



**Department of  
Education**

*Carmen Fariña, Chancellor*

Annual Comprehensive Review Report  
for New York Center for Autism Charter  
School

SCHOOL YEAR 2015-16

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For more information about the essential questions and standards discussed in this annual comprehensive review report, please see the NYC DOE OSDCP Accountability Handbook available on the NYC DOE web site at <http://schools.nyc.gov/community/charters/contacts/DOEResources.htm>.

## PART 1: SCHOOL OVERVIEW

### CHARTER SCHOOL BACKGROUND

New York Center for Autism Charter School (“NYCACS”) is an ungraded school serving students ages five to twenty-one who have been diagnosed as having Autism Spectrum Disorder. NYCACS is located in the East Harlem neighborhood of Manhattan. The school is located in a NYC DOE-operated building in Community School District 4 co-located with P.S./I.S. 50, DREAM Charter School, and Children’s Aid at P.S. 50 .<sup>1</sup>

NYCACS is in its third charter term.

The school leadership team is comprised of the following individuals: Executive Director, Julie Fisher, has been at the school for nine years; Chief Financial Officer, Mark Saretzky, has been at the school for seven years; Director of Education, Nicole Pearson, has been at the school for two years; Director of Transition and Community Outreach, Moira Cray, has been at the school for nine years.

### SCHOOL HIGHLIGHTS

NYCACS students, because of their severe disabilities, are not measured against a standard set of criteria that applies to every student in a given cohort as in standardized, norm referenced tests. Instead, the primary assessment tool focuses on Student Mastery Data as evidenced by the percentage of IEP goals met. The resulting goal by which all students and the school are measured is as follows: Each year, within their own abilities, at least 75% of students will master a minimum of 85% of the objectives set forth in their IEPs. NYCACS met this goal in all five years of its latest charter period (year 1, 77%; year 2, 84%; year 3, 88%, year 4, 91%; year 5, 94%).

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<sup>1</sup> According to NYC DOE Location Code Generation and Management System.

## CURRENT SCHOOL SNAPSHOT

<b>New York Center for Autism Charter School</b>	
DBN	84M337
School Leader(s)	Julie Fisher
Board Chair(s)	Carol Santiago
Charter Management Organization (if applicable)	N/A
Other Partner(s)	N/A
District(s) of Location	4
Physical Address(es)	433 East 100th Street, Manhattan, NY 10029
Facility Owner(s)	DOE
Enrollment <sup>2</sup>	32
Grades Served	Ungraded ages 5-21

## CURRENT BOARD OF TRUSTEES

Board Member Name	Position	Committee(s)	Years on Board	Attendance <sup>3</sup>
1. Mitchel Baum	Trustee	Operations	6	2/3
2. Chas Chigas	Trustee	Finance	9	1/3
3. Ashley Garrett	Operations Chair	Operations, Executive	4	3/3
4. Benjamin Hartman	Trustee	Finance	5	0/3
5. Hannah Hoch	Trustee	Operations	1	3/3
6. Ilene Lainer	Trustee	Governance	11	3/3
7. Richard Larios	Trustee	Operations, Finance	<1	N/A
8. Paul O'Neill	Governance Chair	Governance, Executive	1	3/3
9. Hugh O'Rourke	Finance Chair	Finance, Executive	9	2/3

<sup>2</sup> According to ATS data as of October 14, 2015.

<sup>3</sup> The attendance rate is the number of meetings attended by each board member divided by the total number of board meetings applicable to that board member held between July 1, 2015 and February 1, 2016 as evidenced by meeting minutes posted on the school's website.

10.	Carol Santiago	Executive Chair	Executive, Governance	7	3/3
11.	Alvin Shih	Trustee	Operations	1	3/3

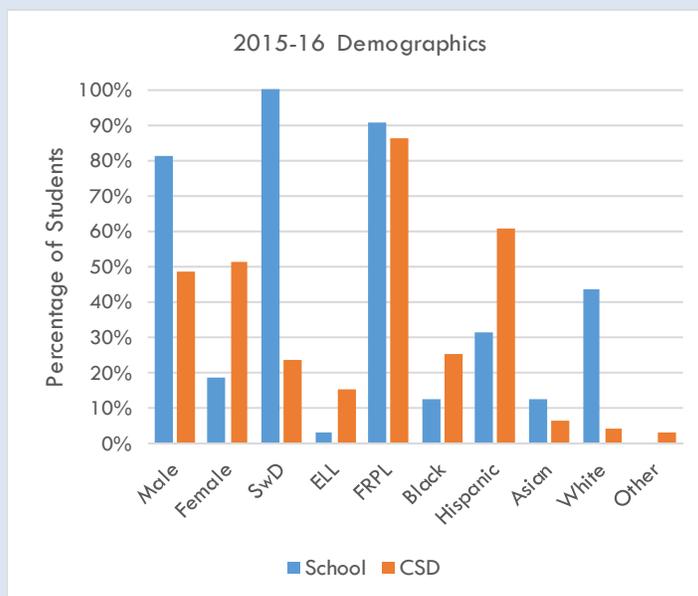
## CHARTER AUTHORIZATION PROFILE

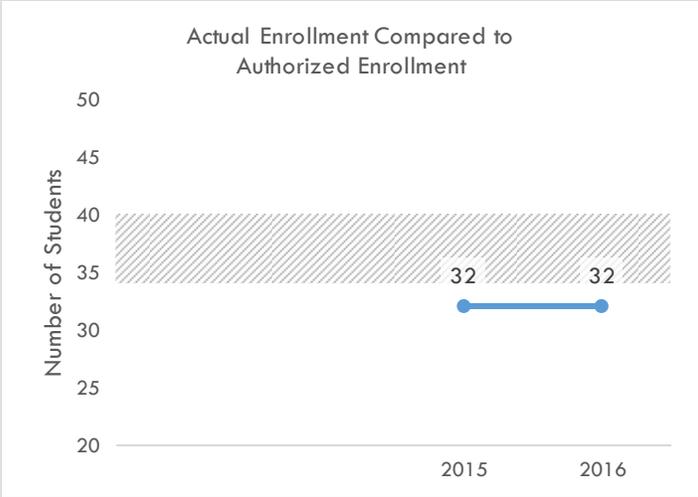
### New York Center for Autism Charter School

School Opened For Instruction	2005-2006
Date of First Renewal	2009-2010
Date of Second Renewal	2014-2015
Date of Third Renewal	N/A
Current Charter Term Expiration Date	6/30/2020
Current Authorized Grade Span	Ungraded ages 5-21
Current Authorized Enrollment	40

NYCACS was previously renewed for a full five year renewal in the 2014-15 academic year with no conditions.

