



**Department of
Education**

Chancellor Richard A. Carranza

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

SCHOOL YEAR 2018-2019

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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 https://infohub.nyced.org/docs/default-source/default-document-library/accountability-handbook_2018-19_final-docx.pdf.

PART 1: SCHOOL OVERVIEW AND RENEWAL RECOMMENDATION

CURRENT SCHOOL SNAPSHOT

NYC Charter High School for Architecture, Engineering and Construction Industries (AECI)	
DBN	84X395
School Leader(s)	Charles Gallo
Board Chair(s)	Carlo Schiattarella
Charter Management Organization (if applicable)	N/A
Other Partner(s)	N/A
District(s) of Location	7
Building Code(s), Physical Address(es), Grade(s) at Building, and Facility Owner(s)	(XAEU) 838 Brook Avenue, Bronx, NY 10451 Grades at Building: 9-12 Facility Owner: Private
2018-2019 Enrollment ¹	444
2018-2019 Grades Served	9-12
Current Authorized Enrollment	400
Current Authorized Grade Span	9-12
School Opened For Instruction	2007-2008
School Year of First Renewal	2012-2013
School Year of Second Renewal	2015-2016
Current Charter Term ¹	July 1, 2016 – June 30, 2019

¹ Charters are evaluated only on outcomes from the first full academic year of their current charter term through 2017-2018 (the last year in which a full data set is available). Outcomes from the prior charter term may appear in this report for purely informational purposes and may be used in growth calculations.

RENEWAL RECOMMENDATION

Based on the evidence presented herein and detailed in this report, the NYC DOE recommends a full term (5 year) renewal for NYC Charter High School for Architecture, Engineering and Construction Industries.

Recommendation	
Proposed New Charter Term	5 years
Proposed Authorized Grade Span for New Charter Term	9-12
Proposed Authorized Enrollment for New Charter Term	450

PLANS FOR NEXT CHARTER TERM

In the event that the charter receives a subsequent full-term renewal in the 2018-2019 and does not submit an alternative plan in its application, the school will automatically be authorized to serve 450 students in grades 9-12 in that future charter term, in alignment with the plan described below.

Grade	Current School Year (2018-19)	Year 1 (2019-20)	Year 2 (2020-21)	Year 3 (2021-22)	Year 4 (2022-23)	Year 5 (2023-24)
9	100	120	120	120	120	120
10	100	110	110	110	110	110
11	100	110	110	110	110	110
12	100	110	110	110	110	110
TOTAL	400	450	450	450	450	450

RENEWAL HISTORY AND CURRENT CONDITIONS AND NOTICES

AECI received a three-year short term renewal in the 2015-16 academic year with no conditions.

AECI was not placed on notice during the charter term.

CHARTER SCHOOL BACKGROUND

AECI is a high school located in the Morrisania neighborhood of the Bronx. The school does not have a universal pre-kindergarten program. The school is located in a private space in Community School District 7. The school is not co-located with any other schools or programs.²

The school is in its third charter term.

² According to NYC DOE Location Code Generation and Management System.

SCHOOL HIGHLIGHTS³

AECI Charter High School has become one of the high performing high schools in District 7 for Impact and Performance during the 2017-2018 school year. According to the NYCDOE School Performance Dashboard, AECI ranks number 1 in District 7 high schools for Impact (0.82) and ranks number 6 in District 7 for Performance (0.62). We strive to motivate our students, so they realize their true potential as demonstrated by our 94% graduation rate. AECI has accomplished a great deal in the last three years. Foremost, the graduation rate has increased from 87% in 2015, to 94% in 2018. This was accomplished by having a strong focus on instruction. Coaches were hired to support teachers in all core subjects, leading to improved pedagogy and increased student outcomes. The administration and teachers focused on increasing rigor in courses across subject areas and offered advanced courses in math and science as well SUPA courses in ELA, Science and Social studies, and AP courses in Human Geography, Computer Science Principals, and Statistics. This has provided students with stronger college readiness skills and has increased advanced Regents diplomas from 1 in 2015 to 14 in 2018. The theme classes are providing students with a well-rounded education and preparation for a field in architecture or engineering if that is what they choose. Students in 2015 took drafting, Google Sketchup and Photoshop compared to 2018 when they were offered drafting, photoshop, Revit I, Revit II which lead to industry standard Revit Certification. The school engaged the entire school community in selecting core values that students and staff will embrace. The community selected Perseverance, Achievement, Integrity, and Respect. Students and staff who represent each of these values are celebrated quarterly, at Town Hall meetings throughout the year. This, along with the support of four guidance counselors, one college advisor, and one social worker provides an educational environment that is supportive, engaging and conducive to learning.

CURRENT SCHOOL LEADERSHIP TEAM⁴

School Leader Name	Position	Years at School
1. Charles Gallo	Principal	4.0
2. Colin Healy	Assistant Principal	3.0
3. James Barron	Assistant Principal	0.5

³ School Highlights provided directly by the charter school and have not been reviewed for accuracy.

⁴ School Leadership Team information is from July 1, 2018 through October 1, 2018.

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 October 1, 2018.

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 and Accountability Team will review and may respond to a submitted renewal application with clarifying questions and requests for additional information. Each school's Charter Authorizing and Accountability 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 and Accountability 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 and Accountability 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 the NYC DOE OSDCP Accountability Handbook, as well as the amended New York State Charter Schools Act, to prepare a renewal application for submission to Charter Authorizing and Accountability 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 and Accountability 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 and Accountability Team approves the renewal application and the Chancellor

recommends renewal for the school, prior to the school's charter expiration date, the Charter Authorizing and Accountability 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 and Accountability Team determines that renewal is not warranted, the school will be informed in writing of the reasons for the non-renewal.

The Charter Authorizing and Accountability 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 result.

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 challenge the non-renewal decision.

PART 3: FINDINGS

ESSENTIAL QUESTION 1: IS THE SCHOOL AN ACADEMIC SUCCESS?

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

For additional academic data, including grade-level proficiency on NYS assessments, please see Appendix C. For detailed information on the school's progress in meeting the academic goals outlined in its charter agreement, please see Appendix F. 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.

PERFORMANCE AGAINST STANDARDS

For the data informing these outcome determinations, please consult the sections following this table. Charters are evaluated only on outcomes from their current charter term through 2017-2018 (the last year in which a full set of data is available). Outcomes from the prior charter term may appear in this report for purely informational purposes.

Standards	Charter Term Outcomes ⁵	Details
Comparative Academic Performance		
NYS ELA exam proficiency rates meet or exceed comparable community school district (CSD) rates	N/A ⁶	
NYS ELA exam proficiency rates meet or exceed comparable Citywide rates	N/A	
NYS ELA exam proficiency rates meet or exceed comparable DOE-defined comparison group rates ⁷	N/A	
NYS Math exam proficiency rates meet or exceed comparable CSD rates	N/A	
NYS Math exam proficiency rates meet or exceed comparable Citywide rates	N/A	
NYS Math exam proficiency rates meet or exceed comparable DOE-defined comparison group rates	N/A	

⁵ ● = met in all evaluable years; ○ = met in no evaluable year; ◐ = met in at least one evaluable year and did not meet in at least one evaluable year

⁶ Standards related to the NYS ELA, NYS Math, and NYS Science exams are relevant only for charters serving grades 3-8.

⁷ 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 documentation available at <https://infohub.nyced.org/reports-and-policies/school-quality/school-quality-reports-and-resources> for a current definition.

Standards	Charter Term Outcomes⁵	Details
NYS Science exam proficiency rates meet or exceed comparable CSD rates	N/A	
NYS Science exam proficiency rates meet or exceed comparable Citywide rates	N/A	
NYS Science exam proficiency rates meet or exceed comparable DOE-defined comparison group rates	N/A ⁸	
NYS Comprehensive Regents exam pass rates meet or exceed Citywide rates	N/A	See Figure 1
NYS English Language Arts Common Core Regents exam pass rates meet or exceed Citywide rates	○	2016-17: Not Met 2017-18: Not Met See Figure 2
NYS Integrated Algebra Regents exam pass rates meet or exceed Citywide rates	N/A	See Figure 3
Geometry Regents exam pass rates meet or exceed Citywide rates	N/A	See Figure 5
Algebra 2/Trigonometry Regents exam pass rates meet or exceed Citywide rates	N/A	See Figure 7
Algebra I (Common Core) Regents exam pass rates meet or exceed Citywide rates	●	2016-17: Met 2017-18: Met See Figure 4
Geometry (Common Core) Regents exam pass rates meet or exceed Citywide rates	◐	2016-17: Met 2017-18: Not Met See Figure 6
Algebra II (Common Core) Regents exam pass rates meet or exceed Citywide rates	◑	2016-17: Met 2017-18: Not Met See Figure 8
Global History Regents exam pass rates meet or exceed Citywide rates	◒	2016-17: Not Met 2017-18: Met See Figure 13
Global History Transition Regents exam pass rates meet or exceed Citywide rates	○	2016-17: N/A 2017-18: Not Met See Figure 14
U.S. History & Government Regents exam pass rates meet or exceed Citywide rates	○	2016-17: Not Met 2017-18: Not Met See Figure 15

⁸ The NYC DOE does not define comparison groups for the NYS Science exam; this standard will be marked “N/A” for all Chancellor-authorized charter schools.

Standards	Charter Term Outcomes⁵	Details
Living Environment Regents exam pass rates meet or exceed Citywide rates	●	2016-17: Not Met 2017-18: Met See Figure 9
Physical Setting/Earth Science Regents exam pass rates meet or exceed Citywide rates	●	2016-17: Met 2017-18: Met See Figure 10
Physical Setting/Chemistry Regents exam pass rates meet or exceed Citywide rates	●	2016-17: Met 2017-18: Not Met See Figure 11
Physical Setting/Physics Regents exam pass rates meet or exceed Citywide rates	N/A	See Figure 12
Graduation rates meet or exceed Citywide rates ⁹	●	2016-17: Met 2017-18: Met See Figure 16
Academic Growth		
NYS ELA exam proficiency rates increase	N/A	
NYS Math exam proficiency rates increase	N/A	
NYS Comprehensive Regents exam pass rates increase	N/A	See Figure 1
NYS English Language Arts Common Core Regents exam pass rates increase	●	2016-17: Met 2017-18: Not Met See Figure 2
NYS Integrated Algebra Regents exam pass rates increase	N/A	See Figure 3
Geometry Regents exam pass rates increase	N/A	See Figure 5
Algebra 2/Trigonometry Regents exam pass rates increase	N/A	See Figure 7
Algebra I (Common Core) Regents exam pass rates increase	●	2016-17: Met 2017-18: Not Met See Figure 4
Geometry (Common Core) Regents exam pass rates increase	●	2016-17: Met 2017-18: Not Met See Figure 6

⁹ The NYC DOE considers the 4-year August graduation rate for this and all graduation standards.

Standards	Charter Term Outcomes⁵	Details
Algebra II (Common Core) Regents exam pass rates increase	○	2016-17: N/A 2017-18: Not Met See Figure 8
Global History Regents exam pass rates increase	○	2016-17: Not Met 2017-18: N/A¹⁰ See Figure 13
Global History Transition Regents exam pass rates increase	N/A ¹¹	See Figure 14
U.S. History & Government Regents exam pass rates increase	◐	2016-17: Met 2017-18: Not Met See Figure 15
Living Environment Regents exam pass rates increase	◐	2016-17: Not Met 2017-18: Met See Figure 9
Physical Setting/Earth Science Regents exam pass rates increase	●	2016-17: Met 2017-18: Met See Figure 10
Physical Setting/Chemistry Regents exam pass rates increase	◐	2016-17: Met 2017-18: Not Met See Figure 11
Physical Setting/Physics Regents exam pass rates increase	N/A	See Figure 12
Graduation rates increase	◐	2016-17: Met 2017-18: Not Met See Figure 16
Closing the Achievement Gap		
NYS ELA exam proficiency rates for English Language Learners (ELLs) meet or exceed CSD rates	N/A	
NYS ELA exam proficiency rates for ELLs meet or exceed Citywide rates	N/A	
NYS Math exam proficiency rates for ELLs meet or exceed CSD rates	N/A	

¹⁰ NYSED did not administer this exam in June 2018 due to the change to the Global History Transition exam. As such, the 2017-18 results are not comparable to 2016-17. This standard is not applicable for 2017-18.



¹¹ This test was first administered during the 2017-2018 school year.

Standards	Charter Term Outcomes ⁵	Details
NYS Math exam proficiency rates for ELLs meet or exceed Citywide rates	N/A	
NYS ELA exam proficiency rates for Students with Disabilities (SWD) meet or exceed CSD rates	N/A	
NYS ELA exam proficiency rates for SWD meet or exceed Citywide rates	N/A	
NYS Math exam proficiency rates for SWD meet or exceed CSD rates	N/A	
NYS Math exam proficiency rates for SWD meet or exceed Citywide rates	N/A	
NYS ELA exam proficiency rates for students eligible for free and reduced price lunch (FRPL) ¹² meet or exceed CSD rates	N/A	
NYS ELA exam proficiency rates for students eligible for FRPL meet or exceed Citywide rates	N/A	
NYS Math exam proficiency rates for students eligible for FRPL meet or exceed CSD rates	N/A	
NYS Math exam proficiency rates for students eligible for FRPL meet or exceed Citywide rates	N/A	
NYS Comprehensive Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	See Figure 56
NYS English Language Arts Common Core Regents exam pass rates for ELLs meet or exceed Citywide rates	●	2016-17: Met 2017-18: Not Met See Figure 57
NYS Integrated Algebra Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	See Figure 58
Geometry Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	See Figure 60
Algebra 2/Trigonometry Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	See Figure 62
Algebra I (Common Core) Regents exam pass rates for ELLs meet or exceed Citywide rates	●	2016-17: Met 2017-18: Met See Figure 59
Geometry (Common Core) Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	See Figure 61
Algebra II (Common Core) Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	See Figure 63
Global History Regents exam pass rates for ELLs meet or exceed Citywide rates	○	2016-17: Not Met 2017-18: Not Met See Figure 68

¹² For the purposes of state test evaluation, “students eligible for FRPL” comprises economically disadvantaged students as identified by NYSED.

Standards	Charter Term Outcomes⁵	Details
Global History Transition Regents exam pass rates for ELLs meet or exceed Citywide rates	●	2016-17: N/A 2017-18: Met See Figure 69
U.S. History & Government Regents exam pass rates for ELLs meet or exceed Citywide rates	●	2016-17: Met 2017-18: Met See Figure 70
Living Environment Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	See Figure 64
Physical Setting/Earth Science Regents exam pass rates for ELLs meet or exceed Citywide rates	●	2016-17: Met 2017-18: N/A See Figure 65
Physical Setting/Chemistry Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	See Figure 66
Physical Setting/Physics Regents exam pass rates for ELLs meet or exceed Citywide rates	N/A	See Figure 67
NYS Comprehensive Regents exam pass rates for SWDs meet or exceed Citywide rates	N/A	See Figure 41
NYS English Language Arts Common Core Regents exam pass rates for SWDs meet or exceed Citywide rates	◐	2016-17: Met 2017-18: Not Met See Figure 42
NYS Integrated Algebra Regents exam pass rates for SWDs meet or exceed Citywide rates	N/A	See Figure 43
Geometry Regents exam pass rates for SWDs meet or exceed Citywide rates	N/A	See Figure 45
Algebra 2/Trigonometry Regents exam pass rates for SWDs meet or exceed Citywide rates	N/A	See Figure 47
Algebra I (Common Core) Regents exam pass rates for SWDs meet or exceed Citywide rates	●	2016-17: Met 2017-18: Met See Figure 44
Geometry (Common Core) Regents exam pass rates for SWDs meet or exceed Citywide rates	●	2016-17: N/A 2017-18: Met See Figure 46
Algebra II (Common Core) Regents exam pass rates for SWDs meet or exceed Citywide rates	N/A	See Figure 48
Global History Regents exam pass rates for SWDs meet or exceed Citywide rates	●	2016-17: Met 2017-18: Met See Figure 53

Standards	Charter Term Outcomes⁵	Details
Global History Transition Regents exam pass rates for SWDs meet or exceed Citywide rates	○	2016-17: N/A 2017-18: Not Met See Figure 54
U.S. History & Government Regents exam pass rates for SWDs meet or exceed Citywide rates	●	2016-17: Met 2017-18: Met See Figure 55
Living Environment Regents exam pass rates for SWDs meet or exceed Citywide rates	◐	2016-17: Not Met 2017-18: Met See Figure 49
Physical Setting/Earth Science Regents exam pass rates for SWDs meet or exceed Citywide rates	●	2016-17: Met 2017-18: Met See Figure 50
Physical Setting/Chemistry Regents exam pass rates for SWDs meet or exceed Citywide rates	N/A	See Figure 51
Physical Setting/Physics Regents exam pass rates for SWDs meet or exceed Citywide rates	N/A	See Figure 52
NYS Comprehensive Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	N/A	See Figure 71
NYS English Language Arts Common Core Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	○	2016-17: Not Met 2017-18: Not Met See Figure 72
NYS Integrated Algebra Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	N/A	See Figure 73
Geometry Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	N/A	See Figure 75
Algebra 2/Trigonometry Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	N/A	See Figure 77
Algebra I (Common Core) Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	●	2016-17: Met 2017-18: Met See Figure 74
Geometry (Common Core) Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	◐	2016-17: Met 2017-18: Not Met See Figure 76
Algebra II (Common Core) Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	◐	2016-17: Met 2017-18: Not Met See Figure 78

Standards	Charter Term Outcomes⁵	Details
Global History Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates		2016-17: Not Met 2017-18: Met See Figure 83
Global History Transition Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates		2016-17: N/A 2017-18: Not Met See Figure 84
U.S. History & Government Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates		2016-17: Not Met 2017-18: Not Met See Figure 85
Living Environment Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates		2016-17: Not Met 2017-18: Met See Figure 79
Physical Setting/Earth Science Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates		2016-17: Met 2017-18: Met See Figure 80
Physical Setting/Chemistry Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates		2016-17: Met 2017-18: Not Met See Figure 81
Physical Setting/Physics Regents exam pass rates for Students eligible for FRPL meet or exceed Citywide rates	N/A	See Figure 82
Graduation rates for ELLs meet or exceeds Citywide rates		2016-17: Met 2017-18: Met See Figure 18
Graduation rates for SWD meet or exceeds Citywide rates		2016-17: Met 2017-18: Met See Figure 17
Graduation rates for students eligible for FRPL meet or exceeds Citywide rates	N/A ¹³	
College & Career Readiness (for grades 9-12 only)		

¹³ The NYC DOE does not report citywide graduation rates for students eligible for FRPL; this standard will be marked “N/A” for all Chancellor-authorized charter schools.

