New York State Education Department

2023-2024 Renewal Site Visit Report for Board of Regents-Authorized Charter Schools under the 2019 Charter School Performance Framework

New York City Charter High School for Architecture, Engineering & Construction Industries

Renewal Site Visit Dates: November 29-30, 2023
Date of Final Draft Site Visit Report: April 12, 2024
Date of Final Site Visit Report: April 18, 2024

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

Table of Contents

ATTACHMENT 1: 2024 NYSED CHARTER SCHOOL INFORMATION DASHBOARD

ATTACHMENT 2: 2023 CHARTER SCHOOL FISCAL ACCOUNTABILITY SUMMARY DASHBOARD

SCHOOL DESCRIPTION

Charter School Summary[1]

Name of Charter School	New York City Charter High School for Architecture, Engineering & Construction Industries
Board Chair	Carlo Schiattarella
District of Location	New York City (NYC) Community School District (CSD) 7
Initial Commencement of Instruction	Fall 2008
Charter Terms	• Initial Charter: February 12, 2008 - February 11, 2013 • First Renewal: February 12, 2013 - June 30, 2013 • Second Renewal: July 1, 2013 - June 30, 2016 • Third Renewal: July 1, 2016 - June 30, 2019 • Fourth Renewal: July 1, 2019 - June 30, 2024
Current Term Authorized Grades/ Approved Enrollment	Grades 9-12 / 500 students
Proposed Renewal Term Authorized Grades/ Proposed Approved Enrollment	Grades 6-12 / 875 students
Comprehensive Management Service Provider	None
Facilities	838 Brook Ave, Bronx, NY 10451 – Private Space
Mission Statement	*The mission of AECI is to create a rigorous college prep academic program 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.*
Key Design Elements	• Rigorous Instruction • College Readiness • Staff Development • X-Period • Curriculum and Teacher Support
Requested Revisions (Revisions are not approved unless approved by the Board of Regents.)	• Increase its grade span to include Grades 6 through 8 to its current Grade 9 through Grade 12 configuration; and to make a corresponding increase to its authorized enrollment from 500 students to 875 students by year four of the renewal charter term. • Amend the Key Design Elements **from** Rigorous Instruction; College Readiness; Staff Development; X-Period; Curriculum and Teacher Support; **to** Teaching and Learning; Supportive Environment for Student Growth & Development; Culture, Climate, and Family Engagement; College and Career Readiness; Support for Diversified Learners; Organizational Capacity.

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

Innovative and Noteworthy Programs: The New York City Charter High School for Architecture, Engineering, and Construction Industries (AECI) provides a quality high school program with an emphasis on careers in architecture, engineering, construction, and related fields. Courses are designed to meet industry standards. The school offers dual credit courses, and industry partnerships enhance an innovative program.

Renewal Outcomes: Reference the Board of Regents Renewal Policy.

SCHOOL CHARACTERISTICS

Current Grade Levels and Approved Enrollment

	Year 1 2019 to 2020	Year 2 2020 to 2021	Year 3 2021 to 2022	Year 4 2022 to 2023	Year 5 2023 to 2024
Grade Configuration	Grades 9-12	Grades 9-12	Grades 9-12	Grades 9-12	Grades 9-12
Total Approved Enrollment	500	500	500	500	500

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

	Year 1 2024 to 2025	Year 2 2025 to 2026	Year 3 2026 to 2027	Year 4 2027 to 2028	Year 5 2028 to 2029
Grade Configuration	Grades 9-12	Grades 6, 9-12	Grades 6-7, 9-12	Grades 6-12	Grades 6-12
Total Proposed Enrollment	500	625	750	875	875

METHODOLOGY

Purpose of the Renewal Report

The primary purpose of the renewal site visit to Board of Regents-authorized charter schools is to supplement and validate the information collected over the charter term by the New York State Education Department (NYSED) Charter School Office (CSO). This information is used to inform the action taken by the Board of Regents to approve, modify, or disapprove the charter school's request for

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[2] This proposed chart was submitted by New York City Charter High School for Architecture, Engineering & Construction Industries in its renewal application. It is subject to change pending the final renewal recommendation and approval by the Board of Regents. This chart should not be used to determine the final approved grade levels or enrollment of the school in the subsequent renewal term.

renewal. In advance of action by the Board of Regents, the CSO prepares a renewal recommendation that is based on the school's performance in three broad areas:

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

In addition, NYSED, on behalf of the New York State Board of Regents, is a community-based authorizer committed to principles of equity and access for all students across New York State. Community-based authorizing is based on the principle that community stakeholder voice, and response to community needs, is an integral component of charter school decision-making at all levels. During the renewal visit, the CSO will look for evidence of community voice across the school from governance to the educational program, as well as a commitment to the principles of diversity, equity, and inclusion, in the school's policies and practices.

A two-day renewal site visit was conducted at AECI on November 29-30, 2023. The New York State Education Department's Charter School Office (CSO) team conducted interviews with the board of trustees, principal, CEO, school leadership team, social-emotional services and dean of students' team, ELL and special education teachers, instructional leadership, teacher representatives, and students.

The team conducted fourteen classroom observations in Grades 9-12. The observations were approximately 20 minutes in length and conducted jointly with the principal, academic coaches, and CEO. NYSED utilizes the CSO's Classroom Observation Worksheet as a lens for classroom observations. It is shared with the school prior to the site visit and can be found in the 2023-2024 Renewal SV Protocol.

To draft this report, the CSO site visit team reviewed school-specific documents and data such as the school's 2023-2024 renewal application, 2022-2023 annual report, surveys, data, and fiscal dashboards, CSO site visit reports and memos, complaints, and materials provided by the school during the site visit.

BENCHMARK ANALYSIS

The 2019 Performance Framework, which is part of the Oversight Plan included in the Charter Agreement for each school, outlines 10 Performance Framework benchmarks in three key areas of charter school performance:

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

Observational findings from the review of the renewal application, supporting data, and the site visit will be presented in alignment with the 2019 Performance Framework benchmarks and Indicators according to the rating scale below. A brief summary of the school's strengths will precede the benchmark analysis. Each benchmark will be rated; and the report narrative will provide evidence-based information relative to each indicator.

Level	Description
Meets	The school generally meets or exceeds the performance benchmark; few concerns are noted. May be a potential exemplar, if noted.
Approaches	The school does not meet the performance benchmark; a number of concerns are noted.
Falls Far Below	The school falls far below the performance benchmark; significant concerns are noted.

2019 Performance Benchmark	Level
Educational Success	
Benchmark 1: Student Performance: The school has met or exceeded achievement indicators for academic proficiency, trends toward proficiency, similar schools, college and career readiness, and high school graduation, if applicable. Proficiency at the elementary/middle school level shall be defined as achieving a performance level of 3 or higher on Grade 3-8 state assessments in ELA, math, and science. At the high school level, passing shall be defined as obtaining a Regents exam score of 65 or higher.	**Meets**
Benchmark 2: Teaching and Learning: School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students' well-being, improved academic outcomes, and educational success. The school implements research-based practices and has rigorous and coherent curriculum and assessments that are aligned to New York State Learning Standards for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking and achievement.	**Meets**
Benchmark 3: Culture, Climate, and Student and Family Engagement: The school has systems in place to support students' social and emotional health and to provide for a positive, safe, and respectful learning environment that prepares all students for college and career. Families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. Families and students are satisfied with the school's academics and the overall leadership and management of the school.	**Meets**
Organizational Soundness	
Benchmark 4: Financial Condition: The school is in sound and stable financial condition as evidenced by performance on key financial indicators.	**Meets**
Benchmark 5: Financial Management: The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices.	**Meets**
Benchmark 6: Board Oversight and Governance: The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness and faithfulness to the terms of its charter.	**Meets**
Benchmark 7: Organizational Capacity: The school has established a well-functioning organizational structure, clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.	**Meets**
Faithfulness to Charter & Law	
Benchmark 8: Mission and Key Design Elements: The school is faithful to its mission and has implemented the key design elements included in its charter.	**Meets**
Benchmark 9: Enrollment, Recruitment, and Retention: The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students. High schools are meeting persistence rates commensurate with the NYSED target.	**Approaches**
Benchmark 10: Legal Compliance: The school complies with applicable laws, regulations, and the provisions of its charter.	**Meets**

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

- AECI is in year 15 of operation and serves students in Grades 9-12. The school is in year five under the authority of the Board of Regents. During its current charter term, the school is rated in the following manner: meeting nine benchmarks and approaching one. A summary of those ratings is provided below.

- **Summary of Areas of Growth and Strengths**:
  AECI has a dedicated and diverse board of trustees who support a highly capable leadership team. The school provides students with a rigorous academic program, architecture and engineering-themed courses, and opportunities for students to earn college credits. For the 2019 cohort, four-year graduation rates exceeded NYS for all students and all subgroups. Counselors, social workers, special populations personnel, and other staff help students navigate challenging academic and personal experiences. In addition, restorative justice staff and trained mediators help create a positive and supportive atmosphere at the school. Strong intra-staff articulation and school-home communication further exemplify the school's dedication to its students.

- **Summary of Challenges**:
  Although the school has implemented numerous strategies to support the recruitment of students with disabilities (SWD) and English language learner(s) (ELL), the enrollment of those subgroups has remained consistently below NYC CSD 7, its district of location (DOL).

Benchmark 1: Student Performances
The school has met or exceeded achievement indicators for academic proficiency, trends toward proficiency, similar schools, college and career readiness, and high school graduation, if applicable. Proficiency at the elementary/middle school level shall be defined as achieving a performance level of 3 or higher on Grade 3-8 state assessments in ELA, math, and science. At the high school level, passing shall be defined as obtaining a Regents exam score of 65 or higher.

Finding: Meets

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

Summative Evidence for Benchmark 1:

AECI consistently outperforms NYS in its Regents cohort pass rates. With the exception of the 2018 cohort's science scores, the last four cohorts have outperformed the NYS Regents exam pass rate in all subject areas and for all students and subgroups. The school also compared favorably to the NYS in graduation rate for all students and subgroups. The 2019 cohort achieved a four-year graduation rate for all students of 96 percent, +10 percentage points above NYS. The graduation rates for SWD, ELL, and ED were also above NYS, at +14, +32, and +14 percentage points, respectively.

See Attachment 1 for data tables and additional academic information.

Benchmark 2: Teaching and Learning
School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students' well-being, improved academic outcomes, and educational success. The school implements research-based practices and has rigorous and coherent curriculum and assessments that are aligned to the New York State Learning Standards (NYSLS) for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking and achievement.

