades/ Approved Enrollment	K – Grade 12 / 2,365 students
Proposed Renewal Term Authorized Grades/ Proposed Approved Enrollment	K – Grade 12 / 2,365 students
Comprehensive Management Service Provider	None
Facilities	<ul style="list-style-type: none"> • 2303 Kenmore Avenue, Buffalo, New York 14207 – Private Space (Elementary School) • 2245 Kenmore Avenue, Buffalo, New York 14207 – Private Space (High School) • 24 Shoshone Street, Buffalo, New York 14214 – Private Space (Middle School)
Mission Statement	<i>CSAT prepares students to attain family-sustaining careers, by integrating career exploration and a lifelong learning culture.</i>
Key Design Elements	<ul style="list-style-type: none"> • A focus on learning • A school organized for every student’s success • A better use of time • A rich and challenging curriculum • Professional development in the context of the teamwork • Assessment that provides accountability • A focus on applied technologies • A partnership with families • A school tailored to the community
Requested Revisions (Revisions are not approved unless approved by the Board of Regents)	None

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

Innovative and Noteworthy Programs: The Charter School for Applied Technologies (CSAT) provides academic and career-related opportunities that enable students to earn college credit and work experience prior to graduation. The school reports that in 2024, 129 students graduated with college-level credits and 101 students participated in paid summer internship programs.

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 based on its educational success. However, the school 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 2020 to 2021	Year 2 2021 to 2022	Year 3 2022 to 2023	Year 4 2023 to 2024	Year 5 2024 to 2025
Grade Configuration	K – Grade 12	K – Grade 12	K – Grade 12	K – Grade 12	K – Grade 12
Total Approved Enrollment	2365	2365	2365	2365	2365

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

	Year 1 2025 to 2026	Year 2 2026 to 2027	Year 3 2027 to 2028	Year 4 2028 to 2029	Year 5 2029 to 2030
Grade Configuration	K – Grade 12	K – Grade 12	K – Grade 12	K – Grade 12	K – Grade 12
Total Proposed Enrollment	2365	2365	2365	2365	2365

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,

² This proposed chart was submitted by the Charter School for Applied Technologies in its renewal application. It is subject to change pending the final renewal recommendation and approval by the Board of Regents. This chart should not be used to determine the final approved grade levels or enrollment of the school in the subsequent renewal term.

is an integral component of charter school decision making at all levels. During the renewal visit, the CSO will look for evidence of community voice across the school from governance to the educational program, as well as a commitment to the principles of diversity, equity, and inclusion, in the school’s policies and practices.

A two-day renewal site visit was conducted at CSAT on October 16 – 17, 2024. The NYSED CSO site visit team conducted interviews with the board of trustees, school leadership team (cabinet), student support team, academic coaches, and the principal leadership team.

The team conducted 24 classroom observations in K – Grade 12. The observations were approximately 20 minutes in length and conducted jointly with the director of curriculum and instruction, the elementary school principal, and the high school principal. NYSED utilizes the CSO’s Classroom Observation Worksheet as a lens for classroom observations. It is shared with the school prior to the site visit and can be found in the [2024-2025 Renewal SV Protocol](#).

To draft this report, the CSO site visit team reviewed school-specific documents and data such as the school’s 2024-2025 renewal application, 2023-2024 annual report, surveys, data and fiscal dashboards, CSO site visit reports and memos, complaints, and corrective action plans to correct enrollment deficiencies.

BENCHMARK ANALYSIS

The 2019 Performance Framework, which is part of the Oversight Plan included in the Charter Agreement for the 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 2019 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
Meets	The school generally meets or exceeds the performance benchmark; few concerns are noted. May be a potential exemplar, if 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.

**New York State Education Department
2019 Charter School Performance Framework Rating³**

2019 Performance Benchmark		Level
Educational Success	Benchmark 1: Student Performance: The school has met or exceeded achievement indicators for academic proficiency, trends toward proficiency, similar schools, college and career readiness, and high school graduation, if applicable. Proficiency at the elementary/middle school level shall be defined as achieving a performance level of 3 or higher on Grade 3-8 state assessments in ELA, math, and science. At the high school level, passing shall be defined as obtaining a 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 implements research-based practices and has rigorous and coherent curriculum and assessments that are aligned to New York State Learning Standards 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 Student and Family Engagement: The school has systems in place to support students’ social and emotional health and to provide for a positive, safe, and respectful learning environment that prepares all students for college and career. 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. High schools are meeting persistence rates commensurate with the NYSED target.	Approaches
	Benchmark 10: Legal Compliance: The school complies with applicable laws, regulations, and the provisions of its charter.	Approaches

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

Summary of Findings

- CSAT is in year twenty-three of operation and serves 2365 students in K – Grade 12. During its current charter term, the school is rated in the following manner: seven “Meets” and three “Approaches.” A summary of those ratings is provided below.
- **Strengths:**
 - The CSAT cohort graduation rate has consistently exceeded the New York State (NYS) graduation rate for All Students and all subgroups.
 - Instructional staff receive frequent and targeted support from coaches and instructional leaders to build their expertise in high-quality instructional practices aimed at improving student learning.
 - CSAT has systems and programs in place that engage students in career exploration leading to internship opportunities across diverse career pathways.
- **Challenges:**
 - Academic proficiency results have declined slightly over the term of the charter, such that in 2023-2024, CSAT was -2 percentage points below the primary sending district, Buffalo Public Schools (BPS), in English language arts (ELA) and +1 above the district in math.
 - CSAT does not meet the enrollment targets for students with disabilities (SWD) and English language learners (ELL) compared to BPS. Enrollment of these populations has not changed over the charter term.
 - The school has had record-keeping issues with clearances and certifications, both of which have improved, but are not yet completely in compliance.

Benchmark 1: Student Performances

The school has met or exceeded achievement indicators for academic proficiency, trends toward proficiency, similar schools, college and career readiness, and high school graduation, if applicable. Proficiency at the elementary/middle school level shall be defined as achieving a performance level of 3 or higher on Grade 3-8 state assessments in ELA, math, and science. At the high school level, passing shall be defined as obtaining a Regents exam score of 65 or higher.

Finding: Approaches

Summative Evidence for Benchmark 1:

Over this charter term, the trajectory for this benchmark has changed from a “Meets” at the time of the last renewal to an “Approaches” due to the school’s performance on the New York State Testing Program (NYSTP) 3-8 assessments for ELA and math.

Based on the 2024 NYSTP results, CSAT’s proficiency for All Students came close to BPS in ELA and math, scoring -2 percentage points below the district in ELA and +1 percentage point above the district in math. However, the school’s overall proficiency in ELA was 23 percent for ELA and 25 percent for math. CSAT’s SWD subgroup scored -4 percentage points lower than BPS in both ELA and math. ELL students scored +3 percentage points above the district in ELA and +6 in math; similarly, economically disadvantaged (ED) students scored +3 in ELA and +4 above the DOL in math.

Regents outcomes for the 2020 4-year cohort are slightly below NYS in ELA, Global History, and United States History; however, CSAT outscored NYS by +11 and +10 percentage points for math and science, respectively. CSAT’s 4-year graduation rate is 92 percent, +6 percentage points above NYS.

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 implements research-based practices and has rigorous and coherent curriculum and assessments that are aligned to the New York State Learning Standards (NYSLs) for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking and achievement.

Finding: Meets

<u>Element</u>	<u>Indicators</u>
1. Curriculum	<ul style="list-style-type: none">a. The school has a documented curriculum that is aligned to current New York State learning standards.b. The curriculum is aligned horizontally across classrooms at the same grade level and vertically between grades.c. The curriculum and corresponding materials are differentiated to provide opportunities for all students to master grade-level skills and concepts, including students with disabilities, English language learners/multi-lingual learners, economically disadvantaged students, and other subgroups.d. The curriculum is systematically reviewed and revised.
2. Instruction	<ul style="list-style-type: none">a. The school staff has a shared understanding of high-quality instruction that supports all learners and observed instructional practices align to this understanding.b. Instructional delivery fosters engagement with all students.c. The school differentiates instruction to ensure equity and access for all students.d. The school provides staff with professional development opportunities that promote best practices and improves all students' success, including sub-groups.
3. Assessment and Program Evaluation	<ul style="list-style-type: none">a. The school uses a 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 for both individual students as well as subgroups.d. The school uses multiple measures to assess student progress toward State learning standards.
4. Supports for Diverse Learners	<ul style="list-style-type: none">a. The school follows the NYSED approved identification process for students with disabilities and English language learners/multi-lingual learners.b. The school provides supports to meet the academic needs for all students including, but not limited to: students with disabilities; English language

Element

Indicators

learners/multi-lingual learners; and economically disadvantaged students.
c. 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.

Academic Program for Elementary School (K-5):

- Reading/ELA: teacher-developed and commercial materials aligned with the NYS Next Generation Learning standards; supplementary materials include *myView*, *Ready Reading*, *Ready Writing*, *Writers Workshop*, *Heggerty Phonemic Awareness*
- Mathematics: *Ready Math*
- Science: *BOCES 4 Science*
- Social Studies: Putnam/Northern Westchester (PNW) BOCES Integrated ELA/SS; *myWorld* Social Studies

Academic Program for Middle School (Grades 6-8)

- Reading/ELA: *iReady ELA*; teacher-developed materials
- Mathematics: *iReady Math*
- Science: *Open SciEd*
- Social Studies: PNW BOCES *Integrated Social Studies*

Academic Program for High School (Grades 9-12):

- Reading/ ELA: *New Visions*; *Illinois Storylines*; teacher developed materials
- Mathematics: *eMath*
- Science: teacher-developed and commercial materials aligned with the NYS Next Generation Learning Standards
- Social Studies: teacher-developed and commercial materials aligned with the NYS Next Generation Learning Standards
- Early College and Career Pathways (ECCP): teacher-developed and commercial materials for each course in the pathway sequence; college credit classes, college syllabi; *Project Lead the Way (PLTW)* (manufacturing)

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

- SWD:
 - Elementary School: same content expectations, delivery differentiated, co-teaching model
 - High School: same content expectations, delivery differentiated, interventionists, afterschool tutoring using teacher-developed materials
- ELL:
 - Elementary School: same content expectations, co-teaching, pull-out
 - High School: same content expectations, pull-out, small group

Summative Evidence for Benchmark 2:

Over this charter term, the trajectory for this benchmark has remained consistent as “Meets.”

1. Element: *Curriculum*:

- **Indicator a:** The CSAT renewal application describes curriculum development as a collaborative process among teachers and instructional leaders with units, lessons, and materials collected over the course of the school’s history in electronic libraries accessible to all instructional staff.
- **Indicator b:** In the focus group, instructional leaders at CSAT noted that collaboration among teachers by grade level at the elementary school and by content area at the middle and high schools enables staff to align the curriculum horizontally across classrooms, using common lesson plans and curriculum sequencing. They noted that vertical alignment across grade levels occurs during quarterly professional development sessions. The professional learning community (PLC) process is one of the key design elements of the CSAT charter and provides a convenient structure for curriculum alignment.
- **Indicator c:** In the renewal application, CSAT notes that, while content expectations are the same for all students, support is provided both in class and in small groups to provide added support for SWD and ELL. Within the classroom, members of the site visit team noted additional staff demonstrating the co-teaching model cited as the school’s first level of support. Special educators and English as a New Language (ENL) teachers are assigned to specific classrooms to provide additional modifications and guidance during a lesson. The school’s master schedule lists academic intervention support (AIS) classes scheduled within the school day in the elementary and middle school, supplemented with intervention periods at the end of the school day. AIS periods are provided in the high school schedule also, and teachers offer extra support at the end of the school day. In addition, in the focus group, student support staff described pull-out sessions for those students needing targeted or intensive help.
- **Indicator d:** According to the renewal application and focus group comments, CSAT uses the PLC structure to continually review and revise curriculum based on evidence from student assessments. Instructional coaches and building instructional leaders facilitate regular meetings of grade level and content area teams to examine assessment results, share strategies, and identify gaps. In the focus group, instructional leaders and principals described a continuous process of review and revision of the curriculum, with the addition of commercial materials as needed in response to assessment results showing student strengths and gaps. Revisions and accommodations are stored in a digital resource library available to all staff.

