



**Department of
Education**

Carmen Fariña, Chancellor

Renewal Report
for NYC Charter High School for
Architecture, Engineering and Construction
Industries (AECI)

SCHOOL YEAR 2015-16

NEW YORK CITY DEPARTMENT OF EDUCATION
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This report contains the findings and recommendations of the New York City Department of Education (NYC DOE) regarding the charter school's application for charter renewal. This report is based on a cumulative record of the school's progress, including but not limited to oversight visits, annual reports, and formal correspondence between the school and its authorizer, the NYC DOE Chancellor, all of which are conducted in order to evaluate and monitor the charter school's academic, fiscal, and operational performance. Additionally, the NYC DOE, on behalf of the Chancellor, incorporates into this report its findings from the renewal application process, which includes a written application, review of student achievement data, and a school visit by the Office of School Design and Charter Partnerships (OSDCP) and other staff from the NYC DOE. Upon review of all the relevant materials, a recommendation is made to the NYC DOE Chancellor. The Chancellor's determination, and the findings on which that decision is based, is then submitted to the New York State Board of Regents.

For more information on how OSDCP makes renewal recommendations to the Chancellor, please see the NYC DOE OSDCP Accountability Handbook available on the NYC DOE web site at <http://schools.nyc.gov/community/charters/contacts/DOEresources.htm>.

Part 1: Summary of Renewal Recommendation

Charter School Background

AECI is a charter high school located in district 7 in the Melrose section of the Bronx. The school is housed in a private facility not co-located with any other New York City public schools¹.

The school is in its second charter term. The school's teachers are members of the United Federation of Teachers Alliance of Charter Teachers and Staff.

School Mission

As reported by the school, the mission of AECI is to create an integrated rigorous academic program and career preparatory learning environment that provides students with a foundation of the necessary skills, knowledge and practical experience to pursue a path leading to college and/or a career in the Architecture, Engineering or Construction Industries.

AECI	
School Leader(s)	Charles Gallo
Board Chair	Carlo Schiattarella
Charter Management Organization (if applicable)	N/A
Other Partner(s)	Service Provider: Victory Education Partners
District(s) of Location	NYC Community School District 7
Physical Address(es)	838 Brook Avenue, Bronx, NY 10451
Facility Owner(s)	Private
Enrollment ²	424
Grades Served	9-12

¹ According to NYC DOE Location Code Generation and Managements System.

² Students active in school as of October 14, 2015, according to ATS.

Renewal Recommendation

AECI was previously renewed for a three-year short term in the 2012-13 academic year with the following conditions:

- Increase college readiness index measure, earning a C grade.
- Improve 4 year graduation rate by scoring in the 50th percentile or above of peer schools on the progress report within two years of renewal.
- Improve the percent of students earning regents diploma rate by scoring the 50th percentile or above of peer schools within 2 years of renewal³

All conditions placed upon it for future renewal are no longer applicable.

Based on the evidence presented herein and detailed in this report, the NYC DOE recommends a three year, short term renewal.

AECI	
School Opened For Instruction	2007-2008
Date of First Renewal	2012-2013
Date of Second Renewal	N/A
Current Charter Term Expiration Date	June 30, 2016
Current Authorized Grade Span	9-12
Current Authorized Enrollment	400
Proposed New Charter Term	July 1, 2016 – June 30, 2019
Proposed Authorized Grade Span for New Charter Term	9-12
Proposed Authorized Enrollment for New Charter Term	400

³ Please note that due to a change in city regulations, in analyzing whether a school has met the conditions as outlined in its charter agreement, the NYC DOE will not review goals related to the NYC Progress Report grades as Progress Reports are no longer utilized in evaluating schools.

Part 2: Background on the Charter Renewal Process

Renewal Process

In the final year of its charter, a Chancellor-authorized charter school seeking renewal must demonstrate its success during its most recent charter term and establish goals and objectives for its next charter term. The renewal process offers an opportunity for the school to reflect on its experiences during its current term; to make a compelling, evidence-based case that it deserves an additional charter term; and, if renewed, to build an ambitious plan that will positively impact future students. Schools up for renewal must submit a complete renewal application no later than November 2, 2015.

The NYC DOE Chancellor-Authorized Charter School Accountability Framework (framework), developed by the Office of School Design and Charter Partnerships (OSDCP), is aligned with the New York State Charter Schools Act [Ed.L. §§2851(4)] and is used to evaluate a charter school's renewal application. A school must be able to demonstrate, supported by the school's renewal application and other data, that it can satisfy the three essential questions of the framework:

1. Is the school an academic success?
2. Is the school effective and well run?
3. Is the school financially viable?

Schools are asked to present a compelling, evidence-based case that they have, over the course of their charter term, been academically successful, effective and well run, and financially viable. Schools are also asked to detail their plans for the proposed charter term, including ambitious and measurable objectives as well as any requested revisions to the school's original charter application, and responses to any conditions set for the school previously.

The renewal application consists of the following parts: Executive Summary; Application Narrative; Required Attachments; Supporting Documents and Evidence; Revised Charter and Summary of Revisions; Required Exhibits for Revised Charter.

The OSDCP Charter Authorizing Team will review and may respond to a submitted renewal application with clarifying questions and requests for additional information. Each school's Charter Authorizing Team point of contact will work with the school to establish an appropriate timeframe for complying with these requests. If the school's application is incomplete, it will be returned to the school with feedback from the team. In addition to the school's renewal application, the Charter Authorizing Team will conduct a renewal visit at the school. Based on the school's application, the renewal site visit, review of documentation submitted to the NYC DOE and the New York State Education Department (NYSED) during the school's charter term, and previous oversight reports, the Charter Authorizing Team will prepare a draft of its findings to share with the school for factual corrections, and will ultimately submit a renewal recommendation to the Chancellor and the Board of Regents.

Schools are advised to carefully review the instructions and guidelines provided in this document, as well as the amended New York State Charter Schools Act, to prepare a renewal application for submission to Charter Authorizing Team.

Statutory Basis for Renewal

The determination of whether to approve a renewal application rests in the sole discretion of a charter school's authorizer. The Act states the following regarding the renewal of a school's charter:

§ 2851(4): Charters may be renewed, upon application, for a term of up to five years in accordance with the provisions of this article for the issuance of such charters pursuant to section twenty-eight hundred fifty two of this article; provided, however, that a renewal application shall include:

- (a) A report of the progress of the charter school in achieving the educational objectives set forth in the charter.
- (b) A detailed financial statement that discloses the cost of administration, instruction and other spending categories for the charter school that will allow a comparison of such costs to other schools, both public and private. Such statement shall be in a form prescribed by the board of regents.
- (c) Copies of each of the annual reports of the charter school required by subdivision two of section twenty-eight hundred fifty-seven of this article, including the charter school report cards and the certified financial statements.
- (d) Indications of parent and student satisfaction.
- (e) The means by which the charter school will meet or exceed enrollment and retention targets as prescribed by the board of regents or the board of trustees of the state university of New York, as applicable, of students with disabilities, English language learners, and students who are eligible applicants for the free and reduced price lunch program which shall be considered by the charter entity prior to approving such charter school's application for renewal. When developing such targets, the board of regents and the board of trustees of the state university of New York shall ensure (1) that such enrollment targets are comparable to the enrollment figures of such categories of students attending the public schools within the school district, or in a city school district in a city having a population of one million or more inhabitants, the community school district, in which the charter school is located; and (2) that such retention targets are comparable to the rate of retention of such categories of students attending the public schools within the school district, or in a city school district in a city having a population of one million or more inhabitants, the community school district, in which the proposed charter school would be located.