Finding: Meets

Element	*Indicators*
1. Curriculum	a. The school has a documented curriculum that is aligned to current New York State learning standards.
	b. The curriculum is aligned horizontally across classrooms at the same grade level and vertically between grades.
	c. The curriculum and corresponding materials are differentiated to provide opportunities for all students to master grade-level skills and concepts, including students with disabilities, English language learners/multi-lingual learners, economically disadvantaged students, and other subgroups.
	d. The curriculum is systematically reviewed and revised.
2. Instruction	a. The school staff has a shared understanding of high-quality instruction that supports all learners and observed instructional practices align to this understanding.
	b. Instructional delivery fosters engagement with all students.
	c. The school differentiates instruction to ensure equity and access for all students.
	d. The school provides staff with professional development opportunities that promote best practices and improves all students' success, including sub-groups.
3. Assessment and Program Evaluation	a. The school uses a system of formative, diagnostic, and summative assessments.
	b. The school uses qualitative and quantitative data to inform instruction and improve student outcomes.
	c. The school uses qualitative and quantitative data to evaluate the quality and effectiveness of the academic program and modifies the program accordingly for both individual students as well as subgroups.
	d. The school uses multiple measures to assess student progress toward State learning standards.
	a. The school follows the NYSED approved identification process for students with disabilities and English language learners/multi-lingual learners.

Element	_Indicators_
4. Supports for Diverse Learners	b. The school provides supports to meet the academic needs for all students including, but not limited to: students with disabilities; English language learners/multi-lingual learners; and economically disadvantaged students. c. The school has systems to monitor the progress of individual students and to facilitate communication between interventionists and classroom teachers regarding the needs of individual students.

Academic Program for High School:

- HS:
  - AECI offers a comprehensive, rigorous, standards-based academic program for high school grades. The school has developed courses aimed at enhancing the high school program with classes that introduce skills relevant to architecture, engineering, and construction and that help prepare students for post-secondary instruction in these fields. Examples of these courses include _Architectural Drawing_, _Architectural Drafting & AutoCAD_, _Sketchup_, and _Revit and Portfolio_.
  - Starting in Grade 11, students can enroll in dual credit, college-level courses. The school reports having the capacity to offer 28 such courses. Some examples of college-level courses include _Creative Nonfiction_, _Practices of Academic Writing_, _Class and Literacy Texts_, _SUPA Calculus_, and _SUPA Personal Finance_.
  - **English:** According to the renewal application, English teachers strive to present students with texts that are engaging, culturally diverse, thought-provoking, and academically challenging. Students are exposed to various genres and explore both traditional and digital literacy.
  - **Math:** The math program is consistent with the Next Generation Learning Standards, according to the renewal application. To support incoming freshmen, teachers provide a double period of _Algebra I_. Subsequent courses include _Geometry_, _Algebra II / Algebra II Honors_, and potentially _SUPA Calculus_. In addition, all students at AECI take a standard or dual-credit personal finance course.
  - **History:** Per the renewal application, AECI offers a four-year history sequence outlined by the City of New York, with modifications to given timelines to ensure AECI's students can be successful on NYS Regents exams. Students are challenged to think critically like historians: raise questions, consider many perspectives, and gather evidence in support of their interpretations.
  - **Science:** The main component of the science curriculum is based on Next Generation Science Standards and content recommended by the National Science Education Standards. To ensure students have the proper technology skills for success in advanced courses and in the workplace, AECI replaces the traditional _Earth Science_ class with _Computer Essentials_, creating a science course sequence of _Living Environment_, _Computer Essentials_, _Chemistry /Chemistry Honors_, and _Physics_.
  - **Languages other than English:** Students begin Spanish in Grade 10 and use the Holt, Rinehart, and Winston _Ven Conmigo_ textbook series. According to the renewal application, this series involves students in meaningful real-world communication, builds

communication and accuracy with vocabulary and grammar instruction, and emphasizes skills in reading, writing, listening, speaking, and knowledge of culture, preparing students for further language experiences.

- o **Health and Physical Education:** The Health and Physical Education (PE) program is dedicated to promoting a well-rounded approach to fitness and wellness. The PE units are crafted to equip students with the skills necessary to excel in team sports they are already familiar with, but also focused on broadening students' horizons with lesser-known sports. Alongside skill development, there is an emphasis on teaching safety practices in each sport, ensuring that students not only become proficient players but also learn how to prioritize their well-being and that of their teammates.

Academic Program for SWD and ELL:

- SWD:
  - o AECI delivers an academic program for students with disabilities (SWD) in the least restrictive environment according to their individualized education plan (IEP).
  - o Special education teachers report that their services are delivered in integrated, co-taught classes (ICT) and in some cases via pull-out, small groups.
  - o Special education teachers are provided with opportunities for co-planning with content area teachers.
  - o AECI delivers related services as required by IEPs.
- ELL:
  - o ELL services are provided in co-taught classes, and consulting services are provided by the ELL teacher.
  - o After school and Saturday help is available for both ELL and SWD. However, the school principal describes the Saturday program as being "informal."
  - o ELL students also benefit from interventions resulting from data analysis and the Response to Intervention (RTI) process.

Summative Evidence for Benchmark 2:

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

1. Element: *Curriculum*:
   - **Indicator a:** Documents reveal a curriculum aligned to NYS standards. The lesson plans provided for classroom visits included which standards were covered in a given activity. The school's strong performance in Regents exams also suggests careful attention to alignment with standards.
   - **Indicator b:** School leaders describe a planning process that allows for both horizontal and vertical alignment. Horizontal alignment allows for the use of themes and concepts embedded in several subjects. For example, concepts of architecture may be reinforced in mathematics and science courses. Vertical alignment allows for the scaffolding of the curriculum from grade to grade. For example, all students use a uniform method of annotating texts. This common skill enables students to build on their analytical skills from year to year.
   - **Indicator c:** The lesson plans reviewed during the classroom visits show that planning includes attention to differentiated instruction and student work. Some lesson plans called for differentiated materials. The instruction and student work followed the same themes and concepts for all students. For example, in a Creative Writing class, students were assigned

individual work, while a co-teacher led a small group in a discussion on symbolism and other relevant vocabulary before engaging the students in independent work. Another example of differentiation observed during the visit was the use of two sets of guided notes, with one including more detail than the other.

- **Indicator d:** The teacher focus group confirmed the administration's description of the continuous review and adaptation of curricula. Teachers are engaged in regular honing of their instructional delivery and professional development that supports this work. This collaborative work is facilitated by the Professional Learning Community (PLC) approach.

2. Element: *Instruction*:
- **Indicator a:** The teacher focus group and the leadership team feel that there is a widespread understanding of what constitutes rigorous and effective instruction. A uniform lesson plan template ensures that all classes include specific strategies as part of their lessons. Teachers noted that they feel supported through professional development relevant to instructional design, guidance from academic coaches, and the ability to work collaboratively.
- **Indicator b:** The team conducted 14 classroom observations during the renewal visit. Students were engaged and attentive in almost all classrooms. Classes were engaged in work that activated previous knowledge while including direct and guided instruction, cooperative work, or summarizing activities. Some teachers also worked to vary activities within the same lesson. For example, one science teacher had a station activity where students read, watched a video, worked on a DNA puzzle, and engaged in other activities to involve each student in the lesson. In classrooms that appeared noisy, a closer look revealed that the noise seemed to be a productive part of cooperative work. Leaders stated that project-based instruction and Socratic methodology enhance engagement.
- **Indicator c:** The teacher focus group, leadership team, administrators, and academic coaches indicated that attention to differentiation of instruction is present in planning, professional development, and instruction. There is a sense that differentiation is the responsibility of all teachers, not only ELL and special education staff. The visiting team observed three co-taught classrooms. The team saw instances in which a teacher was helping individual students and/ or small groups. The school holds shorter days on Wednesdays and Fridays. This time, along with Saturday lessons, provides extra opportunities to support students in need of differentiated instruction.
- **Indicator d:** The leadership team, including academic coaches, credits a robust professional development program with strong school performance. The professional development calendar confirms pre-opening and end-of-year sessions, as well as weekly professional development activities. Agendas indicate that interdependent collaboration, teaming, data analysis, planning, effective instructional strategies, inclusive curricula, project-based learning, and the PLC process are important foci of the PD program. The teacher focus group reports "being heard" when it comes to the need for support. The administration uses classroom observations and data analysis to identify the need for professional development. The school also offers PD sessions for non-instructional staff. Teachers state that professional development is offered in the context of their work and, many times, individualized.

3. Element: *Assessment and Program Evaluation*:
- **Indicator a:** The school uses a set of diagnostic assessments, mostly for placement. AECI also uses results from the Grade 7 and Grade 8 NYSTP 3-8 ELA and math assessments as sources of

diagnostic data. Individual teachers use formative assessments such as exit tickets to get timely information about students' understanding of a given day's lesson. Most of the formative assessments and many of the summative assessments are school developed. The leadership team implied that every summative assessment becomes a formative one when data derived from these is used to inform instruction. Besides Regents exams, the school relies on midterm exams that are aligned to State standards and mock Regents tests to track preparedness for high school completion. The school's description of assessment tools includes both norm-referenced and criterion-referenced tests. As required for all New York schools, AECI uses the Home Language Information Survey and the New York State Identification Test for English Language Learners (NYSITELL) to identify and place students who qualify as English language learners. The New York State English as a Second Language Test (NYSESLAT) also provides progress and achievement data.

- **Indicator b:** The school academic coaches describe a culture of using collaborative understanding and using performance data to provide multiple learning opportunities. Data is used to identify concepts mastered, thus allowing teachers to move on with confidence. It also allows teaching teams to identify concepts not yet mastered so that teaching teams plan interventions to fill that gap. The X period and Saturday instruction help with this practice. Deep analysis of performance data is a vital part of professional development. Deep data analysis is also important in assessing alignment with standards and making decisions regarding curriculum.
- **Indicator c:** Teachers use performance data to inform instruction. At the same time, AECI leadership describes the use of qualitative and quantitative data to monitor the efficacy of the academic program, design professional development, deploy resources, and evaluate staffing levels. The school leadership also disaggregates performance results by grade, gender, SWD, ELL, ethnicity, and economic status to ensure equal opportunity for all students.
- **Indicator d:** Various methods such as teacher observations, formative and summative assessments, criterion-referenced and norm-referenced exams, Regents results, PSAT and SAT data, midterm exams, mock Regents exams, and student portfolios are utilized to track progress towards NYS standards.