2. Element: *Instruction*:

- **Indicator a:** In the renewal application and focus group interviews, CSAT instructional leaders listed three components of high-quality instruction – meeting NYS standards, responding to student needs, and emphasizing student ownership of learning. Building leaders accompanying the review team on classroom visits indicated that a key piece of evidence of high-quality instruction was clear learning targets unpacked to ensure students understood what they were expected to learn. They also noted that student talk should be more prevalent than teacher talk during the lesson. Learning targets were evident across all 24 of the classes visited during the review, and the proportion of student talk varied across the classes. While students were uniformly polite and respectful, some lessons required only that they copy items from the board or fill in a table. Some teachers offered lively interactive learning tasks and students eagerly participated in the exercises. Other teachers structured a more directive lesson with fewer

opportunities for students to interact that offered less evidence of the high-quality instruction described by the school.

- **Indicator b:** The renewal application lists common instructional strategies, including learning targets stated in student (“I can”) terms, guided practice, and exit tickets, as elements of instructional delivery in most classrooms. In the focus group, instructional leaders confirmed that teachers are allowed some flexibility in their mode of instruction. Lesson plans for many of the 24 classes visited by the review team included a similar structure including “do now,” direct instruction, guided practice, independent practice, and an exit ticket. In all classes, students were attentive and respectful, with a range of levels of engagement evident across the classrooms. One teacher designated students as “teachers” and “checkers” who had to verify each correct step in a multi-step math problem, ensuring their engagement throughout the whole lesson. Other teachers asked students to record information on worksheets, watch a video, or listen to a story, passive instructional strategies that made it difficult for observers to discern levels of student engagement.
- **Indicator c:** According to the renewal application and confirmed in focus group interviews, differentiation of instruction is planned during regular PLC meetings of grade level or content area teams with AIS specialists, special educators and ENL teachers, along with classroom teachers. Teachers and specialists plan together to modify lesson materials and strategies to better serve all students. Teacher-developed and commercial materials provide differentiation strategies, including graphic organizers and visual aids shared with the site visit team that teachers and co-teachers bring to the lesson. Many of the classes visited by the review team were staffed by two adults, one a classroom teacher and a special educator or ENL teacher. As noted above, pull-out classes provide additional learning opportunities for SWD and ELL within the school day.
- **Indicator d:** As described in detail under Benchmark 8, “professional development in the context of teamwork” is one of the CSAT key design elements. In both the renewal application and focus group interviews, CSAT coaches and instructional leaders described how they facilitate PLC meetings weekly, engaging teachers and instructional support staff in close examination of the learning expectations of their lessons and exploration of strategies to foster that learning. Coaches and instructional leaders convene teachers in various configurations including grade level and content area teams to review assessments of learning and investigate strategies to improve opportunities for students to succeed. Middle school coaches described a five-week cycle detailing the progression of activities to build teachers’ skills, share teaching strategies, and confer with counselors and others to support students’ social-emotional well-being. In addition, the CSAT professional development calendar lists workshops and presentations across varied aspects of the instructional program, including strategies targeted to SWD and ELL.

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

- **Indicator a:** In the renewal application, CSAT describes a system of formative, diagnostic, and summative assessments to monitor student progress toward the learning standards. CSAT administers *iReady* as a diagnostic measure three times each year and participants in the leadership and student support focus groups explained they use informal observations and in-class assessment as formative measures of student progress, particularly in the context of the school’s multi-tiered system of support (MTSS). Teachers develop common curriculum assessments, such as quizzes and unit tests within a grade level, content area, or course, as summative measures. These common measures allow PLCs to compare student performance outcomes across different classrooms. According to the renewal application, some classes, such as engineering and the arts, use project-based assessments with defined rubrics to measure student progress.

- **Indicator b:** In addition to the quantitative measures noted above, the renewal application explains that CSAT leaders, teachers, and support staff review attendance and behavior data as qualitative measures to identify students who may need additional support. In the student support and school leaders focus groups, staff offered details on the use of MTSS in both academic and behavioral contexts. Student support staff examine the links between attendance, behavior, and academic outcomes and, as indicated, devise interventions suited to address the key factors limiting student success.
- **Indicator c:** The renewal application describes how CSAT staff use *iReady*, curriculum assessment data, State assessment data, along with attendance and behavior information to evaluate the academic program, looking at both curriculum and instruction. In the focus group, middle school coaches and instructional leaders explained how the review of data indicated less than satisfactory outcomes for students using *iReady* for math remediation, leading to discussion, research, and a decision to switch to *IXL* to provide individualized lessons to remediate learning gaps. In the elementary grades, State assessment results did not meet the school’s expectations, which triggered a review of school structures. This review led to a decision to reduce class sizes from an average of 28 to 18-20. A decision to assign two teachers to each kindergarten and Grades 1 and 2 classrooms is intended to improve third grade reading scores on State tests by providing additional academic support to the youngest students.
- **Indicator d:** In the renewal application, CSAT describes data meetings occurring at least three times per year to review State assessment data to track student progress toward State learning standards. The data meetings are supplemented with regular PLC meetings to review internal assessment data to track student progress. Instructional leaders and student support team members explained in their focus groups that both *iReady* and *IXL* provide “real-time” measures of student progress. Staff reiterated that “student ownership of learning” is a key design element and the feedback provided by the two online platforms allows students to track their own progress regularly. Extra help and targeted interventions are offered by teachers and academic support staff during designated class periods, as well as at the end of the school day, to provide prompt and timely help to keep students on track to meet State standards.

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

- **Indicator a:** In the renewal application, CSAT reports that they rely on the identifications completed by the Committee(s) on Special Education (CSE) from the home district(s) of their students to identify SWD. For students new to the school, either kindergarteners or those enrolling at CSAT in the upper grades, student support team members explained in their focus group that the processes defined in their MTSS system enable them to monitor students, provide interventions, and collect data which can indicate whether further evaluations for possible SWD designation are needed. CSAT staff work in collaboration with sending districts’ CSE teams to complete the evaluation and identification process for students demonstrating academic or behavioral special educational needs. School leaders use the enrollment process, as well as the Home Language Questionnaire and the New York State Identification Test for English Language Learners (NYSITELL) to identify students who may be ELL.
- **Indicator b:** CSAT provides support for diverse learners through staffing and programming. The renewal application and staff roster for CSAT show that the school employs special educators and ENL personnel to provide supports to all students. Staff members in the student support focus group listed six special educators at the elementary school, eight at the high school, and seven at the middle school, distributed based on student numbers. For ELL, three ENL teachers serve kindergarten through Grade 5, two each work with students in the middle grades (Grades 6-8) and at the high school (Grades 9-12). ENL and special educators are assigned as co-teachers based

on the class assignments for the students in their case load. In addition, the school employs AIS personnel to provide targeted interventions for individuals or small groups during the school day. According to school leaders, all teachers and AIS staff offer intervention support at the end of the school day. Teachers communicate with parents when students need these additional interventions.

- **Indicator c:** In the focus groups, instructional leaders and student support staff confirmed the description of the PLC process presented in the renewal application as the primary method for all staff to meet regularly to discuss the needs of each student. Data collected in classrooms and from diagnostic tools and observations by counselors, as well as input from behavior intervention specialists and AIS personnel, are shared and reviewed to determine the effectiveness of the academic or behavioral programs in support of each child. PLC meetings are scheduled to include special educators, ENL teachers, AIS staff, counselors, attendance, and behavior staff across a cycle of meetings to ensure a comprehensive picture of each student's strengths and needs. PLC meetings are documented, and the school provided the site visit team with an example of the minutes kept in the digital library, which are accessible to all staff engaged in support of each student.

Benchmark 3: Culture, Climate, and Student and Family Engagement

The school has systems in place to support students’ social and emotional health and to provide for a positive, safe and respectful learning environment that prepares all students for college and career. 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

<i>Element</i>	<i>Indicators</i>
1. <i>Measures of Culture, Climate, and Student Engagement</i>	<p>a. The school has processes and procedures in place to address chronic absenteeism for all students and sub-groups such that all students are fully engaged within the school community and have access to the educational program. Given the increased autonomy to engage students, chronic absenteeism rates are expected to be equal to or less than those of the district of location. In New York City, the district of location is the community school district. Charter schools that have a mission or key design element to serve students in a particular school district will also be compared to that school district. In addition, charter schools with more than 40% of enrolled students residing in districts other than the district of location, or the school district they are mandated to serve, will also be compared to the next highest district where students reside. ⁴</p> <p>b. 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. Given the increased autonomy to engage students, out of school suspension rates are expected to be equal to or less than those of the district of location. In New York City, the district of location is the community school district. Charter schools that have a mission or key design element to serve students in a particular school district will also be compared to that school district. In addition, charter schools with more than 40% of enrolled students residing in districts other than the district of location, or the school district they are mandated to serve, will also be compared to the next highest district where students reside. ⁵</p> <p>c. The school has an NYSED approved process in place to measure and evaluate school climate and culture.</p>
	<p>a. The school has a clear approach to behavioral management, including a written discipline policy that is applicable to all students, includes a policy that addresses</p>

⁴ See <https://www.regents.nysed.gov/common/regents/files/P-12%20New%20York%20State%20Safe%20Schools%20Task%20Force%20Recommendations%20Status%20Update%20.pdf>.

⁵ Student Suspension rate is determined by dividing the number of students who were suspended from school (not including in-school suspensions) for one full day or longer anytime during the school year by the Basic Educational Data System (BEDS) day enrollments for that school year. A student is counted only once, regardless of whether the student was suspended one or more times during the school year. Data Source: L2RPT Report SIRS-351: Student Attendance Summary Report - http://www.p12.nysed.gov/irs/level2reports/documents/SIRS_351-360-361-370AttndnceAbsenceandDayCalRprtGuiderev3.6.18.pdf.

<u>Element</u>	<u>Indicators</u>
2. <i>Behavior Management and Safety</i>	<p>a school’s stance toward in and out of school suspensions, and is implemented throughout the school by all school staff with fidelity.</p> <p>b. The school uses a tiered approach to behavioral interventions that support student social-emotional development.</p> <p>c. The school appears safe and all school constituents are able to articulate how the school community maintains a safe environment.</p> <p>d. The school has systems in place to ensure that the environment is free from bullying, harassment, and discrimination in accordance with the Dignity for All Students Act (DASA). The school has a DASA Coordinator that staff can identify.</p> <p>e. Classroom environments are conducive to learning and generally free from disruption.</p>
3. <i>Family Engagement and Communication</i>	<p>a. The school communicates with families in their preferred language to discuss students’ strengths, progress, and needs and engages them as part of the school community.</p> <p>b. The school uses multiple methods of family engagement for all communication with all parents, in their preferred language, regardless of the disability status or language ability of their children.</p> <p>c. The school assesses family satisfaction using strategies such as surveys, feedback sessions, community forums, or participation logs, and considers results when making schoolwide decisions.</p> <p>d. The school has a systematic and transparent process for responding to family or community concerns.</p> <p>e. The school shares NYSED school report card data with parents and the broader school community to promote transparency and accountability.</p> <p>f. The school shares its New York State exam participation rate compared to the district of location.</p>
4. <i>Social-Emotional and Mental Health Supports</i>	<p>a. The school has systems, programs, and curriculum in place to support the social-emotional and mental health needs of all students.</p> <p>b. School leaders collect and use data to track the social-emotional needs of all students, including students in subgroups.</p> <p>c. School leaders collect and use data regarding the impact of programs designed to support the social and emotional health of all students.</p> <p>d. The school provides staff with professional development opportunities to support the social-emotional and mental health of students in a culturally responsive manner.</p> <p>e. The school has processes and procedures in place to address the learning and social-emotional needs of McKinney-Vento eligible students such that all students are fully engaged within the school community and have access to the</p>

educational program. The school has a McKinney-Vento Coordinator that staff can identify.

Summative Evidence for Benchmark 3:

Over this charter term, the trajectory for this benchmark has remained consistent as “Meets.”