Such renewal application shall be submitted to the charter entity no later than six months prior to the expiration of the charter; provided, however, that the charter entity may waive such deadline for good cause shown.

Renewal Outcomes

After the NYC DOE's review of the school's renewal application, and completion of the renewal site visit, the Charter Authorizing Team will release a draft report of their findings. The report will align to the framework and may include assessment results, evidence from classroom observations, leadership interviews, NYC DOE School Survey results, public hearings and other community feedback, as well as a variety of other data. Schools will be given the opportunity to correct factual errors in the report. If the Charter Authorizing Team approves the renewal application and the Chancellor recommends renewal for the school, prior to the school's charter expiration date, the Charter Authorizing Team will send the renewal report and recommendation along with the school's renewal application and other supporting evidence to the Board of Regents for its approval. If the Charter Authorizing Team determines that renewal is not warranted, the school will be informed in writing of the reasons for the non-renewal.

The Charter Authorizing Team may recommend three potential outcomes for charter schools applying for renewal: full-term renewal (with or without conditions), short-term renewal (with or without conditions), or non-renewal. More information on each type of renewal is below.

Full-Term Renewal

In cases where a school has clearly and consistently demonstrated high academic performance, a compliant environment that supports the health, safety, and well-being of all students, operational stability, and financial viability, a five-year renewal may be recommended (with or without conditions).

Short Term Renewal

In cases where a school has demonstrated mixed academic results or uncertain organizational or financial viability, a short-term renewal may be recommended (with or without conditions).

Non-Renewal

Renewal is not automatic. In cases where a school has failed to demonstrate significant progress, has low levels of student achievement, is in severe financial distress, or is in violation of its charter, non-renewal may be recommended.

Charter schools that receive non-renewal decisions are provided with due process, including an opportunity to submit a written response and an opportunity to make an oral presentation, whereby these schools may appeal the non-renewal decision.

Part 3: Findings

An important note about meeting the standards of the framework:

We measure a school's ability to meet the standards of the framework by looking at aggregated outputs. Standards in Essential Question 1 are measured for all students who completed exams at all grade levels.

If a school met the standard each year of the charter term, the standard will be marked "Met." If a school met the standard in one or more years during the charter term, but did not meet the standard each year of the charter term, the standard will be marked "Partly Met." If a school did not meet the standard for any year during the charter term, the standard will be marked "Not Met."

Essential Question 1: Is the school an academic success?

The OSDCP Charter Authorizing Team reviewed the following primary and secondary evidence to evaluate whether AECl met or did not meet the standards for Essential Question 1:

- Primary Evidence: New York State (NYS) assessments including Regents, Grades 3-8 English Language Arts (ELA) and Math, Grades 4 and 8 Science, and New York State Alternative Assessment (NYSAA); Graduation rates; Post-secondary enrollment; Charter school academic goals
- Secondary Evidence: NYC DOE School Quality Reports; College and Career Preparatory Course Index (CCPCI); College Readiness Index (CRI), NYS Mean Growth Percentile

At the time of this school's renewal, AECl has partially demonstrated academic success.

The school was last renewed in December, 2012. As a result, the NYC DOE has two years of NYS assessment data and two years of other academic indicator(s) to evaluate the academic achievement and progress of the students at AECl. For NYS assessments administered beginning with the 2013-14 school year, NYS tests were aligned to the Common Core Learning Standards. As such, proficiency rates for school years prior to the 2012-13 are not directly comparable.

For additional academic data, including grade-level proficiency on NYS assessments, please see Appendix B. For detailed information on the school's progress in meeting the academic goals outlined in its charter agreement, please see Appendix C.⁴ These goals relate to academic performance, academic growth, college and career readiness, and closing the achievement gap.

Detail on OSDCP's findings for Essential Question 1 is below.

⁴ Please note that in analyzing a school's progress towards its academic goals as outlined in its charter agreement, the NYC DOE did not review goals that measured a school's academic performance relative to 75% absolute proficiency for school years 2012-13 and beyond because of the move to Common Core Learning Standards in 2012-2013. In addition, beginning with the 2013-14 school year, due to a change in state regulation, the NYC DOE will not review goals that are related to standardized assessments for students in grades K-2 or NYC DOE Progress Report grades.

Comparative Academic Performance

<i>Standard</i>	<i>Met</i>	<i>Partly Met</i>	<i>Not Met</i>
NYS ELA exam proficiency rates exceed comparable community school district (CSD) rates		N/A	
NYS ELA exam proficiency rates exceed comparable Citywide rates		N/A	
NYS ELA exam proficiency rates exceed comparable DOE-defined comparison group rates ⁵		N/A	
NYS Math exam proficiency rates exceed comparable CSD rates		N/A	
NYS Math exam proficiency rates exceed comparable Citywide rates		N/A	
NYS Math exam proficiency rates exceed comparable DOE-defined comparison group rates		N/A	
NYS Science exam proficiency rates exceed comparable CSD rates		N/A	
NYS Science exam proficiency rates exceed comparable Citywide rates		N/A	
NYS Science exam proficiency rates exceed comparable DOE-defined comparison group rates ⁶		N/A	
NYS ELA Regents exam pass rates exceed Citywide rates			
NYS Math Regents exam pass rates exceed Citywide rates			
NYS Science Regents exam pass rates exceed Citywide rates			
Graduation rates ⁷ exceed Citywide rates			

Partly Met Standards- Comparative Academic Performance

- The school's Common Core English exam rate did not exceed the Citywide rate in 2013-14 and 2014-15.
- The school's NYS Math Regents exam pass rates did not exceed the Citywide rates on the following exams:
 - Geometry in 2014-15,
 - Algebra 2 & Trigonometry in 2014-15,
 - Common Core Algebra in 2013-14 and 2014-15, and
 - Common Core Geometry in 2014-15.
- The school's Living Environment exam rate did not exceed the Citywide rate in 2013-14 and 2014-15.

Academic Growth

<i>Standard</i>	<i>Met</i>	<i>Partly Met</i>	<i>Not Met</i>
NYS ELA exam proficiency rates increase		N/A	
NYS Math exam proficiency rates increase		N/A	
NYS Regents exam pass rates increase			
Graduation rates increase			

⁵ The NYC DOE defines comparison groups; these groups are subject to change (in previous years, these groups have been referred to as "peer groups" and "similar schools"). Please refer to the NYC DOE's school quality resources for a current definition.

⁶ The NYC DOE does not define comparison groups for the NYS Science exam; this standard will be marked "NA" for all Chancellor-authorized charter schools.

⁷ The NYC DOE evaluates all applicable graduation rates.

Partly Met Standards- Academic Growth

- The school’s NYS Regents exam pass rates did not increase in Integrated Algebra, Living Environment, US History, or Common Core English.

Closing the Achievement Gap

<i>Standard</i>	<i>Met</i>	<i>Partly Met</i>	<i>Not Met</i>
NYS ELA exam proficiency rates for English Language Learners (ELLs) exceed CSD rates		N/A	
NYS ELA exam proficiency rates for ELLs exceed Citywide rates		N/A	
NYS Math exam proficiency rates for ELLs exceed CSD rates		N/A	
NYS Math exam proficiency rates for ELLs exceed Citywide rates		N/A	
NYS ELA exam proficiency rates for Students with Disabilities (SWD) exceed CSD rates		N/A	
NYS ELA exam proficiency rates for SWD exceed Citywide rates		N/A	
NYS Math exam proficiency rates for SWD exceed CSD rates		N/A	
NYS Math exam proficiency rates for SWD exceed Citywide rates		N/A	
NYS ELA exam proficiency rates for students eligible for free and reduced price lunch (FRPL) ⁸ exceed CSD rates		N/A	
NYS ELA exam proficiency rates for students eligible for FRPL exceed Citywide rates		N/A	
NYS Math exam proficiency rates for students eligible for FRPL exceed CSD rates		N/A	
NYS Math exam proficiency rates for students eligible for FRPL exceed Citywide rates		N/A	
NYS Regents exam pass rates for ELLs exceed Citywide rates			
NYS Regents exam pass rates for SWD exceed Citywide rates			
NYS Regents exam pass rates for students eligible for FRPL exceed Citywide rates			
Graduation rates for ELLs exceeds Citywide rates			
Graduation rates for SWD exceeds Citywide rates			
Graduation rates for students eligible for FRPL exceeds Citywide rates ⁹		N/A	

Partly Met Standards- Closing the Achievement Gap

- The school’s NYS Regents exam pass rates for ELLs did not exceed Citywide rates in the following exams and years:
 - Living Environment in 2013-14 and 2014-15,
 - Global History in 2013-14,
 - US History in 2013-14,
 - Earth Science in 2013-14 and 2014-15,
 - Geometry in 2013-14 and 2014-15,
 - CC Algebra in 2013-14 and 2014-15,
 - CC English in 2014-15, and
 - CC Geometry in 2014-15.

⁸ The “students eligible for FRPL” grouping is inclusive of all students in the economically disadvantaged students grouping used by NYSED.

⁹ The NYC DOE does not report Citywide graduation rates for students eligible for FRPL; this standard will be marked “NA” for all Chancellor-authorized charter schools.

- The school's NYS Regents exam pass rates for SwDs did not exceed Citywide rates in the following exams and years:
 - Living Environment in 2014-15,
 - Global History in 2013-14,
 - US History in 2013-14 and 2014-15,
 - Earth Science in 2013-14 and 2014-15,
 - Geometry in 2013-14 and 2014-15,
 - CC Algebra in 2013-14 and 2014-15,
 - CC English in 2013-14 and 2014-15, and
 - CC Geometry in 2014-15.

- The school's NYS Regents exam pass rates for FRPL did not exceed Citywide rates in the following exams and years:
 - Living Environment in 2013-14 and 2014-15,
 - Global History in 2013-14,
 - US History in 2013-14 and 2014-15,
 - Chemistry in 2014-15,
 - Geometry in 2013-14 and 2014-15,
 - Algebra 2 & Trig in 2014-15,
 - CC Algebra in 2013-14 and 2014-15, and
 - CC English in 2013-14.

College & Career Readiness (for grades 9-12 only)

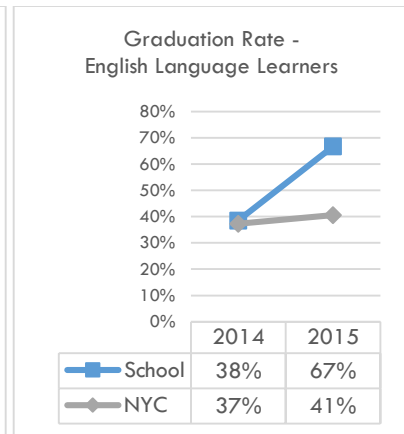
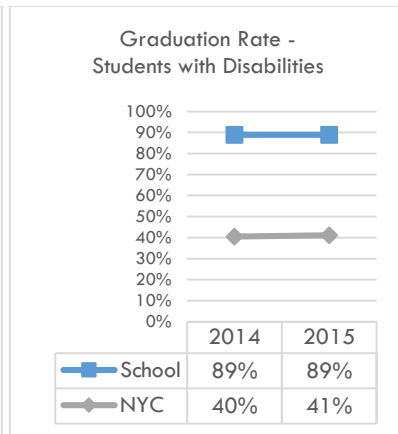
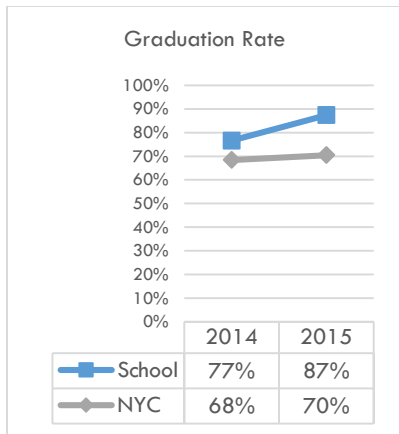
<i>Standard</i>	<i>Met</i>	<i>Partly Met</i>	<i>Not Met</i>
Postsecondary enrollment rates exceed Citywide rates ¹⁰			
College & Career Preparatory Course Index exceeds Citywide average			
College Readiness Index exceeds Citywide average			