4. Element: ***Supports for Diverse Learners***:
   - **Indicator a:** AECI administration describes a process for identifying ELL students that complies with NYSED policies. AECI uses the Home Language Information Survey to learn if a language other than English is used at home. The school conducts an informal interview with the family in the native language and English if the ELL status has not been determined at the time of enrollment. This helps inform whether the student is administered the NYSITELL to determine ELL status. The NYSESLAT is administered every year to assess progress and to determine if ELL support is still needed. AECI reports using the Child Find protocol to identify and place students with disabilities. Parents can self-disclose at enrollment if their child has an IEP or has received special education services in the past. However, the school uses the Special Education Student Information System (SESIS) to verify the accuracy of information. The RTI process is used to identify students who might need modifications to their IEP or who may have unidentified learning disabilities.
   - **Indicator b:** According to information provided by the local Committee on Special Education (CSE), "the school collaborates well with the CSE and provides special education teachers and general education teachers to participate in all IEP meetings. The school also has an accommodating and responsive relationship with its families. However, the school needs to improve its understanding and use of specially designed instruction." Teachers report that a culture of achievement is present at AECI, benefiting all students. SWD and ELL would directly benefit from such a culture

of achievement as it means that expectations are high for all subgroups. Special education teachers ensure compliance with IEPs, provide direct services, participate in team planning, and consult with core subject teachers. The ELL teacher consults with core subject teachers and provides direct support services to students with Limited English Proficiency (LEP). These students are assigned to a specific English class which allows the ELL teacher to provide support via a co-teaching model. As 98 percent of AECI students are classified as economically disadvantaged (ED), the school designs all its academic and social-emotional programs to respond to the needs of ED students. The PLC process uses formative and summative assessments results to adjust instruction and the RTI process to respond to deficits. Both processes are an integral part of ensuring that SWD and ELL programs respond to the changing needs of these subgroups. The leadership team notes that professional development includes instruction on how to support ELL and SWD in the core classroom.

- **Indicator c:** AECI monitors group and individual progress. Performance data yielded by the PLC protocols are used to reintroduce elements not yet mastered to those students who need re-teaching. This is an example of how the monitoring facilitated by PLC targets individual students. Interdependent, collaborative planning provides opportunities to address the needs of groups as well as those of individual students. Teachers, counselors, and deans of students meet weekly to discuss students' needs including those of individual students. Regular meetings are held between teachers and interventionists providing two-way sharing of information on groups and individual students. PowerSchool® contains information on individual students' performance, which is easily accessible to teachers, counselors, administration, and even parents and students.

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

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

Finding: Meets

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

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

[5] Student Suspension rate is determined by dividing the number of students who were suspended from school (not including in-school suspensions) for one full day or longer anytime during the school year by the Basic Educational Data System (BEDS) day enrollments for that school year. A student is counted only once, regardless of whether the student was suspended one or more times during the school year. Data Source: L2RPT Report SIRS-351: Student Attendance Summary Report - http://www.p12.nysed.gov/irs/level2reports/documents/SIRS_351-360-361-370AttdnceAbsenceandDayCalRprtGuiderev3.6.18.pdf.

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

e. The school has processes and procedures in place to address the learning and social-emotional needs of McKinney-Vento eligible students such that all students are fully engaged within the school community and have access to the educational program. The school has a McKinney-Vento Coordinator that staff can identify.

Summative Evidence for Benchmark 3:

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

1. Element: ***Measures of Culture, Climate, and Student Engagement:***
    *   **Indicator a:** Since returning to in-person instruction after the height of the pandemic, attendance has become an acute problem according to the principal. According to the principal, the goal has always been 95 percent attendance including subgroups. The NYS Report Card for the 2021-2022 school year reports the school had an 87 percent attendance rate compared to 84 percent for the DOL. This includes students not attending the full school day, also according to the principal. The school does not claim to have found a solution, but it declares engaging in significant effort in search of a comprehensive solution. The school has created an Attendance Committee to develop new approaches for curbing chronic absenteeism. The committee meets every week to monitor the efficacy of their efforts. A committee member makes a call every day to all families of absent students. If a complicated situation is discovered via these calls, the case is referred to counselors or the social worker. Incentives for good attendance are in place. During the 2022-2023 school year, AECI had a chronic absenteeism rate of 46.4 percent compared to NYC CSD 7 of 61.6 percent.
    *   **Indicator b:** AECI minimizes the use of exclusionary discipline, and staff make every effort to limit the use of suspension. The administration states that to reduce instances of out-of-school suspension, restorative Saturday circles were created. When a suspension occurs, the school employs restorative practices to reintegrate the student. Since most of the serious behavior issues are related to student conflict, the school created a mediation center staffed by trained teachers and counselors. In 2021-2022, the school had a 0 percent rate of suspensions to NYC CSD 7's 1 percent, according to the NYS Report Card.
    *   **Indicator c:** The school states that the basis for measuring school climate and culture is parent, teacher, and student satisfaction. The social-emotional health team stated that they monitor satisfaction informally through interactions with students, parents, and teachers. Teachers participating in the focus group defined it as a strong and healthy culture. The leadership team described it as a culture of achievement. Students participating in the student focus group described it as a culture of high achievement in which "students are not allowed to fail." Parents, students, and teachers gave high marks to AECI's academic culture in the 2023 NYC School Survey.

2. Element: ***Behavior Management and Safety:***
    *   **Indicator a:** AECI has a written discipline policy that is distributed to families and is available on the school's website. The school describes it as a policy based on progressive discipline accompanied by restorative practice. The deans of students and social-emotional team provide a

more complex definition of the policy and practices, using a variety of tools to make interventions more instructive than consequential.

- **Indicator b:** The policy description given by the social-emotional team and the deans of discipline resembles more a tiered approach to intervention than the official school definition of the policy. All staff members involved in this function work as a team.
- **Indicator c:** AECI appeared to be a safe environment. This opinion is shared by participants in the leadership, teacher, student, and social-emotional team focus groups. According to the 2023 NYC Schools Survey, 97 percent of responding parents agreed or strongly agreed with the statement. On the same 2023 survey, 81 percent of responding students agreed or strongly agreed that "The school acts as a safe space for students."
- **Indicator d:** The school has a DASA coordinator, and the information is provided in the handbook and on the school's website. Also, according to the social emotional team, issues related to DASA are part of the summer professional development sessions. However, students and teachers both acknowledged that bullying -especially on social media- is an ongoing issue.
- **Indicator e:** The social-emotional team reported the use of a "reset" or "reboot pass" as a key strategy in fostering a calm classroom environment. The school claims the strategy is more necessary in Grade 9 and its need diminishes in higher grades. During the visit, classrooms observed had students on task and behaving appropriately.

3. Element: ***Family Engagement and Communication:***
- **Indicator a:** The school stated that they have translation and interpretation needs in Spanish. The school utilizes Spanish-speaking staff to assist with these needs. The school reports sending and making available communication directed to families in both languages. However, website information is presented mostly in English with some documents, such as applications, in Spanish. On the 2023 NYC School Family Survey, 100 percent of respondents agreed or strongly agreed that "language translation and interpretation are readily available for all family events at my child's school."
- **Indicator b:** According to the renewal application and verified via focus group discussions, teachers maintain regular and proactive contact with students' parents and/or guardians. For example, each teacher is expected to make a minimum of two positive "touch points" with parents per week via phone, email, text message or note home. In addition, special education and ESL educators provide frequent updates about students' progress towards their IEP and/or language acquisition goals.
- **Indicator c:** AECI staff use interactions with parents as an informal way to assess satisfaction. The school relies on the NYC School Survey for a formal and detailed measurement of satisfaction. In addition, the school leadership credits the Parent Association as being another helpful source of information.
- **Indicator d:** The school has a formal complaint policy, which was submitted with the renewal application. The complaint policy has historically been found on the school's website, but it is not currently accessible. The school talks about their leaders having an "open door" policy. Teachers, counselors, and the social worker are also available to assist with concerns or amplify them to the appropriate individual on the leadership team.
- **Indicator e:** The school's report card and NYSED Accountability Report are readily available on the school's website. The website also contains the authorizer's visit reports.

- **Indicator f:** Regents exam participation rates are part of the New York State Report Card, which is available on the school website. Regents exam participation rates compared to the DOL are shared at board meetings. However, these are not found on the school's website.

4. Element: ***Social-Emotional and Mental Health Supports***:
   - **Indicator a:** The school has a system to support the social-emotional health of its students. AECI pays special attention to the induction of Grade 9 students. The school believes that this developmental stage is most vulnerable to decisions about dropping out. The school provides a bridge program during the summer before entering Grade 9. A large group of staff members comprise a team devoted to this function. AECI has a director of school culture, dean of students, counselors, and social workers who work as a team in addressing the academic, social, and emotional needs of students in collaboration with school leaders. On the other hand, the school does not report using either a specialized program or curriculum to address this area.
   - **Indicator b:** The administration also reports the monthly use of assessments based on the Kutcher Adolescent Depression Scale (KADS) and the Teen Functional Assessment (TeFA) with all students. Results allow counselors and social workers to identify students or groups of students who need assistance. In addition, the school utilizes GoGuardian Beacon technology to address student suicide and self-harm. Beacon helps staff identify students who are silently suffering, alerting them to quickly activate the school's response plan.
   - **Indicator c:** The social-emotional team reported that counselors conduct student focus groups to measure the impact of the programs and procedures in addressing support for emotional health.
   - **Indicator d:** The social-emotional team reported that some professional development involves teachers as well as non-teaching staff, such as security guards. Themes such as de-escalation of behaviors, appropriate communications, confidentiality, and mandated reporting are included in these sessions.
   - **Indicator e:** The school identifies that their social worker is the McKinney-Vento coordinator at AECI. He meets regularly with the counselors to coordinate support for students who experience homelessness.

Benchmark 4: Financial Condition
The school is in sound and stable financial condition as evidenced by performance on key financial indicators.

Finding: Meets

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

Summative Evidence for Benchmark 4:

See the school's fiscal dashboard attached to the end of this report (Charter School Fiscal Accountability Summary). The fiscal dashboard provides detailed information regarding the school's compliance with Benchmark 4 of the Charter School Performance Framework. Unless otherwise indicated, financial data is derived from the school's annual independently audited financial statements which can be found on the NYSED website at http://www.p12.nysed.gov/psc/csdirectory/CSLaunchPage.html.

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

Financial Condition

Effective July 2020, NYC Charter High School for Architecture, Engineering & Construction Industries and AECI II: NYC Charter High School for Computer Engineering and Innovation merged to form AECI Charter Schools Network. AECI Charter Schools Network appears to be in good financial condition as evidenced by performance on key indicators derived from the school's independently audited financial statements.