## ENROLLMENT AND DEMOGRAPHICS





Fully grown charter schools must enroll no less than 15% of their authorized enrollment. The acceptable range of enrollment is represented in the shaded area of the chart.

## PART 2: ANNUAL COMPREHENSIVE REVIEW PROCESS OVERVIEW

### FRAMEWORK

The New York City Department of Education (NYC DOE) Office of School Design and Charter Partnerships (OSDCP) performs an annual comprehensive review of NYC DOE Chancellor-authorized charter schools that did not complete the renewal process in the 2015-16 school year to investigate three primary questions: is the school an academic success; is the school effective and well run; and is the school financially viable?

This annual comprehensive review may include a visit to the school. The review is conducted by analyzing student performance data and evaluating the school's governance, organizational structure, operational compliance, and fiscal sustainability. The report outlines evidence found during this review.

### ESSENTIAL QUESTIONS AND STANDARDS

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#### ESSENTIAL QUESTION 1 - IS THE SCHOOL AN ACADEMIC SUCCESS?

To assess whether a school is an academic success, the NYC DOE considers performance measures, including, but not limited to the following (as appropriate for grades served):

- New York State ELA and math assessment results and growth rates; New York State Regents exams performance;
- Comparative graduation rates and progress toward career and college readiness; and
- Academic performance for students with disabilities; students eligible for free and reduced price lunch; and students with limited English proficiency;

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#### ESSENTIAL QUESTION 2 - IS THE SCHOOL EFFECTIVE AND WELL RUN?

To assess whether a school is effective and well run, OSDCP focuses on three areas: supportive environment; operational stability; and compliance with all applicable laws and regulations. OSDCP considers a variety of supporting materials and data, including but not limited to the following:

- Board of Trustee bylaws and meeting minutes;
- Annual Reports submitted by schools to New York State Education Department (NYSED); and
- Information about compliance with applicable laws and regulations (for example, fingerprinting requirements and teacher certification)

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#### ESSENTIAL QUESTION 3 - IS THE SCHOOL FINANCIALLY VIABLE?

To assess whether a school is financially viable, OSDCP analyzes the school's independent audited financial statements using the National Association of Charter School Authorizers' Core Performance Framework (found here:

<http://chartercommission.idaho.gov/faq/documents/NACSA%20Core%20Performance%20Framework%20and%20Guidance.pdf>).

## PART 3: REVIEW

### ESSENTIAL QUESTION 1: IS THE SCHOOL AN ACADEMIC SUCCESS?

Given the school's unique model and student population, the school's students do not take the New York State (NYS) English Language Arts (ELA) or math assessments; therefore, the NYC DOE does not have data on standard NYS assessments with which to evaluate the academic achievement and progress of the students at the school. Instead, the primary measure of student performance for the school is the degree to which students master the objectives set forth in their Individualized Education Programs (IEPs). These objectives may include both academic and non-academic goals such as life skills or social interaction objectives.

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

The OSDCP Charter Authorizing Team reviewed the following primary and secondary evidence relevant to Essential Question 2:

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

Details on the school's self-reported education program & learning environment are below.

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### SERVE ONLY STUDENTS WITH SEVERE TO MODEATE AUSTISM SPECTRUM DISORDER

NYC Autism Charter School consistently demonstrates strong financial procedures and controls with clean audits. The school is in compliance with federal, state and local mandates. The school's Board of Trustees, is highly effective. Its members are dedicated, contribute valued skill sets, and are strategically focused.

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### PROVIDES SCIENTIFICALLY BASED EDUCATION SERVICES

NYC Autism Charter School provides an evidenced based, fully individualized, functionality-focused curriculum that prioritizes critical life skills in a variety of domains including self-care, personal safety, language, and socialization, thereby ensuring the greatest likelihood of independence and community engagement by the time students reach adulthood. The curriculum is cross-walked to the NYS Learning Standards for students with severe disabilities.

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### PROVIDES DATA-DRIVEN INSTRUCTION

NYC Autism Charter School instructional practices utilize extensive data collection procedures that allow for accountability and objective measurement of progress, as well as timely problem solving and program changes to promote student success.

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### ENGAGES PARENTS IN INSTRUCTION AND PROBLEM SOLVING

NYC Autism Charter School offers families an open door policy; clinic and planning meetings that allow parents to observe instruction and participate in problem solving and decision making; home focused visits to help families address issues and challenges in the home and community; and parent/caregiver workshops and training.

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### EXTENDS BEST PRACTICES BEYOND THE SCHOOL WALLS

NYC Autism Charter School emphasizes community outreach and develops partnerships with organizations in the local community to raise awareness about autism, to provide training to autism educators in the greater NYC vicinity and beyond, and to provide community based instructional opportunities for its students.

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## PROVIDES STAFF EXTENSIVE PROFESSIONAL DEVELOPMENT AND SUPPORT

NYC Autism Charter School provides comprehensive training and professional development for its staff. The school exhibits a positive and collaborative culture that strives to maximize skill acquisition for each student; provides opportunities for ongoing learning and growth; and provides a staffing structure that ensures thorough in-vivo training and ongoing support.