1. Element: ***Measures of Culture, Climate, and Student Engagement:***

- **Indicator a:** The school has processed and procedures in place to address chronic absenteeism for all students and subgroups. The CSAT renewal application describes the work of the members of the attendance team in each building as having a positive impact on the school. In the focus group, members of the student support team explained that they monitor attendance daily and engage in frequent home-school communication to improve student attendance. Staff at the school’s Family Support Center are a key component of the attendance team. According to the renewal application, and confirmed by the focus group members, over the course of the charter term average daily attendance has increased and average daily tardiness has declined. Members of the support team reported a drop in the percentage of chronically absent junior and senior students from 50 percent two years ago to 34 percent last year. Average attendance for ninth and tenth graders is now up to 90 percent according to school leaders and support staff. In addition to text messages and phone calls, student support team members and school leaders conduct home visits to encourage families to help their children attend regularly. The school developed a partnership with a truancy intervention program in the DOL as additional support for chronically absent or truant students.
- **Indicator b:** According to the renewal application, CSAT assigns a behavior intervention specialist to staff a “problem solving room” in each building to deescalate misbehavior and limit suspensions. Student support staff explained that the “problem solving room” visit is often short, allowing a student to regain composure and return to class. Student support staff explained that, over the course of the charter term, CSAT has moved toward a restorative justice approach to behavior infractions, inviting students to work with a trained staff member to resolve differences and restore positive relationships. According to the renewal application, when infractions merit removal from the school to ensure others’ safety, the school provides alternative instruction and can also provide alternative sites, if needed, where students can be supervised during their suspension.
- **Indicator c:** The renewal application lists annual family satisfaction surveys and periodic staff surveys as tools to measure and evaluate school climate and culture. According to focus groups with school leaders and student support staff, attendance, re-enrollment, and diminishing discipline referrals serve as indicators of a positive school climate and culture. Regular meetings of the student support staff include discussions of individual students as well as overall school climate.

2. Element: ***Behavior Management and Safety:***

- **Indicator a:** The approach to behavior management at CSAT is outlined in the code of conduct and discipline policy as posted on the school’s website. In the focus groups, school leaders and student support staff provided details on the restorative practices employed to address behavior that has a negative impact on the school community. A dean of students in each building, along

with counselors and behavior intervention specialists, use a variety of strategies within the restorative practices framework to reduce disruption and keep students engaged in their work.

- **Indicator b:** At CSAT, a tiered approach to behavior management that supports students' social-emotional development begins in daily classroom practices including morning meetings at the elementary school and New Experiences for Students and Teachers (NEST) meetings for Grades 6-12. In the focus group, student support team members outlined an MTSS process focused not only on behavior management but also on building students' skills as members of the classroom and school community. Members of the student support team provide Tier 2 support to students who do not conform to classroom expectations. Student responses to Tier 2 supports are discussed in the student support team, where staff may recommend referrals for additional Tier 3 interventions.
- **Indicator c:** According to the renewal application, each of CSAT's three buildings has a designated safety team that meets regularly to update procedures and protocols as needed. Entry into each building is monitored by school staff and visitor identification is checked and recorded. Behavior intervention specialists, counselors, and deans monitor hallways and check passes. In the focus group, board members credited the MTSS protocols for maintaining a safe school environment.
- **Indicator d:** Each CSAT building has a designated Dignity for All Students Act (DASA) coordinator who monitors incidents reported in the confidential reporting system. The school provides DASA training to teachers, board members, and support staff. Focus groups confirmed this.
- **Indicator e:** Across the 24 classrooms visited by the site visit team, students were polite and respectful and attended to their tasks as directed. No incidents of classroom disruption were noted. On the staff survey administered by the school, teachers reported uniform approval of the school's discipline approach.

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

- **Indicator a:** As stated in the teacher focus group, CSAT uses a variety of tools to communicate with families in their preferred language. Teachers use a communication application to inform parents of classroom activities and to share concerns or compliments about individual students. The communication app, as well as the school's website, offers translation into the family's preferred language.
- **Indicator b:** As stated in the renewal application and confirmed in focus group interviews, the Family Resource Center and staff are responsible for engaging and communicating with families. In the focus groups, school staff explained that the Family Resource Center connects with families on schoolwide topics and coordinates with student support staff to work with individual students and their families. The CSAT website posts policies, the school calendar, special activities, and a link to the NYS Report Card for CSAT. Families can link to the parent portal from the website. The school employs an automated messaging system for reminders and announcements. Each of the school's media has a translation option.
- **Indicator c:** School leaders reported that CSAT solicits feedback from families as part of the intent-to-return process each year. In addition, one parent representative is an active member of the board and can recommend agenda items related to family concerns.
- **Indicator d:** In the renewal application, CSAT describes the sequence of steps for addressing family or community concerns, which is outlined in the complaint policy posted on the website. Administrators are expected to respond to minor concerns from families or staff. The board's Appeals Committee responds to concerns that could not be resolved at the administrator level, many of which, according to board minutes, relate to the consequences of behavior infractions.

- **Indicator e:** A link to NYS school report card data for CSAT is posted on the school’s website and is easily accessible. In the renewal application, the school explains that the communication department used to prepare a comprehensive annual report for families but learned it was not often accessed. The school prepares a press release when accountability data is posted. Individual student academic data is distributed to families in quarterly report cards and interim progress reports.
- **Indicator f:** The school does not publicize its NYS exam participation rate compared with the DOL, although this information is publicly available from the NYSED website. In the renewal application, the school states it was unaware of this requirement.

4. Element: ***Social-Emotional and Mental Health Supports:***

- **Indicator a:** According to the renewal application and focus group interviews, CSAT has staff and programs in place to support the social-emotional mental health needs of its students. Each school has a health clinic, counselors, a social worker, and trained behavior intervention specialists to monitor student social-emotional well-being. Lessons implemented during morning meetings and NEST meetings focus on skills to help students build and strengthen their social-emotional mental health. The school administers the Youth Risk Behavior Survey yearly to gather insight into students’ concerns. CSAT staff reported they partner with area mental health agencies to provide intensive support to students when needed.
- **Indicator b:** In the renewal application, CSAT cites its MTSS process as the method for collecting data to track the social-emotional needs of students. In the focus group, student support staff explained they use attendance and behavior referrals along with academic data to identify the need for social-emotional supports. Teacher and staff observations of the impact of Tier 1 and Tier 2 interventions guide decisions about the needs of both individuals and groups.
- **Indicator c:** According to the renewal application, CSAT student support staff use a Tiered Fidelity Inventory to check the progress of MTSS interventions to determine their effectiveness. Evidence from teacher observations and referrals, behavior intervention specialist notes, and building-wide climate and culture assessments are reviewed by school leaders to evaluate the effectiveness of the school’s programs and practices.
- **Indicator d:** As part of the CSAT comprehensive professional development calendar, teachers and student support staff receive training in the implementation of the curriculum used in morning meetings and NEST sessions. These lessons target social skills and character traits, such as resilience and perseverance, that support students’ social-emotional well-being.
- **Indicator e:** According to the renewal application, the McKinney-Vento coordinator at CSAT is listed in the staff handbook distributed at the beginning of each school year. In the focus group, student support staff explained that the Family Resource Center staff identify families’ needs and work with area agencies to provide essential resources. School leaders added that CSAT provides vouchers for transportation to ensure students can maintain regular school attendance while families are in transition.

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 remained consistent as “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 <https://www.nysed.gov/charter-schools/charter-schools-directory>.

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

Financial Condition

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

Overall Financial Outlook

A financial composite score is an overall measure of financial health based on a weighting of primary reserves, equity, and net income. A charter school with a score between 1.50 and 3.00 is generally considered to be in good financial health. A score between 1.00 and 1.40 is considered adequate. Charter School for Applied Technologies 2023-2024 composite score is 3.00.

**Composite Scores
2019-2020 to 2023-2024**

<i>Year</i>	<i>Composite Score</i>
2019-2020	3.00
2020-2021	3.00
2021-2022	2.39
2022-2023	3.00
2023-2024	3.00

The school is subject to ASC 842 lease accounting principles effective FY23 due to entering into a long-term operating lease. Due to the relatively small size of the lease, there is no substantial fiscal impact.

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 remained consistent as “Meets.”

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

1. The school has financial professionals assigned to manage school finances.
2. The school has an accurate and functional accounting system that includes monthly budgets.
3. The school sets budget objectives and regularly analyzes its budget, including detailed assumptions within the budget, in relation to those objectives.
4. 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.
5. The school has and follows a written set of fiscal policies.
6. The school has complied with State and federal financial reporting requirements.
7. The school has and is maintaining appropriate internal controls and procedures.
8. The school has procedures in place to ensure that programmatic and independent fiscal audits occur at least once annually, with such audits being comparable in scope to those required of other public schools. Audits will be undertaken by auditing firms with experience working with New York State charter schools and are peer reviewed.
9. The school follows generally accepted accounting principles as evidenced by independent financial audits with an unqualified audit opinion, a limited number of findings that are quickly corrected, and the absence of a going concern disclosure.

Summative Evidence for Benchmark 5:

NYSED CSO reviewed Charter School for Applied Technologies 2023-2024 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 utilizes an annual written performance-based evaluation process for evaluating school leadership, itself, and providers.
- b. The board recruits and selects board members with a diverse set of skills and expertise that meet the needs of the school and represent the community in which the school serves.
- c. The board demonstrates active oversight of the charter school’s management, comprehensive service provider(s), if applicable, fiscal operations, and progress toward meeting academic and other school goals through written evaluation processes.
- d. The board engages in strategic and continuous improvement planning by setting priorities and goals that are aligned with the school’s mission and charter.
- e. The board regularly updates school policies when needed and receives NYSED approval prior to applicable policy implementation.
- f. The board engages in ongoing professional development.
- g. The board demonstrates full awareness of its governance role, its legal obligations to the school and stakeholders, and requirements of the school’s charter.
- h. The board is familiar with NYSED Charter School Performance Framework standards and has a plan to ensure that the school meets these standards.

Summative Evidence for Benchmark 6:

Over this charter term, the trajectory for this benchmark has remained consistent as “Meets.”

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

- **Indicator a:** According to the renewal application and focus group comments, the CSAT board conducts a yearly self-evaluation using a process and rubrics adapted from the National Association of School Boards. In the focus group, board members noted that their self-evaluation is facilitated by an external consultant and is completed at the annual board retreat. The evaluation of the superintendent is conducted by the Quality Assurance Committee (QAC) of the

board using elements from the Massachusetts Association of School Superintendents. The committee's evaluation is presented to the full board for their consideration. According to the focus group, the superintendent is responsible for evaluating other school leaders, and the organizational chart presented with the renewal documents shows the supervisory responsibilities across the school.

- **Indicator b:** The by-laws of the CSAT board list the skills and expertise needed among its members to support the success of the school. According to the renewal application, the Nominating Committee of the board periodically reviews existing expertise and solicits referrals from contacts within the community to identify prospective candidates. Over the current charter term, seven members resigned, and five members have been elected. In the focus group, board members reported they are always looking for parent representatives to share their particular perspectives of the school. In addition, they are seeking members with direct experience in education and not-for-profit organizations.
- **Indicator c:** In the focus group, board members named the QAC as a primary structure for overseeing the school's progress toward its academic goals. The committee consists of the three building principals, the director of curriculum and instruction, and two board members. The QAC meets four times per year to examine the array of assessment data gathered by the school to assess overall progress. Focus group members explained that the decision to reduce class sizes in the elementary school and add a second teacher in each kindergarten and Grades 1 – 2 classrooms came from QAC meeting observations of low literacy scores on State tests. In addition to the QAC for academic oversight, board members reported that other committees for finance, facilities, and partnerships meet with school leaders and staff to monitor fiscal operations, review building maintenance and safety, and oversee the development of career pathway opportunities for students.
- **Indicator d:** The *CSAT Strategic Plan 2023-2026* provided with the renewal documents lists six goals: fiscal stability; academic improvement; staff recruitment, retention, and satisfaction; classroom technology; building student social-emotional competencies; and family engagement. Action steps are proposed under each goal and aligned with the NYSED Charter School Performance Framework benchmarks. At its quarterly meetings, the QAC reviews progress toward the plan's goals, reviews internal and external data, and reports its findings to the full board. The renewal application states that the CSAT strategic plan is intended to ensure continuous improvement across a range of school operations through systematic review of outcomes.
- **Indicator e:** In the focus group, board members noted that they review policies regularly, with advice and guidance from Erie IBOCES. Board members noted they reach out to learn what other schools are doing and consult with their legal counsel as revisions are drafted. The renewal application notes that the board learns from staff and the NYSED Charter School Office when regulations change and policies need updating.
- **Indicator f:** The CSAT renewal application states that the annual board retreat and regular committee meetings are events when board members participate in professional learning opportunities. Board members on committees learn about their area of responsibility as they examine issues related to their charge. In the focus group, board members noted that school staff provide presentations at board meetings to educate the board on the programs and practices implemented at the school to support student success.
- **Indicator g:** According to the renewal application, the CSAT board maintains awareness of its governance role and legal obligations through its committees and the personnel leading the school. Yearly review of conflicts of interest rules and disclosures occurs during the annual retreat.