Overall Financial Outlook

A financial composite score is an overall measure of financial health based on a weighting of primary reserves, equity, and net income. A charter school with a score between 1.50 and 3.00 is generally considered to be in good financial health. AECI Charter Schools Network's 2022-2023 composite score is 2.67.

Composite Scores
2018-2019 to 2022-2023

Year	*Composite Score*
2018-2019	3.00
2019-2020	3.00
2020-2021	3.00
2021-2022	2.72
2022-2023	2.67

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

Finding: Meets

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

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

Summative Evidence for Benchmark 5:

NYSED CSO reviewed AECI Charter Schools Network's 2022-2023 audited financial statements to determine whether the independent auditor observed sufficient internal controls over financial reporting. The auditor did not identify deficiencies in internal controls that could be considered material weaknesses.

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

Finding: Meets

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

Summative Evidence for Benchmark 6:

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

1. Element: *Board Oversight and Governance:*
   - **Indicator a:** Board members complete a formal, annual performance evaluation for the Network's CEO based on internally developed performance expectations and standards. Two areas of focus for 2023-2024 have been CEO Standard 1 – Mission, Vision, and Values alignment, as well as CEO Standard 3 – Supervision and Instructional Leadership. The CEO takes the responsibility of evaluating the principal. The principal evaluates the staff and/or delegates portions of staff evaluation to other school leaders. Board members participate in an annual retreat where results are evaluated. This outside-facilitated activity forms the basis for leadership evaluation and board self-evaluation. The board states that progress toward these goals is discussed as part of their monthly meetings.

- **Indicator b:** The board is comprised of a diverse group of individuals with different areas of expertise. According to the focus group and the renewal application, these areas include finance, development of facilities, law, communications, education, engineering, and construction. Currently, the board is considering adding fundraising expertise to the group. The board uses a nomination process in recruiting new members. When necessary, the board avails itself of non-voting advisors.
- **Indicator c:** The board uses a committee structure to provide oversight of school leadership and to gauge progress toward the school's mission as described in the charter. Committees include the Finance Committee, Facilities Committee, Personnel Committee, and Academic Committee. Each committee meets regularly with the participation of the CEO. Committees develop activities in their area, bring forth the full board items concerning board approval, and regularly report on progress. AECI board members use a comprehensive dashboard containing data points on every relevant aspect of their oversight functions.
- **Indicator d:** According to the renewal application, the board invests in professional support and expertise to ensure the efficacy of its strategic planning efforts by contracting with external experts who facilitate bi-annual retreats for members to reflect on the schools' fulfillment of their missions, the levels of achievement and goal progress, and any other board needs. The committee structure and regular board meetings are used to report on progress throughout the year.
- **Indicator e:** Board members stated that updating policies is a core function of their outside counsel. The attorney, who attends all regular meetings, is a former president of a community college with expertise in educational policy. The board affirms that they use CSO procedures for the approval of material and non-material changes.
- **Indicator f:** The Board's ongoing professional development encompasses various areas relevant to their roles, including governance best practices, financial management, legal and ethical responsibilities, and educational trends. Members also participate in educational conferences and seminars from different sources.
- **Indicator g:** Board members feel that the commitment to their legal and policy obligations is evident in the constant use of legal counsel as part of their regular work. During the board interview, all descriptions of their work, the use of data dashboards, and oversight of the school leadership fell under the appropriate governance role of trustees. When talking about their regular retreats, board members stated that periodic attention is placed on commitments under the charter and NYSED rules and regulations.
- **Indicator h:** The CEO and board members demonstrated familiarity with the performance framework in their conversations with the site visit team. They indicated that all goals for continuous improvement and goals that comprise the work of committees are reviewed at regular board meetings and refined at board retreat.

Benchmark 7: Organizational Capacity

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

Finding: Meets

Element	Indicators
1. *School Leadership*	a. The school has an effective school leadership team that communicates a clearly defined mission and set of goals to staff and the school community. b. The school has clear and well-established communication systems and decision-making processes in place to ensure effective communication across the school. c. The school successfully recruits, hires, and retains key personnel that meets the needs of all students and subgroups, and makes decisions – when warranted – to remove ineffective staff members. d. School leadership is familiar with NYSED Charter School Performance Framework standards and has a plan to ensure that the school meets these standards.
2. *Professional Climate*	a. Roles and responsibilities for leaders, staff, management, and the board of trustees are clearly defined and adhered to. b. The school ensures that staff has the requisite skills, expertise, and professional development necessary to meet all students' needs, including students in subgroups. c. The school is fully staffed with personnel who are able to meet all operational needs, including finance, human resources, and communications. d. The school has established procedures for effective collaboration among teachers. e. The school has systems to monitor and maintain organizational and instructional quality through a formal evaluation process for teacher and other staff. f. The school has mechanisms to solicit teacher and staff feedback and to gauge their satisfaction.
3. *Contractual Relationships (if applicable)*	a. Changes in the school's charter management or comprehensive service provider contract comply with required charter amendment procedures. b. The school monitors the efficacy of contracted service providers or partners and has established an effective working relationship.

Summative Evidence for Benchmark 7:

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

1. Element: ***School Leadership:***
   - **Indicator a:** The interview with the principal and CEO revealed their enthusiasm about the number of college-level courses offered at the school and their pride in the architecture-themed coursework. This ties in directly with the school mission. Furthermore, most of the conversation centered around teaching and learning. The leadership team includes instructional leaders who are focused on achievement.
   - **Indicator b:** AECI executes a communication strategy that takes advantage of web-based tools and social media. The parent portal allows immediate access to student grades and other performance information, notices to families, emails on achievement and attendance, and facilitates meetings. Instagram, Facebook, and Twitter have proven useful in communicating with all stakeholders and the community at large. The 2023 NYC School Survey reports that 93 percent of parents believe that the school "makes an effort to reach out to parents."
   - **Indicator c:** The human resources director and school leaders stated that the school is fully staffed and does not experience significant problems in recruitment. According to the leadership team, the school employs the type of personnel who support the needs of all subgroups, as demonstrated by achievement data. The hiring described by school officials is a multi-step, detailed, and careful process that is aimed at inducting high-quality teachers and staff. The school has experienced the occasional need to place teachers in progressive development plans, and it has not shied away from terminating staff who do not measure to their standards. The 2023 NYC School Survey and the teacher focus group report high levels of trust in, commitment to, and satisfaction with the school. According to the 2023 NYC School Survey, 93 percent of parents and 83 percent of students have a high level of trust in teachers, and 95 percent of teachers have a high level of trust in their colleagues.
   - **Indicator d:** The conversations with the principal, Network CEO, board of trustees, and leadership team revealed familiarity with the NYSED CSO Performance Framework standards. The teacher focus group talked about the consistent program of observations and feedback in ways that suggested use of Performance Framework standards as a metric. Instructional coaches talked about professional development sessions in which Performance Framework standards are used as the basis of the work sessions.

2. Element: ***Professional Climate:***
   - **Indicator a:** Staff positions are filled with experienced and qualified staff. School staff work at developing leadership from among its ranks. Interviews with the CEO, principal, and members of the leadership team made it evident that everyone understands, correctly, their role and lines of communication. The board meeting demonstrated that the group is interested in governance, leaving the management to its staff.
   - **Indicator b:** The staff induction process described by the HR director, principal, and teachers emphasizes the professional development required to understand and function well in the implementation of the school's model. The hiring practices described, teacher testimony, and staff retention rate signal that the school has the expertise needed. The school employs staff specialized in services to ELL and SWD.
   - **Indicator c:** AECI is fully staffed. The organizational chart, the instructional leadership team, and teachers participating in a focus group attest to the school having the staff needed to run effectively. The board of trustees expressed confidence in the services provided by finance, human resources, and school leaders.

- **Indicator d:** The school leadership focus group explained that AECI affords teachers the time to collaborate, including time to consult and work with Special Education teachers and the ESL teacher. In addition, Friday afternoon professional development sessions provide ongoing opportunities for staff to learn and discuss relevant educational topics with their colleagues.
- **Indicator e:** The school has a workable and well-documented system for the evaluation of staff, largely based on the Danielson rubric. Staff interviewed had a clear knowledge of who evaluates them. There are systems of classroom observations and feedback. Teachers described being helped by having alternating coach/supervisor observations.
- **Indicator f:** According to the renewal application, **"**AECI collects formative feedback on the curriculum through frequent conversations and professional development. Teachers are asked to take surveys at the immediate conclusion of PD sessions to provide information on strengths and areas of growth. This practice provides immediate and usable data. AECI formally gauges teacher satisfaction using the NYCDOE's Learning Environment Survey. In addition, AECI has an 'open door' policy and culture- a practice that encourages and fosters communication, feedback, and collegiality." Teacher focus group participants confirmed that they are asked for feedback and input, particularly when preparing for Regents exams and at the time of reviewing Regents results.

3. Element: ***Contractual Relationships***:
- **Indicator a:** n/a
- **Indicator b:** To evaluate the effectiveness of partnerships in the architecture, engineering, and construction fields, AECI employs a combination of quantitative and qualitative metrics. According to school leadership, "Quantitatively, we track the number of students who secure pre-college scholarships through these partnerships, as this is a clear indicator of the opportunities and engagement provided by our industry partners. Qualitatively, we conduct focus interviews with students who have participated in these experiences to gauge their perceived value and relevance, providing insights into how well the partnership meets their needs and expectations." For higher education partnerships, the school assesses success by examining the percentage of students who earn college credits through dual-enrollment programs, as well as by tracking the number of college credits earned by each student. This quantitative data helps ensure the academic rigor and relevance of the courses offered in partnership with colleges and universities. School leaders also note that the school solicits student feedback about their experiences in dual-credit programs, providing a qualitative perspective to help the school refine their dual-credit offerings.