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## IS FINANCIALLY STABLE, IN FULL COMPLIANCE, AND WELL GOVERNED

NYC Autism Charter School consistently demonstrates strong financial procedures and controls with clean audits. The school is in compliance with federal, state and local mandates. The school's Board of Trustees, is highly effective. Its members are dedicated, contribute valued skill sets, and are strategically focused.

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## GOVERNANCE

As per, NYCACS' Bylaws, the Board of Trustees will have no fewer than five members and no more than 18; NYCACS' board had 11 members. Of the 11 board members, seven have been on the board five or more years. Based on the minutes available on NYCACS' website, the board has had three board meetings this year.

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

For detailed information on the efforts the school is taking to enroll students with disabilities (SWDs), English Language Learners (ELLs), and students who are eligible for Free or Reduced Price Lunch (FRPL), as per the NYS Charter Schools Act, please see Appendix C.

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## SUPPORTIVE ENVIRONMENT

<i>Standard</i>	<i>Compliant / Not Compliant</i>	<i>Notes</i>
School has a compliant, formal, and posted procedure for parents and staff to express concerns to school leadership, the Board, and the authorizer	Compliant	

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## OPERATIONAL STABILITY

<i>Standard</i>	<i>Compliant / Not Compliant</i>	<i>Notes</i>
School meets all DOE deadlines for annual reporting requirements	Compliant	
School meets all DOE deadlines for the SY14-15 Annual NYC DOE Charter School Survey	Compliant	

School has a formal process for evaluating progress against charter school goals	Compliant
Board has a formalized governance structure including lines of accountability for the board, school leadership, and all staff	Compliant
Board meetings consistently meet quorum <sup>4</sup>	Compliant

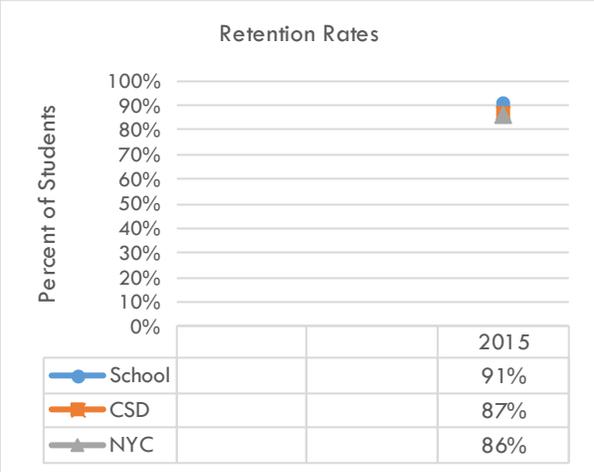
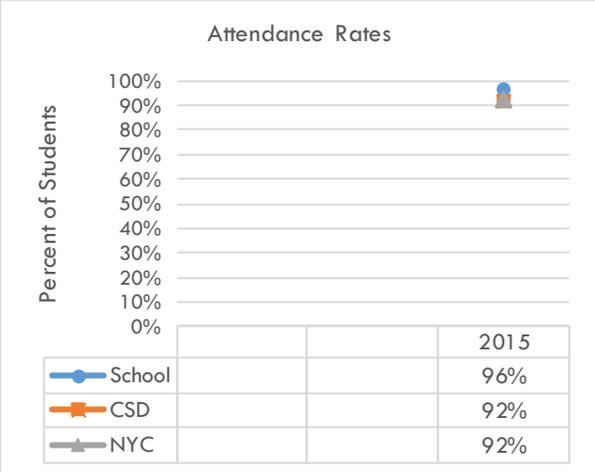
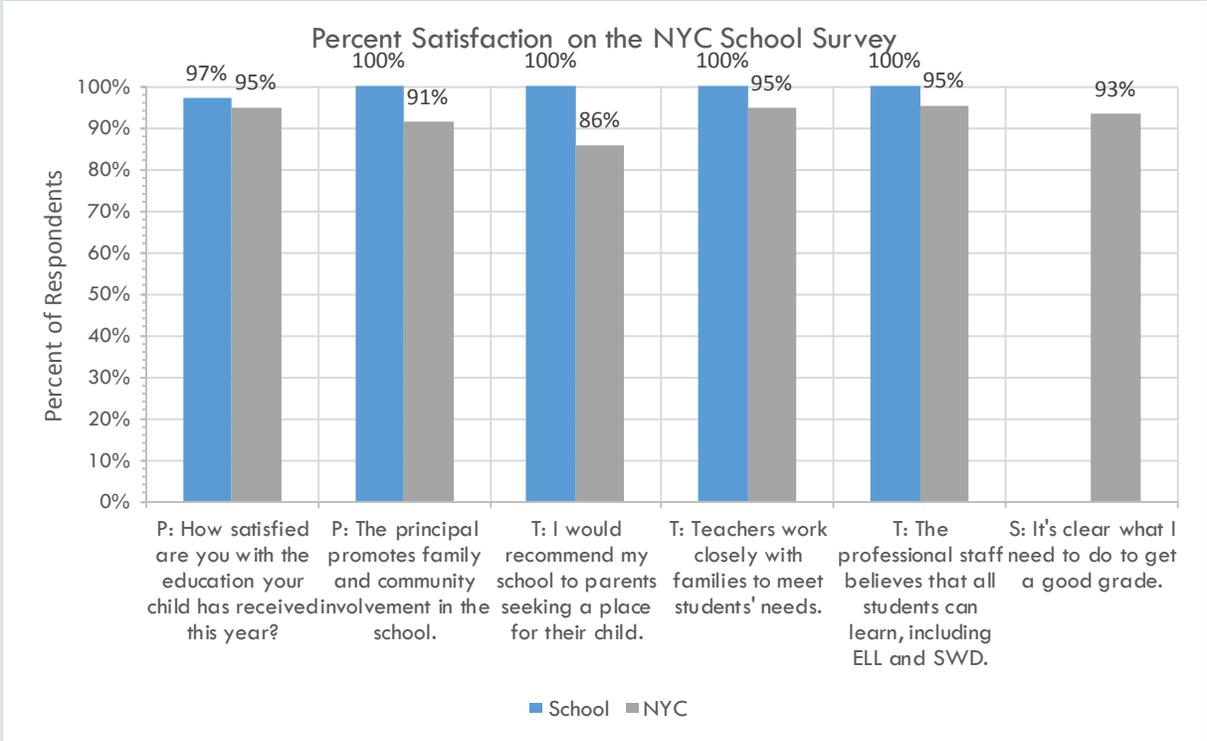
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**COMPLIANCE (WITH ALL APPLICABLE LAWS & REGULATIONS)**