Standards	Charter Term Outcomes ⁵	Details
Postsecondary enrollment rates meet or exceed Citywide rates ¹⁴	●	2016-17: Met 2017-18: Met See Figure 19
College & Career Preparatory Course Index meet or exceeds Citywide average	●	2016-17: Met 2017-18: Met See Figure 20
College Readiness Index meet or exceeds Citywide average	◐	2016-17: Not Met 2017-18: Met See Figure 21

¹⁴ The NYC DOE considers the postsecondary enrollment rate at 6 months post-graduation for this standard.

COMPARATIVE ACADEMIC PERFORMANCE AND ACADEMIC GROWTH

REGENTS PERFORMANCE^{15,ii}

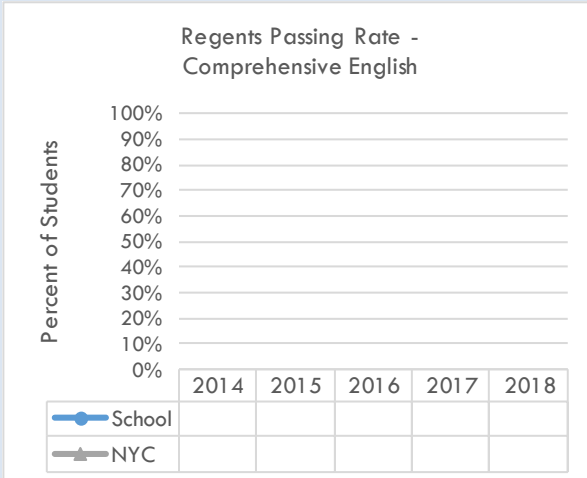


Figure 1

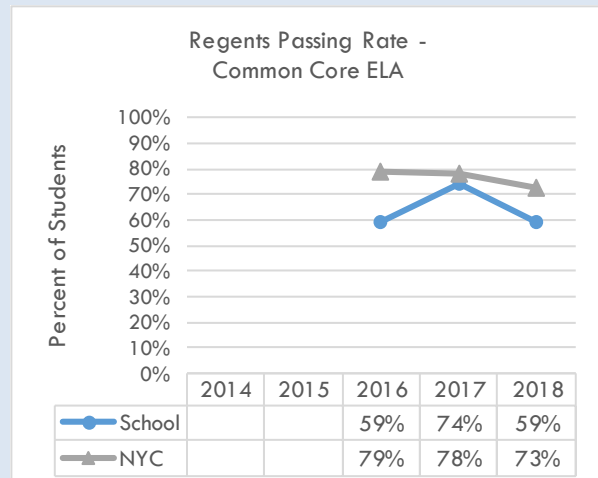


Figure 2

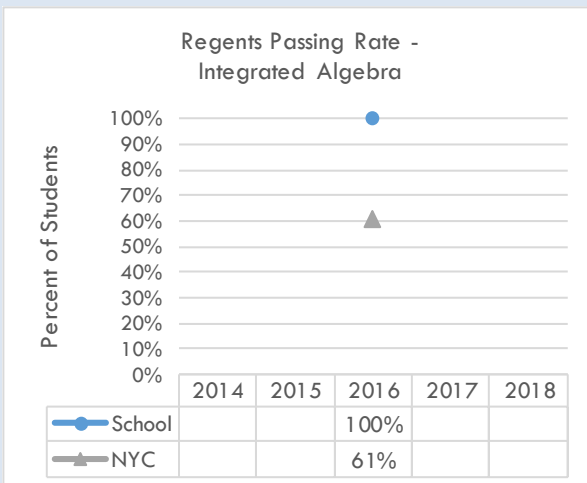


Figure 3

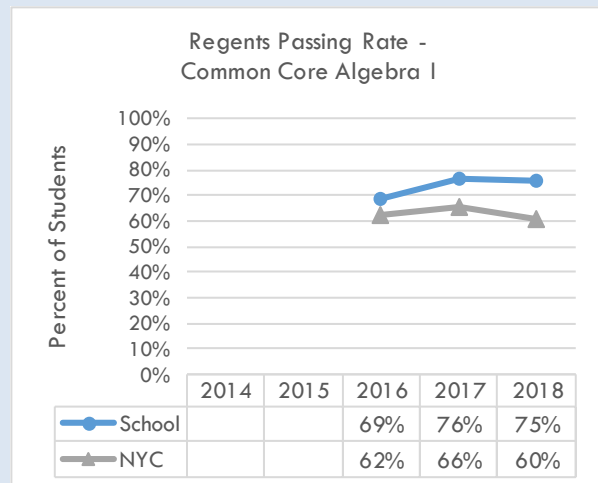


Figure 4

¹⁵ If applicable, results in cases when five or fewer students take the exam are not displayed in this section's figures.

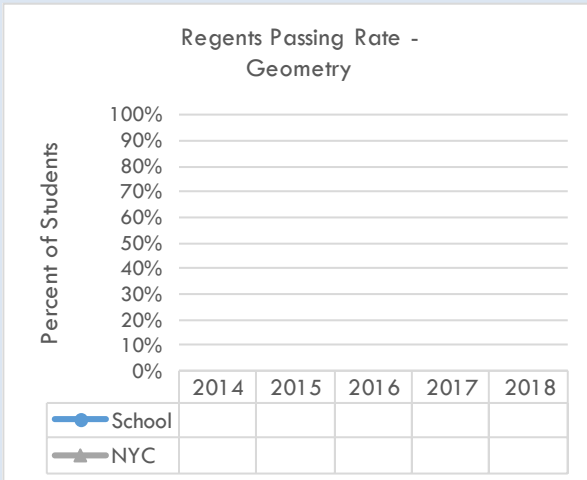


Figure 5

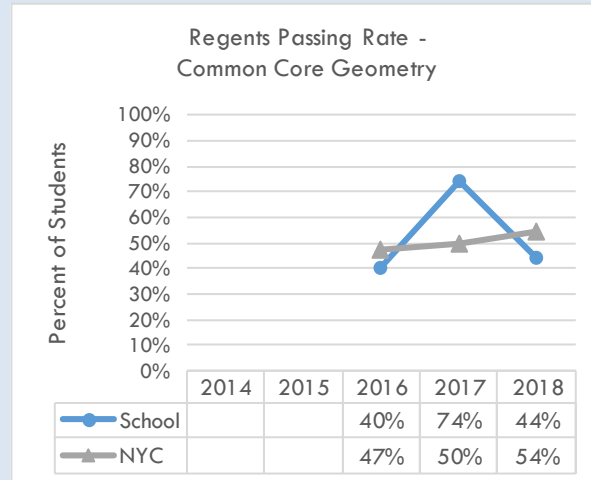


Figure 6

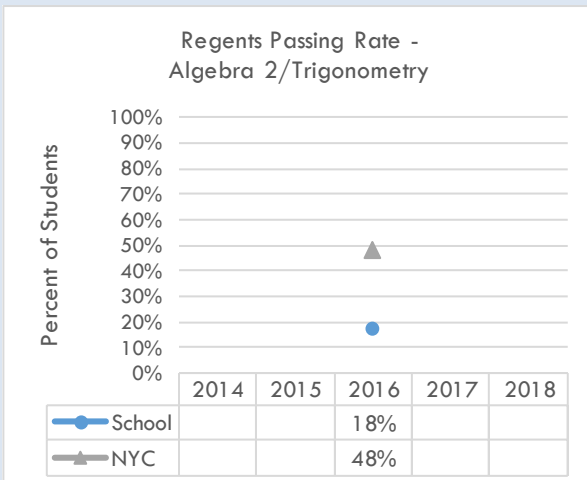


Figure 7

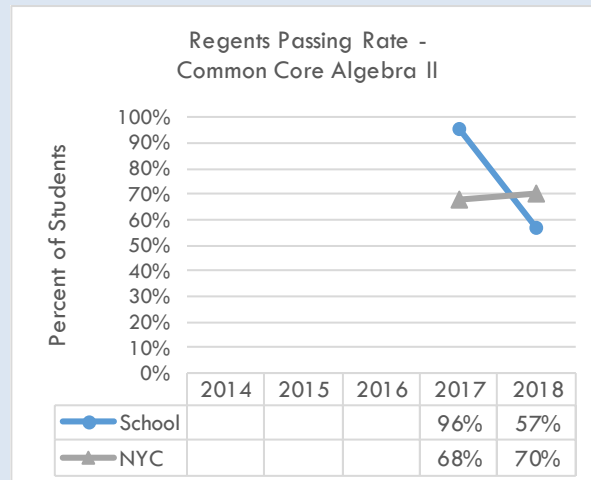


Figure 8

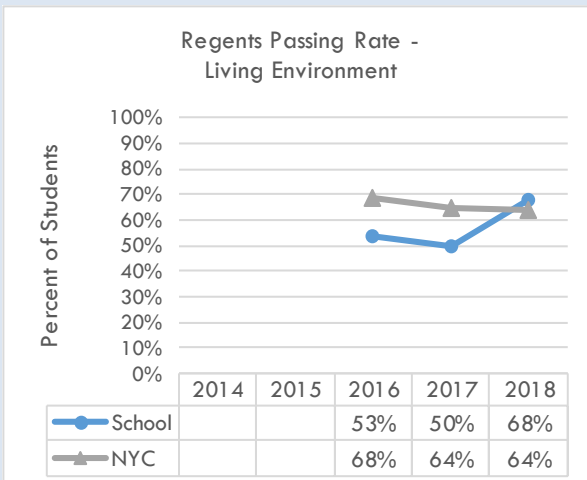


Figure 9

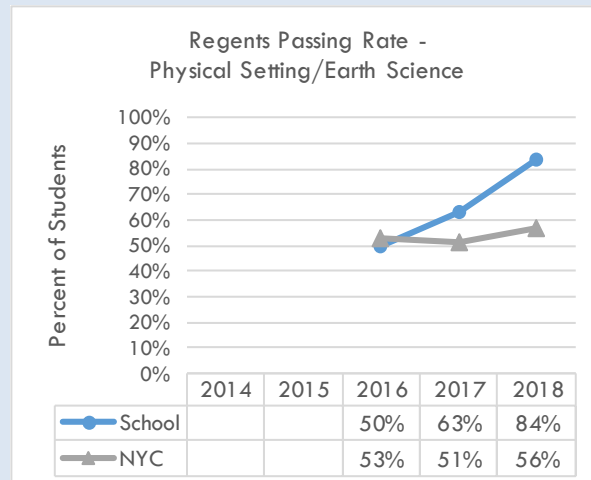


Figure 10

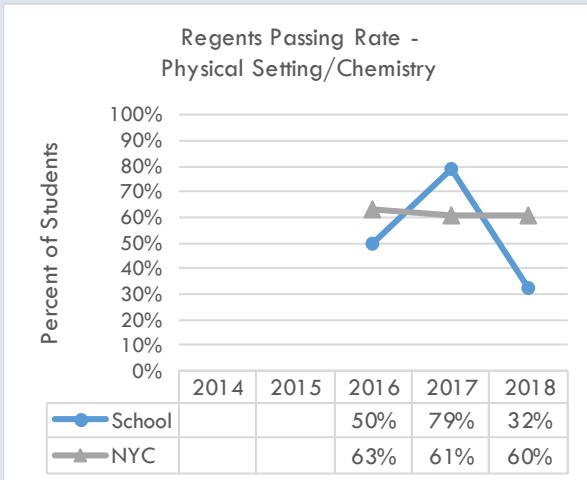


Figure 11

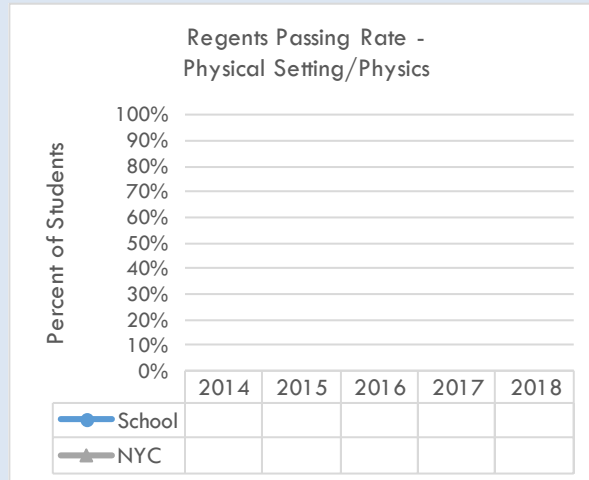


Figure 12

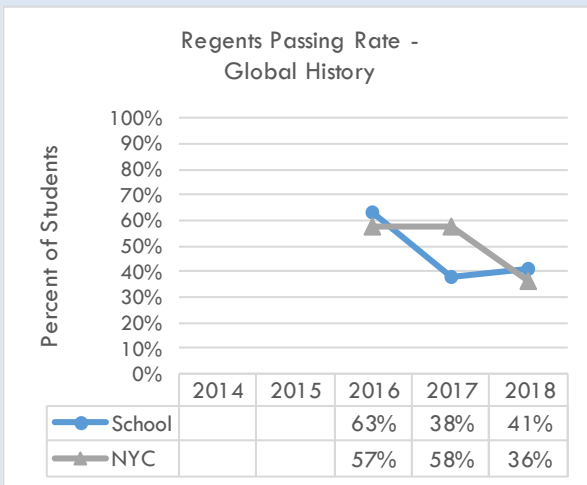


Figure 13

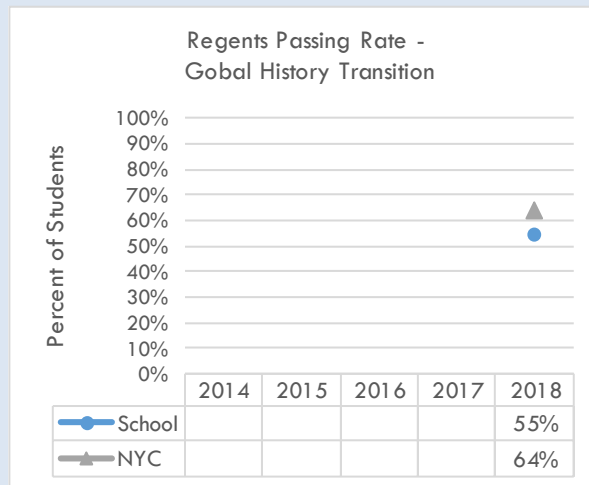


Figure 14

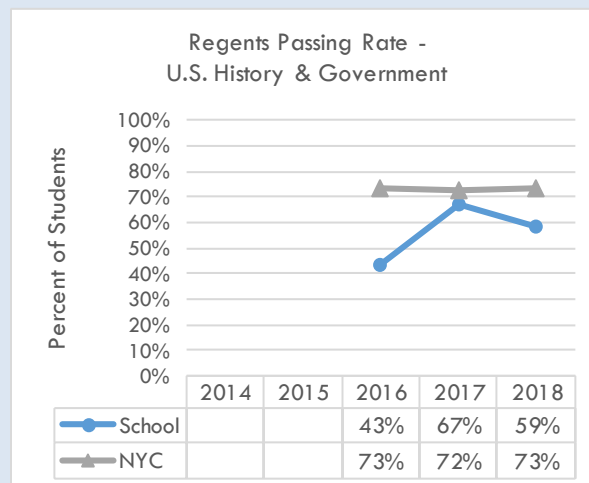


Figure 15

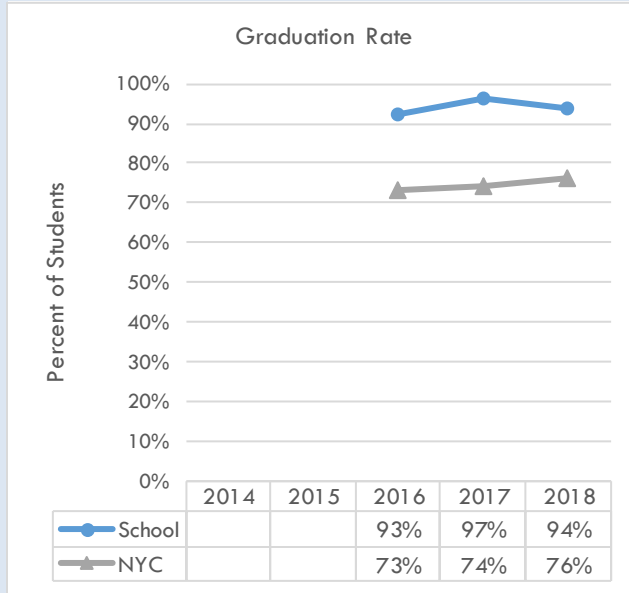


Figure 16

CLOSING THE ACHIEVEMENT GAP

For information on how the school is closing the achievement gap on Regents examinations, please see Appendix E.