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

Finding: Meets

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

Summative Evidence for Benchmark 8:

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

1. Element: ***Mission and Key Design Elements:***
   - **Indicator a:** AECI's mission is to create a rigorous college prep academic program 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. Information on the website, recruitment materials, and materials provided to parents clearly communicate the mission. Courses directly related to these industries start in Grade 9, making students aware of the school's mission. The school employs teaching staff with previous experience working in the relevant industries. Courses and tools are industry-based and at industry standards. The guidance program helps students pursue high school internships and/or postsecondary placements related to the mission. Both teachers and board members speak to the positive impact of industry-based courses. All of the above make the school mission overt and clear. According to the student focus group, some classmates just want a good high school education and are not conscious of the program until they start taking industry-related courses. Others are planning to pursue somewhat related fields.
   - **Indicator b:** AECI's key design elements are 1) rigorous instruction, 2) college readiness, 3) staff development, 4) X period, and 5) curriculum and teacher support.
     - **Rigorous instruction**. All focus groups made statements that speak to the school's work in establishing a rigorous academic program. Students talk about previously attending "good" schools, but schools that do not have strong academics. They talked about the "hard work" they engage in. All focus groups had something to remark about the rigor of the program. Special education teachers note that the ability to plan with core subject teachers allows them to have a clear view of the performance goals. The board's data dashboard includes relevant performance information used to monitor rigor. Most of the conversations with the leadership team centered around how they make sure rigor is created and measured. Regents examination performance and graduation rates, described above in benchmark 1, evidence

the rigor of the program when juxtaposed to the socio-economic characteristics of the population.

o **College Readiness**. Besides the rigor of the academic program that supports post-secondary education, AECI strives to help students make good decisions about colleges and prepare themselves financially and emotionally for this step. To that goal, the school claims to have developed an "enhanced guidance program." The school seems to have a better student-counselor ratio than many other high schools. That is a good start in developing a unique guidance program, however, the bar is unfortunately low as most comparable high schools significantly lack enough guidance staff. The school adds dimension to this statement by creating a Director of Post-secondary Education position that helps coordinate efforts. The Director of Post-secondary Education reports that the school makes sure that all students identify target colleges, complete a strong application, prepare for entrance exams, and complete financial aid applications. The board and administration state that they always keep an eye on the health of this program. One of the most important steps AECI takes to ensure students are college-ready is the number of dual credit courses the school offers. The principal explained reports that these courses are offered to the students at no cost. The principal also reports that their experience has led them to minimize their reliance on AP courses in favor of dual credit ones.

o **Staff Development**. AECI includes professional development as one of the key design elements. The teacher focus group offered that flexibility in creating their curriculum is one of the most positive aspects of their work. Data analysis and command of standards required for the development of effective curricula require purposeful professional development. The same is true for common instructional practices and effective induction of new teachers. The teacher focus group and school leaders report that professional development at AECI 1 accounts for a strong culture of achievement. It is evident that staff development is a key design element at AECI and that is related to the school's good performance.

o **X-Period**. Leadership explained regular school is shorter on Wednesdays and Fridays. This allows for time to work with students who can benefit from individualized instruction in areas not yet mastered. The school also has Saturday instruction, thus providing more opportunities for academic support. It seems that this practice as a key design element must be about a different and more effective use of time. The two interventions – X period and Saturday instruction- are somewhat similar to the use of two ELA periods in Grade 9. On the other hand, the principal revealed that Saturday instruction is "informal" at this point. The school seems to be in search of a way to make this intervention more directive than invitational. The student focus group explained it this way: "The school has a no-failure policy. Students are not allowed to fail." It is, therefore, clear to see how this is a key design element and that it is implemented at AECI.

o **Curriculum and teacher support**. Instructional coaches showed a planning template used by teaching teams to plan curricular content. The template helps ensure that the plans are aligned with NYS Learning Standards, include differentiation of instruction, and pay attention to cultural relevance. Teams are supported by coaches and administrators in this task. School leadership reported that teachers are provided with daily planning time that allows this work to be done following professional learning community procedures. Staff involved in co-teaching are also provided with common time to do this work and are supported by the instructional coaches. During the visit, two instances of co-teaching were observed. In one of these, both teachers were circulating the room and providing feedback to small groups. In the

other instance, both teachers were providing direct instruction. Teachers are provided with opportunities to conduct visits to other teachers to observe the execution of particular teaching strategies. School leadership attested to devoting a significant part of the school's professional development sessions to supporting curriculum development, collaborative work, and instructional strategies. The teacher focus group talked about the importance at AECI of collaboration, the value of professional development, and the school's support for professional growth. They also mention being observed, both formally and informally, by different people and being given feedback on these observations.

Finding: Approaches

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

Summative Evidence for Benchmark 9:

Over this charter term, the trajectory for this benchmark has been consistent as an Approaches due to consistent under-enrollment of SWD and ELL students.

1. Element: ***Target are met:***
   - **Indicator a:** AECI is currently at 86 percent of their contracted enrollment. However, the total enrollment has steadily declined from being at 100 percent of contracted enrollment in 2019-2020. The school's enrollment rate of ED students is +5 percentage points above the DOL. In addition, the school's retention rates approach or exceed those of the DOL, both overall and for all subgroups.

2. Element: ***Targets are not met:***
   - **Indicator a:** The school's enrollment rate of SWD and ELL students is below the DOL, -5 and -11 percentage points, respectively.

- **Indicator b:** AECI has made extensive good faith efforts to attract, recruit, and retain its SWD and ELL enrollment. It gives enrollment lottery preference to SWD and ELL.
  To attract more SWD, the school has:
    - created SWD promotional videos;
    - scheduled additional ICT classes; and
    - devoted a section of the school website to SWD information.
  Enhanced recruitment efforts to attract ELL include:
    - bilingual mass mailings;
    - radio advertisements in Spanish;
    - bilingual bus stop ads;
    - Facebook and Instagram ads;
    - Google search ads;
    - all recruitment materials in target language;
    - interpretation available at Open Houses;
    - visits to district middle schools;
    - hiring a dedicated ESL teacher; and
    - ensuring outreach to parents of existing students regarding attendance and progress is done in the parents' home language.
- **Indicator c:** The board of trustees stated that they consistently receive and review enrollment and retention data as part of their monthly dashboard. They pay careful attention to the enrollment and retention data for ELL and SWD. The administration states that different data points are collected for the different recruitment activities and initiatives to help assess the efficacy of each.

See Attachment 1 for data tables and additional information.

Benchmark 10: Legal Compliance
The school complies with applicable laws, regulations, and the provisions of its charter.

Finding: Meets

Element	*Indicators*
1. Legal Compliance	a. The school has compiled a record of substantial compliance with applicable State and federal laws and regulations and the provisions of its charter including, but not limited to: those related to student admissions and enrollment; FOIL and Open Meetings Law; protecting the rights of students and employees; addressing complaints; financial management and oversight; governance and reporting; and health, safety, civil rights, and student assessment requirements. b. The school has undertaken appropriate corrective action when required, and/or as requested by the Board of Regents and/or the NYSED Charter School Office and has implemented necessary safeguards to maintain compliance with all legal requirements. c. The school has a plan to ensure that teachers are certified in accordance with applicable laws and regulations. d. The school has sought Board of Regents and/or the NYSED Charter School Office approval for material and non-material revisions. e. The school maintains sufficient enrollment demand for the school to meet the expectations detailed in the enrollment plan outlined in the charter and within the parameters set forth in the charter agreement. f. The school seeks guidance from its legal counsel when updating documents and handling issues that arise.

Summative Evidence for Benchmark 10:

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

o   Element: ***Legal Compliance:***
  •   **Indicator a:** The school has compiled a record of substantial compliance with applicable State and federal laws and regulations and the provisions of its charter. At the time of the most recent midterm site visit, "Review of documents revealed no instances of non-compliance with applicable State and federal laws and regulations and provisions of AECI's charter; however, the calendar of board upcoming board meetings is not evident on the school's website." The board meeting calendar is now posted on the school website in compliance with Open Meetings requirements. The website also includes required postings such as board meeting minutes, annual reports, and policies such as FOIL, complaint, DASA, etc. The Network also hired a director of human resources, who is Society for Human Resource Management (SHRM) certified and works to ensure that hiring protocols and school-employee relations adhere to state and local mandates.

Analysis of the faculty/staff roster submitted by the school with their 2022-2023 Annual Report showed that of the 18 people reported as having been hired during the 2022-2023 school, one worked for 99 days prior to being fully fingerprint cleared.

- **Indicator b:** AECI has not been asked to take any compliance corrective action during the current charter term.
- **Indicator c:** Analysis of the faculty/staff roster showed that 18 of the 42 teachers reported on the annual report were uncertified; this is three above the statutory limit. Conversation with teachers of industry-related courses showed a lack of clarity regarding the ability to get certified when NYS does not offer a subject-specific test or certification in a specialized subject like architecture. There are other pathways for certification of these individuals. The director of human resources is exploring these opportunities to support teachers in securing certification. In addition, according to the renewal application, the school reimburses teachers for exam fees and offers increased compensation for certified staff members. The school also contracts with the New York Charter School Center's teacher certification consultation team for technical assistance in helping teachers develop individualized pathways to certification,
- **Indicator d**: During the charter term, the Board of Regents approved a material revision request to the charter by approving the consolidation of AECI and AECI II, with the surviving education corporation being the AECI Charter Schools Network**.** The school has consulted with the CSO regarding potential revisions and followed the CSO Revision Guidance. At the time of the renewal application, the school sought approval for nonmaterial revisions to some of its policies. In addition, it submitted material revision requests to expand its grade levels and simultaneously increase its maximum authorized enrollment and amend its Key Design Elements.
- **Indicator e:** Although enrollment has declined over the charter term, AECI's current overall enrollment is 86% of its contracted enrollment.
  Indicator f: The board focus group members indicated that counsel reviews all changes in policy and compliance with charter provisions annually. According to the renewal application, legal counsel plays a critical role in advising school administration and board members on a wide range of matters, including governance policies, contracts, student rights, employment law, special education, and more. In addition, legal counsel attends all board meetings, and board minutes specifically list a counsel in attendance.

2024 NYSED Charter School Information Dashboard

Overview

Charter School Selection	BEDS Code	2022-2023 Enrollment
NEW YORK CITY CHARTER HIGH SCHOOL FOR ARCHITECTURE, ENGINEERING & CONSTRUCTION INDUSTRIES	320700860926	429

ESEA Accountability Designation (2023-2024):	This school is designated as a school in need of **Local Support and Improvement** under current New York State criteria as defined by the Elementary and Secondary Education Act.