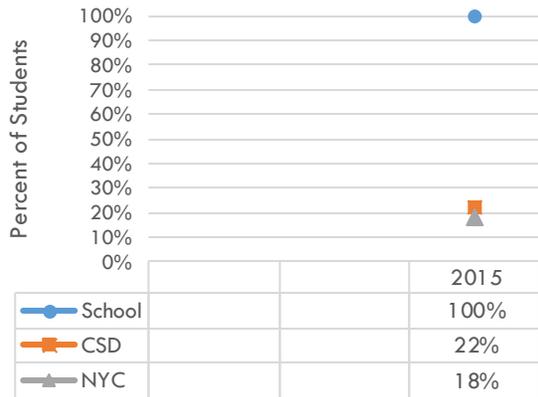
<i>Standard</i>	<i>Compliant / Not Compliant</i>	<i>Notes</i>
School has discipline policy that is consistent with due process and with state and federal laws and regulations governing the placement of SWD	Compliant	
School has required facility documents (lease, certificate of occupancy, certificate of insurance, fire and safety inspections)	Compliant	
School is in compliance with teacher certification requirements proscribed in N.Y. Educ. Law § 2854(3)(a-1)	Compliant	
School is in compliance with employee fingerprinting requirements	Not Compliant	Multiple members of the staff began working before receiving fingerprint clearance.
School has an appropriate safety plan	Compliant	
School is meeting Department of Health immunization requirements	Compliant	
School has submitted its Annual Report to NYSED and posted it online	Compliant	
School has followed all applicable lottery and enrollment regulations	Compliant	

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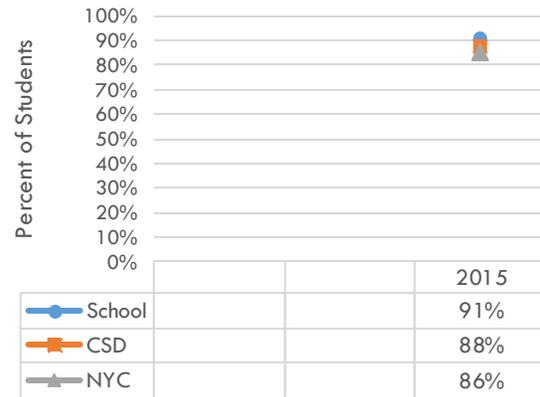
<sup>4</sup> Quorum is determined based on the school board bylaws. If the bylaws are not available, quorum is defined as 50% of the board members plus one member present at the board meeting.



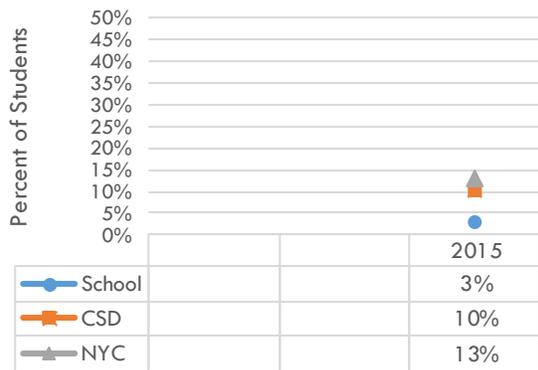
Enrollment Rates - Students with Disabilities



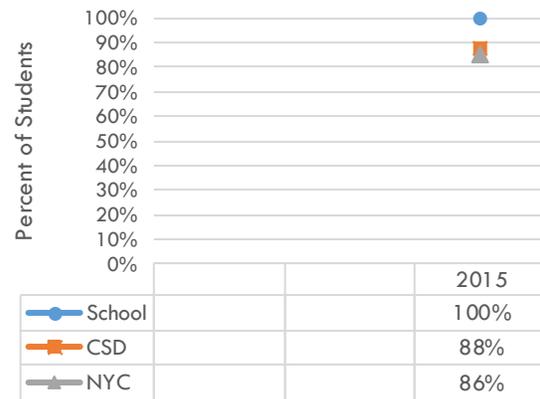
Retention Rates - Students with Disabilities



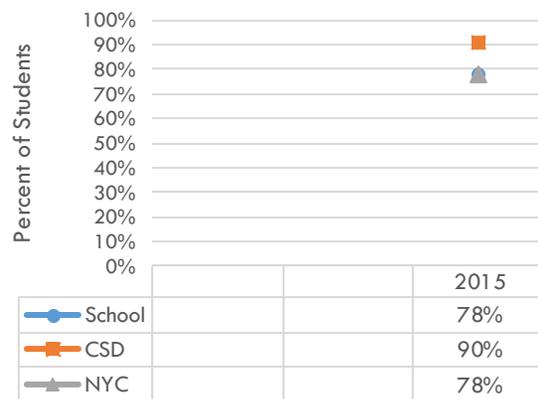
Enrollment Rates - English Language Learners