GRADUATION RATE^{iv}

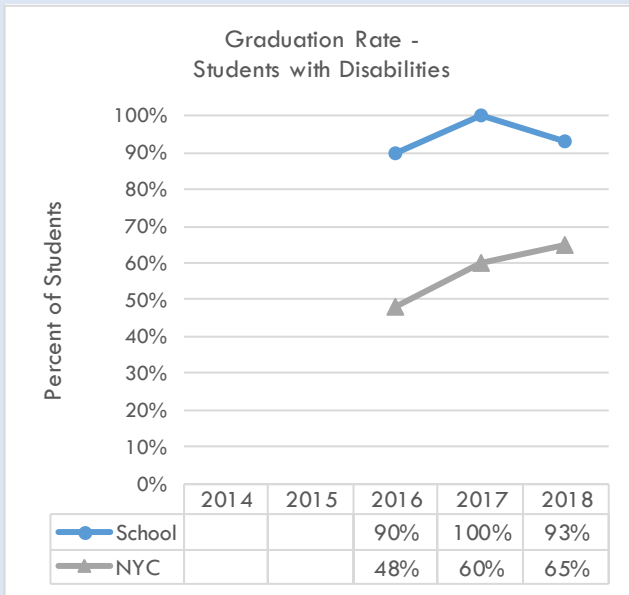


Figure 17

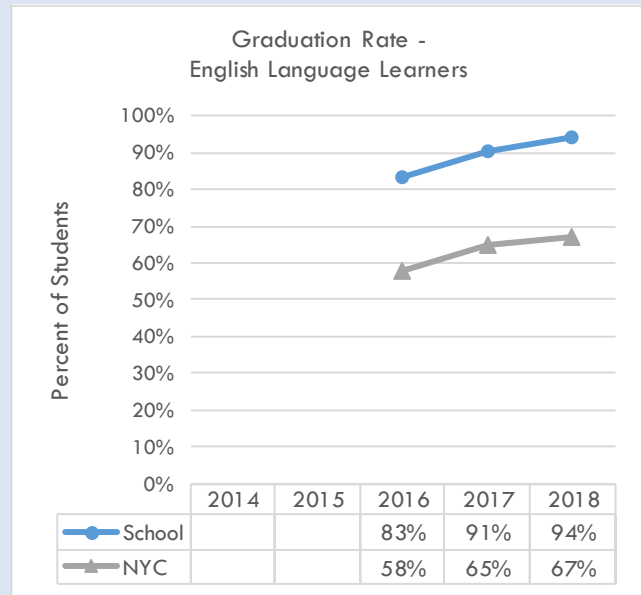


Figure 18

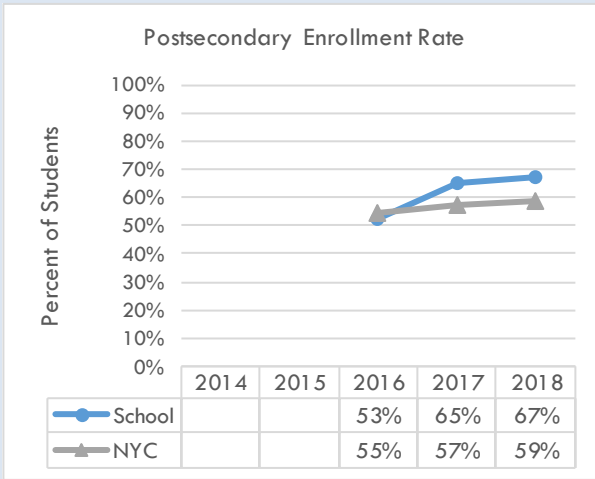


Figure 19

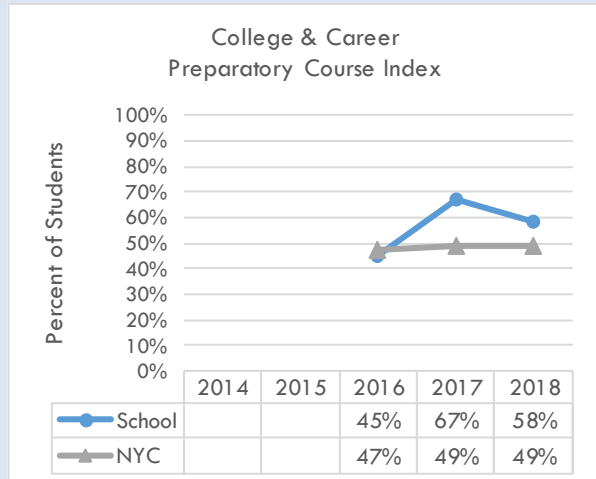


Figure 20

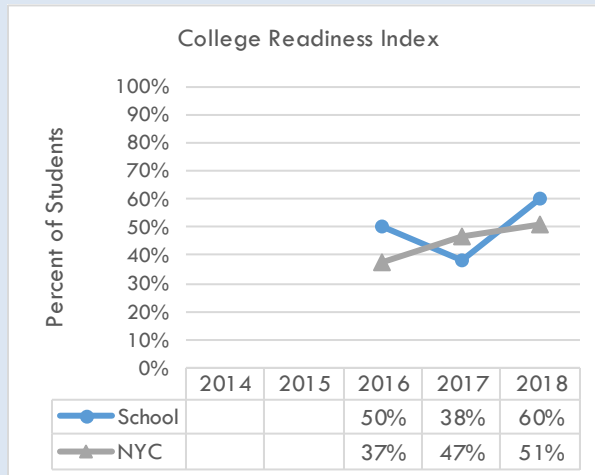


Figure 21

¹⁶ For complete definitions of these metrics, see the resources available at <https://infohub.nyced.org/reports-and-policies/school-quality/school-quality-reports-and-resources>

ESSENTIAL QUESTION 2: IS THE SCHOOL EFFECTIVE AND WELL RUN?

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

For detailed information on the school's progress in meeting the operational goals outlined in its charter agreement, please see Appendix F. 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, English Language Learners, and students who are eligible for FRPL, as per the NYS Charter Schools Act, please see Appendix G.

Detail on OSDCP's findings for Essential Question 2 is below. Additional notes on the school visit can be found in Appendix B.

CURRENT BOARD OF TRUSTEES¹⁷

Board Member Name	Position	Committee(s)	Years on Board
1. Carlo Schiattarella	President	Executive, Academic	8
2. Irma Zardoya	Vice-President	Executive, Academic	10.5
3. Alberto Villaman	Treasurer	Finance, Executive	4
4. Andrew McLaughlin	Trustee	Facilities	4
5. Karen Goff	Trustee	Facilities	3.5
6. Robert Burton	Trustee	Academic, Facilities	8
7. Paul Comrie	PTO President	Fundraising	2.5
8. Patricia Martin	Trustee	Fundraising	8
9. Derrick Spaulding	Trustee	Academic	1.5
10. Ricardo Cosme Ruiz	Trustee	Finance	<1.0

SCHOOL KEY DESIGN ELEMENTS

As part of the renewal application, the school was asked to provide up to seven key design elements to provide additional context on their program. These are the key design elements they identified, in their own words.

RIGOROUS INSTRUCTION

This year, the school continues to expose students to rigorous college level instruction by utilizing partnerships with Syracuse University, Lehman College Now, City College Now, Bronx Community College Now and Monroe College. These partnerships allow students to take college level courses both on and off site. Students

¹⁷ Board of Trustees as of October 1, 2018.

receiving a grade of C or higher receive up to three college credits. In addition, this year we offer AP Computer Science and AP Statistics.

COLLEGE READINESS

Last year the school hired a full time college advisor to work with all students in order to create a college readiness culture which provides awareness of the post-secondary opportunities, exposure to college courses, college trips, and scholarships and financial aid. Activities include college trips for all grade levels, assistance in submitting FASFA applications, school wide access to Naviance Database for every student to utilize and facilitating parent PTA meetings.

STAFF DEVELOPMENT

The school's schedule allows teachers to meet 3 days per week in grade team meetings to discuss various research proven methods of highly effective teaching. These team meetings are led by an AP and teachers. Previous topics included close reading strategies, Tri-State Rubric, differentiation of instruction, and student learning styles. In addition, teachers were trained on QTEL strategies for ENL students at the beginning of the year and reinforced throughout the year with a follow-up in Jan.

X-PERIOD

On Wednesdays & Fridays, the school has an early release time so struggling students can get extra help in a small group setting during X Period. Teachers log into Google Docs and input the names of students needing extra help. Students receive an email notifying them of the need to attend the session. During this time teachers provide individualized instruction for students who are struggling with content, need extra support, or need help with specific assignments and tasks.

CURRICULUM AND TEACHER SUPPORT

Teachers receive coaching support 1-2 days per week in an ongoing basis to develop rigorous units of instruction that are aligned to both the tristate rubric and the common core standards. In addition, teacher team meetings are held 3 days per week where teachers receive professional development to improve their pedagogical skills, review lessons and unit plans and provide feedback for enhancement. Teachers support each other on the development of culminating tasks and student feedback.

STAFFING, GOVERNANCE, AND THE PUBLIC HEARING

STAFFING^{vi}

In the 2016-17 school year, 1 or 33% of leadership staff left the school and 11 or 22% of instructional staff left the school. In the 2017-18 school year, no leadership staff left the school and 12 or 25% of instructional staff left the school.

GOVERNANCE

In 2016-17, the Board had 9 members; this was within the minimum to maximum range of 5 to 11 members stated in the bylaws. The Board met quorum 11 times out of the 12 meetings that took place in 2016-17.

In 2017-2018, the Board had 9 members; this is within the minimum to maximum range of 5 to 11 members stated in the bylaws. The 2017-2018 calendar lists 12 meetings, which meets the requirement of the Charter Schools Act to meet monthly.

PUBLIC HEARING

As required by the Charter School Act, the NYC DOE held a public hearing about the proposed renewal on November 7, 2018. 43 individuals attended the hearing. 11 comments were made in support and none were made in opposition to the proposed charter renewal. Comments in support focused on the college program, the architecture classes and the benefits of a small school. Parents expressed gratitude for the impact the school had on the lives of their children.

PERFORMANCE AGAINST STANDARDS

For the data informing many of these outcome determinations, please consult the sections following this table.

Standards	Charter Term Outcomes ¹⁸	Details
Supportive Environment		
Instruction of SWD, ELLs and FRPL offers defined opportunities for remediation and acceleration.	●	2016-17: Met 2017-18: Met
School has a compliant, formal, and posted procedure for parents and staff to express concerns to school leadership, the Board, and the authorizer	●	2016-17: Met 2017-18: Met The policy does not include the authorizer as part of the complaint procedure.
Parent, staff, and student responses on the NYC DOE School Survey meet or exceed Citywide averages ¹⁹	○	2016-17: Not Met 2017-18: Not Met See Figure 22
Student attendance rate meets or exceeds CSD average	●	2016-17: Met 2017-18: Met See Figure 23
Student attendance rate meets or exceeds Citywide average	●	2016-17: Met 2017-18: Met See Figure 23

¹⁸ ● = met in all evaluable years; ○ = met in no evaluable year; ◐ = met in at least one evaluable year and did not meet in at least one evaluable year

¹⁹ To meet this standard in a given year, the school must meet or exceed the Citywide average for each of the selected questions in the chart.

Standards	Charter Term Outcomes¹⁸	Details
Improved student retention rate over prior year	●	2016-17: Met 2017-18: Not Met See Figure 24
Decreased student suspension rate over prior year	N/A	School has had a 0% suspension rate in all years of the current charter term to-date.
Operational Stability		
School meets all DOE deadlines, including annual reporting requirements	●	2016-17: Met 2017-18: Met
School has documented teacher evaluation procedures	●	2016-17: Met 2017-18: Met
School has documented professional development opportunities	●	2016-17: Met 2017-18: Met
School has a formal process for evaluating progress against charter school goals	●	2016-17: Met 2017-18: Met
Board has a formalized governance structure including lines of accountability for the board, school leadership, and all staff	●	2016-17: Met 2017-18: Met
Board has developed a succession plan for board and school leadership	●	2016-17: Met 2017-18: Met
Board has access to legal counsel	●	2016-17: Met 2017-18: Met
Board held the required number of meetings per the charter law	●	2016-17: Met 2017-18: Met
Board meetings consistently meet quorum	●	2016-17: Not Met The board met quorum at 11 out of 12 meetings. 2017-18: Met
Compliance		
School's ELL enrollment meets or exceeds CSD rate	○	2016-17: Not Met 2017-18: Not Met See Figure 27
School's ELL retention meets or exceeds CSD rate	●	2016-17: Met 2017-18: Not Met See Figure 28
School's SWD enrollment meets or exceeds CSD rate	●	2016-17: Met 2017-18: Not Met See Figure 25

Standards	Charter Term Outcomes¹⁸	Details
School's SWD retention meets or exceeds CSD rate	●	2016-17: Met 2017-18: Met See Figure 26
School's FRPL enrollment meets or exceeds CSD rate	●	2016-17: Met 2017-18: Met See Figure 29
School's FRPL retention meets or exceeds CSD rate	●	2016-17: Met 2017-18: Met See Figure 30
School has written rules and procedures for student discipline ("discipline policy"), which includes guidelines for suspension and expulsion. The discipline policy is consistent with due process requirements and applicable state and federal laws and regulations, including the laws and regulations governing the discipline and placement of SWDs	●	2016-17: Met 2017-18: Met
School has followed all applicable lottery and enrollment laws and regulations	◐	2016-17: Met 2017-18: Not Met The application deadline and date of lottery are earlier than the permissible date of April 1 st .
School has required facility documents (lease, certificate of occupancy, fire and safety inspections), if applicable	◐	2016-17: Not Met The place of assembly permit submitted by the school expired on January 15, 2016. 2017-18: Met
School is in compliance with teacher certification requirements prescribed in N.Y. Educ. Law § 2854(3)(a-1) ²⁰	●	2016-17: Met 2017-18: Met
School is in compliance with employee fingerprinting requirements	◐	2016-17: Met 2017-18: Not Met The school had one staff member start prior to their fingerprint clearance date.
School has an appropriate safety plan	●	2016-17: Met 2017-18: Met

²⁰ Provisions to N.Y. Educ. Law § 2854(3)(a-1) passed in 2015 specify that the total uncertified shall not comprise more than the sum of: (A) thirty per centum of the teaching staff of a charter school, or five teachers, whichever is less; plus (B) five teachers of mathematics, science, computer science, technology, or career and technical education; plus (C) five additional teachers.

Standards	Charter Term Outcomes ¹⁸	Details
School has appropriate insurance documentation	●	2016-17: Met 2017-18: Met
School is in good standing with the Department of Health	●	2016-17: Met 2017-18: Met
School has submitted its Annual Report to NYSED and posted it online	●	2016-17: Met 2017-18: Met
School and board follows posting and procedural requirements of NYS Open Meetings Law and Freedom of Information Law (FOIL)	●	2016-17: Met 2017-18: Met

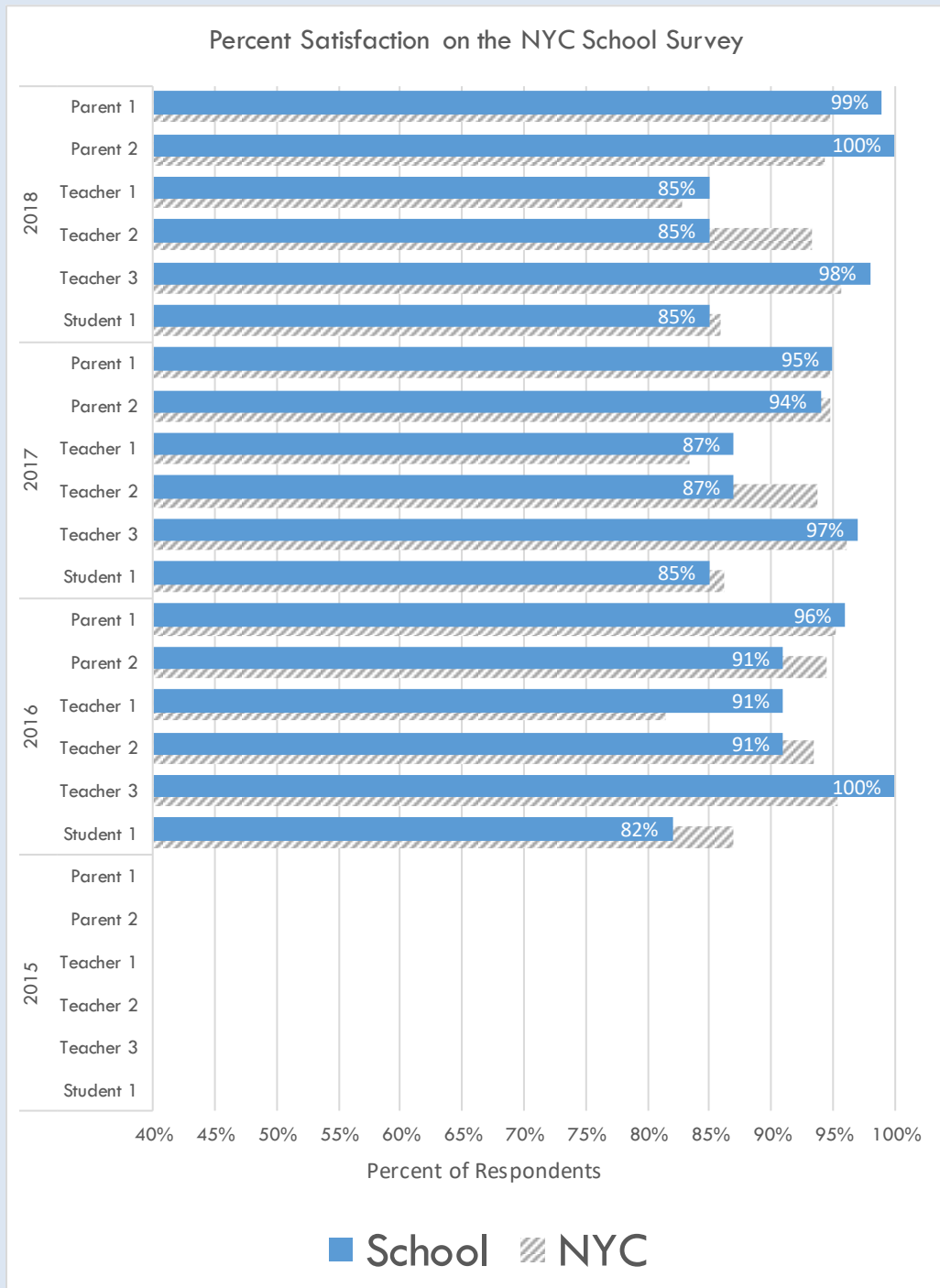


Figure 22

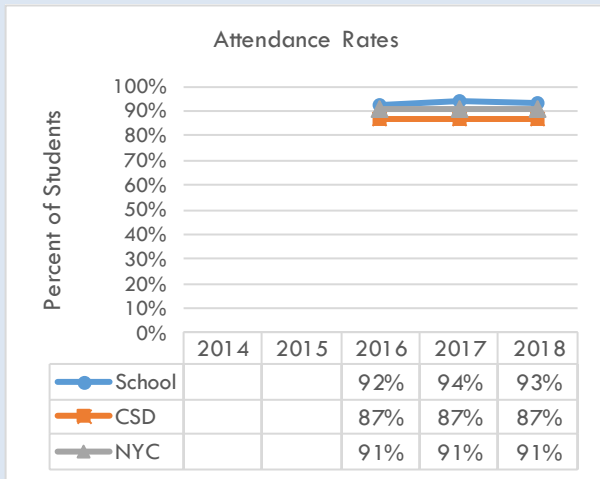


Figure 23

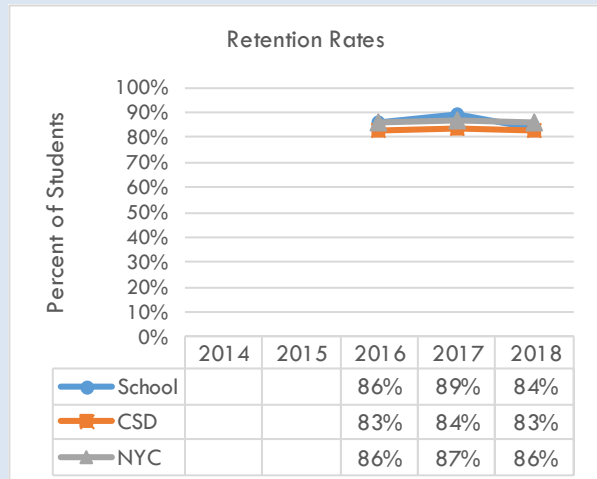


Figure 24

²¹ A student is counted towards ELL or SWD enrollment and retention figures if they were identified as a member of either of those populations in ATS during the given school year or during either of the two preceding years. For instance, a student who was identified as an ELL in ATS in 2014 would count toward a school's ELL enrollment and retention figures for both 2015 and 2016, even if that student is no longer classified as an ELL during those school years.

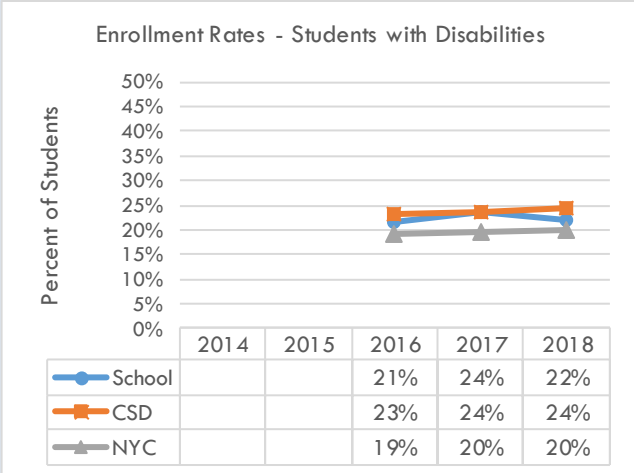


Figure 25

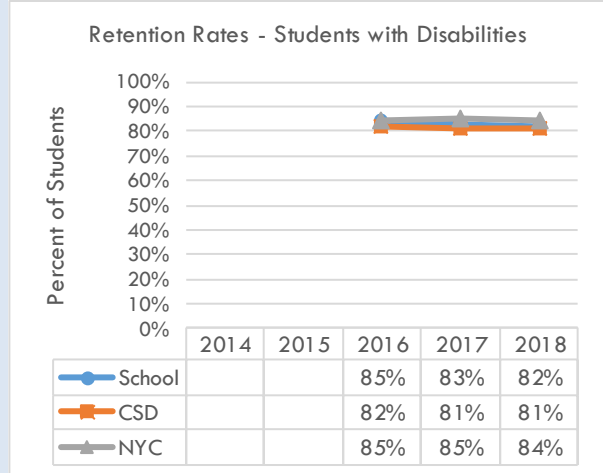


Figure 26

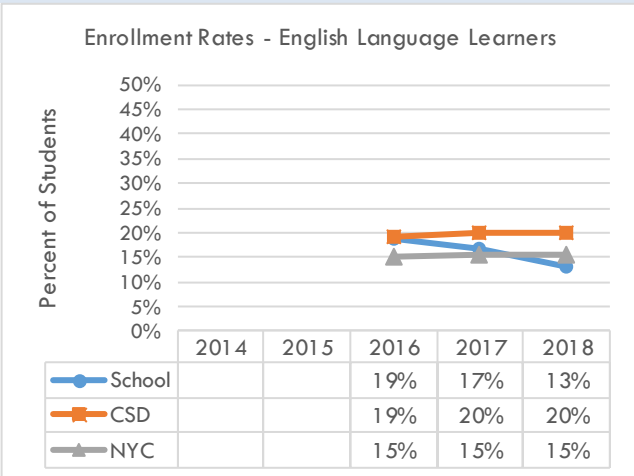


Figure 27

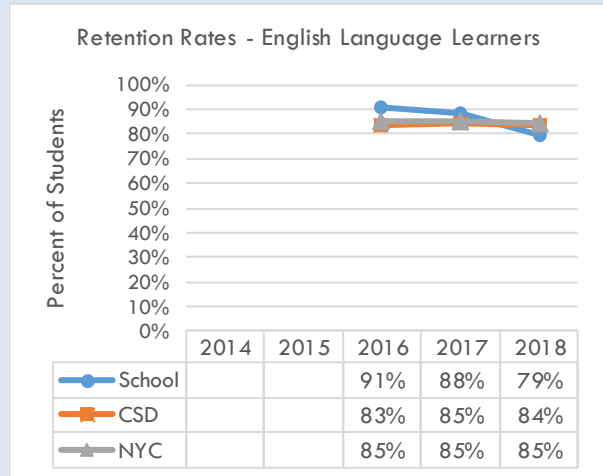


Figure 28

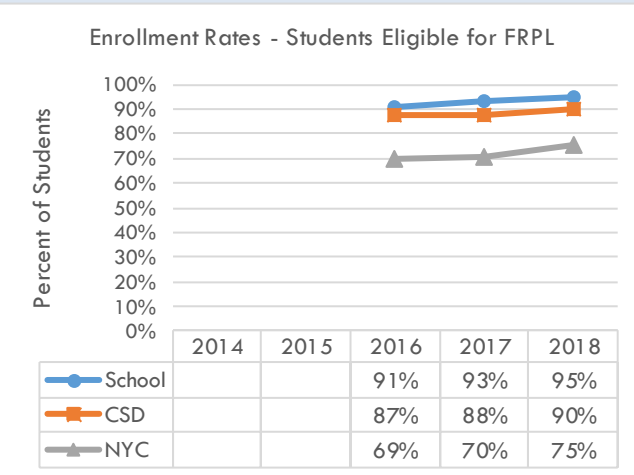


Figure 29

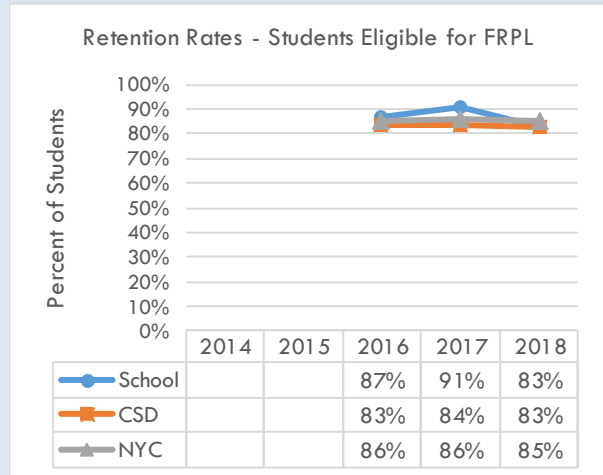


Figure 30

ESSENTIAL QUESTION 3: IS THE SCHOOL FINANCIALLY VIABLE?

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

For detailed information on the school’s progress in meeting the financial goals outlined in its charter agreement, please see Appendix F. These goals relate to budget, the school audit, and enrollment.

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

SCHOOL FINANCES

An independent audit performed for fiscal year 2017 (FY17) showed no material findings.

An independent audit performed for fiscal year 2018 (FY18) showed no material findings.

The school has \$75,453 in escrow, meeting the \$70,000 requirement.

PERFORMANCE AGAINST STANDARDS

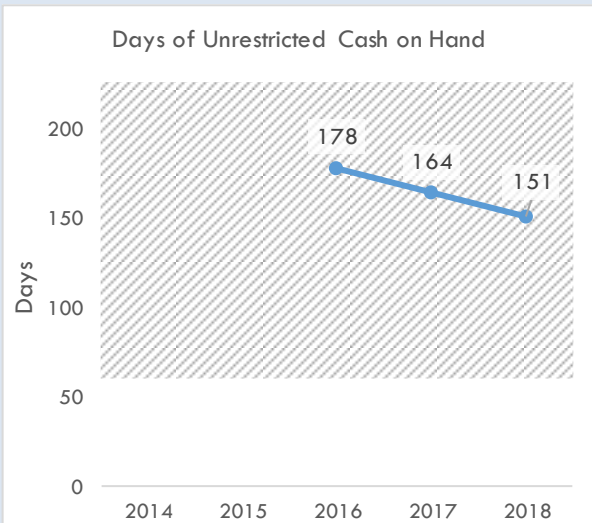
For the data informing these outcome determinations, please consult the sections following this table.

Standards	Charter Term Outcomes²²	Details
Short-term Financial Viability		
Cash position – school has at least 60 days of cash on hand to cover operating expenses	●	2016-17: Met 2017-18: Met See Figure 31
Liabilities – school has sufficient cash flow to cover 100% of liabilities expected over the next 12 months	●	2016-17: Met 2017-18: Met See Figure 32
Projected revenues – actual enrollment should be within 15% of projected (budgeted) enrollment	●	2016-17: Met 2017-18: Met See Figure 33
Debt management – school is meeting all current debt obligations	●	2016-17: Met 2017-18: Met
Long-term Financial Sustainability		

²² ● = met in all evaluable years; ○ = met in no evaluable year; ◐ = met in at least one evaluable year and did not meet in at least one evaluable year

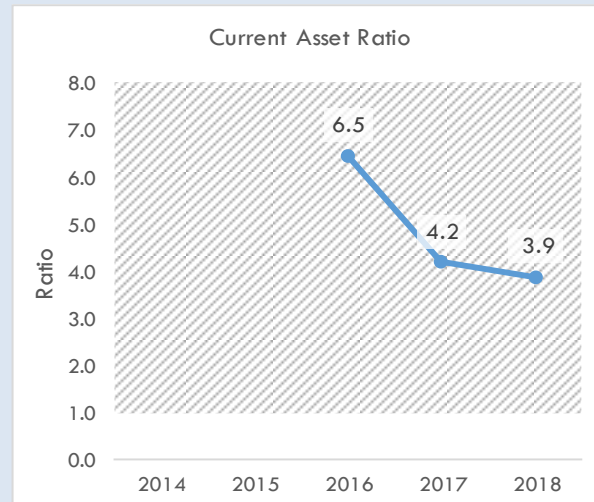
Standards	Charter Term Outcomes ²²	Details
Total margin – school operated at a surplus during the previous fiscal year (more total revenues than expenses)	●	2016-17: Met 2017-18: Met See Figure 34
Aggregated three-year total margin – school operates at a surplus over three-year period	N/A	Standard applicable to schools with at least three evaluable years of their charter terms. AECl has two evaluable years.
Debt to assets ratio less than 1.0	●	2016-17: Met 2017-18: Met See Figure 36
Aggregate assets to liabilities ratio greater than 1.0	N/A	Standard applicable to schools with at least three evaluable years of their charter terms. AECl has two evaluable years.
One-year cash flow – positive cash flow over previous two fiscal years (change in cash balance is positive)	○	2016-17: Not Met²³ 2017-18: Not Met See Figure 35
Multi-year cash flow – positive cash flow over previous three fiscal years	N/A	Standard applicable to schools with at least three evaluable years of their charter terms. AECl has two evaluable years.

²³ AECl had a total cash surplus in both years. Those cash surpluses were: FY18: \$3,297,713 and FY17: \$3,400,391



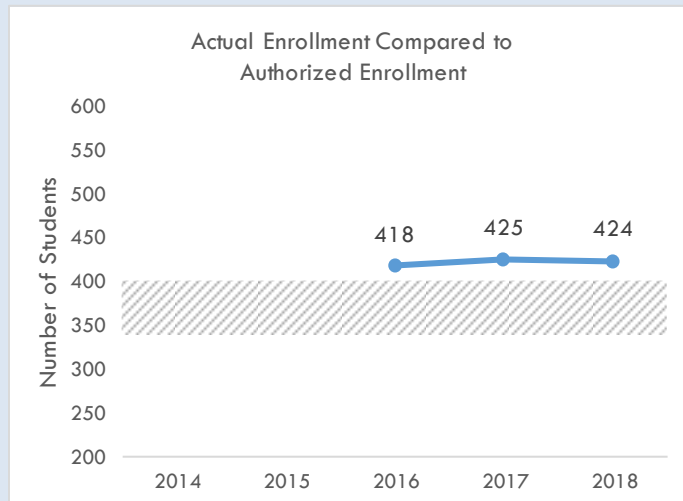
Schools are expected to have at least 60 days of unrestricted cash on hand to cover operating expenses. The acceptable range of days of unrestricted cash on hand are represented in the shaded area of the chart.

Figure 31



The current asset ratio measures a school's ability to cover 100% of liabilities expected over the next 12 months. Acceptable values of the ratio are represented in the shaded area of the chart and should be at least 1.0.

Figure 32



Fully grown charter schools must enroll no less than 85% of their authorized enrollment. The acceptable range of enrollment is represented in the shaded area of the chart.

Figure 33

LONG-TERM FINANCIAL SUSTAINABILITY*

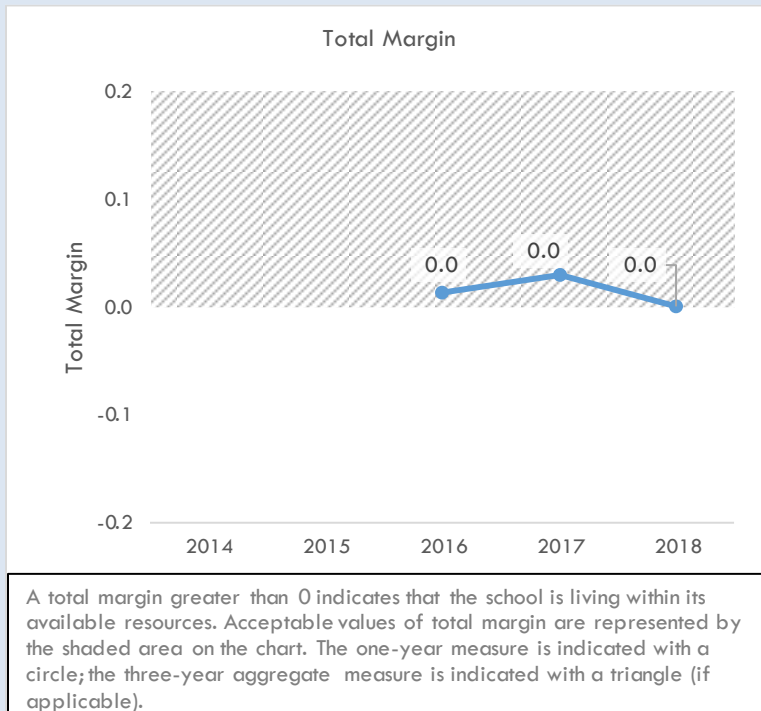


Figure 34

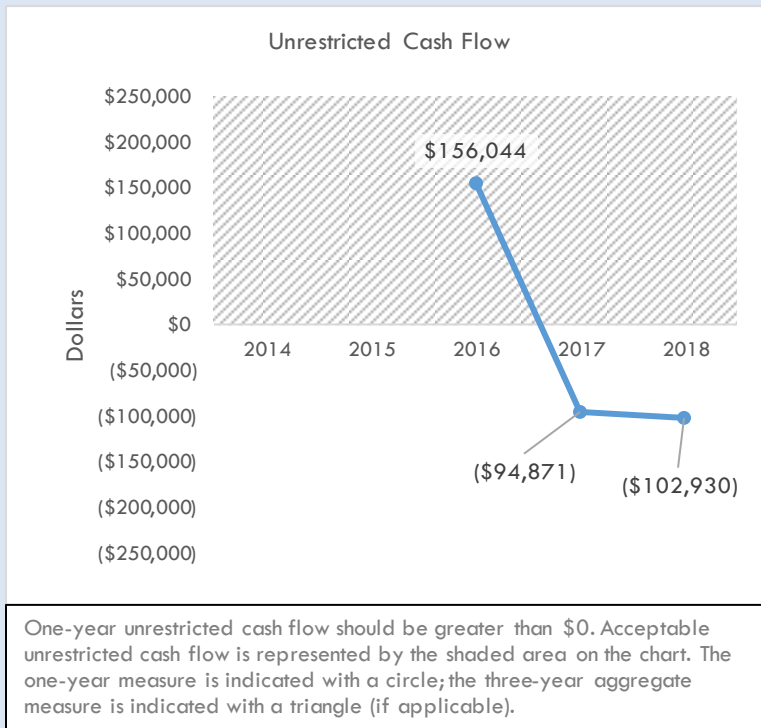


Figure 35

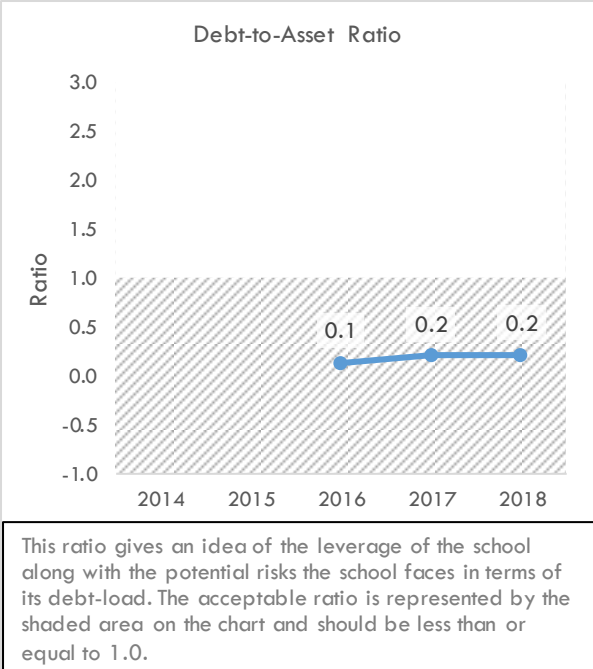


Figure 36

APPENDIX A: SCHOOL OVERVIEW

All information here is self-reported data and has not been reviewed for accuracy or completeness.

Programming, Admissions, and Lottery	
Number of Instructional Days	180
Pre-Kindergarten Program	N/A
Afterschool Program and/or Other Activities	Yes
Summer Academic Program	Yes
Saturday Instruction	No
Sections per Grade	Grade 9; 5 Sections Grade 10; 4 Sections Grade 11; 4 Sections Grade 12; 4 Sections
Primary Entry Grade(s)	9
Additional Grade(s) for which Student Applications are Accepted	9,10,11,12
Does School Enroll New Students Mid-Year?	Yes
Number of Applicants for Admission (School Year 2018-2019)	796
Number of Students Accepted via the Lottery (School Year 2018-2019)	185
<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
Children of Employees of the Charter School or CMO	No

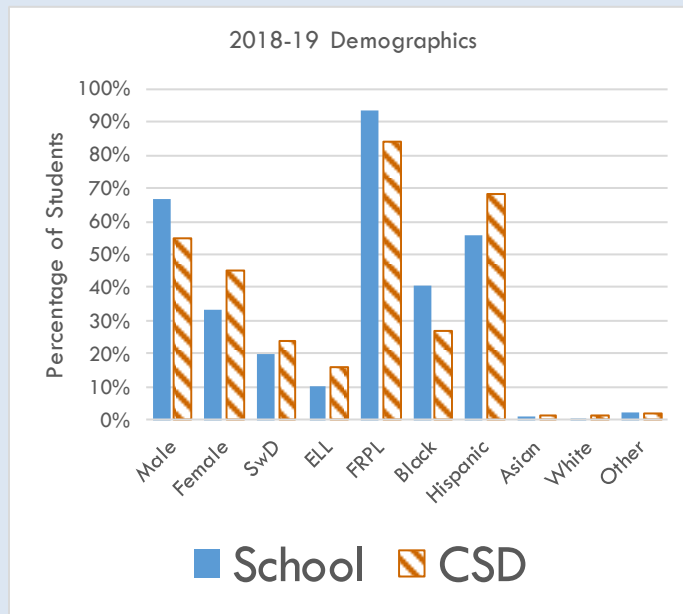


Figure 37

SUSPENSION AND EXPULSION RATES^{xii}

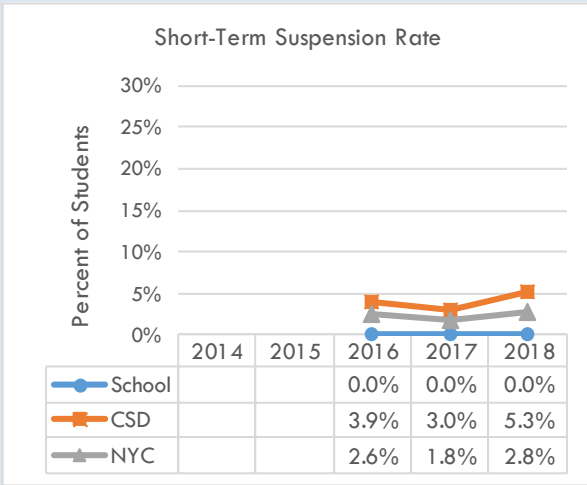


Figure 38

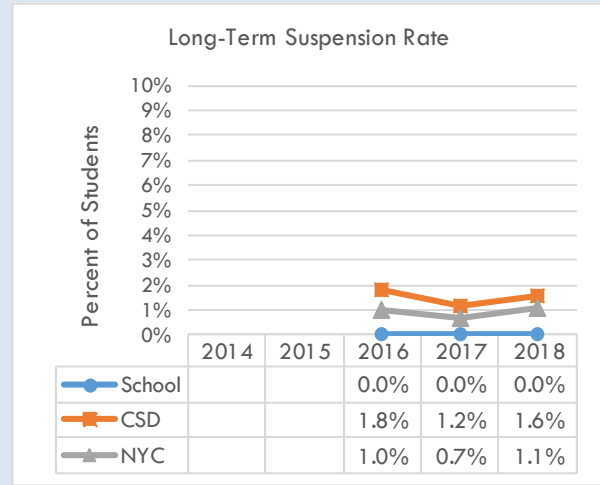


Figure 39

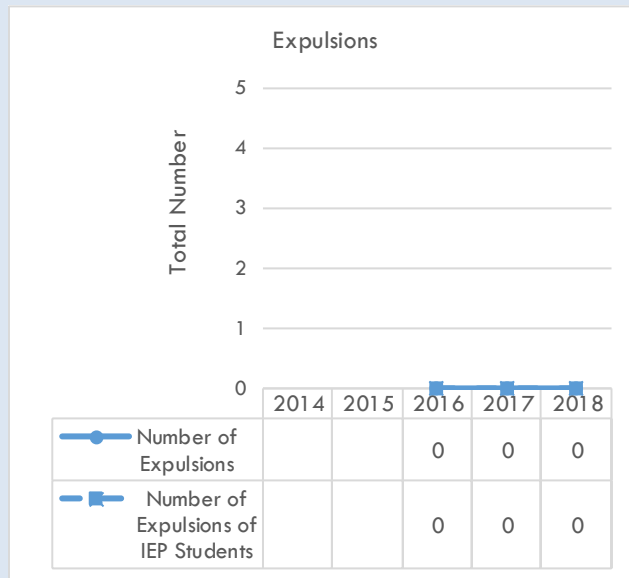


Figure 40

APPENDIX B: SCHOOL VISIT

Members of the Charter Authorizing and Accountability Team (CAAT) visited AECl on November 7 and 8th, 2018. The school leadership team identified what CAAT team members would see in classrooms based on the school's key design elements and unique school culture. CAAT provided feedback to the school leadership team regarding whether they saw evidence of each item. An evaluation of "not observed" means that CAAT did not have the opportunity to observe that item during the visit.

- Evidence of elements of the workshop model; CAAT saw evidence of this.
- Evidence of students working in groups (and evidence of meaningful groupings); CAAT saw evidence of this.
- Evidence of a product at the end of the class (packet, problems); CAAT saw evidence of this.
- Evidence of AECl core values posted in all classrooms and employed to describe student behavior; CAAT saw evidence of this.
- Evidence of technology in every classroom; CAAT saw evidence of this.

APPENDIX C: ACADEMIC PERFORMANCE

Appendix applicable for charters serving K-8 only.

APPENDIX D: GRADE 3-8 PERFORMANCE LEVELS

Appendix applicable for charters serving K-8 only.

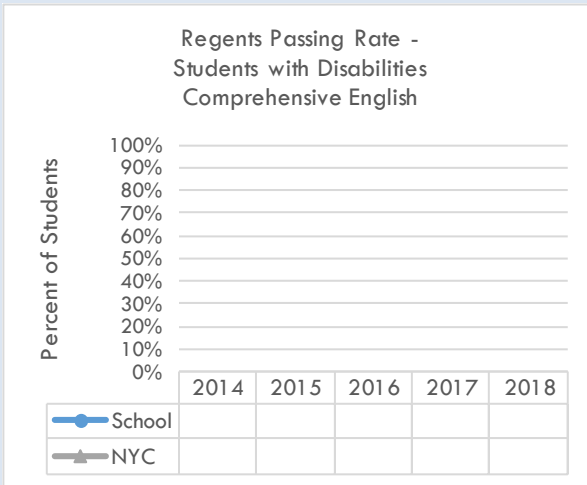


Figure 41

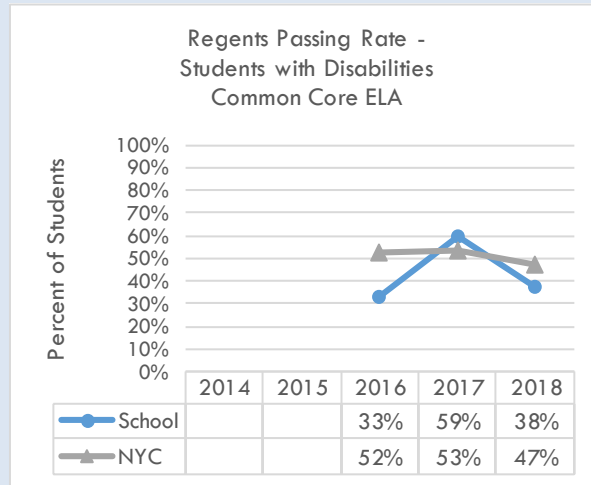


Figure 42

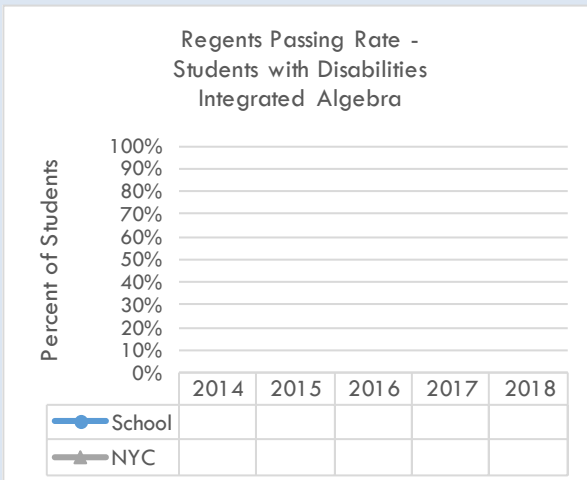


Figure 43

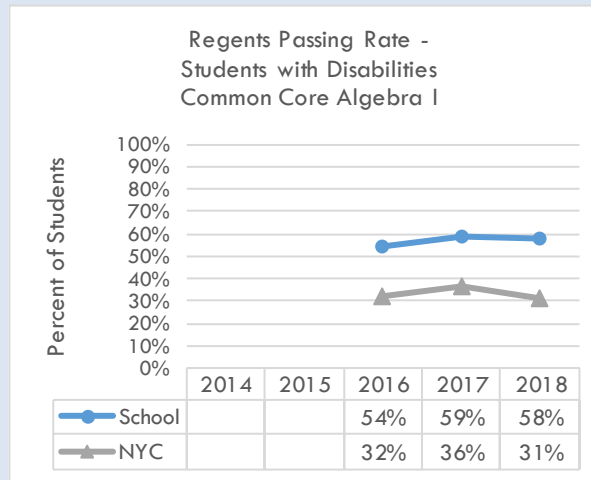


Figure 44

²⁴ If applicable, results in cases when five or fewer students take the exam are not displayed in this section's figures.

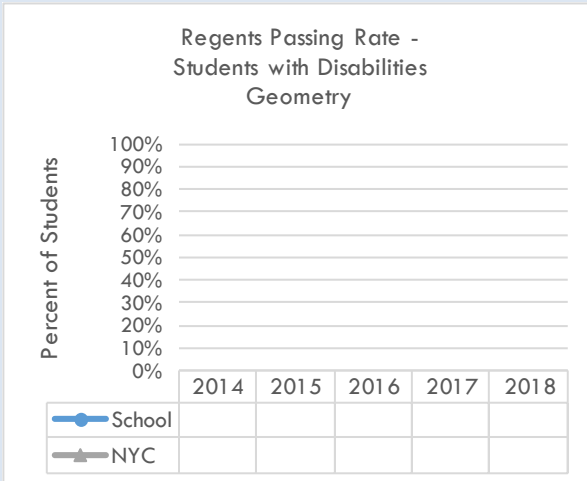


Figure 45

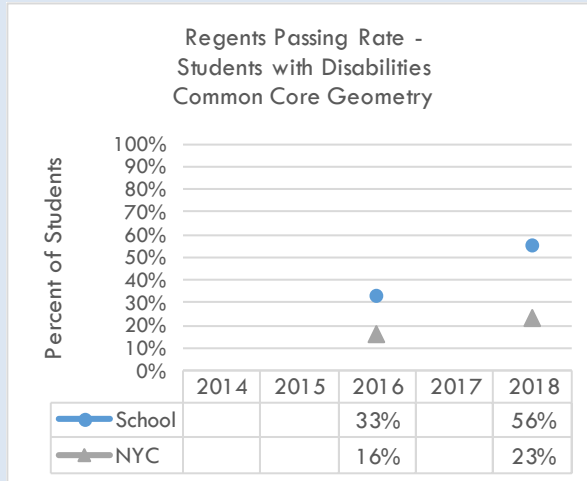


Figure 46

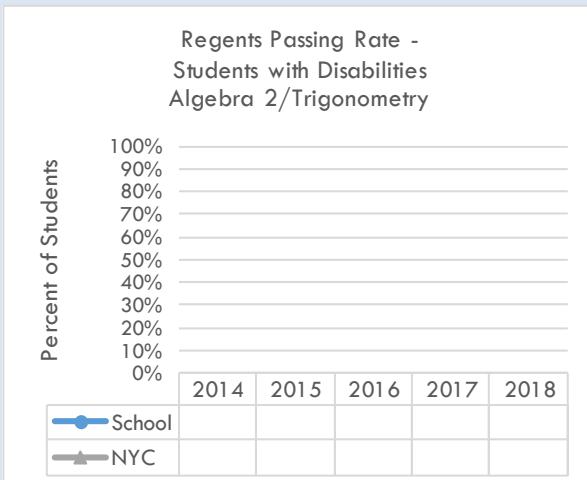


Figure 47

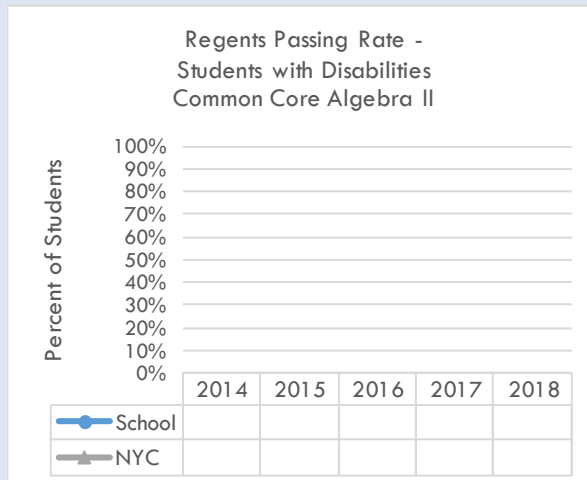


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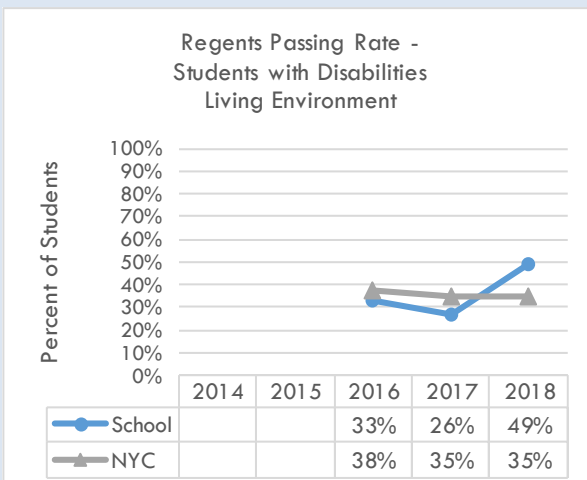


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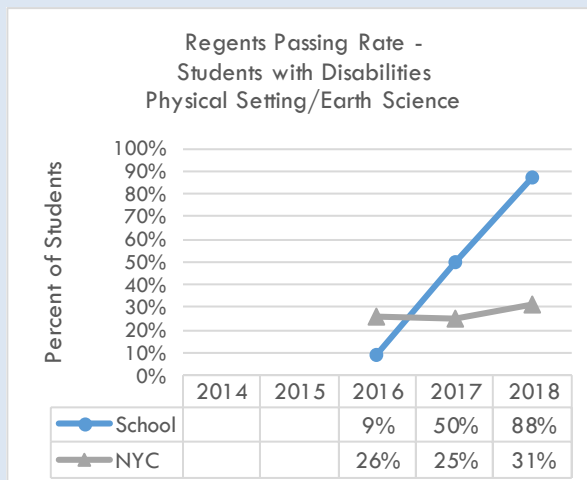