Charter School Information

School District of Location:	NYC CSD 7
Total Public School Enrollment of Resident Students attending Charter Schools:	38%
Additional School District: (if applicable)*	-
Total Public School Enrollment of Resident Students attending Charter Schools:	-
Grades Served:	9-12
Address:	838 BROOK AVE, BRONX, NY, 10451
Website:	www.aecicharterhs.org
RIC:	NEW YORK CITY
Regents Region:	NEW YORK CITY - THE BRONX
Regent:	Aramina Vega Ferrer
Active Date:	7/1/2008
Authorizer:	REGENTS
CEO:	MR. DEREK SPAULDING
CEO Phone:	646-400-5566
CEO Email:	dspaulding@aecicharterhs.org
BOT President:	MR. CARLO SCHIATTARELLA
BOT President Phone:	646-722-4219
BOT President Email:	carlo@schoolhouseproject.com
Institution ID:	800000061087

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

BoR Charter School Office Information

Regional Liaison:	Brandy Marshall
Performance Framework:	2019
Current Term:	07/01/19 - 06/30/24
2019-2020	Merger
2020-2021	Check-in
2021-2022	Midterm
2022-2023	Check-in
2023-2024	Renewal

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

CSO Survey Results	Confidence Interval	Response Rate	Survey Population	Total Responses
Parent Survey	N/A	N/A	N/A	N/A
Student Survey (Grades 9-12)	N/A	N/A	N/A	N/A
Teacher Survey	N/A	N/A	N/A	N/A

2024 NYSED Charter School Information Dashboard

Benchmark 1 - Indicator 1: Similar Schools Comparison

Charter School

NEW YORK CITY CHARTER HIGH SCHOOL FOR ARCHITECTURE, ENGINEERING & CONSTRUCTION INDUSTRIES

New York City CHS for Architecture, Engineering & Construction Industries			ELA Differential	Math Differential	Science Differential	Graduation Rate Differential
High School	+/- 5	Bronxdale HS	.	.	.	+13
		HS of Hospitality Management	.	.	.	+14
		Riverside HS	.	.	.	-3
		Mean	.	.	.	+8
	+/- 7.5	Academy of Hospitality and Tourism	.	.	.	+13
		Bronx Legacy HS	.	.	.	+94
		Bronx Center for Science and Mathematics	.	.	.	-1
		Bronx Compass HS	.	.	.	+7
		Bronx School of Law and Finance	.	.	.	+11
		Hero (Health, Education and Research Occupations) HS	.	.	.	+2
		Lincoln HS	.	.	.	-1
		Manhattan Business Academy	.	.	.	+1
		Morris Academy for Collaborative Studies	.	.	.	+3
		Mott Hall Bronx HS	.	.	.	+9
		South Bronx Community CHS	.	.	.	+19
		Urban Action Academy	.	.	.	+27
		Urban Assembly School of Business for Young Women	.	.	.	+20
		Victory Collegiate HS	.	.	.	+7
		Mean	.	.	.	+15
	+/- 10	A Philip Randolph Campus HS	.	.	.	+11
		AECI II: NYC CHS for Computer Engineering and Innova	.	.	.	+94
		Academy for Scholarship and Entrepreneurship: A Col	.	.	.	+14
		Belmont Preparatory HS	.	.	.	+18
		Bronx Academy of Health Careers	.	.	.	+1
		Bronx Engineering and Technology Academy	.	.	.	+15
		Bronx Leadership Academy IIHS	.	.	.	+13
		Bronx Theatre HS	.	.	.	+6
		Brooklyn Academy of Global Finance (The)	.	.	.	+11
		Brooklyn School for Math and Research (The)	.	.	.	+1
		Brooklyn Theatre Arts HS	.	.	.	+16
		Careers In Sports HS	.	.	.	+17
		Cinema School (The)	.	.	.	-1
		Dewitt Clinton HS	.	.	.	+3
		East Community School	.	.	.	+22
		Edison Career and Technology HS	.	.	.	+36
		Emerson School of Hospitality	.	.	.	+7
		Eximius College Preparatory Academy: A College Boar	.	.	.	+5
		Fannie Lou Hamer Freedom HS	.	.	.	+13
		Fordham Leadership Academy	.	.	.	-6
		Gorton HS	.	.	.	+4
		Gotham Collaborative HS	.	.	.	+26
		HS for Energy and Technology	.	.	.	0
		HS for Global Citizenship (The)	.	.	.	+7
		HS for Law, Advocacy and Community Justice	.	.	.	+18
		HS of Arts and Technology	.	.	.	+11
		Health Opportunities HS	.	.	.	+19
		Heritage School (The)	.	.	.	+19
		Knowledge and Power Prep Academy International HS	.	.	.	-6
		Leadership & Public Service HS	.	.	.	+7
		Longwood Preparatory Academy	.	.	.	+12
		Marie Curie High Sch-Nursing, Medicine & Health Prof	.	.	.	+11
		Maxine Greene HS for Imaginative Inquiry (The)	.	.	.	+16
		Metropolitan Soundview HS (The)	.	.	.	+18
		Murry Bergtraum HS for Business Careers	.	.	.	+13
		New Visions CHS for Advanced Math and Science II	.	.	.	-4
		New Visions CHS for the Humanities	.	.	.	-6
		Progress HS for Professional Careers	.	.	.	+22
		Public Service Leadership Academy At Fowler	.	.	.	+18
		Rochester Early College International HS	.	.	.	+1
		Roosevelt HS - Early College Studies	.	.	.	0

2

School for Human Rights (The)	.	.	.	+6
Unity Center for Urban Technologies	.	.	.	-3
University Prep CHS	.	.	.	-1
Urban Assembly Academy of Government and Law	.	.	.	+6
Urban Assembly CS for Computer Science	.	.	.	+94
Urban Assembly School for Green Careers (The)	.	.	.	-1
Urban Assembly School for the Performing Arts	.	.	.	+13
Williamsburg CHS	.	.	.	+10
Mean	.	.	.	+13
Mean	.	.	.	+13

See NOTES (1) and (11).

2024 NYSED Charter School Information Dashboard

Regents Outcomes

Charter School

NEW YORK CITY CHARTER HIGH SCHOOL FOR ARCHITECTURE, ENGINEERING & CONSTRUCTION INDUSTRIES

Regents Testing Outcomes – Aggregate and Subgroup Annual Regents Outcomes:

Annual Regents Outcomes

Subject	Year	All Students — Total Charter Tested	NYC CHS for Arch., Eng. & Constr. Industries	NYS	Differential to NYS	SWD — Total Charter Tested	NYC CHS for Arch., Eng. & Constr. Industries	NYS	Differential to NYS	ELL — Total Charter Tested	NYC CHS for Arch., Eng. & Constr. Industries	NYS	Differential to NYS	ED — Total Charter Tested	NYC CHS for Arch., Eng. & Constr. Industries	NYS	Differential to NYS
Algebra I (Common Core)	2018-2019	191	82%	66%	+16	39	64%	43%	+21	36	75%	50%	+25	173	81%	59%	+22
	2019-2020	129	94%	93%	+1	26	85%	90%	-5	24	96%	90%	+6	127	94%	92%	+2
	2020-2021	119	100%	97%	+3	36	100%	96%	+4	18	100%	98%	+2	117	100%	97%	+3
	2021-2022	113	64%	63%	+1	25	44%	42%	+2	13	38%	46%	-8	113	64%	56%	+8
	2022-2023	115	70%	57%	+13	32	41%	35%	+6	14	64%	40%	+24	109	72%	50%	+22
Algebra II (Common Core)	2018-2019	41	85%	83%	+2	7	100%	58%	+42	.	.	.	.	38	84%	72%	+12
	2019-2020	37	100%	99%	+1	.	.	.	.	.	.	.	.	36	100%	99%	+1
	2020-2021	110	100%	100%	0	17	100%	100%	0	18	100%	100%	0	104	100%	100%	0
	2021-2022	40	38%	68%	-30	.	.	.	.	.	.	.	.	37	35%	54%	-19
	2022-2023	40	63%	64%	-1	.	.	.	.	.	.	.	.	38	63%	48%	+15
English Language Arts (Common Core)	2018-2019	238	91%	84%	+7	59	81%	61%	+20	32	88%	56%	+32	220	91%	78%	+13
	2019-2020	129	97%	96%	+1	25	84%	91%	-7	22	95%	89%	+6	129	97%	94%	+3
	2020-2021	109	100%	99%	+1	15	100%	98%	+2	16	100%	98%	+2	106	100%	99%	+1
	2021-2022	123	59%	84%	-25	38	29%	63%	-34	19	32%	58%	-26	121	60%	78%	-18
	2022-2023	145	62%	77%	-15	39	38%	52%	-14	21	38%	40%	-2	143	62%	69%	-7
Geometry (Common Core)	2018-2019	83	75%	70%	+5	7	71%	41%	+30	.	.	.	.	75	73%	57%	+16
	2019-2020	117	99%	98%	+1	19	100%	97%	+3	18	100%	97%	+3	117	99%	97%	+2
	2020-2021	107	100%	100%	0	20	100%	100%	0	17	100%	100%	0	105	100%	100%	0
	2021-2022	125	25%	57%	-32	35	17%	31%	-14	22	23%	33%	-10	122	25%	44%	-19
	2022-2023	71	28%	53%	-25	10	30%	23%	+7	8	25%	25%	0	70	27%	39%	-12
Global History	2018-2019	107	93%	79%	+14	24	75%	52%	+23	12	83%	56%	+27	95	93%	72%	+21
	2019-2020	112	96%	98%	-2	25	84%	95%	-11	15	93%	95%	-2	112	96%	97%	-1
	2020-2021	106	100%	100%	0	14	100%	100%	0	15	100%	100%	0	102	100%	100%	0
	2021-2022	133	76%	81%	-5	38	50%	57%	-7	22	68%	63%	+5	131	76%	74%	+2
	2022-2023	132	63%	74%	-11	33	39%	44%	-5	19	47%	48%	-1	130	62%	64%	-2
Global History Transition	2018-2019	50	66%	62%	+4	20	35%	34%	+1	8	75%	36%	+39	47	68%	51%	+17
Living Environment	2018-2019	178	73%	71%	+2	47	51%	45%	+6	43	58%	43%	+15	165	72%	61%	+11
	2019-2020	149	87%	96%	-9	36	75%	93%	-18	32	72%	94%	-22	147	87%	95%	-8
	2020-2021	116	100%	98%	+2	32	100%	97%	+3	18	100%	98%	+2	113	100%	98%	+2
	2021-2022	103	56%	76%	-20	21	43%	53%	-10	14	50%	51%	-1	102	56%	67%	-11
	2022-2023	110	38%	63%	-25	27	19%	36%	-17	16	25%	35%	-10	106	39%	52%	-13
Physical Setting / Chemistry	2018-2019	21	10%	73%	-63	.	.	.	.	.	.	.	.	18	11%	60%	-49
	2019-2020	51	100%	98%	+2	.	.	.	.	.	.	.	.	49	100%	98%	+2
	2020-2021	54	100%	100%	0	6	100%	100%	0	6	100%	100%	0	52	100%	100%	0
	2021-2022	5	0%	62%	-62	.	.	.	.	.	.	.	.	5	0%	49%	-49
	2022-2023	48	23%	65%	-42	.	.	.	.	.	.	.	.	46	24%	50%	-26
Physical Setting / Physics	2022-2023	10	20%	68%	-48	.	.	.	.	.	.	.	.	10	20%	55%	-35
US History and Government	2018-2019	101	89%	77%	+12	26	77%	51%	+26	14	79%	47%	+32	96	90%	67%	+23
	2019-2020	106	94%	97%	-3	24	88%	93%	-5	10	90%	92%	-2	104	94%	95%	-1
	2020-2021	128	100%	100%	0	24	100%	100%	0	19	100%	100%	0	122	100%	100%	0
	2021-2022	88	100%	100%	0	12	100%	100%	0	12	100%	100%	0	84	100%	100%	0
	2022-2023	116	61%	82%	-21	25	32%	60%	-28	12	67%	60%	+7	113	60%	74%	-14