The director of communications monitors board compliance with Open Meetings Law (OML) requirements and the chief financial officer and superintendent monitor legal and regulatory changes.

- **Indicator h:** In the renewal application, CSAT notes that the board strategic plan and meeting minutes regularly reference the NYSED Charter School Performance Framework benchmarks. This was confirmed by the site visit team. Board committees, particularly the QAC, examine school data to evaluate progress toward the benchmark standards. In the focus group, board members reported that they oversaw preparation of the renewal application, which added to their familiarity with the individual indicators under each benchmark.

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

<i>Element</i>	<i>Indicators</i>
<p>1. <i>School Leadership</i></p>	<p>a. The school has an effective school leadership team that communicates a clearly defined mission and set of goals to staff and the school community.</p> <p>b. The school has clear and well-established communication systems and decision-making processes in place to ensure effective communication across the school.</p> <p>c. 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.</p> <p>d. School leadership is familiar with NYSED Charter School Performance Framework standards and has a plan to ensure that the school meets these standards.</p>
<p>2. <i>Professional Climate</i></p>	<p>a. Roles and responsibilities for leaders, staff, management, and the board of trustees are clearly defined and adhered to.</p> <p>b. The school ensures that staff has the requisite skills, expertise, and professional development necessary to meet all students’ needs, including students in subgroups.</p> <p>c. The school is fully staffed with personnel who are able to meet all operational needs, including finance, human resources, and communications.</p> <p>d. The school has established procedures for effective collaboration among teachers.</p> <p>e. The school has systems to monitor and maintain organizational and instructional quality through a formal evaluation process for teacher and other staff.</p> <p>f. The school has mechanisms to solicit teacher and staff feedback and to gauge their satisfaction.</p>
	<p>a. Changes in the school’s charter management or comprehensive service provider contract comply with required charter amendment procedures.</p>

Element

Indicators

3. *Contractual Relationships (if applicable)*

b. The school monitors the efficacy of contracted service providers or partners and has established an effective working relationship.

Summative Evidence for Benchmark 7:

Over this charter term, the trajectory for this benchmark has remained consistent as “Meets.”

1. Element: ***School Leadership:***

- **Indicator a:** According to both the renewal application and focus group interviews, CSAT has a comprehensive leadership structure to manage both operational and instructional responsibilities across the school’s three buildings. The school is led by a superintendent supported by operations and finance deputies. The superintendent oversees building principals and the chief academic officer who leads curriculum and instruction coaches and intervention staff across the school. The school structures its leadership roles and responsibilities to align with the implementation of the key design elements in its charter, specifically “a focus on learning,” “professional development in the context of teamwork,” and “focus on applied technologies.” In focus groups, school leaders and staff demonstrated consistent understanding of the CSAT mission and goals and their role in supporting them.
- **Indicator b:** In the renewal application, CSAT describes its communication systems and decision-making processes as based in PLC structures and leadership teams across the school. Weekly grade level and content area PLCs are focused on common planning and review of instructional strategies facilitated by team leaders. Regular meetings of leadership teams within and across buildings enable a two-way flow of input and feedback with opportunities at monthly faculty meetings to disseminate schoolwide information. Communication between the school and families is managed by the communications department and Family Support Center using various media and methods. The school website includes a parent portal which provides families access to student data and classroom activities.
- **Indicator c:** According to the renewal application and focus group interviews, CSAT faces staffing challenges due in part to regional shortages of qualified teachers. At the time of the site visit, classrooms were staffed, and leadership positions were filled with personnel experienced in their role. The renewal application outlines a rigorous hiring process for instructional staff. In focus groups, most school leaders and staff listed many years of service at CSAT. According to the renewal application, the contract with the CSAT Teachers’ Association provides clear procedures for the dismissal of staff when warranted. Over the charter term, board members created the position of talent recruitment officer to improve the school’s ability to hire quality staff, which has included providing teaching internships in collaboration with area teacher preparation institutions.
- **Indicator d:** In the focus groups, school leaders and staff provided examples and documents linked to the NYSED Charter School Performance Framework standards that demonstrate their familiarity and understanding of those expectations. The renewal application mentions a “results autopsy” process conducted by school leaders that focuses attention on academic performance (Benchmark 1). The process is intended to use State test results to evaluate the effectiveness of the school’s academic program. In the focus groups, student support staff and operations

personnel described how their responsibilities are aligned with specific Performance Framework benchmarks.

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

- **Indicator a:** Roles and responsibilities for leaders, staff, and management at CSAT are well understood across the school. In focus groups, staff and school leaders detailed their areas of responsibility and explained how their role coordinates and aligns with others' duties. The by-laws of the board of trustees lists their responsibilities to maintain the distinction between governance and management. Across the school's twenty-three years of operation, roles have been refined and adjusted as needed, such as the addition of the talent recruitment officer noted above.
- **Indicator b:** In the renewal application, CSAT describes an ongoing professional development process that begins at hiring and continues throughout the school day and year. The PLC structure mentioned previously provides continuous professional engagement in the examination and analysis of curriculum and instruction guided by academic coaches. New teachers are assigned a mentor for the first three years of service. After school faculty meetings and full day professional development sessions complement the regular, ongoing professional learning activities occurring within the PLCs. The PLC structure also allows frequent and regular communication between classroom teachers and behavior and academic specialists, such as ENL teachers and special educators. In the focus group, coaches explained they conduct non-evaluative walkthroughs regularly and provide coverage for mentors so they can provide in-class support for new teachers.
- **Indicator c:** According to the organizational chart provided with the renewal documents, CSAT has staff to manage finances, communications, marketing, and talent recruitment. Additionally, staff are employed to strengthen family engagement, provide data protection, and ensure reliable technology access. At the time of the renewal site visit, the school's website listed vacancies for a science teacher and substitute teachers, as well as several coaching roles.
- **Indicator d:** As noted previously, CSAT uses its PLC structure to provide opportunities for teachers to collaborate. Sample agendas for the PLC meetings provided to the site visit team demonstrated that the PLC time is used to develop common lesson plans and assessments. Data from curriculum assessments and online programs are reviewed and decisions about reteaching or providing intervention support are discussed. According to the focus groups, intervention specialists, ENL teachers, and special educators join in PLCs with classroom teachers to ensure all students' needs are considered.
- **Indicator e:** According to the renewal application and focus group interviews, CSAT uses both formal evaluation tools and informal monitoring procedures to maintain instructional quality. The contractual agreement between teachers and the school outlines the formal evaluation process using the Danielson Framework. Coaches, instructional leaders in each building, and teacher mentors conduct frequent, informal classroom visits to observe instruction and provide feedback and support. As noted previously, supervision and evaluation of operational staff is assigned to designated directors, the superintendent, and deputy superintendents.
- **Indicator f:** According to the renewal application and focus group interviews, CSAT solicits teacher feedback formally with an annual survey and informally through the leadership team structures that facilitate two-way communication across the school. School leaders shared a summary of the anonymous teacher survey for 2023-2024, which revealed strong satisfaction with the school's structures and the support for their work. The renewal application notes that the school's ability to retain staff, despite the longer school day and year, is a positive measure of staff satisfaction. In the focus group, school leaders explained the relatively lower score on the "I can progress in my career here" question on the staff survey is a result of the low turnover among administrators

and school leaders, with the result that teachers who wish to take on more responsibility have few clear opportunities to do so at CSAT. To address that concern, the school began assigning skilled teachers to mentoring and coaching roles to help fulfill their interest in new challenges.

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

- **Indicator a:** n/a
- **Indicator b:** n/a

Benchmark 8: Mission and Key Design Elements

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

Finding: Meets

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

Summative Evidence for Benchmark 8:

Over this charter term, the trajectory for this benchmark has remained consistent as “Meets.”

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

- **Indicator a:** The CSAT mission is: “Charter School for Applied Technologies prepares students to attain family-sustaining careers by integrating career exploration and a lifelong learning culture.” The renewal application notes that, in addition to the mission statement, school staff and students recognized the school’s motto, “Every day is career day.” The school’s programs and practices reflect a consistent focus on career exploration beginning with “touches” in the elementary grades and culminating in internship opportunities for high school students. In the focus group, board members explained that the Career Readiness Committee seeks out partnerships with area companies across a broad range of industries that can offer workplace experiences that align with the school’s mission. School leaders and board members acknowledged that, while they can monitor implementation of the school’s academic and career exploration programs, they have not yet devised a process to track their graduates to determine if students have succeeded in attaining “family-sustaining careers.” Board members and school leaders noted that one former student is now seated as a board member.
- **Indicator b:** CSAT defines nine key design elements in its charter. Evidence demonstrated in programs, documents, and interviews indicates that the school has made substantial progress toward full implementation of its elements.
 - **A focus on learning:** In focus groups, school leaders and staff shared the typical agenda for PLC meetings that includes defining the evidence that will show students have learned the concepts and skills included in the lesson. While these meetings also include discussions of instructional strategies, coaches explained that the more crucial emphasis is on whether students have learned what was taught.
 - **A school organized for every student’s success:** While the PLC meetings demonstrate the collaborative work of the instructional staff, leadership teams organized around academics, behavior, career exploration, and student support serve to coordinate the interdependent functions necessary to fulfill the school’s mission.

- **A better use of time:** The renewal application notes that CSAT extends the school day to incorporate individualized support and extends the school year to enable students to participate in remedial and enrichment opportunities.
- **A rich and challenging curriculum:** According to the renewal application and interviews with school leaders, the school’s curriculum materials and programs are aligned with the NYS Next Generation Learning Standards. Coaches, mentors, and building level instructional leaders monitor lessons to ensure the academic program matches the rigor of the State standards.
- **Professional development in the context of teamwork:** As noted previously, professional development at CSAT is built around the collaborations during the PLC meetings for grade level teams and content area teachers. In addition to the professional learning resulting from discussions with colleagues, CSAT offers training before school opening, at monthly faculty meetings, and at quarterly professional development days. In the focus group, coaches reported increasing interest in intervisitations during which teachers can observe their peers in action and learn from each other.
- **Assessment that provides accountability:** In the focus groups, instructional leaders and coaches described the use of common assessments within a grade level or content area as an indicator of whether a particular lesson topic or instructional strategy yielded the desired learning outcomes. In PLC meetings, teachers compare their strategies in light of the results on the assessment. In the collaborative culture of the PLC, teachers learn to hold themselves and their colleagues accountable for student learning.
- **A focus on applied technologies:** The renewal application and documents on the school’s website, in addition to focus group interviews, demonstrate the school’s efforts in creating “career pathways” with recommended course sequences and possible post-graduate career options. In addition to the core Regents curriculum, students participate in PLTW to learn about manufacturing and skilled trades.
- **A partnership with families:** CSAT established a Family Support Center charged with engaging families in the school. Student support staff explained that the center’s communication with families and involvement with their children have been critical in improving attendance and reducing misbehavior.
- **A school tailored to the community:** According to the renewal application, CSAT engages with businesses and industries across the region to provide workplace learning opportunities for students. An Industry Advisory Committee is convened periodically by school leaders to provide feedback and input on the school’s career programs.

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. High schools are meeting persistence rates commensurate with the NYSED target.

Finding: Approaches

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

Summative Evidence for Benchmark 9:

Over this charter term, the trajectory for this benchmark has remained consistent as “Approaches” due to consistent under-enrollment of SWD and ELL students when compared to BPS.

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

- **Indicator a:** As shown in Attachment 1, over the course of the charter term CSAT enrollment has consistently approached or met its chartered maximum and is currently, 2023-2024, at 98 percent. The school has consistently enrolled ED students at rates commensurate with BPS and is currently -4 percentage points below. CSAT’s retention rates overall and for all subgroups closely approach those of BPS.

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

- **Indicator a:** Over the course of the charter term, CSAT has consistently under-enrolled SWD and ELL students and is currently, 2023-2024, -10 and -15 percentage points below BPS, respectively.
- **Indicator b:** In both the renewal application and 2023-2024 annual report, CSAT lists the recruitment and retention strategies intended to attract SWD and ELL, focused on highlighting the school’s support services and career exploration mission. According to the renewal application, the Family Support Center and Communications Marketing staff are charged with developing marketing plans for various audiences to encourage inquiries and applications. The strategies include:

- Materials and website postings in multiple languages
- Advertisements in regional and local newspapers
- Radio and television commercials
- Billboards, bus ads
- Brochures, pamphlets, and flyers
- Attendance at cultural events

In the renewal application, the school details its success in working with families to provide support systems within the CSAT inclusion model that allows students to be successful. The renewal application also describes the challenge of competing with specialized school programs within BPS offered to ELL families. As shown in Attachment 1, CSAT retains SWD, ELL, and ED at a rate proportional to BPS.