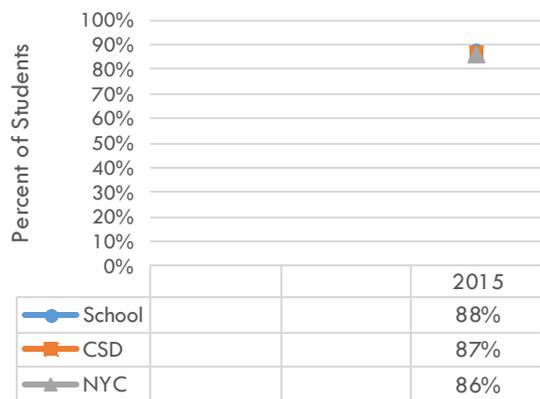
Retention Rates - English Language Learners



Enrollment Rates - Students Eligible for FRPL



Retention Rates - Students Eligible for FRPL



### ESSENTIAL QUESTION 3: IS THE SCHOOL FINANCIALLY VIABLE?

The OSDCP Charter Authorizing Team reviewed the following primary and secondary evidence for New York Center for Autism Charter School in support of Essential Question 3:

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

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

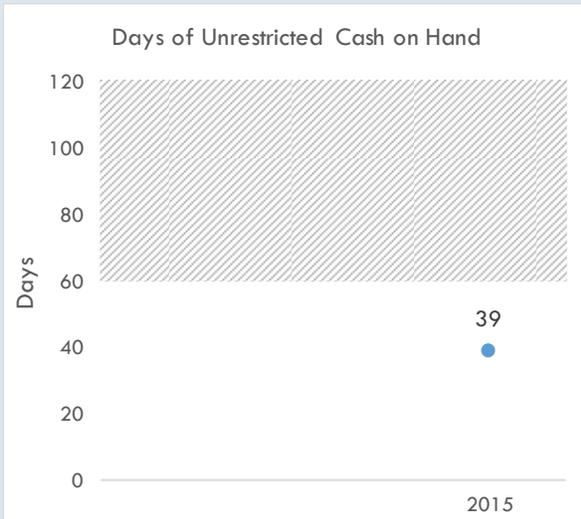
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#### SCHOOL FINANCES

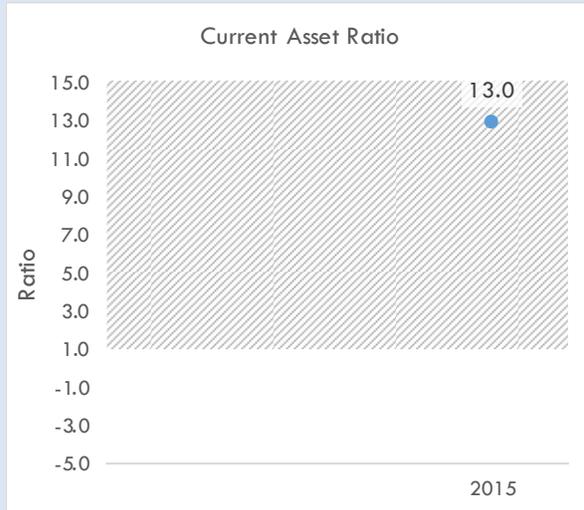
An independent audit performed for fiscal year 2015 (FY15) showed no material findings exist.

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

SHORT-TERM FINANCIAL VIABILITY<sup>5</sup>



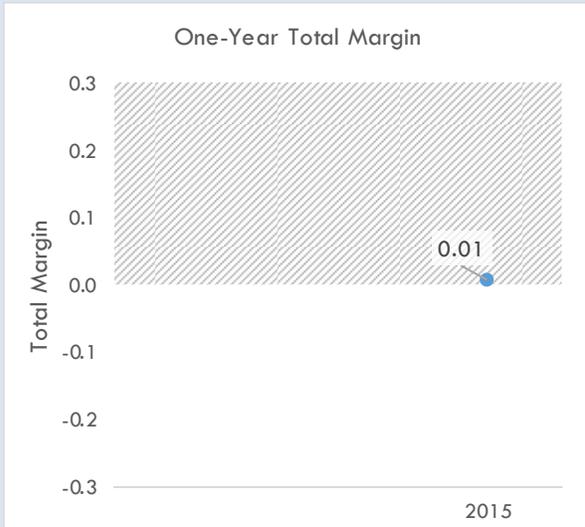
Schools are expected to have at least 60 days of unrestricted cash on hand to cover operating expenses. The acceptable range of days of unrestricted cash on hand are represented in the shaded area of the chart.



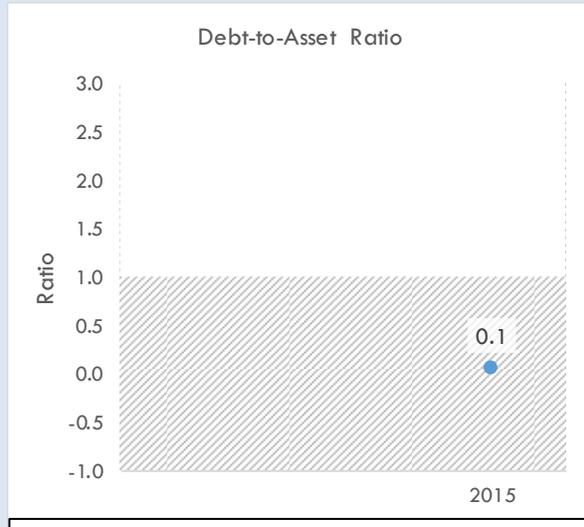
The current asset ratio measures a school's ability to cover 100% of liabilities expected over the next 12 months. Acceptable values of the ratio are represented in the shaded area of the chart and should be at least 1.0.

<sup>5</sup> Schools are also required to have enrollment within 15% of their authorized enrollment as a measure of financial stability. Please see the chart on page 5.

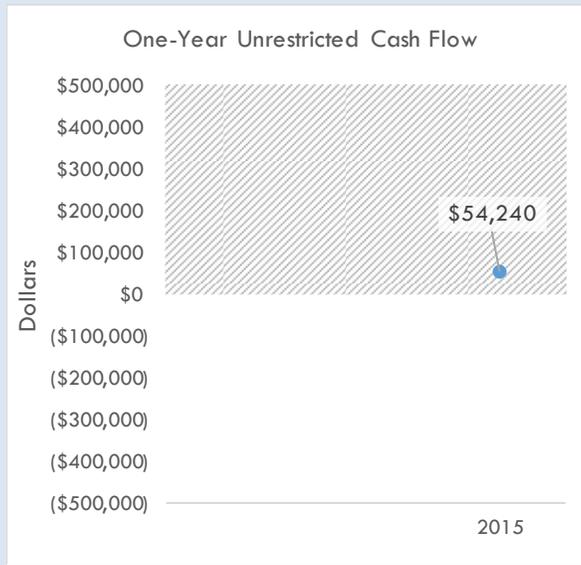
LONG-TERM FINANCIAL SUSTAINABILITY



A total margin greater than 0 indicates that the school is living within its available resources. Acceptable values of total margin are represented by the shaded area on the chart.



This ratio gives an idea of the leverage of the school along with the potential risks the school faces in terms of its debt-load. The acceptable ratio is represented by the shaded area on the chart and should be less than or equal to 1.0.



One-year unrestricted cash flow should be greater than \$0. Acceptable unrestricted cash flow is represented by the shaded area on the chart.

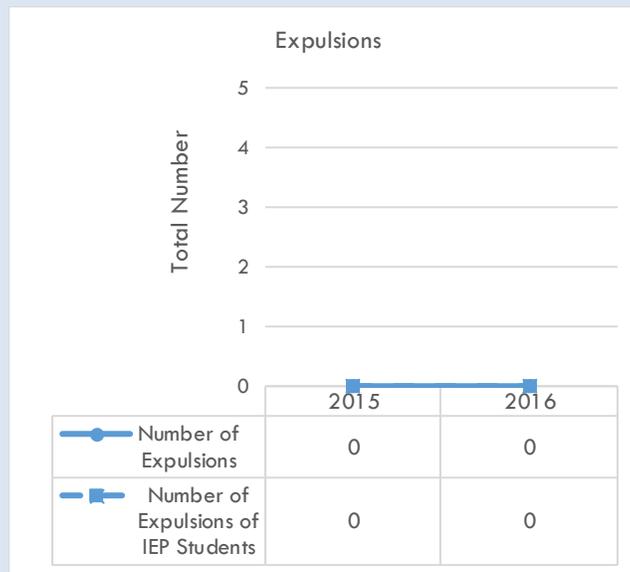
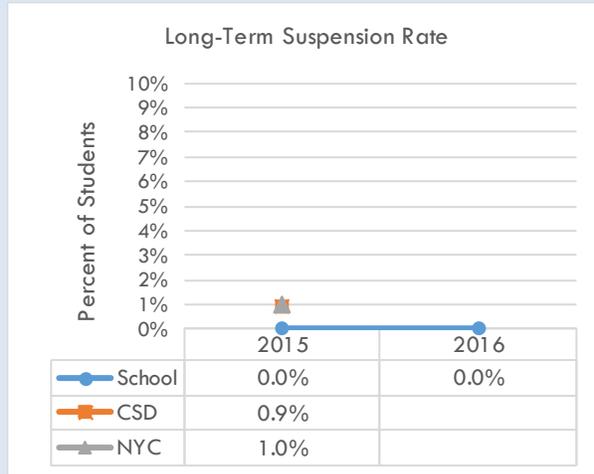
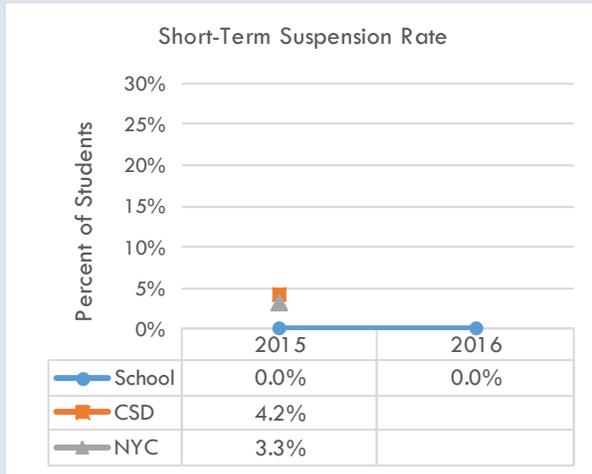
## APPENDIX A: SCHOOL OVERVIEW

All information here is self-reported data from the 2015-2016 DOE Annual Charter School Survey and has not been reviewed for accuracy or completeness.

### PROGRAMMING, ADMISSIONS, AND LOTTERY

Number of Instructional Days	210
Pre-Kindergarten Program	No
Afterschool Program and/or Other Activities	No
Summer Academic Program	Yes
Saturday Instruction	No
Sections per Grade	N/A
Primary Entry Grade(s)	Ungraded
Additional Grade(s) for which Student Applications are Accepted	Ungraded
Does School Enroll New Students Mid-Year?	Yes
Number of Applicants for Admission (School Year 2015-16)	57
Number of Students Accepted via the Lottery (School Year 2015-16)	2
<i>Lottery Preferences</i>	
Attends a Failing School	No
Does Not Speak English at Home	No
Receives SNAP or TANF Benefits	No
Eligible for Free or Reduced-Price Lunch	No
Has IEP and/or Receives Special Education Services	Yes
Homeless or Living in Shelter or Temporary Residence	No
Lives in New York City Housing Authority Housing	No
Unaccompanied Youth	No

SUSPENSION AND EXPULSION RATES<sup>6</sup>



<sup>6</sup> City and CSD numbers for principal's suspensions ("Short-Term") and superintendent's suspensions ("Long-Term") are provided for rough comparison purposes only; charters are able to use their own definitions for short- and long-term suspensions and so rates may not be directly comparable. Charter suspension rates for 2015-16 are through February 1, 2016. Comparison rates for 15-16 are not yet available for the city or CSD. Rates are calculated as number of events divided by total population.

## APPENDIX B: CHARTER SCHOOL GOALS

According to annual reports submitted to NYSED this school year<sup>7</sup>, the school achieved/met its goals as follows:

- Academic Goals:<sup>8</sup>
  - 4 of 4 applicable academic charter goals in its most recent year
- Operational Goals:
  - 6 of 6 applicable operational charter goals in its most recent year
- Financial Goals:
  - 2 of 2 applicable financial charter goals in its most recent year

Charter Goals	2014-15
Academic Goals	<p>Within their own abilities, at least 75% of NYC Autism Charter School students will annually master a minimum of 85% of the objectives (i.e., skill acquisition and behavior reduction) set forth in their IEPs. Objective: Data are collected on all programs that support IEP goals and objectives (i.e., skill acquisition programs and behavior reduction programs).</p> <p>Goal Met: 100%, or 32/32, of students mastered a minimum of 85% of programs that support their IEP goals and objectives.</p>
	<p>Within their own abilities, 75% of NYC Autism Charter School students will annually demonstrate increased performance on an informal assessment of linguistic and functional behaviors</p> <p>Goal Met: 100% of students demonstrated increased performance on the Verbal Behavior- Milestones Placement Program, the Assessment of Functional Living Skills, or the Vineland Adaptive Behavior Scales.</p>
	<p>NYC Autism Charter School will achieve Adequate Yearly Progress in required subject areas pursuant to NCLB using the</p> <p>Goal Met: 94% of students scored at Levels 3 (41%) or 4 (53%) in English Language Arts;</p>

<sup>7</sup> This information was submitted by schools to NYSED and has not been vetted by NYCDOE for accuracy or completeness.

<sup>8</sup> Because of the move to Common Core standards in 2012-13, the NYC DOE did not evaluate goals that measure a school's actual performance relative to 75% or greater absolute proficiency on the NYS ELA and math exams or goals that measure reducing the performance gap of a cohort in ELA and math assessments in its analysis of progress towards goals for the 2012-13 school year. Goals that refer to comparative academic performance of the school (e.g., to the CSD) were included in the analysis. In addition, beginning with the 2013-14 school year, the NYC DOE will not evaluate goals that are related to NYC DOE Progress Report Grades or, due to a change in state regulation, goals that are related to standardized assessments for students in grades kindergarten through two in its analysis of progress towards goals.

	<p>New York State Alternate Assessment</p>	<p>100% scored at Levels 3 (71%) or 4 (29%) in Math. 100% scored at Levels 3 (57%) or 4 (43%) in Science</p>
	<p>NYC Autism Charter School will seek to move students from their NYC Autism Charter School placement to a less restrictive environment. Objective: In any five-year period, NYC Autism Charter School will seek to move at least 5% of its students from a NYC Autism Charter School classroom to a less restrictive placement.</p>	<p>Goal Met: During the school's 5 year charter period (2010-2015), a total of 5 of 32 students (16%) moved to a less restrictive environment, thereby surpassing the goal for the current charter period.</p>
<p>Operational Goals</p>	<p>A Human Rights Committee will judge NYC Autism Charter School programs and procedures as respecting each individual student's human rights. Objective: Two times per year a Human Rights Committee will review intervention procedures and complete rating scales to judge each program in terms of respecting the individual rights of students. Objective: A Human Rights Committee will respond "yes" to at least 7 of the 9 responses requested for each Behavior Intervention Plan reviewed. Any "no" responses will be followed by immediate and documented modifications. Objective: Evidence of parental consent will be demonstrated for 100% of Behavior Intervention Plans reviewed.</p>	<p>Goal Met: Objective Met: The Human Rights Committee met twice to review intervention procedures and data. Objective Met: Members completed rating scales to judge each program's value, appropriateness and respect for the students' rights. A total of 8 Behavior Intervention Plans were reviewed. The committee responded, "Yes," to at least 7 of the 9 items on every plan. 100% of the plans were recommended for continuation as written or with minor modifications that were implemented and documented accordingly. Objective Met: 100% of Behavior Intervention Plans included written parental consent.</p>
	<p>Families will be encouraged to be actively involved in their children's education program and to gain a broader understanding of autism-related issues and how best to address them. Objective: Of those parents who voluntarily choose to participate, a minimum of 5 instruction-focused visits/observations per year will be logged. Objective: Of those parents who choose to access home and community consultation services, a minimum of 5 visits focused on home and</p>	<p>Goal Met: Objective Met: 97% of parents (31/32) chose to participate in instruction focused visits/observations. Of those, 100% participated in a minimum of 5 visits/observations. (Note: One student who left the school mid year is included in the above, having met a prorated goal.) Objective Met: 91% of parents (29/32) chose to participate in the home and community consultation services program. Of those families, 100% participated in a</p>

<p>community issues will be logged per year. Objective: Evidence of at least one skill acquisition program being implemented in the home will be present for each of these families.</p>	<p>minimum of 5 home/community visits. (Note: One student who left the school mid-year is included in the above, having met a prorated goal.) Objective Met: For 100% of families participating in the home/community consultation services program, there is evidence of at least one skill acquisition program being implemented in the home.</p>
<p>NYC Autism Charter School teachers and instructors will demonstrate proficiency in interventions and terminology related to applied behavior analysis. Objective: Pre- and post- test measures of staff understanding of concepts presented within training segments will show a minimum of 80% accuracy and/or at least a 20% gain from pre- to post-test for each staff member. Objective: Data from annual staff evaluations will indicate proficiency in teaching techniques and satisfactory execution of job requirements.</p>	<p>Goal Met: Objective Met: Pre- and post-test measures of staff understanding of concepts presented within training segments indicate that 100% of staff showed a minimum of 80% accuracy or a 20% gain from pre- to post-test across training segments. Included in the above are two staff members who met criteria after receiving additional training. Not included in the above are two staff members who left the school for other job opportunities early in the school year before further training could be provided. Objective Met: 100% of staff received a rating of proficient or higher on annual staff evaluations.</p>
<p>Parents will be encouraged to judge the NYC Autism Charter School program as effective. Objective: Of those parents who voluntarily choose to participate, at least 75% will rate the NYC Autism Charter School education program as effective on the annual NYC Autism Charter School Program Effectiveness Survey. Objective: Of those parents who choose to complete surveys after an instruction-focused school observation, at least 75% will indicate overall satisfaction with the quality of education provided to their child. Objective: Each year, parents will express satisfaction with the school's program, based on the NYCDOE</p>	<p>Goal Met: Objective met: On the NYC Autism Charter School Program Effectiveness Survey which uses a Likert Scale where 5 is strongly agree and 1 is strongly disagree, 100% of families either strongly agreed (86%) or agreed (14%) with the statement, "Overall the school program is effective," for a weighted average of 4.86 out of 5. The participation rate was 100% of families. (Note: The survey did not include the parents of one new student who enrolled shortly before the survey was conducted.) Objective Met: Of those parents who chose to complete surveys after an instruction-focused school observation, 100% stated</p>

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Learning Environment Survey in which the school will receive scores of 7.5 or higher in each of the four survey domains: Academic Expectations,  
Objective: The school will obtain a 75% participation rate on the DOE Survey

their satisfaction with the effectiveness of the teaching interaction, responding, "Yes," to the question, "Overall, were you satisfied with the quality of education?"  
Objective Met: On the 2014-2015 DOE Learning Environment Survey, 98% of parents gave positive responses across 5 domains: Supportive Environment, 93%; Collaborative Teachers, 97%; Effective School Leadership, 99%; Strong Family-Community Ties, 99%; and Trust, 99%.  
Objective met: 100% of parents participated in the survey.

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Teachers will express satisfaction with school leadership and professional development opportunities as determined by the NYCDOE Learning Environment Survey in which the school will receive scores of 7.5 or higher in each of the four survey domains. The school will obtain a 90% teacher participation rate.

Goal Met  
Objective Met:  
On the NYCDOE 2014-2015 Learning Environment Survey, 92% of teachers made positive responses across 6 domains: Supportive Environment, 98%; Collaborative Teachers, 97%; Effective School Leadership, 92%; Strong Family-Community Ties, 99%; and Trust, 98%. For the domain Rigorous Instruction, the score of 63% is highly misleading, as many of the questions are phrased so as to be largely inapplicable to the school's population of students with severe to moderate autism, leading teachers to mark "Never" to questions such as, "How often do students use data or text references to support their ideas?" The school will develop its own measure of Rigorous Instruction to supplement the DOE Learning Environment Survey in future years.  
Objective Met: The school obtained a 100% teacher participation rate.

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NYC Autism Charter School will extend its educational practices beyond the school's walls.  
Objective: A minimum of 5 professional visits will be conducted each year in which professionals from outside of NYC Autism Charter School will have the opportunity to

Goal Met (See also detailed discussion of Outreach Efforts in Appendix H.)  
Objective Met: NYC Autism Charter School hosted a total of 6 Open House Meetings for prospective parents, professionals, and interested community members.  
NYC Autism Charter School hosted

	<p>hear a description of the NYC Autism Charter School education model and observe students receiving instruction in their classrooms</p> <p>Objective: A minimum of 5 student interns will be placed within NYC Autism Charter School classrooms each year.</p>	<p>individually tailored informational sessions with professionals representing 4 organizations interested in Autism. NYC Autism Charter School provided staff development training in Autism Awareness, Effective Interaction Strategies and Challenging Behaviors to 10 schools and organizations including peer mentors and high school community service participants.</p> <p>NYC Autism Charter School received a federally funded Dissemination Grant that allowed the school to provide in-depth staff development and consultation to 3 District 75 partner schools.</p> <p>NYC Autism Charter School staff presented best practices and research findings at 4 conferences (local regional and international).</p> <p>Objective Met: NYC Autism Charter School trained a total of 15 interns including 6 medical residents and 1 international visiting scholar.</p>
Financial Goals	<p>Upon completion of the school's first year of operation and every year thereafter, the school will undergo an independent financial audit that will result in an unqualified opinion and no major findings</p> <hr/> <p>Each year the school will operate on a balanced budget and maintain a stable cash flow.</p>	<p>Goal Met: The Independent Financial Audit for year ending June 30, 2015 resulted in an unqualified opinion and no major findings. (See Audited Financial Statement for FYE 6/30/15.)</p> <hr/> <p>Goal Met: The school operated on a balanced budget with revenues exceeding expenditures. (See Audited Financial Statement for FYE 6/30/15.)</p>

## APPENDIX C: RECRUITMENT EFFORTS FOR SPECIAL POPULATIONS

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

NYCACs did not submit their mandated Annual Report to SED.

## APPENDIX D: ADDITIONAL ACCOUNTABILITY DATA

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

The NYC DOE's School Quality Reports are available on the NYC DOE's web site at <http://schools.nyc.gov/Accountability/tools/report/default.htm>. These reports may provide Chancellor-authorized school communities with additional data, but please note that the reports are not specific to the terms of the charter or to the 2015-16 Accountability Framework for NYC DOE Chancellor-Authorized Charter Schools at [http://schools.nyc.gov/NR/rdonlyres/AB35987B-A0E5-4D48-86E0-8BC3A3BE33DC/0/NYCDOECharterSchoolsAccountabilityHandbook201516\\_V1\\_August2015.pdf](http://schools.nyc.gov/NR/rdonlyres/AB35987B-A0E5-4D48-86E0-8BC3A3BE33DC/0/NYCDOECharterSchoolsAccountabilityHandbook201516_V1_August2015.pdf).