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

Charter School

NEW YORK CITY CHARTER HIGH SCHOOL FOR ARCHITECTURE, ENGINEERING & CONSTRUCTION INDUSTRIES

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

Aggregate and Subgroup 4-Year Cohort Regents Testing Outcomes

		All Students				SWD				ELL				ED			
		Charter Total Cohort	New York City CHS for Architecture, Engineering & Construction Industries	NYS	Differential to NYS	Charter Total Cohort	New York City CHS for Architecture, Engineering & Construction Industries	NYS	Differential to NYS	Charter Total Cohort	New York City CHS for Architecture, Engineering & Construction Industries	NYS	Differential to NYS	Charter Total Cohort	New York City CHS for Architecture, Engineering & Construction Industries	NYS	Differential to NYS
ELA	2015	101	95%	84%	+11	22	82%	55%	+27	15	87%	55%	+32	98	95%	79%	+16
	2016	98	96%	88%	+8	26	85%	66%	+19	13	100%	69%	+31	97	96%	84%	+12
	2017	106	99%	89%	+10	22	95%	69%	+26	8	88%	75%	+13	101	99%	86%	+13
	2018	110	90%	87%	+3	15	87%	71%	+16	18	89%	68%	+21	103	90%	83%	+7
	2019	109	97%	81%	+16	18	89%	56%	+33	7	100%	54%	+46	107	97%	75%	+22
Global History	2015	101	90%	78%	+12	22	64%	43%	+21	15	80%	48%	+32	98	90%	70%	+20
	2016	98	93%	84%	+9	26	77%	60%	+17	13	92%	63%	+29	97	93%	80%	+13
	2017	106	98%	87%	+11	22	95%	66%	+29	8	88%	69%	+19	101	98%	84%	+14
	2018	110	96%	86%	+10	15	87%	72%	+15	18	100%	68%	+32	103	97%	83%	+14
	2019	109	94%	82%	+12	18	94%	68%	+26	7	100%	63%	+37	107	94%	79%	+15
Math	2015	101	97%	84%	+13	22	86%	51%	+35	15	93%	60%	+33	98	97%	78%	+19
	2016	98	99%	88%	+11	26	96%	64%	+32	13	100%	72%	+28	97	99%	85%	+14
	2017	106	100%	90%	+10	22	100%	69%	+31	8	100%	79%	+21	101	100%	88%	+12
	2018	110	98%	91%	+7	15	93%	76%	+17	18	100%	78%	+22	103	98%	89%	+9
	2019	109	99%	90%	+9	18	100%	74%	+26	7	100%	73%	+27	107	99%	87%	+12
Science	2015	101	88%	83%	+5	22	64%	51%	+13	15	67%	51%	+16	98	88%	76%	+12
	2016	98	95%	87%	+8	26	85%	64%	+21	13	85%	66%	+19	97	95%	83%	+12
	2017	106	96%	90%	+6	22	86%	70%	+16	8	100%	74%	+26	101	96%	87%	+9
	2018	110	90%	91%	-1	15	60%	77%	-17	18	72%	73%	-1	103	90%	88%	+2
	2019	109	98%	90%	+8	18	94%	77%	+17	7	100%	70%	+30	107	98%	88%	+10
US History	2015	101	95%	79%	+16	22	86%	48%	+38	15	93%	48%	+45	98	95%	71%	+24
	2016	98	96%	84%	+12	26	92%	61%	+31	13	92%	61%	+31	97	96%	79%	+17
	2017	106	98%	85%	+13	22	95%	66%	+29	8	88%	67%	+21	101	98%	81%	+17
	2018	110	96%	84%	+12	15	93%	69%	+24	18	100%	67%	+33	103	96%	80%	+16
	2019	109	95%	80%	+15	18	78%	64%	+14	7	100%	64%	+36	107	95%	76%	+19

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

3/4/2024

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

High School Graduation Rates by Cohort

		All Students				SWD				ELL				ED			
		Charter Total Cohort	New York City CHS for Architecture, Engineering & Construction Industries	NYS	Differential to NYS	Charter Total Cohort	New York City CHS for Architecture, Engineering & Construction Industries	NYS	Differential to NYS	Charter Total Cohort	New York City CHS for Architecture, Engineering & Construction Industries	NYS	Differential to NYS	Charter Total Cohort	New York City CHS for Architecture, Engineering & Construction Industries	NYS	Differential to NYS
2015 Cohort	4 Year	101	95%	83%	+12	22	91%	62%	+29	15	80%	58%	+22	98	95%	77%	+18
	5 Year	101	96%	87%	+9	22	91%	67%	+24	15	87%	68%	+19	98	96%	82%	+14
	6 Year	101	97%	88%	+9	22	91%	70%	+21	15	93%	70%	+23	98	97%	84%	+13
2016 Cohort	4 Year	98	98%	85%	+13	26	96%	63%	+33	13	100%	63%	+37	97	98%	80%	+18
	5 Year	98	98%	88%	+10	26	96%	69%	+27	13	100%	70%	+30	97	98%	83%	+15
	6 Year	98	98%	89%	+9	26	96%	72%	+24	13	100%	71%	+29	97	98%	85%	+13
2017 Cohort	4 Year	106	94%	86%	+8	22	91%	65%	+26	8	88%	70%	+18	101	94%	81%	+13
	5 Year	105	99%	89%	+10	22	95%	72%	+23	8	88%	75%	+13	100	99%	85%	+14
	6 Year	105	99%	90%	+9	22	95%	73%	+22	8	88%	76%	+12	100	99%	86%	+13
2018 Cohort	4 Year	110	96%	87%	+9	15	93%	69%	+24	18	100%	70%	+30	103	96%	82%	+14
	5 Year	112	97%	89%	+8	15	93%	74%	+19	18	100%	74%	+26	105	97%	85%	+12
2019 Cohort	4 Year	109	96%	86%	+10	18	83%	69%	+14	7	100%	68%	+32	107	96%	82%	+14

See NOTES (2) and (3).

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

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

New York City CHS for Architecture, Engineering & Construction Industries	All Students			SWD			ELL			ED		
	Charter Total Cohort	Total On-Track	On-Track	Charter Total Cohort	Total On-Track	On-Track	Charter Total Cohort	Total On-Track	On-Track	Charter Total Cohort	Total On-Track	On-Track
2016	100	95	95%	27	22	81%	14	13	93%	95	91	96%
2017	106	104	98%	21	20	95%	8	7	88%	103	101	98%
2018	122	113	93%	21	16	76%	21	21	100%	115	107	93%
2019	113	109	96%	19	18	95%	12	12	100%	108	104	96%
2020	106	89	84%	27	18	67%	11	8	73%	104	87	84%

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

Charter School

NEW YORK CITY CHARTER HIGH SCHOOL FOR ARCHITECTURE, ENGINEERING & CONSTRUCTION INDUSTRIES

1.a.i. Aggregate Enrollment:

Aggregate Enrollment: Reported vs Contracted - Target = 100%

New York City CHS for Architecture, Engineering & Construction Industries	Contracted Enrollment	Reported Enrollment	Percent of Contracted Enrollment
2018-2019	400	444	111%
2019-2020	450	448	100%
2020-2021	500	465	93%
2021-2022	500	467	93%
2022-2023	500	429	86%

1.a.ii. Subgroup Enrollment:

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

	SWD			ELL			ED		
	New York City CHS for Architecture, Engineering & Construction Industries	NYC CSD 7	Differential to District	New York City CHS for Architecture, Engineering & Construction Industries	NYC CSD 7	Differential to District	New York City CHS for Architecture, Engineering & Construction Industries	NYC CSD 7	Differential to District
2018-2019	21%	24%	-3	16%	23%	-7	93%	89%	+4
2019-2020	19%	26%	-7	15%	21%	-6	98%	90%	+8
2020-2021	21%	26%	-5	14%	22%	-8	97%	90%	+7
2021-2022	20%	26%	-6	13%	21%	-8	97%	91%	+6
2022-2023	21%	26%	-5	10%	21%	-11	98%	93%	+5

See NOTES (2) and (6).

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

Retention - Aggregate and Subgroups

	All Students			SWD			ELL			ED		
	New York City CHS for Architecture, Engineering & Construction Industries	NYC CSD 7	Differential to District	New York City CHS for Architecture, Engineering & Construction Industries	NYC CSD 7	Differential to District	New York City CHS for Architecture, Engineering & Construction Industries	NYC CSD 7	Differential to District	New York City CHS for Architecture, Engineering & Construction Industries	NYC CSD 7	Differential to District
2018-2019	83%	79%	+4	80%	74%	+6	81%	81%	+0	83%	79%	4
2019-2020	91%	80%	+11	89%	78%	+11	93%	79%	+14	91%	81%	+10
2020-2021	90%	84%	+6	86%	77%	+9	82%	83%	-1	90%	86%	+4
2021-2022	89%	80%	+9	82%	74%	+8	93%	83%	+10	89%	83%	+6
2022-2023	84%	79%	+5	74%	75%	-1	78%	81%	-3	84%	79%	+5

See NOTES (2) and (6) below.