Partly Met Standards- Closing the Achievement Gap

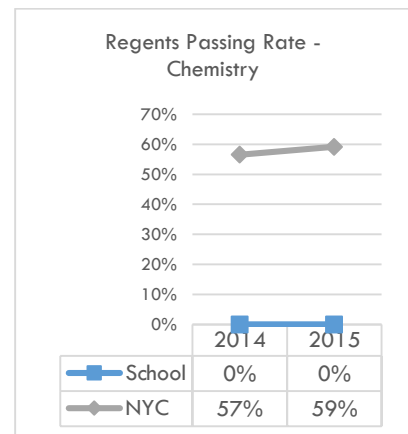
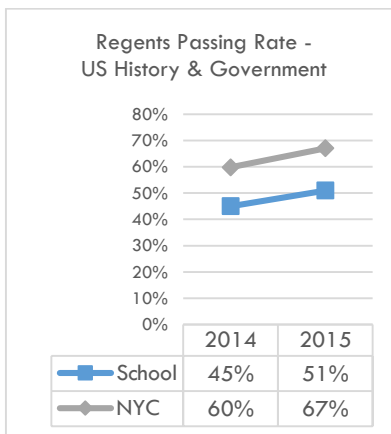
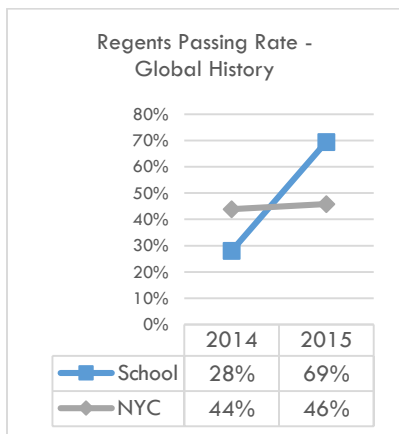
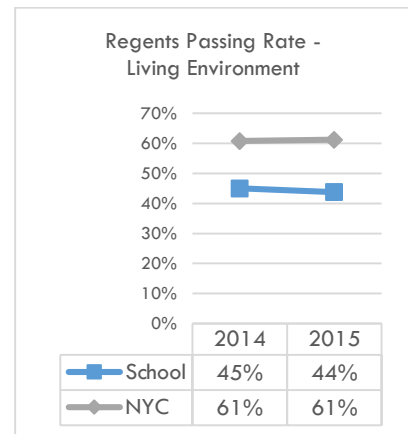
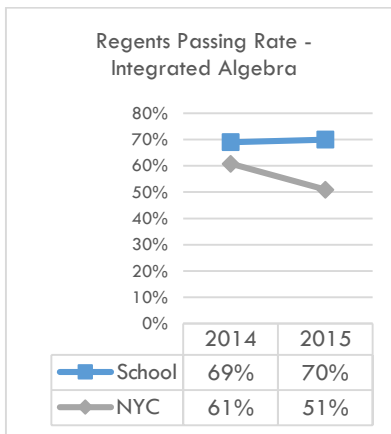
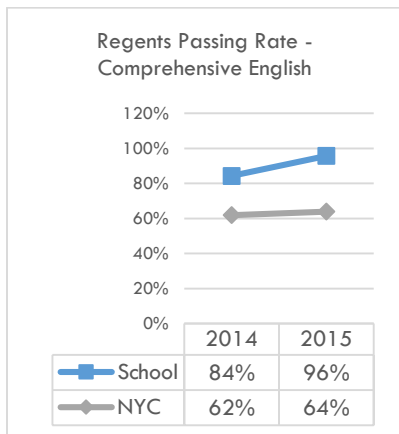
- The school's College & Career Preparatory Course Index did not exceed the Citywide index in 2014-15.

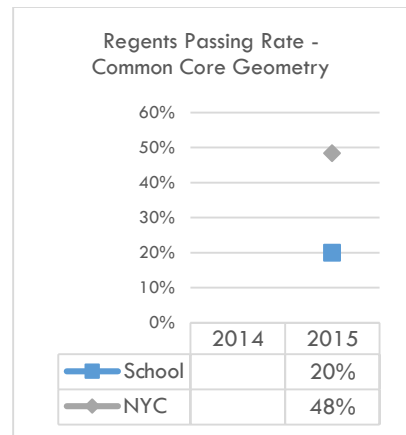
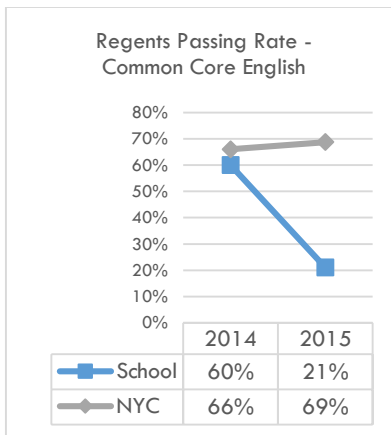
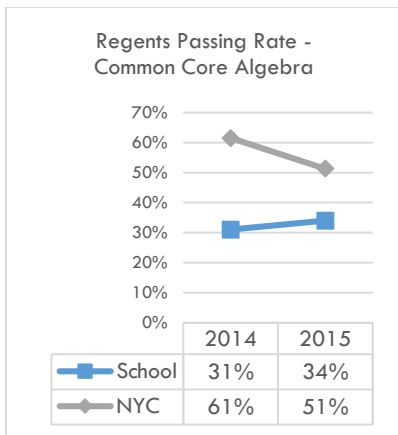
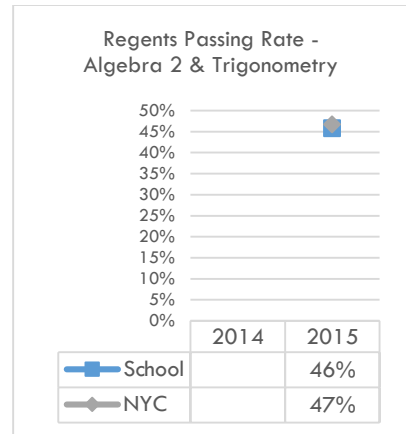
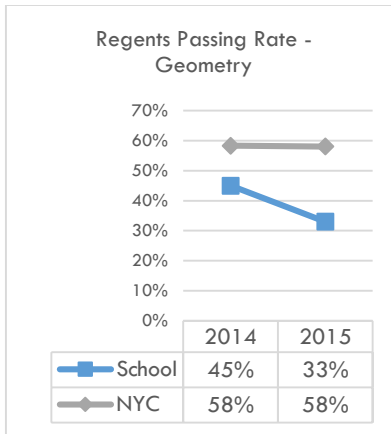
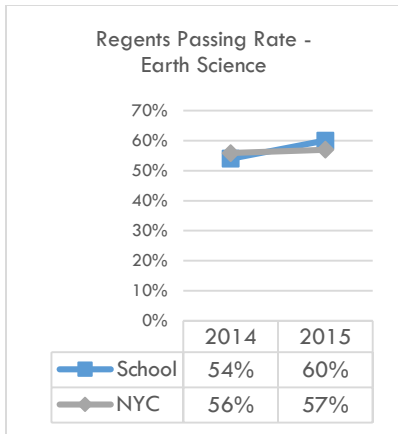
¹⁰ The NYC DOE evaluates all applicable postsecondary enrollment rates.

Graduation Rate

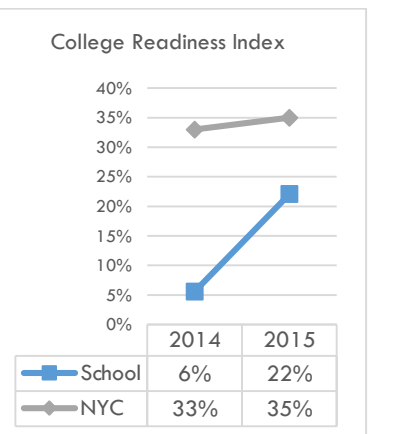
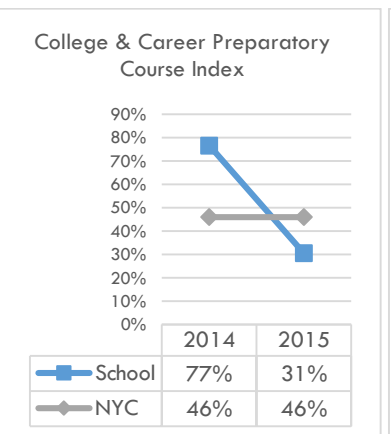
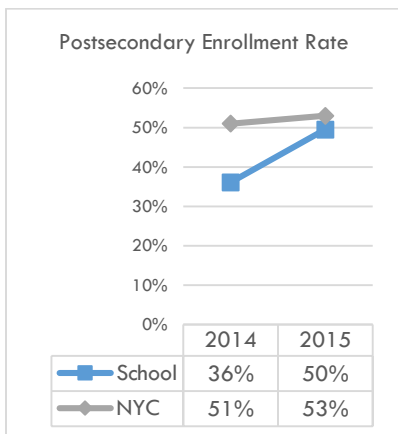


Regents Passing Rates





College & Career Readiness



Essential Question 2: Is the school effective and well run?

The OSDCP Charter Authorizing Team reviewed the following primary and secondary evidence to evaluate whether [charter school name] met or did not meet the standards for Essential Question 2:

- Primary Evidence: NYC DOE School Survey; Attendance data; Retention data (ATS); Student discipline data; Received complaints and other feedback; board by-laws and meeting minutes; School leadership, board, and staff interviews; Operational policies and procedures; School records pertaining to health, safety, and civil rights; Charter and charter agreement; NYSED BEDS data; NYSED TEACH system data
- Secondary Evidence: Student/Family and Staff Handbooks; Parents Association meeting calendar and minutes; School visit observations; Operational organizational chart; Professional development plans and resources; Other school records

At the time of this school's renewal, AECl has partially demonstrated its effectiveness, including a supportive environment, operational stability, and compliance with applicable laws and regulations.

Curriculum

This year, AECl moved to a Common Core-aligned literacy curriculum, *Collections*. Teachers use the *Collections* textbook as a supplement to their English lessons. The math department is implementing the Engage NY mathematics modules. Where applicable, the school aligned its current units of study, across disciplines, to NYC DOE scope and sequence calendars.

Assessments and Use of Data

School leadership noted that assessments may include students regularly completing a "Do Now" at the beginning of each classes and an "Exit Ticket" at the end of the class. Further, the school noted that during the charter term it collected data from the NYS Report Cards and evaluated the results of the Regents exams. Benchmark assessments were also given three times a year to determine student progress and to create next steps to support student growth.

Enrichment Opportunities

Over the course of AECl's charter term the school has improved the four-year graduation rate moving from 66% in 2013 to 87% in 2015. The school leadership has reported that they have made significant curricular and operational changes to ensure students are college ready. Such efforts include the hiring of four counselors and a social worker to shepherd students through the college search and admissions process. In addition, AECl has increased their offering of college readiness courses such as Chemistry and Algebra II/Trigonometry. To help students prepare for the SAT, the school has partnered with Kaplan to help students study for the SAT after school hours. In addition, the school has developed partnerships with organizations designed to develop the college readiness skills of their students. These organizations include College Summit, 100 Black Men and Junior 100. Students have also participated in pre-college programs at Cooper Union, New York State Summer School of the Arts and the Fashion Institute of Technology.

School Culture

School leadership noted that AECl has created a culture focused on academic rigor and college-readiness. They also explained that based on feedback they have received from parents and staff, families are satisfied with their child's education and feel their students are prepared for college and work. School leadership also noted that it is focusing on improving levels of student engagement and rigorous instruction by having teachers work with coaches on lessons that are aligned to standards.

Staffing

AECl stated that over the course of the charter, the percentage of teacher turnover was high (48% in 2013 and 54% in 2014). In order to address this challenge, AECl has employed a variety of strategies to fill vacancies. These strategies include utilizing the Center for the Professional Education of Teacher and the Special Education Collaborative to access their pools of eligible teacher candidates. In order to retain teachers, AECl has increased teacher salaries so there is greater parity between AECl salaries and those of the NYC DOE. AECl has also begun covering 100% of teacher's health insurance.

Professional Development

School leadership reported that classroom instruction at AECl is aligned to the Danielson-framework for teaching. As part of the framework, teachers are trained to facilitate accountable talk and student-to-student discussions. Teachers are then evaluated based on a Danielson evaluation rubric. In order to prepare lessons, the school has built into the school day collaborative team planning so that teachers can meet in grade level teams to review curriculum and align lesson plans.

Special Populations

AECl has 424 students of which, 23% are students with disabilities. AECl's special education services are overseen by the school's Special Education Coordinator. Where designated by their IEP, students may receive Special Education Teacher Support Services (SETTS) directly provided by the school within the general education classroom. In addition, where a student's IEP requires related services such as speech, occupational and physical therapies, the school is responsible for identifying the appropriate provider. Finally, starting in 2015-16 school year AECl began offering Integrated Co-Teaching (ICT) classes. Presently they have ICT classes in 9th and 10th grade where there are two ICT periods per discipline (ELA, Living Environment, Algebra, Global History, Earth Science and Geometry). While all teachers are intended to have access to and understand their responsibilities pertaining to a student's IEPs, not all general education teachers are aware of the contents of each student's IEP.

In order to serve ELL students, AECl utilizes the English as a New Language program where all content area instruction is delivered in English as part of a "push-in" model of instruction. Moreover, ELL students receive the same academic content as those students who are native English speakers. The school has identified an ENL coordinator to support and oversee the program including the administration of the New York State English as a Second Language Achievement Test (NYSESLAT). Teachers are then trained on communication with students designated as ELL and on the ENL methodology that supports student learning.

Supportive Environment

The school reports that it has been successful in creating an environment that ensures students are well supported inside and outside of the school. The school created a new role for a Parent Coordinator whose responsibility includes working closely with student's families and scheduling workshops for families on various topics that impact students. Further, the school has an active parent association and as per the school by-laws, the parent association president is a member of the Board of Trustees.

Public Hearing

On November 18, 2015, a public hearing was held to solicit comments from the school community. The hearing was attended by 45 community members, 18 people provided public comments. None of the comments were in opposition to the school's renewal.

Governance

Over the course of the charter term, the Board of Trustees has been effective in providing academic and operational oversight. While not holding the requisite monthly meeting, as per the New York State Charter Schools Act, the board has established committees according to their by-laws and the board regularly meets with the appropriate school staff to discuss progress and issues that may arise. The board noted that they have identified student achievement (e.g. high school graduation and college readiness and persistence) and aligning to the common core as the board goals for the 2015-16 school year. In 2015, the board developed a process to recruit and select the current school leader, Charles Gallo. The board believed Principal Gallo had an understanding of the common core and a focus on rigor and college readiness possessed.

For detailed information on the school's progress in meeting the operational goals outlined in its charter agreement, please see Appendix C. These goals relate to school environment, leadership, governance, and compliance.

For detailed information on the efforts the school is taking to enroll and retain students with disabilities

(SWDs), English Language Learners (ELLs), and students who are eligible for Free or Reduced Price Lunch (FRPL), as per the NYS Charter Schools Act, please see Appendix D.

Detail on OSDCP's findings for Essential Question 2 is below.

Supportive Environment

<i>Standard</i>	<i>Met</i>	<i>Partly Met</i>	<i>Not Met</i>
School program differentiates instruction for SWD			
School program differentiates instruction for ELLs			
School schedule and program offers defined opportunities for remediation and acceleration			
School utilizes an interim assessment system			
School has a compliant, formal, and posted procedure for parents and staff to express concerns to school leadership, the Board, and the authorizer			
Parent, staff, and student responses on the NYC DOE School Survey exceed Citywide averages			
Student attendance rate exceeds CSD average			
Student attendance rate exceeds Citywide average			
Improved student retention rate over course of charter			

Partly Met Standards- Supportive Environment

- Over the course of the renewal visits, the Charter Authorizing Team noticed some evidence in classrooms and lessons plans of differentiated instruction for Students with Disabilities.
- Over the course of the renewal visits, the Charter Authorizing Team noticed some evidence in classrooms and lessons plans of differentiated instruction for English Language Learners.
- Parent satisfaction did not exceed the city average for all survey questions.

Operational Stability

<i>Standard</i>	<i>Met</i>	<i>Partly Met</i>	<i>Not Met</i>
School has an operations manual			
School meets all DOE deadlines for annual reporting requirements			
School meets all DOE deadlines for the Annual NYC DOE Charter School Survey			
School meets all DOE deadlines for renewal application documents			
School has documented teacher evaluation procedures			
School has documented professional development opportunities			
School has a formal process for evaluating progress against charter school goals			
Board has a formalized governance structure including lines of accountability for the board, school leadership, and all staff			
Board has developed a succession plan for board and school leadership			
Board has access to legal counsel			
Board meetings consistently meet quorum			

Compliance (with all applicable laws & regulations)

<i>Standard</i>	<i>Met</i>	<i>Partly Met</i>	<i>Not Met</i>
School's SwD enrollment rate exceeds NYC rate			
School's ELL enrollment rate exceeds NYC rate			
School's FRPL enrollment rate exceeds NYC rate			
School's SwD retention rate exceeds NYC rate			
School's ELL retention rate exceeds NYC rate			
School's FRPL retention rate exceeds NYC rate			
School is in compliance with its charter and its charter agreement			
School is in good standing with authorizer			
School has discipline policy that is consistent with due process and with state and federal laws and regulations governing the placement of SWD			
School has required facility documents (lease, certificate of occupancy, fire and safety inspections)			
School is in compliance with teacher certification requirements proscribed in N.Y. Educ. Law § 2854(3)(a-1)			
School is in compliance with employee fingerprinting requirements			
School has an appropriate safety plan			
School has appropriate insurance documentation			
School is meeting Department of Health immunization requirements			
School has submitted its Annual Report to NYSED and posted it online			
School has followed all applicable lottery and enrollment regulations			
Board held the required number of meetings			11
School and board follows posting and procedural requirements of NYS Open Meetings Law			
School and board follows posting and procedural requirements of Freedom of Information Law (FOIL) ¹²	N/A		

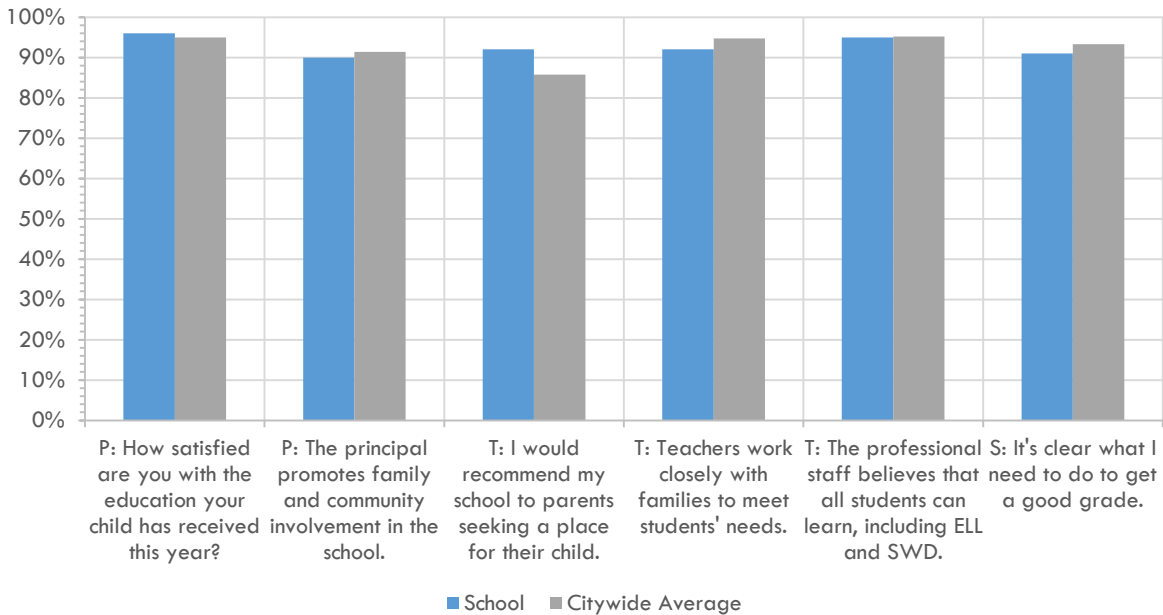
Partly Met Standards – Compliance

- The school did not exceed the City's enrollment rate for SwDs in 2014-15.

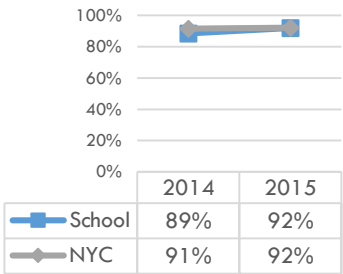
¹¹ The school did not hold the required 12 meetings per year as per the New York State Charter Schools Act [Ed.L. §§2851(2)(c)]; however, the school has taken action to revise their board by-laws to reflect the amended education law requiring 12 meetings per year.

¹² The New York Charter Schools Act makes charter schools subject to FOIL (§2854[1][e]). The New York City Department of Education monitors charter school compliance with FOIL through the complaint process outlined in §2855(4) of the New York State Charter Schools Act. All complaints received through this process are investigated by the Office of School Design and Charter Partnerships. Noncompliance with any applicable laws and regulations, including FOIL, are addressed and documented.

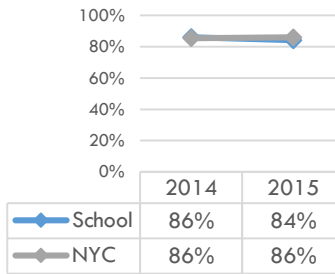
Percent Satisfaction on the NYC School Survey