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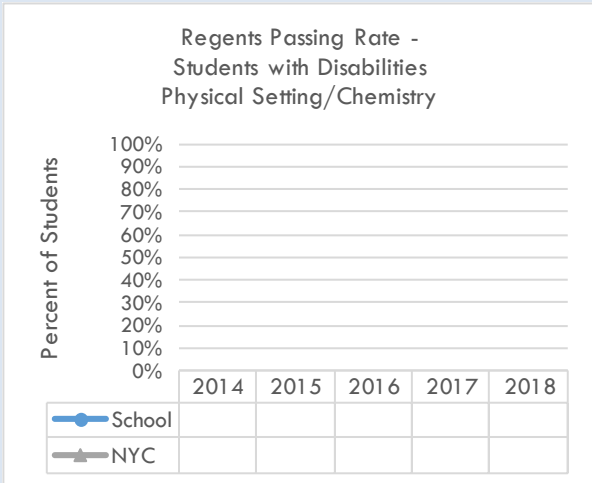


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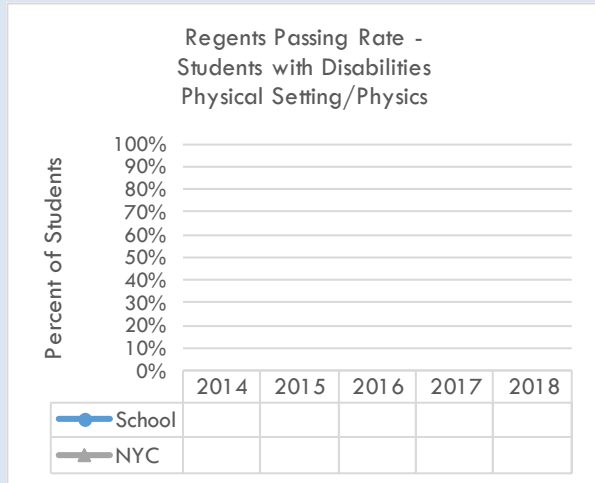


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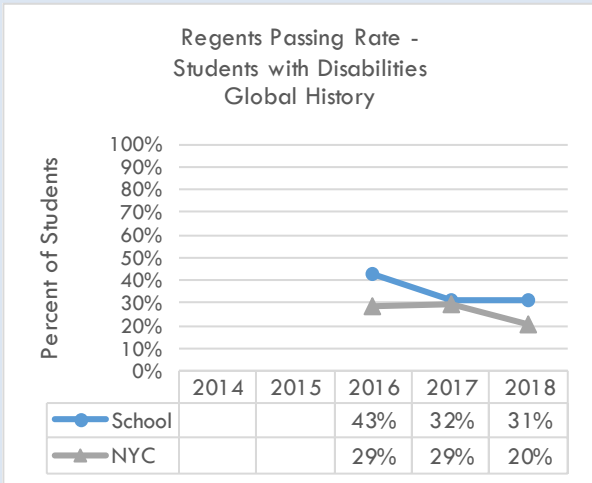


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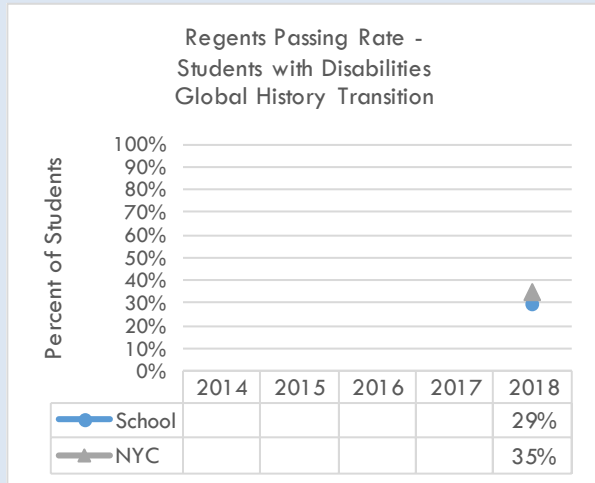


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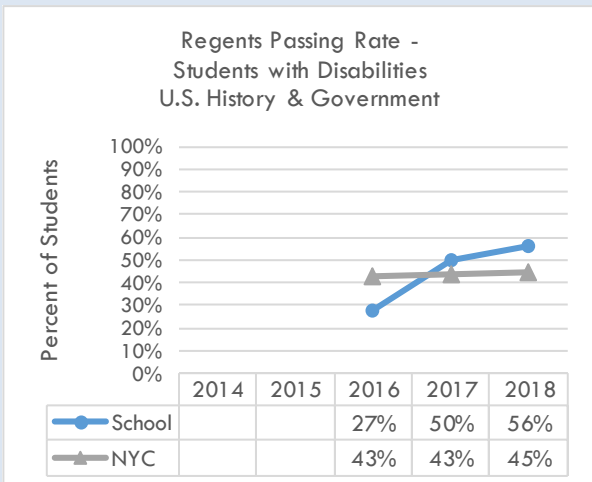


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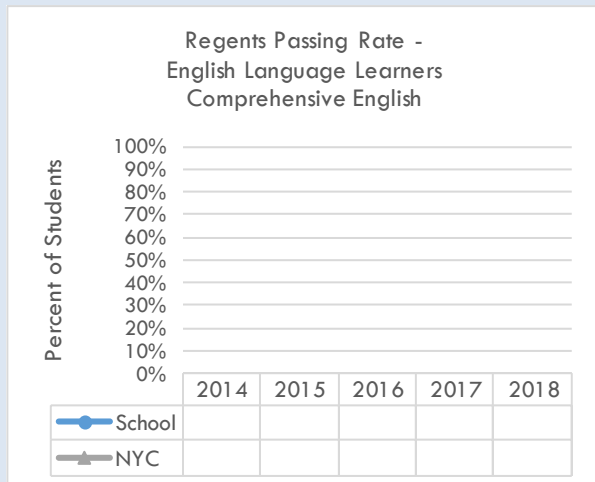


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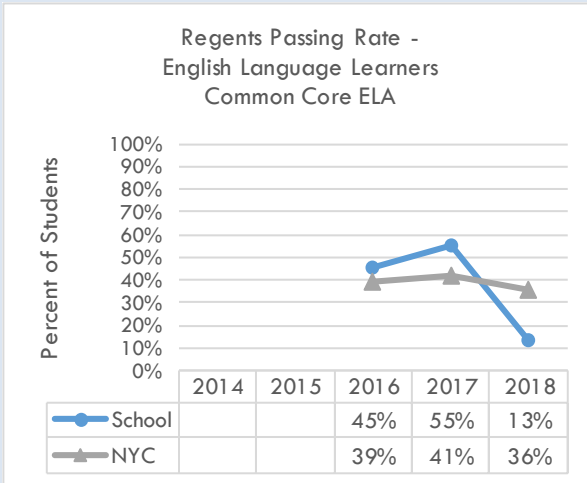


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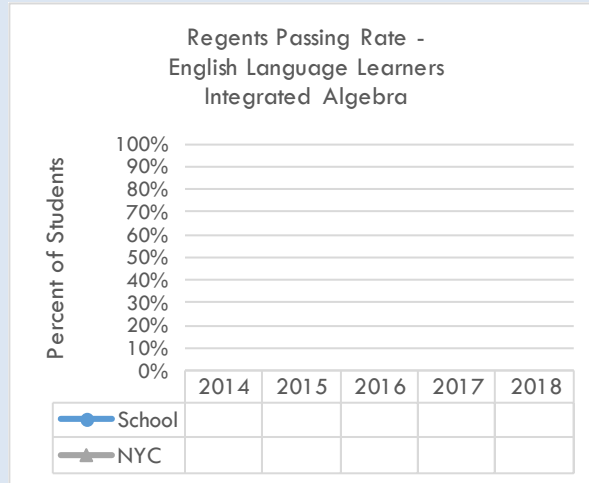


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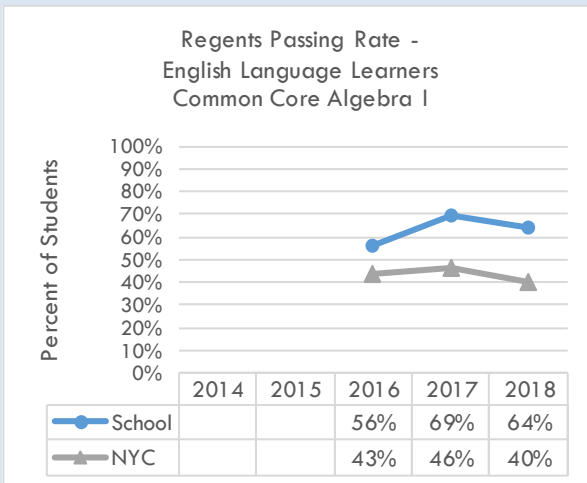


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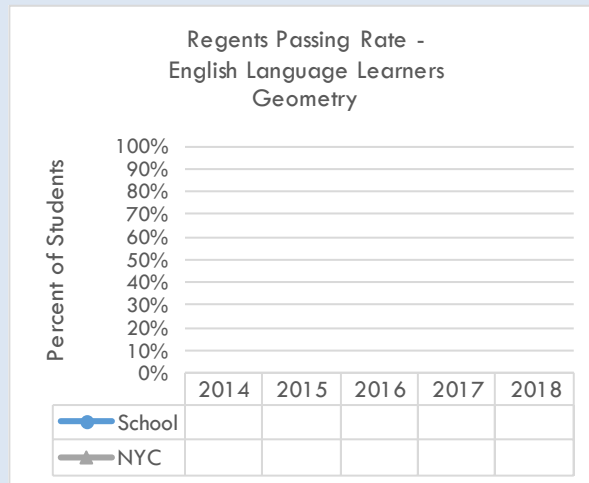


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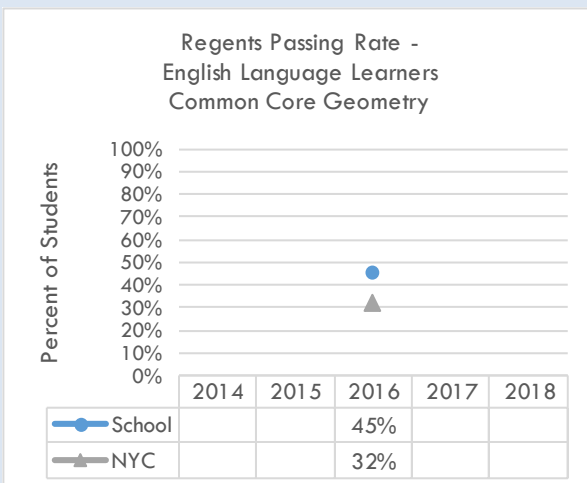


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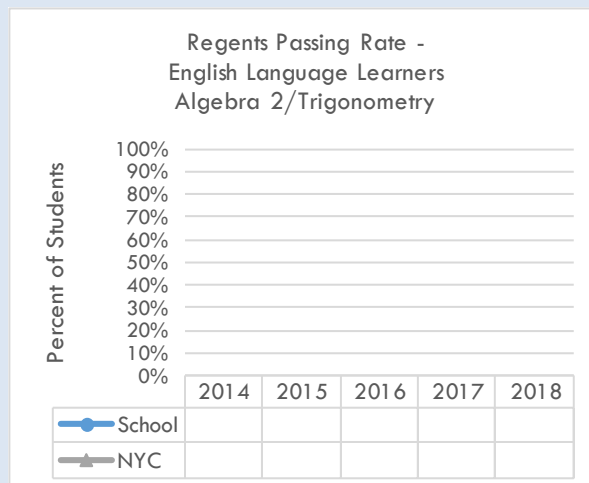


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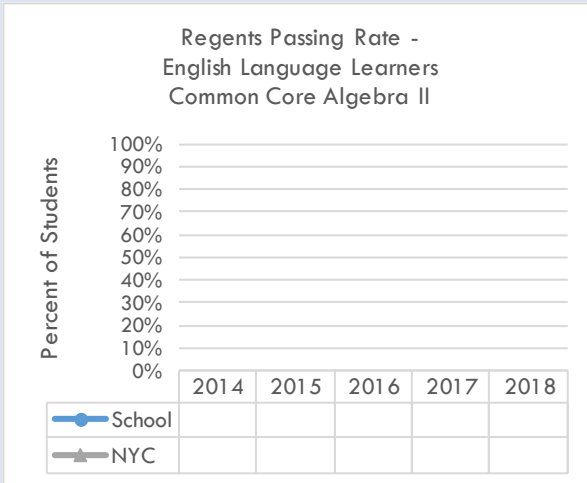


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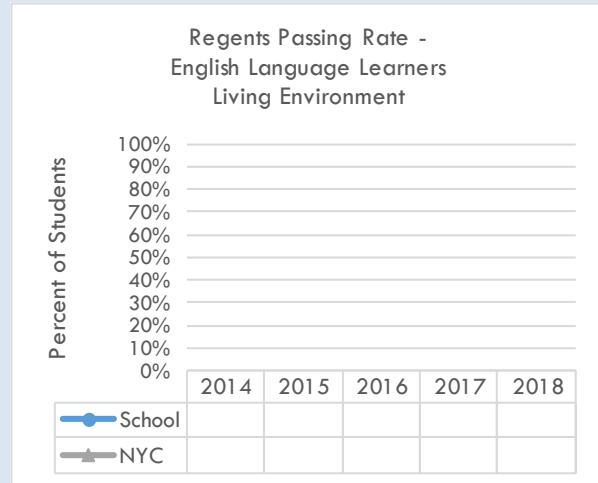


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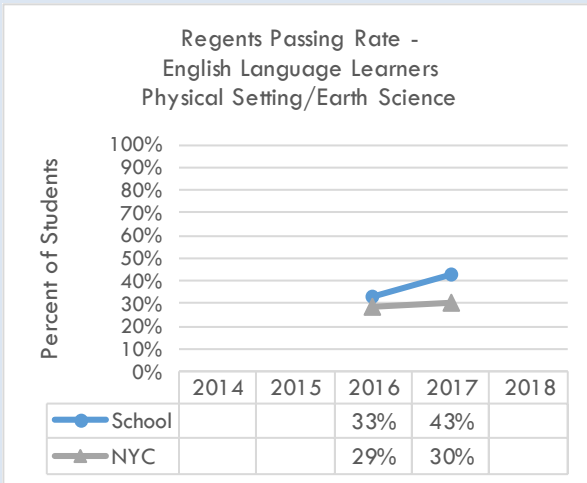


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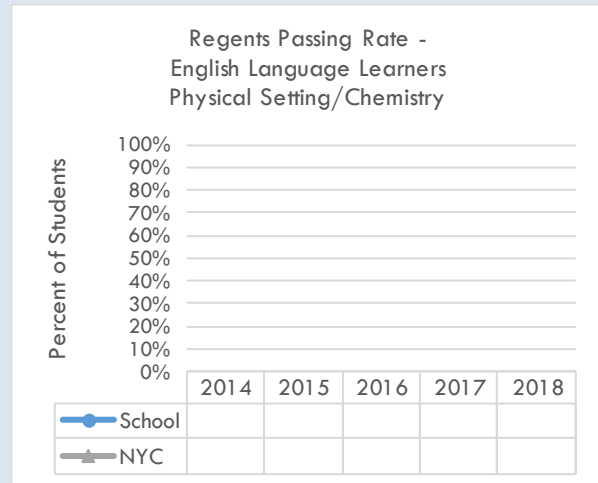


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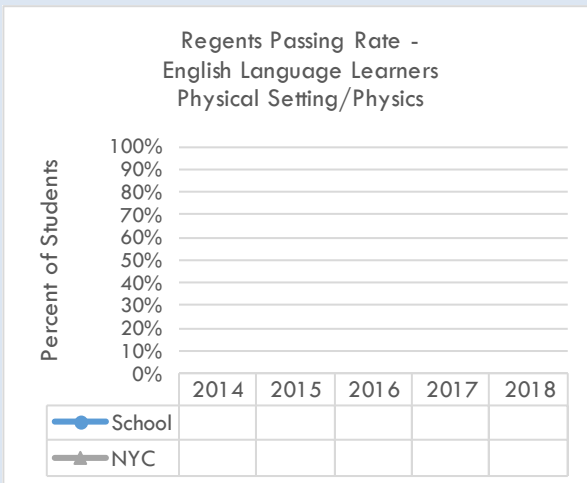


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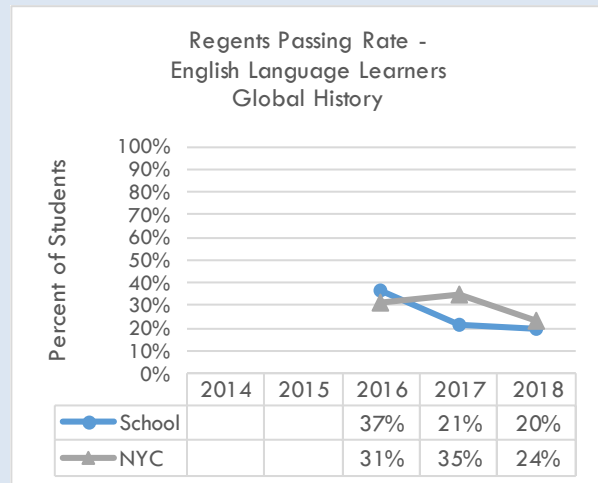


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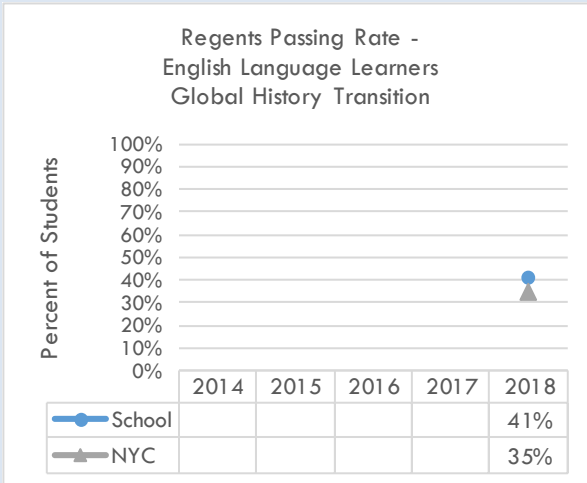