- **Indicator c:** In the renewal application, CSAT reports that word of mouth has been the most effective recruiting strategy based on anecdotal feedback from families. In the focus group, board members said they will review the results of the most recent marketing plans when applications are received. They noted that the enrollment lottery now includes weighting for SWD and ELL applicants.

See Attachment 1 for data tables and additional information.

Benchmark 10: Legal Compliance

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

Finding: Approaches

<u>Element</u>	<u>Indicators</u>
1. <i>Legal Compliance</i>	<ul style="list-style-type: none"> a. The school has compiled a record of substantial compliance with applicable State and federal laws and regulations 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; addressing complaints; financial management and oversight; governance and reporting; and health, safety, civil rights, and student assessment requirements. b. The school has undertaken appropriate corrective action when required, and/or as requested by the Board of Regents and/or the NYSED Charter School Office and has implemented necessary safeguards to maintain compliance with all legal requirements. c. The school has a plan to ensure that teachers are certified in accordance with applicable laws and regulations. d. The school has sought Board of Regents and/or the NYSED Charter School Office approval for material and non-material revisions. e. The school maintains sufficient enrollment demand for the school to meet the expectations detailed in the enrollment plan outlined in the charter and within the parameters set forth in the charter agreement. f. The school seeks guidance from its legal counsel when updating documents and handling issues that arise.

Summative Evidence for Benchmark 10:

Over this charter term, the trajectory for this benchmark has declined from “Meets” to “Approaches” due to teacher certification and clearance issues.

1. Element: **Legal Compliance:**

- **Indicator a:** CSAT has demonstrated substantial compliance with applicable State and federal laws and regulations. The renewal application notes that the deputy superintendent for finance and human resources and the chief operating officer are responsible for maintaining awareness of changes requiring revisions of policies or procedures. Board committees work with school leaders and staff to update policies as indicated. In addition, the school receives guidance and alerts from Erie 1 BOCES and consults with its legal counsel to confirm that practices meet legal requirements.
- **Indicator b:** CSAT received a notice of deficiency (NOD) for the enrollment of SWD and ELL in January 2020. As noted under Benchmark 9, the school’s actions in response to that NOD have not yielded significant change in the enrollment of those populations. In the renewal application, the school provides details on its actions related to a discrimination complaint which included termination of the staff responsible for the infraction as part of the resolution.

- **Indicator c:** Initial review by the CSO indicated 32 teachers were lacking documentation of certification and four were missing evidence of clearance. Further review on the part of the school and the CSO revealed that the actual number of uncertified teachers, including those with lapsed certifications and those in process, is confirmed as 32. As a result, the school was issued a NOD in February 2025 and is working to develop an approved Corrective Action Plan (CAP). Additionally, four long-term teachers had no documentation of clearance for this school until it was requested. Going forward, with new staff assigned to these responsibilities, school leaders are confident that clearances and certifications will be monitored as required.
- **Indicator d:** According to NYSED CSO staff, CSAT has resolved concerns related to the timely submission of board nominee documentation. No material revisions are included in this renewal application.
- **Indicator e:** As noted under Benchmark 9, CSAT maintains aggregate enrollment at or near the chartered maximum.
- **Indicator f:** In the focus group, board members confirmed that legal counsel is consulted when policy revisions are being prepared. Board minutes note that, in some cases, legal counsel attends meetings remotely to provide input and guidance.

2025 NYSED Charter School Information Dashboard

Overview

Charter School Selection

CHARTER SCHOOL FOR APPLIED TECHNOLOGIES

BEDS Code

142601860031

2023-2024 Enrollment

2,310

ESEA Accountability Designation (2023-2024):

This school is designated as a school in need of **Local Support and Improvement** under current New York State criteria as defined by the Elementary and Secondary Education Act.

Charter School Information

School District of Location:	KENMORE-TONAWANDA UFSD
Total Public School Enrollment of Resident Students attending Charter Schools:	4%
Additional School District: (if applicable)*	Buffalo Public Schools
Total Public School Enrollment of Resident Students attending Charter Schools:	27%
Grades Served:	K-12
Address:	2303 KENMORE AVE, BUFFALO, NY, 14207
Website:	www.csat-k12.org
RIC:	ERIE/WESTERN/WNYRIC
Regents Region:	WESTERN
Regent:	Catherine Collins
Active Date:	7/1/2001
Authorizer:	REGENTS
CEO:	MR. ANDREW LYLE
CEO Phone:	716-876-7505
CEO Email:	alyle@csat-k12.org
BOT President:	MR. JOSEPH BERTI
BOT President Phone:	716-984-4660
BOT President Email:	jberti@speedgs.com
Institution ID:	800000051942

*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:	Susan Gibbons
Performance Framework:	2019
Current Term:	07/01/20 - 06/30/25
2020-2021	Check-in
2021-2022	Check-in
2022-2023	Check-in
2023-2024	Check-in
2024-2025	Renewal

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

2024 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

Charter School

CHARTER SCHOOL FOR APPLIED TECHNOLOGIES

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

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

CS for Applied Technologies	ELA				Math			
	All Students	SWD	ELL	ED	All Students	SWD	ELL	ED
2017-2018	35%	18%	37%	33%	28%	14%	10%	26%
2018-2019	39%	27%	40%	37%	41%	32%	29%	40%
2021-2022	42%	25%	43%	42%	20%	13%	24%	20%
2022-2023	45%	29%	43%	45%	44%	32%	46%	43%
2023-2024	34%	18%	30%	33%	38%	22%	38%	37%

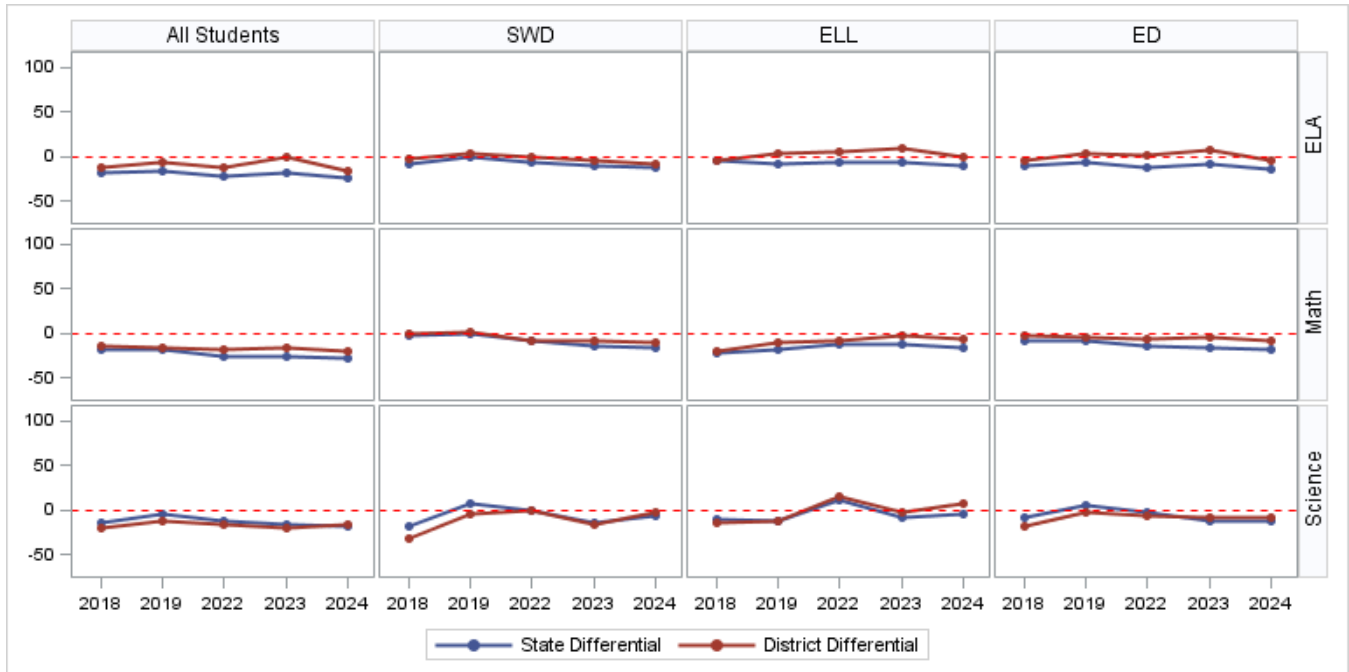
*See NOTES (2), (3), (7), and (8).

2024 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

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

**Elementary/Middle School Assessment Proficiency State and District Differentials Over Time
Comparison of CS for Applied Technologies and Kenmore-Tonawanda UFSD**



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

**Elementary/Middle School Assessment Proficiency State and District Differentials Over Time
Comparison of CS for Applied Technologies and Buffalo Public Schools**



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

2024 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

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

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

		ELA					Math					Science				
		CS for Applied Technologies	Kenmore-Tonawanda UFSD	District Differential	NYS	NYS Differential	CS for Applied Technologies	Kenmore-Tonawanda UFSD	District Differential	NYS	NYS Differential	CS for Applied Technologies	Kenmore-Tonawanda UFSD	District Differential	NYS	NYS Differential
All Students	2018	28%	39%	-11	45%	-17	28%	42%	-14	45%	-17	64%	84%	-20	77%	-13
	2019	30%	35%	-5	46%	-16	30%	45%	-15	47%	-17	71%	83%	-12	75%	-4
	2022	25%	36%	-11	47%	-22	14%	32%	-18	39%	-25	57%	73%	-16	69%	-12
	2023	31%	32%	-1	48%	-17	26%	41%	-15	51%	-25	32%	51%	-19	48%	-16
	2024	23%	38%	-15	47%	-24	25%	45%	-20	52%	-27	18%	33%	-15	35%	-17
SWD	2018	10%	12%	-2	17%	-7	15%	15%	0	18%	-3	39%	71%	-32	57%	-18
	2019	14%	10%	+4	15%	-1	17%	16%	+1	18%	-1	60%	64%	-4	52%	+8
	2022	11%	11%	0	16%	-5	6%	13%	-7	14%	-8	46%	47%	-1	46%	0
	2023	9%	13%	-4	19%	-10	10%	18%	-8	23%	-13	10%	26%	-16	24%	-14
	2024	7%	14%	-7	18%	-11	9%	18%	-9	25%	-16	9%	11%	-2	15%	-6
ELL	2018	21%	25%	-4	25%	-4	7%	27%	-20	29%	-22	50%	63%	-13	59%	-9
	2019	18%	14%	+4	25%	-7	14%	23%	-9	31%	-17	47%	58%	-11	58%	-11
	2022	23%	17%	+6	29%	-6	13%	20%	-7	25%	-12	61%	46%	+15	50%	+11
	2023	24%	15%	+9	29%	-5	22%	25%	-3	34%	-12	14%	17%	-3	22%	-8
	2024	17%	18%	-1	26%	-9	21%	26%	-5	37%	-16	16%	9%	+7	20%	-4
ED	2018	26%	30%	-4	36%	-10	26%	29%	-3	34%	-8	63%	80%	-17	70%	-7
	2019	30%	26%	+4	36%	-6	30%	34%	-4	37%	-7	73%	76%	-3	67%	+6
	2022	26%	24%	+2	37%	-11	14%	20%	-6	28%	-14	57%	62%	-5	59%	-2
	2023	30%	22%	+8	38%	-8	25%	29%	-4	40%	-15	29%	36%	-7	40%	-11
	2024	23%	27%	-4	37%	-14	24%	32%	-8	42%	-18	15%	23%	-8	26%	-11

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

2024 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

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

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

		ELA					Math					Science				
		CS for Applied Technologies	Buffalo Public Schools	District Differential	NYS	NYS Differential	CS for Applied Technologies	Buffalo Public Schools	District Differential	NYS	NYS Differential	CS for Applied Technologies	Buffalo Public Schools	District Differential	NYS	NYS Differential
All Students	2018	28%	24%	+4	45%	-17	28%	21%	+7	45%	-17	64%	51%	+13	77%	-13
	2019	30%	25%	+5	46%	-16	30%	21%	+9	47%	-17	71%	49%	+22	75%	-4
	2022	25%	24%	+1	47%	-22	14%	15%	-1	39%	-25	57%	38%	+19	69%	-12
	2023	31%	27%	+4	48%	-17	26%	22%	+4	51%	-25	32%	16%	+16	48%	-16
	2024	23%	25%	-2	47%	-24	25%	24%	+1	52%	-27	18%	12%	+6	35%	-17
SWD	2018	10%	10%	0	17%	-7	15%	10%	+5	18%	-3	39%	43%	-4	57%	-18
	2019	14%	11%	+3	15%	-1	17%	10%	+7	18%	-1	60%	37%	+23	52%	+8
	2022	11%	9%	+2	16%	-5	6%	7%	-1	14%	-8	46%	29%	+17	46%	0
	2023	9%	11%	-2	19%	-10	10%	10%	0	23%	-13	10%	11%	-1	24%	-14
	2024	7%	11%	-4	18%	-11	9%	13%	-4	25%	-16	9%	6%	+3	15%	-6
ELL	2018	21%	11%	+10	25%	-4	7%	10%	-3	29%	-22	50%	36%	+14	59%	-9
	2019	18%	14%	+4	25%	-7	14%	12%	+2	31%	-17	47%	35%	+12	58%	-11
	2022	23%	15%	+8	29%	-6	13%	8%	+5	25%	-12	61%	28%	+33	50%	+11
	2023	24%	16%	+8	29%	-5	22%	14%	+8	34%	-12	14%	7%	+7	22%	-8
	2024	17%	14%	+3	26%	-9	21%	15%	+6	37%	-16	16%	6%	+10	20%	-4
ED	2018	26%	19%	+7	36%	-10	26%	16%	+10	34%	-8	63%	48%	+15	70%	-7
	2019	30%	20%	+10	36%	-6	30%	17%	+13	37%	-7	73%	45%	+28	67%	+6
	2022	26%	19%	+7	37%	-11	14%	11%	+3	28%	-14	57%	35%	+22	59%	-2
	2023	30%	22%	+8	38%	-8	25%	17%	+8	40%	-15	29%	14%	+15	40%	-11
	2024	23%	20%	+3	37%	-14	24%	20%	+4	42%	-18	15%	10%	+5	26%	-11

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

2024 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

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

All Students Grade-Level Proficiency

All Students		ELA					Math					Science				
		CS for Applied Technologies	Kenmore-Tonawanda UFSD	Differential to District	NYS	Differential to NYS	CS for Applied Technologies	Kenmore-Tonawanda UFSD	Differential to District	NYS	Differential to NYS	CS for Applied Technologies	Kenmore-Tonawanda UFSD	Differential to District	NYS	Differential to NYS
Grade 3	2018	44%	42%	+2	51%	-7	50%	51%	-1	54%	-4	.	.	.	.	.
	2019	42%	42%	0	52%	-10	37%	57%	-20	55%	-18	.	.	.	.	.
	2022	20%	33%	-13	46%	-26	17%	37%	-20	48%	-31	.	.	.	.	.
	2023	23%	37%	-14	45%	-22	23%	44%	-21	54%	-31	.	.	.	.	.
	2024	14%	40%	-26	43%	-29	18%	44%	-26	54%	-36	.	.	.	.	.
Grade 4	2018	29%	46%	-17	48%	-19	48%	40%	+8	48%	0	95%	90%	+5	89%	+6
	2019	30%	35%	-5	48%	-18	36%	42%	-6	51%	-15	91%	89%	+2	86%	+5
	2022	21%	33%	-12	42%	-21	13%	30%	-17	43%	-30	75%	79%	-4	80%	-5
	2023	19%	34%	-15	49%	-30	21%	42%	-21	54%	-33	.	.	.	.	.
	2024	23%	37%	-14	47%	-24	30%	47%	-17	58%	-28	.	.	.	.	.
Grade 5	2018	21%	28%	-7	37%	-16	31%	39%	-8	44%	-13	.	.	.	.	.
	2019	28%	30%	-2	38%	-10	41%	46%	-5	46%	-5	.	.	.	.	.
	2022	15%	28%	-13	38%	-23	10%	26%	-16	37%	-27	.	.	.	.	.
	2023	23%	28%	-5	45%	-22	25%	36%	-11	50%	-25	.	.	.	.	.
	2024	13%	37%	-24	44%	-31	9%	35%	-26	49%	-40	10%	30%	-20	35%	-25
Grade 6	2018	19%	43%	-24	49%	-30	6%	48%	-42	44%	-38	.	.	.	.	.
	2019	23%	35%	-12	47%	-24	36%	40%	-4	47%	-11	.	.	.	.	.
	2022	39%	47%	-8	57%	-18	22%	40%	-18	39%	-17	.	.	.	.	.
	2023	37%	25%	+12	46%	-9	37%	38%	-1	48%	-11	.	.	.	.	.
	2024	21%	31%	-10	44%	-23	34%	43%	-9	51%	-17	.	.	.	.	.
Grade 7	2018	19%	35%	-16	40%	-21	17%	38%	-21	42%	-25	.	.	.	.	.
	2019	24%	36%	-12	40%	-16	12%	47%	-35	44%	-32	.	.	.	.	.
	2022	32%	34%	-2	48%	-16	12%	37%	-25	36%	-24	.	.	.	.	.
	2023	40%	38%	+2	48%	-8	27%	61%	-34	52%	-25	.	.	.	.	.
	2024	38%	46%	-8	50%	-12	30%	63%	-33	57%	-27	.	.	.	.	.
Grade 8	2018	35%	33%	+2	48%	-13	20%	18%	+2	30%	-10	41%	63%	-22	59%	-18
	2019	35%	31%	+4	48%	-13	21%	13%	+8	34%	-13	49%	61%	-12	56%	-7
	2022	28%	41%	-13	50%	-22	11%	14%	-3	26%	-15	38%	54%	-16	50%	-12
	2023	49%	29%	+20	56%	-7	24%	15%	+9	43%	-19	32%	51%	-19	48%	-16
	2024	31%	34%	-3	52%	-21	26%	35%	-9	41%	-15	25%	36%	-11	34%	-9

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

2024 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

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

All Students Grade-Level Proficiency

All Students		ELA					Math					Science				
		CS for Applied Technologies	Buffalo Public Schools	Differential to District	NYS	Differential to NYS	CS for Applied Technologies	Buffalo Public Schools	Differential to District	NYS	Differential to NYS	CS for Applied Technologies	Buffalo Public Schools	Differential to District	NYS	Differential to NYS
Grade 3	2018	44%	33%	+11	51%	-7	50%	31%	+19	54%	-4	.	.	.	.	.
	2019	42%	33%	+9	52%	-10	37%	28%	+9	55%	-18	.	.	.	.	.
	2022	20%	24%	-4	46%	-26	17%	23%	-6	48%	-31	.	.	.	.	.
	2023	23%	27%	-4	45%	-22	23%	24%	-1	54%	-31	.	.	.	.	.
	2024	14%	22%	-8	43%	-29	18%	26%	-8	54%	-36	.	.	.	.	.
Grade 4	2018	29%	24%	+5	48%	-19	48%	20%	+28	48%	0	95%	70%	+25	89%	+6
	2019	30%	28%	+2	48%	-18	36%	22%	+14	51%	-15	91%	66%	+25	86%	+5
	2022	21%	19%	+2	42%	-21	13%	15%	-2	43%	-30	75%	52%	+23	80%	-5
	2023	19%	26%	-7	49%	-30	21%	24%	-3	54%	-33	.	.	.	.	.
	2024	23%	26%	-3	47%	-24	30%	27%	+3	58%	-28	.	.	.	.	.
Grade 5	2018	21%	16%	+5	37%	-16	31%	18%	+13	44%	-13	.	.	.	.	.
	2019	28%	18%	+10	38%	-10	41%	20%	+21	46%	-5	.	.	.	.	.
	2022	15%	16%	-1	38%	-23	10%	14%	-4	37%	-27	.	.	.	.	.
	2023	23%	24%	-1	45%	-22	25%	19%	+6	50%	-25	.	.	.	.	.
	2024	13%	20%	-7	44%	-31	9%	19%	-10	49%	-40	10%	13%	-3	35%	-25
Grade 6	2018	19%	25%	-6	49%	-30	6%	23%	-17	44%	-38	.	.	.	.	.
	2019	23%	26%	-3	47%	-24	36%	22%	+14	47%	-11	.	.	.	.	.
	2022	39%	36%	+3	57%	-18	22%	17%	+5	39%	-17	.	.	.	.	.
	2023	37%	28%	+9	46%	-9	37%	25%	+12	48%	-11	.	.	.	.	.
	2024	21%	24%	-3	44%	-23	34%	27%	+7	51%	-17	.	.	.	.	.
Grade 7	2018	19%	19%	0	40%	-21	17%	19%	-2	42%	-25	.	.	.	.	.
	2019	24%	18%	+6	40%	-16	12%	16%	-4	44%	-32	.	.	.	.	.
	2022	32%	23%	+9	48%	-16	12%	11%	+1	36%	-24	.	.	.	.	.
	2023	40%	27%	+13	48%	-8	27%	24%	+3	52%	-25	.	.	.	.	.
	2024	38%	32%	+6	50%	-12	30%	30%	0	57%	-27	.	.	.	.	.
Grade 8	2018	35%	25%	+10	48%	-13	20%	14%	+6	30%	-10	41%	25%	+16	59%	-18
	2019	35%	27%	+8	48%	-13	21%	17%	+4	34%	-13	49%	27%	+22	56%	-7
	2022	28%	28%	0	50%	-22	11%	12%	-1	26%	-15	38%	17%	+21	50%	-12
	2023	49%	32%	+17	56%	-7	24%	13%	+11	43%	-19	32%	16%	+16	48%	-16
	2024	31%	26%	+5	52%	-21	26%	13%	+13	41%	-15	25%	11%	+14	34%	-9

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

2024 NYSED Charter School Information Dashboard

Regents Outcomes

Charter School

CHARTER SCHOOL FOR APPLIED TECHNOLOGIES

Regents Testing Outcomes – Aggregate and Subgroup Annual Regents Outcomes:

Annual Regents Outcomes

		All Students				SWD				ELL				ED			
		Total Charter Tested	CS For Applied Technologies	NYS	Differential to NYS	Total Charter Tested	CS For Applied Technologies	NYS	Differential to NYS	Total Charter Tested	CS For Applied Technologies	NYS	Differential to NYS	Total Charter Tested	CS For Applied Technologies	NYS	Differential to NYS
Algebra I	2023-2024	196	43%	53%	-10	21	19%	33%	-14	23	26%	34%	-8	140	42%	44%	-2
Algebra I (Common Core)	2019-2020	240	99%	93%	+6	41	98%	90%	+8	27	96%	90%	+6	173	98%	92%	+6
	2020-2021	177	97%	97%	0	25	100%	96%	+4	14	86%	98%	-12	137	97%	97%	0
	2021-2022	185	41%	63%	-22	24	17%	42%	-25	12	33%	46%	-13	128	44%	56%	-12
	2022-2023	248	51%	57%	-6	43	30%	35%	-5	26	62%	40%	+22	183	50%	50%	0
	2023-2024	64	39%	31%	+8	8	38%	17%	+21	10	30%	24%	+6	51	35%	28%	+7
Algebra II (Common Core)	2019-2020	84	99%	99%	0	.	.	.	.	8	100%	99%	+1	65	98%	99%	-1
	2021-2022	65	55%	68%	-13	6	50%	40%	+10	5	40%	40%	0	47	47%	54%	-7
	2022-2023	57	72%	64%	+8	.	.	.	.	.	.	.	.	39	72%	48%	+24
	2023-2024	68	84%	74%	+10	.	.	.	.	.	.	.	.	49	84%	61%	+23
English Language Arts (Common Core)	2019-2020	201	100%	96%	+4	18	100%	91%	+9	15	100%	89%	+11	157	99%	94%	+5
	2020-2021	174	99%	99%	0	21	100%	98%	+2	10	100%	98%	+2	130	99%	99%	0
	2021-2022	164	60%	84%	-24	21	19%	63%	-44	19	37%	58%	-21	125	60%	78%	-18
	2022-2023	191	62%	77%	-15	32	34%	52%	-18	16	50%	40%	+10	149	63%	69%	-6
Geometry (Common Core)	2023-2024	189	77%	78%	-1	25	40%	57%	-17	8	38%	42%	-4	147	75%	71%	+4
	2019-2020	110	94%	98%	-4	.	.	.	.	5	100%	97%	+3	81	95%	97%	-2
	2020-2021	85	100%	100%	0	9	100%	100%	0	6	100%	100%	0	66	100%	100%	0
	2021-2022	112	16%	57%	-41	5	.	31%	-31	8	25%	33%	-8	83	13%	44%	-31
	2022-2023	160	23%	53%	-30	9	33%	23%	+10	10	.	25%	-25	120	24%	39%	-15
Global History	2023-2024	130	39%	57%	-18	16	38%	27%	+11	10	40%	30%	+10	94	41%	43%	-2
	2019-2020	195	98%	98%	0	22	100%	95%	+5	13	100%	95%	+5	138	99%	97%	+2
	2020-2021	179	100%	100%	0	30	100%	100%	0	20	100%	100%	0	144	100%	100%	0
	2021-2022	167	67%	81%	-14	13	23%	57%	-34	12	67%	63%	+4	132	64%	74%	-10
	2022-2023	189	63%	74%	-11	33	24%	44%	-20	10	30%	48%	-18	143	65%	64%	+1
Living Environment	2023-2024	208	74%	77%	-3	32	59%	50%	+9	22	68%	54%	+14	151	72%	68%	+4
	2019-2020	261	96%	96%	0	47	94%	93%	+1	36	97%	94%	+3	197	96%	95%	+1
	2020-2021	181	100%	98%	+2	26	100%	97%	+3	15	100%	98%	+2	140	100%	98%	+2
	2021-2022	181	50%	76%	-26	22	27%	53%	-26	9	33%	51%	-18	127	52%	67%	-15
	2022-2023	221	41%	63%	-22	44	23%	36%	-13	20	35%	35%	0	164	41%	52%	-11
Physical Setting / Chemistry	2023-2024	259	39%	59%	-20	37	11%	33%	-22	29	34%	32%	+2	194	37%	47%	-10
	2019-2020	84	95%	98%	-3	.	.	.	.	5	100%	99%	+1	61	100%	98%	+2
	2020-2021	67	100%	100%	0	5	100%	100%	0	.	.	.	.	48	100%	100%	0
	2021-2022	69	10%	62%	-52	6	.	36%	-36	9	11%	35%	-24	51	12%	49%	-37
	2022-2023	67	34%	65%	-31	.	.	.	.	7	29%	32%	-3	52	31%	50%	-19
Physical Setting / Earth Science	2023-2024	5	20%	65%	-45	.	.	.	.	.	.	.	.	.	.	.	.
	2019-2020	206	89%	97%	-8	27	96%	95%	+1	16	88%	96%	-8	151	89%	96%	-7
	2020-2021	178	100%	98%	+2	28	100%	98%	+2	22	100%	99%	+1	150	100%	98%	+2
	2021-2022	152	13%	61%	-48	16	.	38%	-38	12	17%	37%	-20	118	9%	50%	-41
	2022-2023	223	15%	60%	-45	35	11%	37%	-26	16	13%	31%	-18	171	15%	49%	-34
Physical Setting / Physics	2023-2024	212	25%	62%	-37	31	19%	39%	-20	15	33%	35%	-2	155	24%	51%	-27
	2021-2022	18	6%	63%	-57	.	.	.	.	.	.	.	.	10	.	52%	-52
US History and Government	2023-2024	7	43%	74%	-31	.	.	.	.	.	.	.	.	6	50%	63%	-13
	2019-2020	218	92%	97%	-5	26	69%	93%	-24	16	75%	92%	-17	172	91%	95%	-4
	2020-2021	145	100%	100%	0	19	100%	100%	0	11	100%	100%	0	110	100%	100%	0
	2021-2022	164	100%	100%	0	21	100%	100%	0	18	100%	100%	0	125	100%	100%	0
	2022-2023	159	70%	82%	-12	18	39%	60%	-21	8	75%	60%	+15	121	71%	74%	-3
2023-2024	170	71%	79%	-8	21	43%	56%	-13	6	50%	57%	-7	129	69%	71%	-2	

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

2024 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 3: High School Outcomes

Charter School

CHARTER SCHOOL FOR APPLIED TECHNOLOGIES

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	CS for Applied Technologies	NYS	Differential to NYS	Charter Total Cohort	CS for Applied Technologies	NYS	Differential to NYS	Charter Total Cohort	CS for Applied Technologies	NYS	Differential to NYS	Charter Total Cohort	CS for Applied Technologies	NYS	Differential to NYS
ELA	2016	178	97%	88%	+9	18	78%	66%	+12	17	94%	69%	+25	134	97%	84%	+13
	2017	165	99%	89%	+10	16	88%	69%	+19	10	100%	75%	+25	129	99%	86%	+13
	2018	167	99%	87%	+12	20	100%	71%	+29	9	100%	68%	+32	122	99%	83%	+16
	2019	160	64%	81%	-17	21	29%	56%	-27	15	40%	54%	-14	122	63%	75%	-12
	2020	155	78%	80%	-2	19	37%	52%	-15	6	67%	44%	+23	118	77%	74%	+3
Global History	2016	178	93%	84%	+9	18	50%	60%	-10	17	94%	63%	+31	134	94%	80%	+14
	2017	165	96%	87%	+9	16	63%	66%	-3	10	90%	69%	+21	129	97%	84%	+13
	2018	167	100%	86%	+14	20	100%	72%	+28	9	100%	68%	+32	122	100%	83%	+17
	2019	160	97%	82%	+15	21	95%	68%	+27	15	100%	63%	+37	122	98%	79%	+19
	2020	155	68%	74%	-6	19	32%	45%	-13	6	33%	42%	-9	118	68%	65%	+3
Math	2016	178	99%	88%	+11	18	94%	64%	+30	17	100%	72%	+28	134	100%	85%	+15
	2017	165	97%	90%	+7	16	75%	69%	+6	10	80%	79%	+1	129	98%	88%	+10
	2018	167	99%	91%	+8	20	95%	76%	+19	9	100%	78%	+22	122	99%	89%	+10
	2019	160	98%	90%	+8	21	95%	74%	+21	15	100%	73%	+27	122	98%	87%	+11
	2020	155	95%	84%	+11	19	89%	61%	+28	6	83%	62%	+21	118	95%	79%	+16
Science	2016	178	96%	87%	+9	18	72%	64%	+8	17	100%	66%	+34	134	96%	83%	+13
	2017	165	98%	90%	+8	16	88%	70%	+18	10	90%	74%	+16	129	99%	87%	+12
	2018	167	100%	91%	+9	20	100%	77%	+23	9	100%	73%	+27	122	100%	88%	+12
	2019	160	98%	90%	+8	21	90%	77%	+13	15	100%	70%	+30	122	98%	88%	+10
	2020	155	97%	87%	+10	19	89%	71%	+18	6	100%	60%	+40	118	97%	83%	+14
US History	2016	178	94%	84%	+10	18	67%	61%	+6	17	82%	61%	+21	134	93%	79%	+14
	2017	165	99%	85%	+14	16	88%	66%	+22	10	100%	67%	+33	129	99%	81%	+18
	2018	167	90%	84%	+6	20	100%	69%	+31	9	100%	67%	+33	122	90%	80%	+10
	2019	160	94%	80%	+14	21	95%	64%	+31	15	100%	64%	+36	122	93%	76%	+17
	2020	155	72%	74%	-2	19	37%	47%	-10	6	67%	48%	+19	118	70%	66%	+4

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

2024 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 3: High School Outcomes

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

High School Graduation Rates by Cohort

		All Students				SWD				ELL				ED			
		Charter Total Cohort	CS for Applied Technologies	NYS	Differential to NYS	Charter Total Cohort	CS for Applied Technologies	NYS	Differential to NYS	Charter Total Cohort	CS for Applied Technologies	NYS	Differential to NYS	Charter Total Cohort	CS for Applied Technologies	NYS	Differential to NYS
2016 Cohort	4 Year	178	98%	85%	+13	18	94%	63%	+31	17	100%	63%	+37	134	98%	80%	+18
	5 Year	178	98%	88%	+10	18	94%	69%	+25	17	100%	70%	+30	134	99%	83%	+16
	6 Year	178	98%	89%	+9	18	94%	72%	+22	17	100%	71%	+29	134	99%	85%	+14
2017 Cohort	4 Year	165	100%	86%	+14	16	100%	65%	+35	10	100%	70%	+30	129	100%	81%	+19
	5 Year	165	100%	89%	+11	16	100%	72%	+28	10	100%	75%	+25	129	100%	85%	+15
	6 Year	165	100%	90%	+10	16	100%	73%	+27	10	100%	76%	+24	129	100%	86%	+14
2018 Cohort	4 Year	167	98%	87%	+11	20	95%	69%	+26	9	100%	70%	+30	122	98%	82%	+16
	5 Year	167	98%	89%	+9	20	95%	74%	+21	9	100%	74%	+26	122	99%	85%	+14
	6 Year	167	98%	90%	+8	20	95%	75%	+20	9	100%	76%	+24	122	99%	86%	+13
2019 Cohort	4 Year	160	93%	86%	+7	21	86%	69%	+17	15	87%	68%	+19	122	92%	82%	+10
	5 Year	158	94%	89%	+5	20	95%	73%	+22	15	93%	72%	+21	119	95%	85%	+10
2020 Cohort	4 Year	155	92%	86%	+6	19	84%	69%	+15	6	83%	64%	+19	118	91%	81%	+10

*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%

CS for Applied Technologies	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	163	163	100%	14	14	100%	10	10	100%	126	126	100%
2018	170	169	99%	21	21	100%	10	10	100%	128	127	99%
2019	163	159	98%	22	22	100%	17	16	94%	124	122	98%
2020	165	138	84%	21	14	67%	8	7	88%	125	104	83%
2021	167	118	71%	18	5	28%	8	2	25%	130	87	67%

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

2024 NYSED Charter School Information Dashboard

Benchmark 9 - Indicator 1: Enrollment and Retention

Charter School

CHARTER SCHOOL FOR APPLIED TECHNOLOGIES

1.a.i. Aggregate Enrollment:

Aggregate Enrollment: Reported vs Contracted - Target = 100%

CS for Applied Technologies	Contracted Enrollment	Reported Enrollment	Percent of Contracted Enrollment
2019-2020	2365	2344	99%
2020-2021	2365	2357	100%
2021-2022	2365	2352	99%
2022-2023	2365	2310	98%
2023-2024	2365	2312	98%

1.a.ii. Subgroup Enrollment:

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

	SWD			ELL			ED		
	CS for Applied Technologies	Kenmore-Tonawanda UFSD	Differential to District	CS for Applied Technologies	Kenmore-Tonawanda UFSD	Differential to District	CS for Applied Technologies	Kenmore-Tonawanda UFSD	Differential to District
2019-2020	13%	20%	-7	7%	4%	+3	83%	50%	+33
2020-2021	13%	19%	-6	8%	4%	+4	82%	50%	+32
2021-2022	13%	19%	-6	7%	4%	+3	78%	43%	+35
2022-2023	14%	20%	-6	8%	4%	+4	83%	49%	+34
2023-2024	14%	20%	-6	8%	5%	+3	83%	50%	+33

*See NOTES (2) and (6).

2024 NYSED Charter School Information Dashboard

Benchmark 9 - Indicator 1: Enrollment and Retention

1.a.ii. Subgroup Enrollment:

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

	SWD			ELL			ED		
	CS for Applied Technologies	Buffalo Public Schools	Differential to District	CS for Applied Technologies	Buffalo Public Schools	Differential to District	CS for Applied Technologies	Buffalo Public Schools	Differential to District
2019-2020	13%	23%	-10	7%	22%	-15	83%	82%	+1
2020-2021	13%	23%	-10	8%	22%	-14	82%	81%	+1
2021-2022	13%	22%	-9	7%	22%	-15	78%	78%	0
2022-2023	14%	23%	-9	8%	22%	-14	83%	84%	-1
2023-2024	14%	24%	-10	8%	23%	-15	83%	87%	-4

*See NOTES (2) and (6).

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

Retention - Aggregate and Subgroups

	All Students			SWD			ELL			ED		
	CS for Applied Technologies	Kenmore-Tonawanda UFSD	Differential to District	CS for Applied Technologies	Kenmore-Tonawanda UFSD	Differential to District	CS for Applied Technologies	Kenmore-Tonawanda UFSD	Differential to District	CS for Applied Technologies	Kenmore-Tonawanda UFSD	Differential to District
2019-2020	86%	92%	-6	85%	92%	-7	83%	78%	+5	89%	89%	0
2020-2021	89%	91%	-2	88%	89%	-1	93%	90%	+3	89%	89%	0
2021-2022	89%	90%	-1	91%	89%	+2	87%	83%	+4	91%	87%	+4
2022-2023	84%	92%	-8	82%	91%	-9	86%	81%	+5	85%	90%	-5
2023-2024	84%	91%	-7	86%	90%	-4	84%	83%	+1	84%	88%	-4

*See NOTES (2) and (6).

2024 NYSED Charter School Information Dashboard

Benchmark 9 - Indicator 1: Enrollment and Retention

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

Retention - Aggregate and Subgroups

	All Students			SWD			ELL			ED		
	CS for Applied Technologies	Buffalo Public Schools	Differential to District	CS for Applied Technologies	Buffalo Public Schools	Differential to District	CS for Applied Technologies	Buffalo Public Schools	Differential to District	CS for Applied Technologies	Buffalo Public Schools	Differential to District
2019-2020	86%	88%	-2	85%	89%	-4	83%	88%	-5	89%	88%	+1
2020-2021	89%	90%	-1	88%	90%	-2	93%	90%	+3	89%	90%	-1
2021-2022	89%	88%	+1	91%	88%	+3	87%	89%	-2	91%	88%	+3
2022-2023	84%	87%	-3	82%	88%	-6	86%	88%	-2	85%	87%	-2
2023-2024	84%	88%	-4	86%	88%	-2	84%	89%	-5	84%	88%	-4

*See NOTES (2) and (6).

2024 NYSED Charter School Information Dashboard

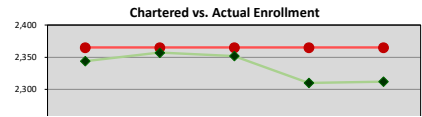
Notes

- (1) Data in the table above represents tested students who scored proficiently on the NYSTP ELA, math, or science assessments or on the Regents math or science exams.*
- (2) For the students with disabilities and the English language learners subgroups, both current and former members of the subgroups have been combined.*
- (3) Pursuant to NYSED business rules, the data was suppressed for subgroups containing <5 students and the subgroup category may not be included for the metric.*
- (4) Data in the table above represents students who passed the Annual Regents or equivalents (score of 65 or better).*
- (5) The 4- and 5-year graduation rates reported are as of August. The 6-year graduation rates are as of June.*
- (6) Data in the table above represents a comparison between those grades served in the charter school to only those same grades in the district.*
- (7) A "." in any table indicates that the data was suppressed, no student sat for the exam, or the exam was not given.*
- (8) Data in the table above represents tested students who either maintained a proficient score from one year to the next or students whose proficiency level increased from one year to the next (a proficient score is level 3 or 4).*
- (9) Data in the table above represents students within their respective subgroups who have passed three out of the five Annual Regents and Regents Common Core Examinations (score of 65 or better) or equivalents.*
- (10) Data in the table above represents the percentage of students from the original 9th grade cohort who persisted within the same school to a 4-year graduation (includes August graduates).*
- (11) Data in the table above is a comparison of the differentials of the 3-8 assessments and the 4-year graduation rate for the school and other schools with the same grade structure and similar subgroup enrollment pattern. The notation +/- 5, indicates the highest level of similarity.*
- (12) Data in the table above represents students who passed their Regents ELA exam with a score equal to or higher than 75 and also passed at least one of their Regents math exams with a score equal to or higher than 80.*
- (13) Schools are considered 'similar' for the purpose of this comparison when they serve the same grade band as the school in question. The degree of similarity is determined by comparison of the percentage of each subgroup's enrollment (students with disabilities, English language learners, and economically disadvantaged students). An assignment of +/- 5 (7.5, or 10) indicates that the schools' subgroup enrollments are within 5 (7.5, or 10) percentage points for each subgroup.*

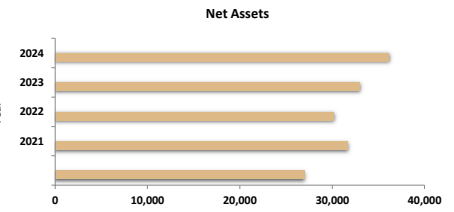
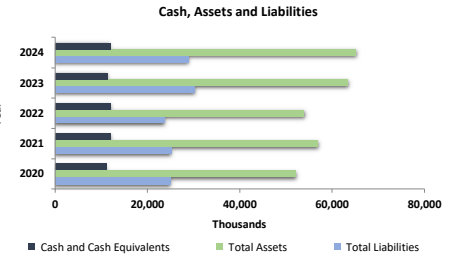
Charter School Fiscal Accountability Summary

CHARTER SCHOOL FOR APPLIED TECHNOLOGIES

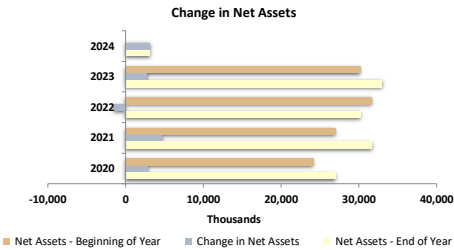
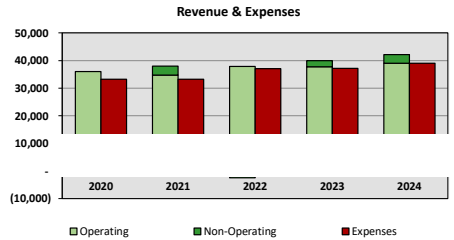
	2019 20	2020 21	2021 22	2022 23	2023 24
Grades Served	K-12	K-12	K-12	K-12	K-12
Maximum Chartered Grades Served	K-12	K-12	K-12	K-12	K-12
Chartered Enrollment	2,365	2,365	2,365	2,365	2,365
Maximum Chartered Enrollment	2,365	2,365	2,365	2,365	2,365
Actual Enrollment	2,344	2,357	2,352	2,310	2,312



Cash and Cash Equivalents	11,112,122	12,157,067	12,149,740	11,420,538	11,936,177
Grants and Contracts Receivable	-	-	-	-	-
Prepaid Expenses	278,409	734,345	532,910	526,799	571,344
Other Current Assets	2,165,534	2,325,208	2,913,024	33,921,903	4,190,921
Total Current Assets	13,556,065	15,216,620	15,595,674	45,869,240	16,698,442
Non-Current Assets					
Property, Building and Equipment, net	20,304,955	19,326,352	18,406,302	17,424,274	16,876,286
Restricted Cash	-	-	-	-	-
Security Deposits	-	-	-	-	-
Other Non-Current Assets	18,185,608	22,294,221	19,962,916	-	31,486,454
Total Non-Current Assets	38,490,563	41,620,573	38,369,218	17,424,274	48,362,740
Total Assets	52,046,628	56,837,193	53,964,892	63,293,514	65,061,182
LIABILITIES AND NET ASSETS					
Current Liabilities					
Accounts Payable and Accrued Expenses	4,322,317	5,368,808	4,762,347	5,415,653	5,540,700
Accrued Payroll and Payroll Taxes	-	-	-	-	-
Due to Related Parties	-	-	-	-	-
Refundable Advances	3,989	83,745	336,812	12,794	-
Other Current Liabilities	1,005,668	1,040,668	1,080,668	1,593,987	1,769,810
Total Current Liabilities	5,331,974	6,493,221	6,179,827	7,022,434	7,310,510
Long-Term Liabilities					
Deferred Rent	-	-	-	-	-
Other Long-Term Liabilities	19,714,353	18,673,685	17,593,017	23,291,213	21,607,403
Total Long-Term Liabilities	19,714,353	18,673,685	17,593,017	23,291,213	21,607,403
Total Liabilities	25,046,327	25,166,906	23,772,844	30,313,647	28,917,913
NET ASSETS					
Unrestricted	27,000,301	31,670,287	30,192,048	32,979,867	36,143,269
Restricted	-	-	-	-	-
Total Net Assets	27,000,301	31,670,287	30,192,048	32,979,867	36,143,269
Total Liabilities and Net Assets	52,046,628	56,837,193	53,964,892	63,293,514	65,061,182



OPERATING REVENUE					
State and Local Per Pupil Revenue - Reg. Ed	30,789,300	30,300,090	30,450,055	30,587,425	31,607,715
State and Local Per Pupil Revenue - SPED	1,843,987	1,565,224	1,644,808	1,794,820	1,921,966
State and Local Per Pupil Facilities Revenue	-	-	-	-	-
Federal Grants	2,511,748	2,780,590	5,669,497	5,218,084	5,493,975
State and City Grants	32,100	14,242	124,079	119,694	42,358
Other Operating Income	911,466	91,789	70,180	67,681	39,882
Total Operating Revenue	36,088,601	34,751,935	37,958,619	37,787,704	39,105,896
EXPENSES					
Program Services					
Regular Education	21,499,264	23,138,766	24,292,738	24,464,184	25,837,788
Special Education	2,758,785	2,236,571	2,367,148	2,428,822	2,510,002
Other Expenses	2,853,022	1,798,992	3,530,615	3,653,155	3,792,044
Total Program Services	27,111,071	27,174,329	30,190,501	30,546,161	32,139,834
Supporting Services					
Management and General	6,118,839	6,116,885	6,867,455	6,642,386	6,914,711
Fundraising	-	-	-	-	-
Total Support Services	6,118,839	6,116,885	6,867,455	6,642,386	6,914,711
Total Expenses	33,229,910	33,291,214	37,057,956	37,188,547	39,054,545
Surplus/Deficit from Operations	2,858,691	1,460,721	900,663	599,157	51,351
SUPPORT AND OTHER REVENUE					
Interest and Other Income	-	-	-	-	-
Contributions and Grants	-	-	-	-	-
Fundraising Support	-	-	-	-	-
Other Support and Revenue	-	3,209,265	(2,378,902)	2,188,662	3,112,051
Total Support and Other Revenue	-	3,209,265	(2,378,902)	2,188,662	3,112,051
Change in Net Assets	2,858,691	4,669,986	(1,478,239)	2,787,819	3,163,402
Net Assets - Beginning of Year	24,141,610	27,000,301	31,670,287	30,192,048	-
Net Assets - End of Year	27,000,301	31,670,287	30,192,048	32,979,867	36,143,402



REVENUE & EXPENSE BREAKDOWN					
Revenue - Per Pupil					
Operating	15,396	14,744	16,139	16,358	16,914
Support and Other Revenue	-	1,362	(1,011)	947	1,346
Total Revenue	15,396	16,106	15,127	17,306	18,260
Expenses - Per Pupil					
Program Services	11,566	11,529	12,836	13,223	13,901
Management and General, Fundraising	2,610	2,595	2,920	2,875	2,991
Total Expenses	14,177	14,124	15,756	16,099	16,892
% of Program Services	81.6%	81.6%	81.5%	82.1%	82.3%
% of Management and Other	18.4%	18.4%	18.5%	17.9%	17.7%
% of Revenue Exceeding Expenses	8.6%	14.0%	4.0%	7.5%	8.1%
FINANCIAL COMPOSITE SCORE					
Composite Score	3.00	3.00	2.39	3.00	3.00
BENCHMARK and FINDING:	Strong	Strong	Strong	Strong	Strong
Strong: 1.5 - 3.0 / Adequate: 1.0 - 1.4 / Needs Monitoring: -1.0 - 0.9					
WORKING CAPITAL					
Net Working Capital	8,224,091	8,723,399	9,415,847	38,846,806	9,387,932
Working Capital (Current) Ratio	2.5	2.3	2.5	6.5	2.3
BENCHMARK and FINDING:	Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard
Ratio should be equal to or greater than 1.2					
DEBT TO ASSET					
Debt to Asset Ratio	0.5	0.4	0.4	0.5	0.4
BENCHMARK and FINDING:	Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard
Ratio should be equal to or less than 1.0					
CASH POSITION					
Days of Cash	122.1	133.3	119.7	112.1	111.6
BENCHMARK and FINDING:	Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard
Ratio should be equal to or greater than 60 days					
TOTAL MARGIN					
Total Margin Ratio	0.1	0.1	(0.0)	0.1	0.1
BENCHMARK and FINDING:	Meets Standard	Meets Standard	Does Not Meet Standard	Meets Standard	Meets Standard
Ratio should be equal to or greater than 0.0					