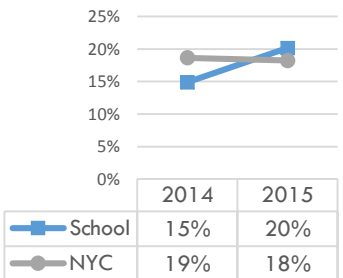
Attendance Rates



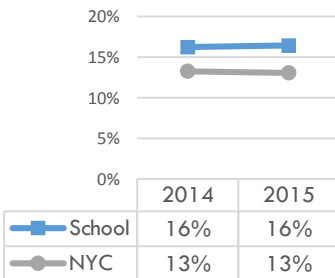
Retention Rates



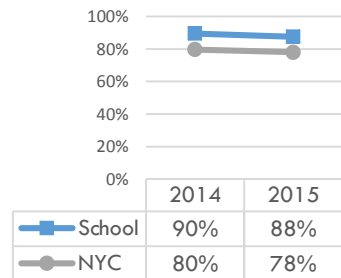
Enrollment - Students with Disabilities



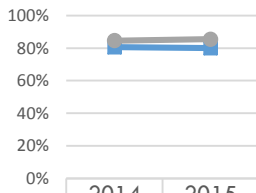
Enrollment - English Language Learners



Enrollment - Students Eligible for FRPL

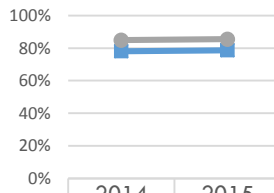


Retention - Students with Disabilities



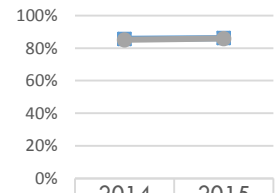
	2014	2015
School	81%	80%
NYC	85%	86%

Retention - English Language Learners



	2014	2015
School	78%	79%
NYC	85%	86%

Retention - Students Eligible for FRPL



	2014	2015
School	86%	86%
NYC	85%	86%

Essential Question 3: Is the school financially viable?

The OSDCP Charter Authorizing Team reviewed the following primary and secondary evidence to evaluate whether AECl met or did not meet the standards for Essential Question 3:

- Primary Evidence: Audited financial statements; Projected budgets
- Secondary Evidence: Quarterly financial statements; Escrow accounts and other fiscal reporting documents

At the time of this school's renewal, AECl has demonstrated financial viability.

An independent audit performed for fiscal year 2015 (FY15) showed no material findings.

For detailed information on the school's progress in meeting the financial goals outlined in its charter agreement, please see Appendix C. These goals relate to short- and long-term financial viability.

Detail on OSDCP's findings for Essential Question 3 is below.

Short-term Financial Viability

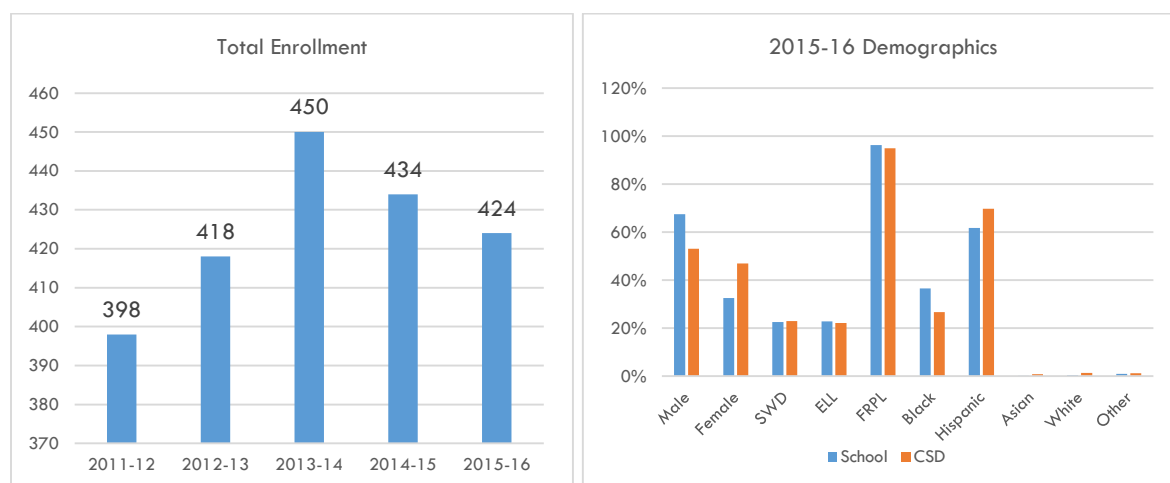
<i>Standard</i>	<i>Met</i>	<i>Partly Met</i>	<i>Not Met</i>
Cash position – school has at least 60 days of cash on hand to cover operating expenses			
Liabilities – school has sufficient cash flow to cover 100% of liabilities expected over the next 12 months			
Projected revenues – actual enrollment should be within 15% of projected (budgeted) enrollment			
Debt management – school is meeting all current debt obligations			

Long-term Financial Sustainability

<i>Standard</i>	<i>Met</i>	<i>Partly Met</i>	<i>Not Met</i>
Total margin – school operated at a surplus during the previous fiscal year (more total revenues than expenses)			
Aggregated three-year total margin – school operates at a surplus over three-year period		N/A	
Debt to assets ratio less than 1.0			
Aggregate assets to liabilities ratio greater than 1.0		N/A	
One-year cash flow – positive cash flow over previous two fiscal years (change in cash balance is positive)			
Multi-year cash flow – positive cash flow over previous three fiscal years		N/A	

Appendix A: School Overview

Enrollment and Demographics



Programming, Admissions, and Lottery¹³

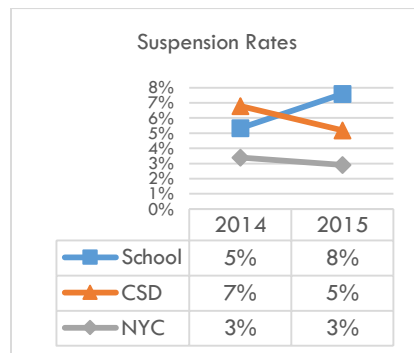
Number of Instructional Days	
Pre-Kindergarten Program	No
Afterschool Program and/or Other Activities	Yes
Summer Academic Program	No
Saturday Instruction	Yes
Primary Entry Grade(s)	9
Additional Grade(s) for which Student Applications are Accepted	9, 10
Does School Enroll New Students Mid-Year?	Yes
Number of Applicants for Admission (School Year 2015-16)	457
Number of Students Accepted via the Lottery (School Year 2015-16)	225
<i>Lottery Preferences</i>	
Attends a Failing School	No
Does Not Speak English at Home	No
Receives SNAP or TANF Benefits	No
Eligible for Free or Reduced-Price Lunch	No
Has IEP and/or Receives Special Education Services	No
Homeless or Living in Shelter or Temporary Residence	No
Lives in New York City Housing Authority Housing	No
Unaccompanied Youth	No

¹³ Based on self-reported data from the 2015-2016 DOE Annual Charter School Survey.

Current Board of Trustees

Board Member Name	Position	Committee(s)
1. Carlo Schiatarella	Board Chair	Executive, Academic, Facilities
2. Irma Zardoya	Vice Chairperson	Executive, Academic, Finance
3. Maria Ramirez	Secretary	Executive, Grievance, Finance, Family Engagement
4. Patricia Martin	Trustee	Family Engagement
5. Andrew McLaughlin	Trustee	Finance, Facilities
6. Robert Burton	Trustee	Grievance, Academic, Facilities, Family Engagement
7. Alberto Villaman	Trustee	Executive, Grievance, Facilities, Finance
8. Caren Goff	Trustee	
9. Paul Comrie	Parent Representative	

Suspension and Expulsion Rates¹⁴



	2014	2015
# of Suspensions	24	33
Suspension Rate	5%	8%
# of Expulsion	0	0
Expulsion Rate	0.0%	0.0%

Future Plans

As reported by school leadership and the school's Board, the following was noted:

- The school did not apply for any material revisions to its charter.

¹⁴ Suspension rates include aggregated in- and out-of-school rates.

Appendix B: Academic Performance

Students scoring at or above Level 3 on NYS assessments:

Grade-Level Proficiency in English Language Arts	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Charter School					
Grade 3					
Grade 4					
Grade 5					
Grade 6					
Grade 7					
Grade 8					
DIFFERENCE FROM CSD #					
Grade 3					
Grade 4					
Grade 5					
Grade 6					
Grade 7					
Grade 8					

Grade-Level Proficiency in Math	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Charter School					
Grade 3					
Grade 4					
Grade 5					
Grade 6					
Grade 7					
Grade 8					
DIFFERENCE FROM CSD #					
Grade 3					
Grade 4					
Grade 5					
Grade 6					
Grade 7					
Grade 8					

Appendix C: Charter School Goals

According to annual reports submitted to NYSED over each year of the school's charter term, the school achieved/met its goals as follows:

- Academic Goals:¹⁵
 - 7 of 9 applicable academic charter goals in its most recent year
 - 14 of 18 applicable academic charter goals over the course of the charter term
- Operational Goals:
 - 5 of 6 applicable operational charter goals in its most recent year
 - 10 of 12 applicable operational charter goals over the course of the charter term
- Financial Goals:
 - 2 of 2 applicable financial charter goals in its most recent year
 - 4 of 4 applicable financial charter goals over the course of the charter term

Charter Goals		2013-2014	2014-2015
Academic Goals	Each year, 75% of each ninth through twelfth grade cohort will pass the NYS Regents ELA Exam.	Met	Met
	Each year, 75% of each ninth through twelfth grade cohort will pass the NYS Regents Math Exam.	Met	Met
	Each year, each cohort of students will reduce by one-half the gap between the percent passing the NYS Regents ELA Exam and the previous cohorts' passing rate on the NYS Regents ELA Exam.	Met	Met
	Each year, each cohort of students will reduce by one-half the gap between the percent passing the NYS Regents Math Exam and the previous cohorts' passing rate on the NYS Regents Math Exam.	Met	Met
	Each year, the percent of each cohort of students passing the NYS Regents ELA Exam will place the school in the top quartile of all similar schools.	N/A	N/A
	Each year, the percent of each cohort of students passing the NYS Regents Math Exam will place the school in the top quartile of all similar schools.	N/A	N/A
	Each year, the school's aggregate Performance Index on the NYS ELA Exam will meet its Annual Measurable Objective set forth in the State's No Child Left Behind (NCLB) accountability system.	Met	Met
	Each year, the school's aggregate Performance Index on the NYS Math Exam will meet its Annual Measurable Objective set forth in the State's No Child Left Behind (NCLB) accountability system.	Met	Met
	Each year, the school's aggregate Performance Index on the NYS Science Exam will meet its Annual Measurable Objective set forth in the State's No Child Left Behind (NCLB) accountability system.	N/A	N/A

¹⁵ Because of the move to Common Core standards in 2012-13, the NYC DOE did not evaluate goals that measure a school's actual performance relative to 75% or greater absolute proficiency on the NYS ELA and math exams or goals that measure reducing the performance gap of a cohort in ELA and math assessments in its analysis of progress towards goals for the 2012-13 school year. Goals that refer to comparative academic performance of the school (e.g., to the CSD) were included in the analysis. In addition, beginning with the 2013-14 school year, the NYC DOE will not evaluate goals that are related to NYC DOE Progress Report Grades or, due to a change in state regulation, goals that are related to standardized assessments for students in grades kindergarten through two in its analysis of progress towards goals.

	Each year, the school's aggregate Performance Index on the NYS Social Studies Exam will meet its Annual Measurable Objective set forth in the State's No Child Left Behind (NCLB) accountability system.	N/A	N/A
	Each year, at least 75% of each student cohort graduates after five years.	Met	Met
	Each year, 75% of students enrolled in the school for two or more years will perform at or above 65 on the NYS Regents Science Exams (Living Environment and Chemistry).	Partially Met	Partially Met
	Each year, 75% of students enrolled in the school for two or more years will perform at or above 65 on the NYS Regents Social Studies Exams (U.S. History & Government and Global History & Geography).	Partially Met	Partially Met
Operational Goals	Each year, the school will have a daily student attendance rate of at least 95%.	Not Met	Not Met
	Each year, 95 percent of all students enrolled during the course of the year return the following September.	Met	Met
	Each year, the school will comply with all applicable laws, rules, regulations and contract terms including, but not limited to, the New York Charter Schools Act, the New York Freedom of Information Law, the New York Open Meetings Law, the federal Individuals with Disabilities Education Act, and federal Family Educational Rights and Privacy Act.	Met	Met
	Each year, grades 9-12 will maintain a waiting list equal to or exceeding 10% of the school's	Met	Met
	Each year, student enrollment will be within 15% of full enrollment as defined in the school's contract.	Met	Met
	Each year, parents will express satisfaction with the school's program, based on the school's Parent Survey in which at least 80% of all parents provide a positive response to each of the survey items.	Met	Met
	Upon completion of the school's first year of operation and every year thereafter, the school will undergo an independent financial audit that will results in an unqualified opinion and no major findings.	Met	Met
Financial Goals	Each year, the school will operate on a balanced budget and maintain a stable cash flow.	Met	Met

Appendix D: Enrollment & Retention of Special Populations

NYC DOE Chancellor-authorized charter schools are required to meet enrollment and retention targets in addition to demonstrating the means by which they will meet or exceed these targets for students with disabilities (SWDs), English Language Learners (ELLs), and students who are eligible for Free or Reduced Price Lunch (FRPL). As per the NYS Charter Schools Act, enrollment and retention targets have been finalized by the Board of Regents and the Board of Trustees of the State University of New York. As part of their mandated Annual Report to NYSED, schools are required to describe the efforts they have made towards meeting these targets and any plans for meeting or making progress towards these targets in the future.

In their Annual Report to NYSED, AECI noted the following:

In our recruitment materials and application we encourage students with disabilities and English Language Learners to apply to AECI Charter High School. When we attend the local middle or elementary Open Houses and when we hold our own Open Houses we have our Special Education Teachers, ESL Teacher, and/or our Academic Coaches present for parents and students to speak with so they feel comfortable and have a good understanding of the services their child will receive. Additionally, once a student is accepted, our special education students are contacted and welcomed. We explain to the parents and student what services the school provides.

Appendix E: Additional Accountability Data

Please refer to additional accountability reports for this school on the NYC DOE's web site at <http://schools.nyc.gov/community/charters/information/doeauthorizedschools.htm>.

The NYC DOE's School Quality Reports are available on the NYC DOE's web site at <http://schools.nyc.gov/Accountability/tools/report/default.htm>. These reports may provide Chancellor-authorized school communities with additional data, but please note that the reports are not specific to the terms of the charter or to the [2015-16 Accountability Framework for NYC DOE Chancellor-Authorized Charter Schools](#).