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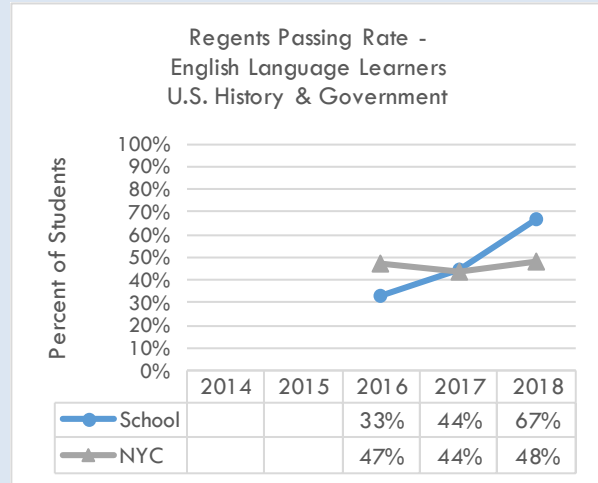


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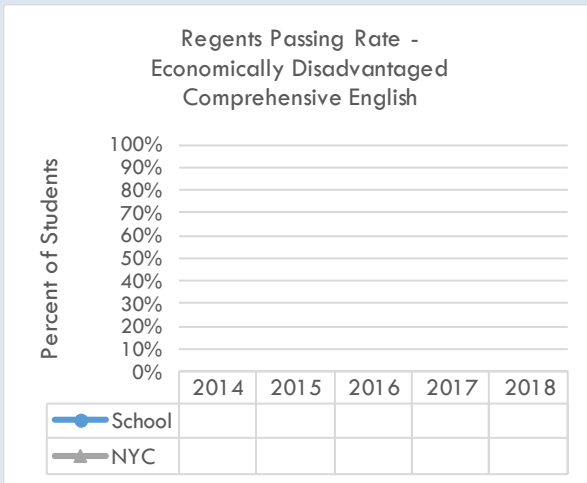


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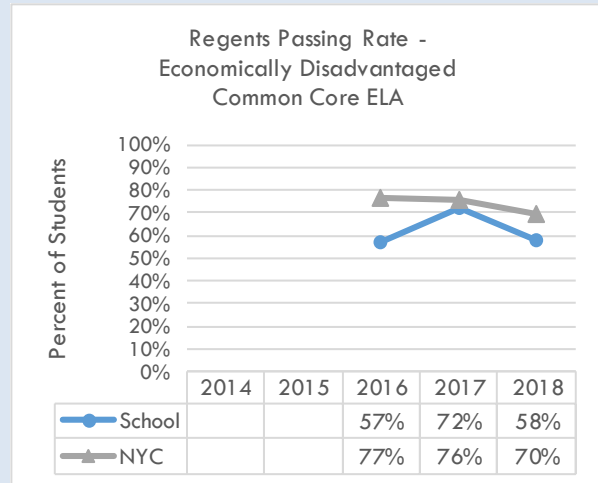


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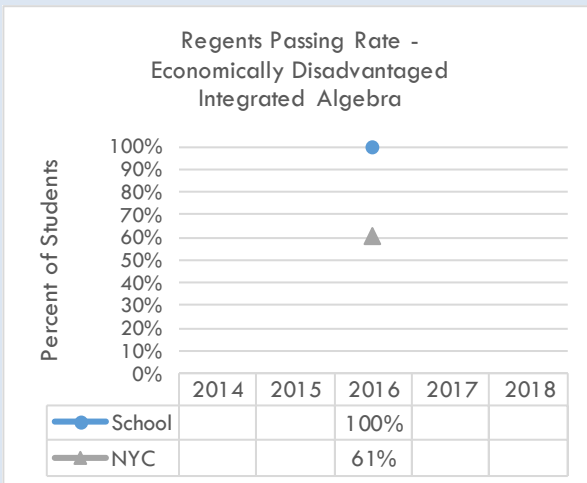


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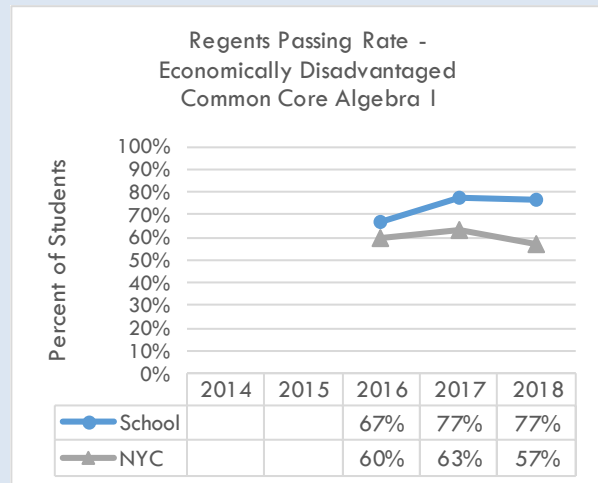


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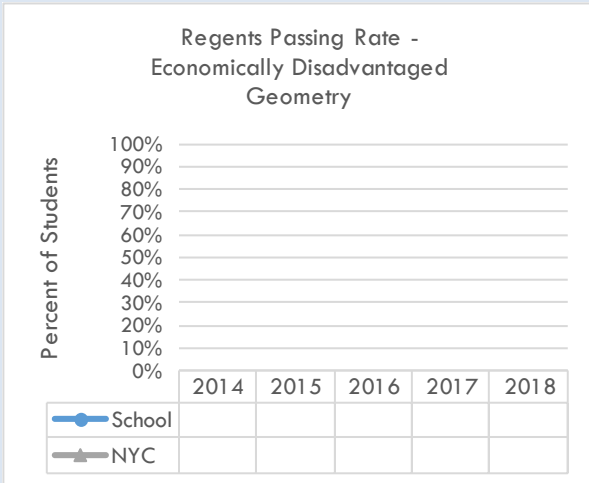


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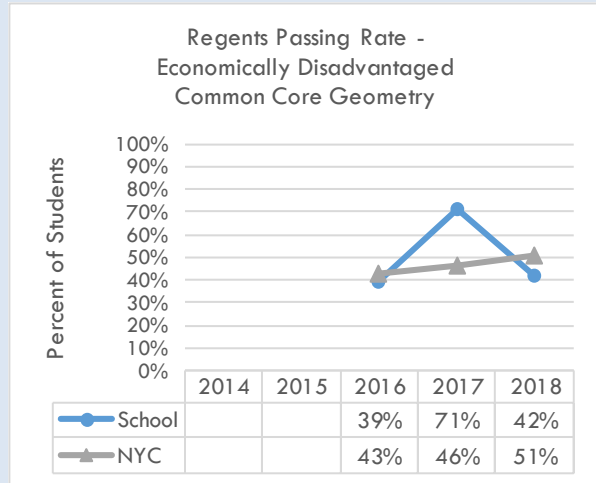


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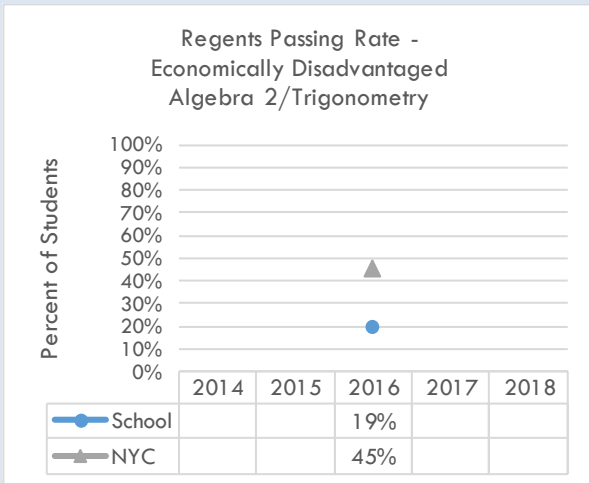


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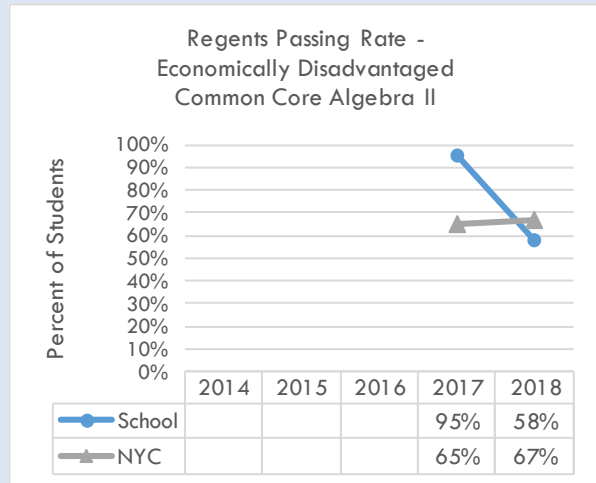


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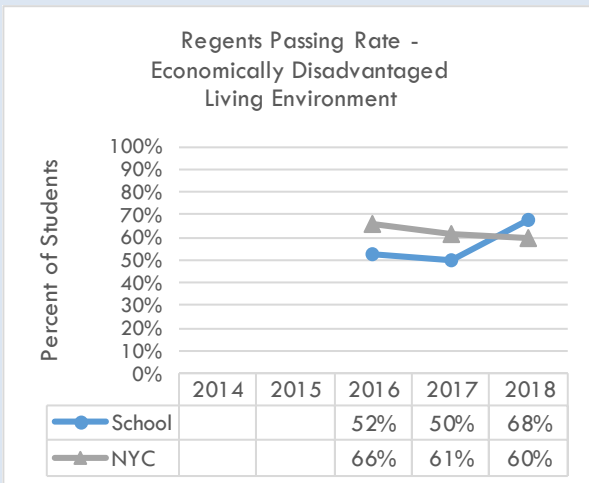


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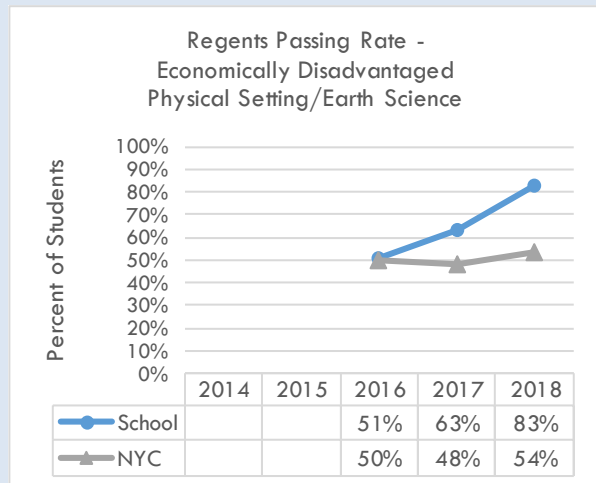


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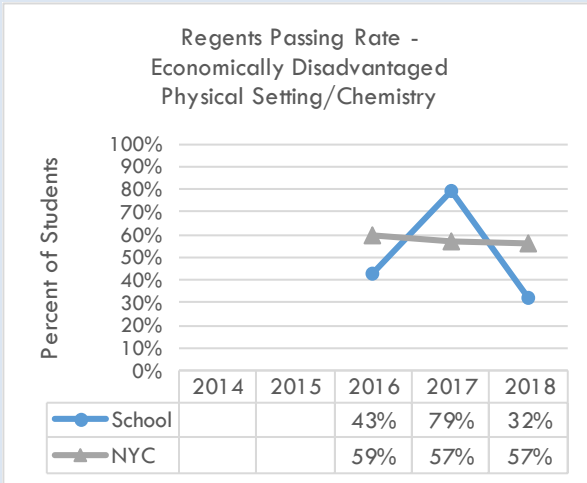


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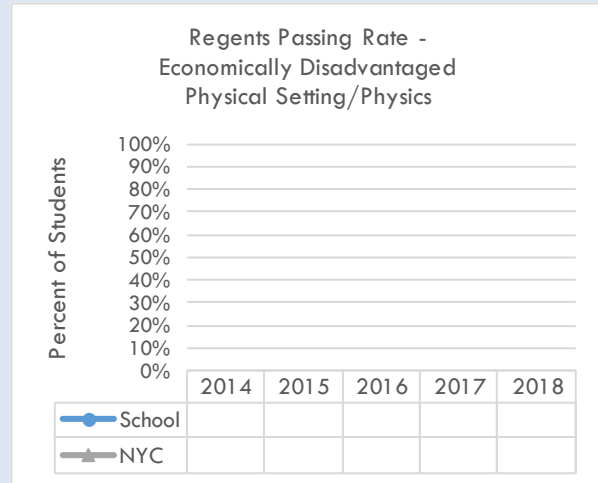


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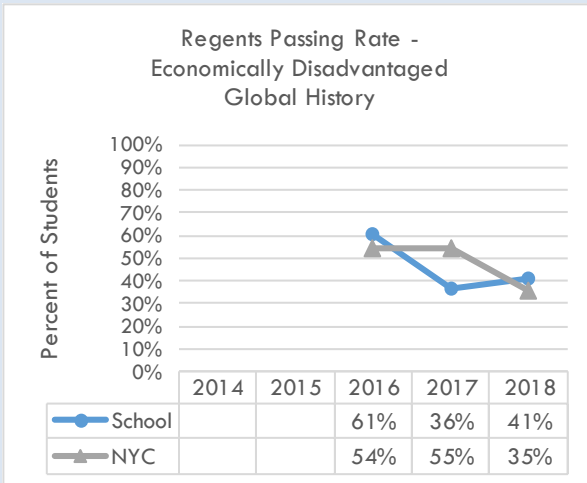


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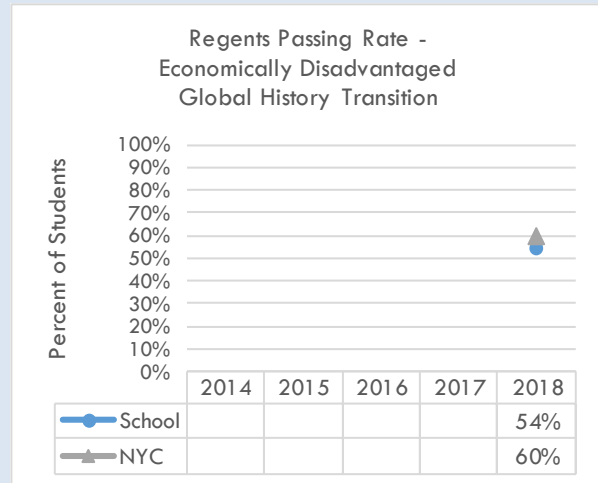


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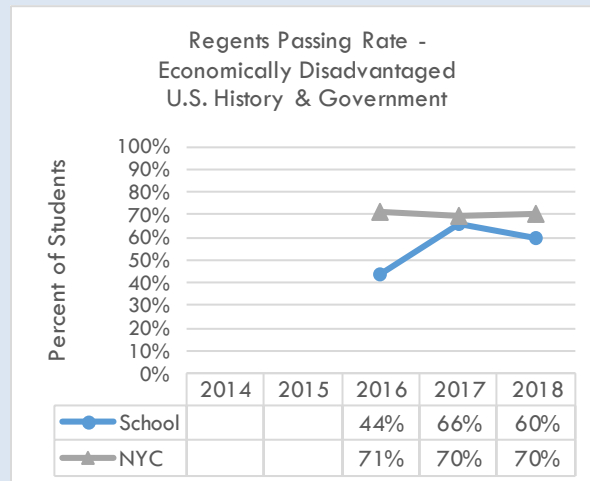


Figure 85

APPENDIX F: CHARTER SCHOOL GOALS

The school submitted the following to NYSED as part of their 2017-18 Annual Report. The information presented here has not been reviewed for completeness or accuracy. NYCDOE continues to discuss goal performance directly with each charter school as part of a holistic evaluation of the school.

To see the school's full 2017-18 and prior year Annual Reports, please visit the NYSED Charter School Office website at <http://www.p12.nysed.gov/psc/csdirectory/CSLaunchPage.html>.

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met or Not Met	Indicate if data is not available. If/when available, Describe Efforts School Will Take If Goal Is Not Met
Academic Goal 1	Each year, 75 percent of 9 – 12 each cohort will pass the New York State Regents examinations in ELA.	NYS Regents Examinations in ELA	Met	2014 (T) cohort (graduating class of 2018): 98.8% of all students in the cohort have taken the exam to date. 83.3% of those students tested passed. 2015 (U) cohort (graduating class of 2019): 99% of all students in the cohort have taken the exam to date. 81.2% of those students tested passed.
Academic Goal 2	Each year, 75 percent of 9-12 each cohort will pass the New York State Regents examinations in Math.	NYS Regents examinations in Math	Met	2014 (T) cohort (graduating class of 2018): 100% of all students in the cohort have taken the exam to date. 92.9% of those students tested passed. 2015 (U) cohort (graduating class of 2019): 100% of all students in the cohort have taken the exam to date. 95% of

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met or Not Met	Indicate if data is not available. If/when available, Describe Efforts School Will Take If Goal Is Not Met
				those students tested passed. 2016 (V) cohort (graduating class of 2019): 98.1% of all students in the cohort have taken the exam to date. 96.1% of those students tested passed.
Academic Goal 3	Through the 2017-18 school years, each cohort of students will reduce by one-half the gap between percent passing the ELA Regents examination and the previous cohorts' passing rate on the ELA Regents examination.	NYS Regents examinations in ELA	Met	Percentage of grade cohort performing at or above 75% Cohort 2016-17 (Target) 2017-18 2014 (T) – 95% (75%) 83%-Met 2015 (U) 73% (74%) 81% -Met
Academic Goal 4	Through the 2017-18 school years, each cohort of students will reduce by one-half the gap between percent passing the Math Regents examination and the previous cohorts' passing rate on the Math Regents examination.	NYS Regents examinations in Math	Met	Please see the following table for all applicable cohorts, assuming that the gap being referenced is between last year's score and 75%. Percentage of grade cohort (2016-17) performing at or above 75% Cohort 2016-17 (Target) 2017-18 2014 (T) – 89% (75%) 93% -Met

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met or Not Met	Indicate if data is not available. If/when available, Describe Efforts School Will Take If Goal Is Not Met
				2015 (U) – 90%(75%) 95% - Met 2016 (V) – 85% (75%) 96% - Met
Academic Goal 5	Each year, the percent of each cohort of students passing the ELA Regents examination will place the school in the top quartile of all similar schools	NYS Regents examinations in ELA		No data available. The NYC DOE has not released the 2017-18 progress reports. Analysis of this goal requires access to data contained in the progress reports.
Academic Goal 6	Each year, the percent of each cohort of students passing the Math Regents examination will place the school in the top quartile of all similar schools	NYS Regents examinations in Math		No data available. The NYC DOE has not released the 2017-18 progress reports. Analysis of this goal requires access to data contained in the progress reports.
Academic Goal 7	Each year, the school's aggregate Performance Index on = the State ELA exam will meet its Annual Measurable Objective set forth in the State's No Child Left Behind (NCLB) accountability system.	NYS ELA exam	Met	According to NYSED reports, the school is in good standing for ELA under the NCLB accountability system.

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met or Not Met	Indicate if data is not available. If/when available, Describe Efforts School Will Take If Goal Is Not Met
Academic Goal 8	Each year, the school's aggregate Performance Index on the State Math exam will meet its Annual Measurable Objective set forth in the State's No Child Left Behind (NCLB) accountability system.	NYS Math exam	Met	According to NYSED reports, the school is in good standing for mathematics under the NCLB accountability system.
Academic Goal 9	Each year, the school's aggregate Performance Index on the State Science exam will meet its Annual Measurable Objective set forth in the State's No Child Left Behind (NCLB) accountability system.	NYS Science exam		This measure is not applicable: the state has not set forth an Annual Measurable Objective for science in its NCLB accountability system.
Academic Goal 10	Each year, the school's aggregate Performance Index on the State Social Studies exam will meet its Annual Measurable Objective set forth in the State's No Child Left Behind (NCLB) accountability system.	NYS Social Studies exam		This measure is not applicable: the state has not set forth an Annual Measurable Objective for social studies in its NCLB accountability system.

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met or Not Met	Indicate if data is not available. If/when available, Describe Efforts School Will Take If Goal Is Not Met
Academic Goal 11	Each year, at least 75% of each student cohort graduates after five years.	School's Graduation Records	Met	<p>In 2015, the school had a 88.4% graduation rate.</p> <p>In 2016, the school had a 91.3% graduation rate.</p> <p>In 2017, the school had a 96.5% graduation rate.</p> <p>In 2018, the school had a graduation rate of 94%.</p>

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met or Not Met	Indicate if data is not available. If/when available, Describe Efforts School Will Take If Goal Is Not Met
Academic Goal 12	Each year, seventy- five percent of students enrolled in the school for two or more years will perform at or above 65 (passing grade) on the New York State Regents Science Exams (Living Environment and Chemistry).	New York State Regents' Science Exam	Met	<p>2014 cohort (Cohort T): 85% of those students taking the science exam passed</p> <p>2015 cohort (Cohort U): 87% of those students taking the science exam passed.</p> <p>2016 cohort (Cohort V): 87% of those students taking the science exam passed.</p>

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met or Not Met	Indicate if data is not available. If/when available, Describe Efforts School Will Take If Goal Is Not Met
Academic Goal 13	Each year, seventy- five percent of each student cohort will perform at or above 65 (passing grade) on the New York State Regents US History Exam	New York State Regents US History Exam	Met	<p>2014 (T) cohort (graduating class of 2018): 100% of all students in the cohort have taken the exam to date. 86% of those students tested passed.</p> <p>2015 (U) cohort (graduating class of 2019): 100% of all students in the cohort have taken the exam to date.</p> <p>92% of those students tested passed.</p>

<p>Academic Goal</p> <p>14</p>	<p>Each year, seventy- five percent of each student cohort will perform at or above</p> <p>65 (passing grade) on the New York State Regents Global History Exam</p>	<p>New York State Regents Global History Exam</p>	<p>Not Met</p>	<p>2014 (T) cohort (graduating class of 2018): 100% of all students in the cohort have taken the exam to date.</p> <p>88% of those students tested passed.</p> <p>2015 (U) cohort (graduating class of 2019): 100% of all students in the cohort have taken the exam to date.</p> <p>87% of those students tested passed.</p> <p>2016 (V) cohort (graduating class of 2019): 100% of all students in the cohort have taken the exam to date. 70% of those students tested passed.</p> <p>The goal was partially met. Cohorts T and U met the goal, but cohort V did not. Due to the implementation of the new Global History regents exam, a social studies coach was hired to align curriculum to the new state exam. The coach is working weekly with teachers in deploying new resources and projects that will build the skills needed by students to achieve a passing score on the new exam.</p>
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	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met or Not Met	Indicate if data is not available. If/when available, Describe Efforts School Will Take If Goal Is Not Met
Org Goal 1	Each year, the school will have a daily student attendance rate of at least 95 percent.	Daily Attendance Records	Not Met	<p>Daily student attendance was 93%, 2 percentage points below the 95% goal in the 2017-18 school year, still exceeding the district average.</p> <p>The goal was not met.</p> <p>An attendance coordinator was hired to work with counselors, students, parents and administration to increase schoolwide attendance by 2% by June 2019.</p>
Org Goal 2	Each year, 95 percent of all students enrolled during the course of the year return the following September.	Student Enrollment Records	Not Met	<p>Over 88.7% of all students who did not graduate in the 2017-18 school year returned in September 2017.</p> <p>This year many families moved out of New York and relocated in other states. This year AECl has backfilled grades 9, 10, 11 and 12 in an effort to reach the targeted enrollment of 450.</p>

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met or Not Met	Indicate if data is not available. If/when available, Describe Efforts School Will Take If Goal Is Not Met
Org Goal 3	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, and the New York Open Meetings Law, the federal Individuals with Disabilities Education Act, and federal Family Educational Rights and Privacy Act.	Board Policies and Meetings	Met	AECI has generally and substantially complied with all applicable laws, rules and regulations. The Board takes legal compliance matters very seriously and has retained outside counsel to ensure compliance with all relevant laws. AECI has in place and maintains effective systems, policies, procedures and other controls for ensuring that legal and charter requirements. AECI's staff has been trained with respect to all applicable procedures and systems. The staff is empowered to identify and address any possible legal or compliance issues and to report these matters to the Board or its counsel.

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met or Not Met	Indicate if data is not available. If/when available, Describe Efforts School Will Take If Goal Is Not Met
Org Goal 4	Each year, grades 9-12 will maintain a waiting list equal to or exceeding 10% of the school's enrollment.	School Waiting List	Met	In the 2017-18 school year, AECL's wait list was 475 students. Thus, the wait list was over 10% of the school's enrollment.
Org Goal 5	Each year, student enrollment will be within 15% of full enrollment as defined in the school's contract.	School Rosters	Met	In the 2017-18 school year, the school enrolled 420 students. The projected enrollment for this time period was 410.
Org Goal 6	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.	NYCDOE Parent Surveys	Met	Please note, the method of analyzing results has changed since the last report. Our school had a Parental response rate of 98%.
Financial Goal 1	Upon completion of the school's first year of operation and every year thereafter, the school will undergo an independent financial audit that will result in an unqualified opinion and no major findings.	Independent Financial Audit Findings	Met	There were no major findings on the 2017-18 independent financial audit.

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met or Not Met	Indicate if data is not available. If/when available, Describe Efforts School Will Take If Goal Is Not Met
Financial Goal 2	Each year, the school will operate on a balanced budget and maintain a stable cash flow.	Monthly and weekly financial statements	Met	The school maintained a balanced budget and stable cash flow throughout the year and kept within the limits of the budget operating expenses throughout the school year.

APPENDIX G: RECRUITMENT AND RETENTION EFFORTS FOR 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, English Language Learners, and students who are eligible for 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.

The school has submitted the following text in support of this requirement.

SCHOOL-PROVIDED EFFORTS

ENROLLMENT EFFORTS

ECONOMICALLY DISADVANTAGED

- AECE enrolls all students according to a lottery with an in-district preference. This year's student demographics was approximately 20.3% special education students, 9% ELL students, and 94.5% Free & Reduced Price eligible students. In order to retain our students, the school has continued the use of a full time social worker to assist students with both their transition to high school and any other issues that may arise and affect the student's continued enrollment in the school. AECE utilizes a single guidance counselor per grade so each counselor has 100-125 students that they work with throughout their four year enrollment with the school. This builds capacity between counselor, student, and families and creates a line of communication where all stakeholders are informed and engaged in the educational process. The school continues to hold monthly town hall meetings for each grade level where age appropriate issues are addressed. Every student has an advisory class where our social worker and counselors discuss various scenarios and issues facing high school students.
- In our recruitment materials and application, we encourage students with disabilities and English Language Learners to apply to AECE Charter High School. Every year the school mails out 10,000 postcards to families living in the South Bronx and surrounding Bronx areas informing them of our open house dates and how to fill out an application for admission. The post cards state "Students with Disabilities and English Language Learners are Welcome to Apply". Two school staff members work specifically on the marketing and outreach efforts and they keep records of their recruitment and enrollment activities. This year the school began advertising its open house dates in the local community paper so as to create an awareness of the school's ability to serve all students regardless of their backgrounds or educational needs. When we attend the local middle school open house events and when we hold our own open house events, our Special Education Teachers, ESL Teacher, and/or our Academic Coaches are present for parents and students to speak with so they feel welcome and have a full understanding of the services their child will receive at AECE. All materials and documents distributed to parents are available in both English and Spanish.
- Additionally, once a student is accepted, our special education students are contacted and welcomed. We discuss with parents and their child what services the school will provide and how we support them throughout their four years through graduation. Future plans include continuation of

utilizing our Parent Coordinator to attend community meetings and events in order to attract more students from the community and to create an awareness of how our school prepares students for college and careers. All our counselors and parent coordinator are bilingual, so they communicate well with parents and guardians.

ENGLISH LANGUAGE LEARNERS

- In our recruitment materials and application, we encourage students with disabilities and English Language Learners to apply to AECl Charter High School. Every year the school mails out 10,000 postcards to families living in the South Bronx and surrounding Bronx areas informing them of our open house dates and how to fill out an application for admission. The post cards state “Students with Disabilities and English Language Learners are Welcome to Apply”. Two school staff members work specifically on the marketing and outreach efforts and they keep records of their recruitment and enrollment activities. This year the school began advertising its open house dates in the local community paper so as to create an awareness of the school’s ability to serve all students regardless of their backgrounds or educational needs. When we attend the local middle school open house events and when we hold our own open house events, our Special Education Teachers, ESL Teacher, and/or our Academic Coaches are present for parents and students to speak with, so they feel welcome and have a full understanding of the services their child will receive at AECl.
- Additionally, once a student is accepted, our special education students are contacted and welcomed. We discuss with parents and their child what services the school will provide and how we support them throughout their four years through graduation. Future plans include continuation of utilizing our Parent Coordinator to attend community meetings and events in order to attract more students from the community and to create an awareness of how our school prepares students for college and careers. Again, all counselors and parent coordinator are bilingual to better communicate with parents and guardians.

STUDENTS WITH DISABILITIES

- AECl enrolls all students according to a lottery with an in-district preference. This year’s student demographics was approximately 20.3% special education students, 9% ELL students, and 94.5% Free & Reduced Price eligible students. In order to retain our students, the school has continued the use of a full time social worker to assist students with both their transition to high school and any other issues that may arise and affect the student’s continued enrollment in the school. AECl utilizes a single guidance counselor per grade so each counselor has 100-125 students that they work with throughout their four year enrollment with the school. This builds capacity between counselor, student, and families and creates a line of communication where all stakeholders are informed and engaged in the educational process. The school continues to hold monthly town hall meetings for each grade level where age appropriate issues are addressed. Every student has an advisory class where our social worker and counselors discuss various scenarios and issues facing high school students.
- In our recruitment materials and application, we encourage students with disabilities and English Language Learners to apply to AECl Charter High School. Every year the school mails out 10,000 postcards to families living in the South Bronx and surrounding Bronx areas informing them of our open house dates and how to fill out an application for admission. The post cards state “Students with Disabilities and English Language Learners are Welcome to Apply”. Two school staff members work specifically on the marketing and outreach efforts and they keep records of their recruitment

and enrollment activities. This year the school began advertising its open house dates in the local community paper so as to create an awareness of the school's ability to serve all students regardless of their backgrounds or educational needs. When we attend the local middle school open house events and when we hold our own open house events, our Special Education Teachers, ESL Teacher, and/or our Academic Coaches are present for parents and students to speak with so they feel welcome and have a full understanding of the services their child will receive at AECl.

- Additionally, once a student is accepted, our special education students are contacted and welcomed. We discuss with parents and their child what services the school will provide and how we support them throughout their four years through graduation. Future plans include continuation of utilizing our Parent Coordinator to attend community meetings and events in order to attract more students from the community and to create an awareness of how our school prepares students for college and careers.

RETENTION EFFORTS

ECONOMICALLY DISADVANTAGED

- In addition to previous interventions from 2017-2018 that will continue, the school has continued the use of a college advisor to help increase the number of students who will enroll in college upon graduation. For the 2018-2019 school year, AECl will continue utilizing a full-time parent coordinator who is bilingual and works closely with parents and guardians in order to bridge the gap between the school and parents. In addition, our Vanguard Direct mailing was once again deployed so as to solicit students residing in the South Bronx area who have a high level of FRPL eligibility. Special small group instruction and Saturday Academies are scheduled throughout the year in order to support students who are struggling or need more instructional time for mastery of course content.

ENGLISH LANGUAGE LEARNERS

- In addition to previous interventions from 2017-2018 that will continue, the school has continued the use of a college advisor to help increase the number of students who will enroll in college upon graduation. For the 2018-2019 school year, AECl will continue utilizing a full-time parent coordinator who is bilingual and works closely with parents and guardians in order to bridge the gap between the school and parents. In addition, our Vanguard Direct mailing was once again deployed so as to solicit students residing in the South Bronx area who have a high level of FRPL eligibility. Special small group instruction and Saturday Academies are scheduled throughout the year in order to support students who are struggling or need more instructional time for mastery of course content

STUDENTS WITH DISABILITIES

- In addition to previous interventions from 2017-2018 that will continue, the school has continued the use of a college advisor to help increase the number of students who will enroll in college upon graduation. For the 2018-2019 school year, AECl will continue utilizing a full-time parent coordinator who is bilingual and works closely with parents and guardians in order to bridge the gap between the school and parents. In addition, our Vanguard Direct mailing was once again deployed so as to solicit students residing in the South Bronx area who have a high level of FRPL

eligibility. Special small group instruction and Saturday Academies are scheduled throughout the year in order to support students who are struggling or need more instructional time for mastery of course content.

APPENDIX H: ADDITIONAL ACCOUNTABILITY DATA

Please refer to additional accountability reports for this school on the NYC DOE's web site at <https://infohub.nyced.org/reports-and-policies/school-quality/charter-school-renewal-reports>.

The NYC DOE's School Quality Reports are available on the NYC DOE's web site at <https://infohub.nyced.org/reports-and-policies/school-quality/school-quality-reports-and-resources>. 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 2018-19 Accountability Framework for NYC DOE Chancellor-Authorized Charter Schools at https://infohub.nyced.org/docs/default-source/default-document-library/accountability-handbook_2018-19_final-docx.pdf?sfvrsn=b721debd_8.

SOURCES

ⁱ Number of students actively enrolled on October 31, 2018 as recorded in ATS.

ⁱⁱ School report card at data.nysed.gov.

ⁱⁱⁱ NYC DOE School Performance Dashboard at <https://tools.nycenet.edu/dashboard/>.

^{iv} NYC DOE School Performance Dashboard at <https://tools.nycenet.edu/dashboard/>.

^v School Quality Reports and School Progress Reports available at <https://infohub.nyced.org/reports-and-policies/school-quality/school-quality-reports-and-resources>.

^{vi} Calculations based on data reported by the school in its renewal data collection form.

^{vii} Data from <https://www.schools.nyc.gov/about-us/reports/school-quality/nyc-school-survey>. The six selected survey questions are:

- Parent 1 – “How satisfied are you with the education your child has received this year?”
- Parent 2 – “The principal promotes family and community involvement in the school.”
- Teacher 1 – “I would recommend my school to parents seeking a place for their child.”
- Teacher 2 – “Teachers work closely with families to meet students’ needs.”
- Teacher 3 – “The professional staff believes that all students can learn, including ELL and SWD.”
- Student 1 – “It’s clear what I need to do to get a good grade.”

^{viii} Average daily attendance is reported by the school. Retention data is calculated by identifying the number of students in non-terminal grades enrolled at the school on October 31st of the prior year who are still at the school on October 31st of the evaluated year. Subgroup enrollment data comes from the demographic data available at <https://infohub.nyced.org/reports-and-policies/citywide-information-and-data/information-and-data-overview> or an October 31st ATS pull for the evaluated year.

^{ix} Annual school audit

^x Annual school audit

^{xi} Number of students actively enrolled on October 31, 2018 as recorded in ATS.

^{xii} School-reported suspension and expulsion data. City and CSD numbers for principal’s suspensions (“Short-Term”) and superintendent’s suspensions (“Long-Term”) are provided for rough comparison purposes only; charters are able to use their own definitions for short- and long-term suspensions and so rates may not be directly comparable. Rates are calculated as number of events divided by total population.

^{xiii} Data.nysed.gov