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

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

New York City CHS for Architecture, Engineering & Construction Industries		All Students			SWD			ELL			ED		
		Original Cohort	Persistent	4-Year Persistence	Original Cohort	Persistent	4-Year Persistence	Original Cohort	Persistent	4-Year Persistence	Original Cohort	Persistent	4-Year Persistence
2015 Cohort	4-Year	120	93	78%	31	21	68%	28	15	54%	113	87	77%
	5-Year	120	94	78%	31	21	68%	28	16	57%	113	88	78%
	6-Year	120	94	78%	31	21	68%	28	16	57%	113	88	78%
2016 Cohort	4-Year	121	88	73%	34	25	74%	13	10	77%	113	83	73%
	5-Year	121	88	73%	34	25	74%	13	10	77%	113	83	73%
	6-Year	121	88	73%	34	25	74%	13	10	77%	113	83	73%
2017 Cohort	4-Year	106	80	75%	20	16	80%	12	9	75%	97	73	75%
	5-Year	106	80	75%	20	16	80%	12	9	75%	97	73	75%
	6-Year	106	80	75%	20	16	80%	12	9	75%	97	73	75%
2018 Cohort	4-Year	125	96	77%	20	12	60%	29	21	72%	116	90	78%
	5-Year	125	97	78%	20	12	60%	29	21	72%	116	91	78%
2019 Cohort	4-Year	118	94	80%	23	15	65%	18	13	72%	114	91	80%

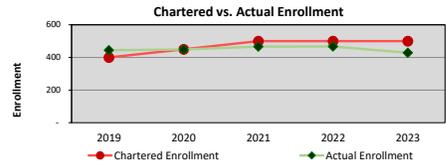*See NOTES (2), (3), and (10) below.*

Notes

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

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

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

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

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

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

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

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

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

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

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

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

(13) Schools are considered 'similar' for the purpose of this comparison when they serve the same grade band as the school in question. The degree of similarity is determined by comparison of the percentage of each subgroup's enrollment (students with disabilities, English language learners, and economically disadvantaged students. An assignment of +/- 5 (7.5, or 10) indicates that the schools' subgroup enrollments are within 5 (7.5, or 10) percentage points for each subgroup.

3/4/2024

Charter School Fiscal Accountability Summary

NYC CHARTER HIGH SCHOOL FOR ARCHITECTURE, ENGINEERING & CONSTRUCTION INDUSTRIES

	2018 19	2019 20	2020 21	2021 22	2022 23
Grades Served	9-12	9-12	9-12	9-12	9-12
Maximum Chartered Grades Served	9-12	9-12	9-12	9-12	9-12
Chartered Enrollment	400	450	500	500	500
Maximum Chartered Enrollment	500	500	500	500	500
Actual Enrollment	444	449	466	467	429

Chartered vs. Actual Enrollment

AUDITED FINANCIALS

STATEMENT OF FINANCIAL POSITION

ASSETS					
Current Assets					
Cash and Cash Equivalents	3,425,962	4,388,844	3,925,558	4,401,040	3,548,560
Grants and Contracts Receivable	230,463	239,772	787,329	925,787	705,123
Prepaid Expenses	41,372	78,013	175,510	32,174	2,975
Other Current Assets	194,516	1,062,988	625,000	-	-
Total Current Assets	3,892,313	5,769,617	5,513,397	5,359,001	4,256,658
Non-Current Assets					
Property, Building and Equipment, net	425,127	607,961	1,406,521	1,882,252	1,020,147
Restricted Cash	76,336	100,221	200,646	201,137	102,821
Security Deposits	47,859	47,859	359,744	359,744	47,859
Other Non-Current Assets	-	-	-	-	578,898
Total Non - Current Assets	549,322	756,041	1,966,911	2,443,133	1,749,725
Total Assets	4,441,635	6,525,658	7,480,308	7,802,134	6,006,383

Cash, Assets and Liabilities
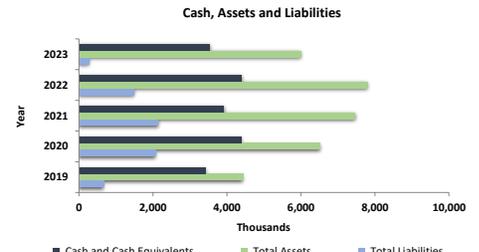
LIABILITIES and NET ASSETS					
Current Liabilities					
Accounts Payable and Accrued Expenses	118,094	446,476	219,345	296,754	128,129
Accrued Payroll and Payroll Taxes	532,533	606,132	918,869	1,209,375	778,581
Due to Related Parties	-	-	-	-	-
Refundable Advances	-	-	-	-	-
Other Current Liabilities	27,880	13,031	-	-	(1,203,143)
Total Current Liabilities	678,507	1,065,639	1,138,214	1,506,129	(296,433)
Long-Term Liabilities					
Deferred Rent	-	-	-	-	-
Other Long-Term Liabilities	-	1,014,414	1,014,414	-	584,703
Total Long-Term Liabilities	-	1,014,414	1,014,414	-	584,703
Total Liabilities	678,507	2,080,053	2,152,628	1,506,129	288,270
NET ASSETS					
Unrestricted	3,763,128	4,445,605	5,327,680	6,296,005	5,718,113
Restricted	-	-	-	-	-
Total Net Assets	3,763,128	4,445,605	5,327,680	6,296,005	5,718,113
Total Liabilities and Net Assets	4,441,635	6,525,658	7,480,308	7,802,134	6,006,383

Net Assets

STATEMENT OF ACTIVITIES
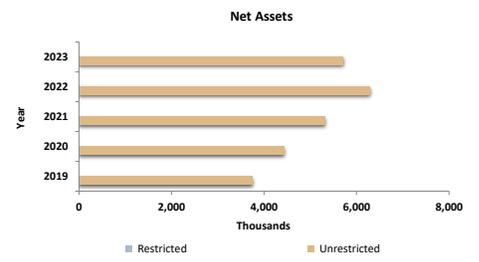
OPERATING REVENUE					
State and Local Per Pupil Revenue - Reg. Ed	7,929,248	8,398,409	10,896,023	12,930,758	7,730,240
State and Local Per Pupil Revenue - SPED	-	-	1,969,385	2,032,017	1,081,751
State and Local Per Pupil Facilities Revenue	-	-	721,688	1,121,250	-
Federal Grants	453,847	440,537	999,026	2,713,965	1,413,917
State and City Grants	28,119	-	-	-	-
Other Operating Income	45,228	43,159	-	219,996	546
Total Operating Revenue	8,456,442	8,882,105	14,586,122	19,017,986	10,226,454
EXPENSES					
Program Services					
Regular Education	4,369,825	4,582,409	7,196,986	10,153,656	4,959,987
Special Education	2,200,970	2,192,907	3,859,235	5,699,410	3,426,400
Other Expenses	-	-	-	-	-
Total Program Services	6,570,795	6,775,316	11,056,221	15,853,066	8,386,387
Supporting Services					
Management and General	1,477,874	1,438,809	2,172,618	3,226,539	1,860,585
Fundraising	-	-	-	-	-
Total Support Services	1,477,874	1,438,809	2,172,618	3,226,539	1,860,585
Total Expenses	8,048,669	8,214,125	13,228,839	19,079,605	10,246,972
Surplus/Deficit from Operations	407,773	667,980	1,357,283	(61,619)	(20,518)
SUPPORT AND OTHER REVENUE					
Interest and Other Income	-	-	11,806	14,931	74,996
Contributions and Grants	14,253	16,174	66,001	39,236	4,989
Fundraising Support	-	-	-	-	12,365
Other Support and Revenue	-	-	(563,612)	975,777	-
Total Support and Other Revenue	14,253	16,174	(485,805)	1,029,944	92,350
Change in Net Assets	422,026	684,154	871,478	968,325	71,832
Net Assets - Beginning of Year	3,341,102	3,763,128	4,456,202	5,327,680	5,646,281
Net Assets - End of Year	3,763,128	4,447,282	5,327,680	6,296,005	5,718,113
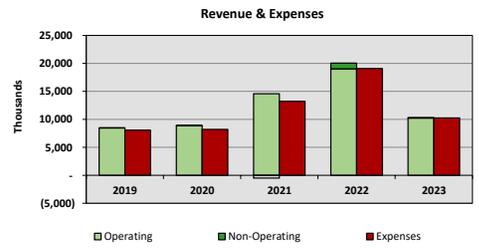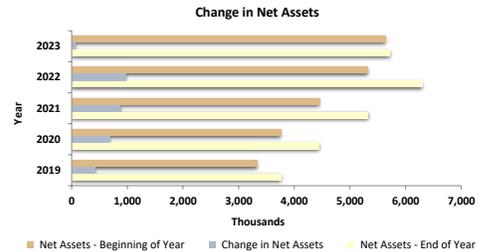
Revenue & Expenses

Change in Net Assets

FISCAL ANALYSIS
RATIOS, BENCHMARKS and FINDINGS

REVENUE & EXPENSE BREAKDOWN					
Revenue - Per Pupil					
Operating	19,046	19,782	31,301	40,724	23,838
Support and Other Revenue	32	36	(1,043)	2,205	215
Total Revenue	19,078	19,818	30,258	42,929	24,053
Expenses - Per Pupil					
Program Services	14,799	15,090	23,726	33,947	19,549
Mangement and General, Fundraising	3,329	3,204	4,662	6,909	4,337
Total Expenses	18,128	18,294	28,388	40,856	23,886
% of Program Services	81.6%	82.5%	83.6%	83.1%	81.8%
% of Management and Other	18.4%	17.5%	16.4%	16.9%	18.2%
% of Revenue Exceeding Expenses	5.2%	8.3%	6.6%	5.1%	0.7%

Enrollment vs. Revenue & Expenses

FINANCIAL COMPOSITE SCORE					
Composite Score	3.00	3.00	3.00	2.72	2.67
BENCHMARK and FINDING: Strong; 1.5 - 3.0 / Adequate; 1.0 - 1.4 / Needs Monitoring; -1.0 - 0.9	Strong	Strong	Strong	Strong	Strong

WORKING CAPITAL					
Net Working Capital	3,213,806	4,703,978	4,375,183	3,852,872	4,553,091
Working Capital (Current) Ratio	5.7	5.4	4.8	3.6	(14.4)
BENCHMARK and FINDING: Ratio should be equal to or greater than 1.2	Meets Standard	Meets Standard	Meets Standard	Meets Standard	Does Not Meet Standard

DEBT TO ASSET					
Debt to Asset Ratio	0.2	0.3	0.3	0.2	0.0
BENCHMARK and FINDING: Ratio should be equal to or less than 1.0	Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard

CASH POSITION					
Days of Cash	155.4	195.0	108.3	84.2	126.4
BENCHMARK and FINDING: Ratio should be equal to or greater than 60 days	Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard

TOTAL MARGIN					
Total Margin Ratio	0.0	0.1	0.1	0.0	0.0
BENCHMARK and FINDING: Ratio should be equal to or greater than 0.0	Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard