

THE SUNY CHARTER SCHOOLS INSTITUTE

*RENEWAL RECOMMENDATION REPORT
NYC AUTISM CHARTER SCHOOLS'
AUTHORITY TO OPERATE:*

NYC AUTISM CHARTER SCHOOL BRONX

*NYC AUTISM CHARTER SCHOOL
EAST HARLEM*

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EDUCATION CORPORATION BACKGROUND

NYC AUTISM CHARTER SCHOOLS

“ MISSION

The mission of NYC Autism Charter Schools (“NYC Autism Schools”) is to provide individualized, evidence based educational services to children, adolescents, and young adults with Autism Spectrum Disorder (“ASD”). The NYC Autism Schools’ programs set high educational standards, promote the full intellectual, social, physical, and emotional potential of each student, and provide support and training for parents and family members as well as professional development opportunities for staff. NYC Autism Schools works to positively impact the broader autism community by offering information, consultation, and training to other schools, organizations, and businesses in the New York City area and beyond.

EDUCATION CORPORATION SNAPSHOT

First School Opened:
2005-06

Serves: ungraded

Total Number of Charters:
2

Chartered Enrollment:
72

PROPOSED FUTURE EDUCATION CORPORATION SNAPSHOT

Serves: ungraded

Total Number of Charters:
2

Proposed Future Charter Enrollment:
72

Information about each charter is found below in the Charter Schools Background section of this report

KEY DESIGN ELEMENTS

An evidence based instructional methodology rooted in the principles of applied behavior analysis (“ABA”) in which the environment is seen as central in shaping behavior;



Individualized and functional instruction that is delivered through intensive staffing ratios and uses a curriculum that fosters student strengths and addresses areas of challenge;



EDUCATION CORPORATION BACKGROUND

KEY DESIGN ELEMENTS CONTINUED

A focus on teaching students to be as independent and engaged with their family and community as possible;



A comprehensive system of staff training and evaluation that includes ongoing feedback and support and ensures the effective implementation of instruction including skill acquisition and behavior reduction; and,



The belief that families are an integral part of their child(ren)'s education, and parental involvement is crucial to each student's future success;



A dedication to outreach and sharing practices in an effort to positively impact the broader autism community.



EDUCATION CORPORATION BACKGROUND

EDUCATION CORPORATION BACKGROUND

NYC Autism Charter School East Harlem (“NYCACs-EH”) originally opened in fall 2006 under the name “New York Center for Autism Charter School” serving students diagnosed with autism. The SUNY Trustees approved the original charter for NYC Autism Charter School Bronx (“NYCACs-Bronx”) in April 2016 under the name “New York Center for Autism Charter School Bronx, and the charter opened its doors in fall 2017. The New York City Schools Chancellor (“NYC Chancellor”) originally recommended NYCACs-EH to receive its charter, and NYCACs-EH merged with the SUNY authorized NYCACs-Bronx effective July 1, 2017 with the merged education corporation renamed as NYC Autism Charter Schools.

NYC Autism Schools is a specialized education corporation operating two charters serving students aged 5 to 21 with moderate to severe autism. Autism spectrum disorder is a developmental disorder that affects communication and behavior. Individuals with autism often have difficulty communicating and interacting with others and often exhibit restricted or repetitive behaviors that can present significant obstacles to learning academic and life skills.¹ The charters’ program is based on the principles of ABA, a research-based methodology used to teach students socially significant behaviors such as academic skills, social skills, communication, and adaptive living skills; help students learn, maintain, and generalize behaviors; and, reduce interfering behaviors.² To execute this intensive programming, the charters employ a low teacher to student ratio, with classrooms consisting of one head teacher and multiple instructors. Instruction often takes place on a one to one basis with daily small group work where appropriate.



NOTEWORTHY

Given the specific and specialized needs of each and every NYC Autism Schools’ student, both charters made impressive efforts to remain open for full instruction during the 2020-21 school year. By prioritizing the health and safety of students, families, and staff members, NYC Autism Schools successfully provided in-person instruction for the majority of the school year.

SUMMARY OF COVID-19 RESPONSE

Ahead of March 2020 facility closures related to COVID-19, NYC Autism Schools began creating at-home individualized remote learning plans for each student. As soon as the closure occurred, staff members rallied to create take home resource boxes for families that contained individualized materials, resource lists, and guides for

1. More information on autism spectrum disorder can be found [here](#).

2. Additional details about ABA can be found [here](#).

EDUCATION CORPORATION BACKGROUND

families. NYC Autism Schools went fully remote only three days after the citywide closure of schools. The charters were immediately responsive to each family's needs, and staff members were in close communication to ensure students could connect directly with instructors. In cases where students were unable to benefit from direct remote instruction (e.g., could not attend to the screen for long, required manual guidance to learn skills), staff members worked directly with family members to ensure students could complete their daily programming. For the 2020-21 school year, NYC Autism Schools dedicated itself to bringing students back in-person. Approximately 50% of students returned for in-person instruction, and that percentage increased as leaders gave families the option to return each quarter. As in-person instruction commenced, staff members implemented the majority of the typical learning programs and added new programming to support students with mask toleration, appropriate hand washing, social distancing, and other skills to enhance safety both in and out of school during the pandemic.

RENEWAL RECOMMENDATION

FULL-TERM RENEWAL

Renewal through 2026-27 *The SUNY Charter Schools Institute (the “Institute”) recommends that the State University of New York Board of Trustees’ (the “SUNY Trustees”) Charter Schools Committee approve each charter’s application for charter renewal and renew NYC Autism Charter Schools Education Corporation’s authority to operate:*

- NYC Autism Charter School Bronx; and,
- NYC Autism Charter School East Harlem

through 2026-27 to align each charter’s expiration date and renewal schedule going forward. If each charter is renewed, NYC Autism Charter Schools will be granted the authority to continue to operate each charter through 2026-27 with the authority to provide instruction to students in such configuration as set forth in each charter’s Application for Renewal. The Institute makes this recommendation based on each charter meeting the criteria for renewal set forth in the Policies for the Renewal of Not-for-Profit Charter School Education Corporations and Charter Schools Authorized by the Board of Trustees of the State University of New York (“SUNY Renewal Policies”).³

The Institute further recommends that the SUNY Trustees renew for a full term of five years the provisional charter of NYC Autism Charter Schools education corporation, the New York not-for-profit charter school education corporation with the authority to operate the two charters listed above.

The Table below presents more information about the schools.

SCHOOL	PROJECTED GRADES FOR END OF NEXT CHARTER TERM	PROJECTED ENROLLMENT FOR END OF NEXT CHARTER TERM	RENEWAL TYPE
NYCACS-Bronx	Ungraded	32	Initial Renewal
NYCACS-EH	Ungraded	40	Subsequent Renewal

3. SUNY Renewal Policies (pp. 12-14) are available on the [Institute’s website](#).

RENEWAL RECOMMENDATION

To earn an **Initial Full-Term Renewal**, a charter must either:



have compiled a strong and compelling record of meeting or coming close to meeting its academic Accountability Plan goals, and have in place at the time of the renewal review an educational program that, as assessed using the Qualitative Education Benchmarks,⁴ is generally effective; or,



have made progress toward meeting its academic Accountability Plan goals and have in place at the time of the renewal review an education program that, as assessed using the Qualitative Education Benchmarks, is particularly strong and effective.

To earn a **Subsequent Full-Term Renewal**, a charter must demonstrate that it has met or come close to meeting its academic Accountability Plan goals.

REQUIRED FINDINGS

In addition to making a recommendation based on a determination of whether each charter has met the SUNY Trustees' specific renewal criteria, the Institute makes the following findings required by the New York Charter Schools Act of 1998 (as amended, the "Act"):

1:

each charter, as described in its Application for Charter Renewal, meets the requirements of the Act and all other applicable laws, rules, and regulations;

2:

the education corporation can demonstrate the ability to operate each charter in an educationally and fiscally sound manner in the next charter term; and,

3:

given the programs each charter will offer, its structure, and its purpose, approving each charter to operate for the recommended number of years is likely to improve student learning and achievement and materially further the purposes of the Act.⁵

As part of the corporate charter renewal review process and as required by Education Law § 2851(4), the Institute reviewed the progress of each of the education corporation's operating charters in achieving the educational objectives set forth in their terms of operation in the education corporation's charter agreement. The Institute also reviewed detailed financial statements that disclosed the costs of administration, instruction, and other spending categories at each charter operated by the education corporation. The Institute reviewed the annual reports, indications of parent and student satisfaction and organizational capacity for each of the charters. Finally, the Institute reviewed the governance structure and finances of the education corporation. Elements of the foregoing constitute the Corporate Renewal Application. Based on this review and other information submitted to the Institute and in its files, the Institute makes the following findings required by the Act:

4. The Qualitative Education Benchmarks are a subset of the State University of New York Charter Renewal Benchmarks ("SUNY Renewal Benchmarks") which are available on the [Institute's website](#).

5. See New York Education Law § 2852(2).

RENEWAL RECOMMENDATION

- 4: the education corporation, as described in the Corporate Renewal Application, meets the requirements of the Act and all other applicable laws, rules, and regulations;
- 5: the education corporation can demonstrate the ability to operate its charters in an educationally and fiscally sound manner in the next charter term; and,
- 6: approving the education corporation to operate for another five years is likely to improve student learning and achievement and materially further the purposes of the Act.

EXECUTIVE SUMMARY

EXECUTIVE SUMMARY

During their respective charter terms, NYCACS-Bronx and NYCACS-EH are academic successes having met or come close to meeting their key Accountability Plan goals. The table below discusses the key findings for the SUNY Trustees and highlights the successes of the charters.

FINDINGS & INFORMATION

Is the education corporation an academic success?

NYC Autism Schools and its two charters are academic successes. The charters have unique Accountability Plans given that the student population served is not eligible to take New York State assessments due to specific disabilities. Charter leaders focus on students' Individualized Education Program ("IEP") goals and other measures of success that allow students to function in an appropriate environment once they age out of the NYC Autism Schools' programs in a way that is supportive to their level of disability. NYC Autism Schools demonstrate high levels of success with transitioning students to a least restrictive environment.

Is the education corporation an effective, viable organization?

NYC Autism Schools is an effective, viable organization. The shared leadership team focuses on maintaining core elements of the NYCACS-EH charter while growing enrollment and programming during its initial charter term at the NYCACS-Bronx. Both charters have effective operations teams that allow heads of school to focus the majority of time and energy on the instructional program. The board maintains a highly effective level of governance and oversight.

Is the education corporation fiscally sound?

NYC Autism Schools is fiscally sound based on the evidence collected through renewal review. The education corporation has met its fiscal benchmarks during the current charter term, and presents a reasonable fiscal plan for the next charter term. As has been the case in the past, NYC Autism Schools' fiscal plan relies on the increased tuition received for its students under an arrangement with the New York City Department of Education ("NYCDOE").

If the SUNY Trustees renew the education corporation's authority to operate the charters, are its plans for the charters reasonable, feasible, and achievable?

NYC Autism Schools' plans for both charters are reasonable, feasible, and achievable. The charters plan to maintain their effective instructional programs to ultimately support students gaining necessary life skills and strategies for navigating life with their specific disabilities. The charters will continue to provide a primarily one to one ratio of teacher to student with small group instruction where appropriate. The board plans to develop its fundraising skills to supplement its per pupil funding. The board has projected that by the 2023-24 school year, the increasing costs associated with operating the charters will force the board to utilize reserve funds to fund basic operating costs as increased per pupil funding from the NYCDOE is not guaranteed.

EXECUTIVE SUMMARY

Both NYC Autism Schools' charters establish a warm, welcoming environment focused on building students' independence and life skills. The education corporation creates spaces that contain materials, experiences, and other necessary tools for students to practice real world situations, as many real world interactions cause high levels of anxiety for children on the autism spectrum. For example, the charters take feedback and requests from families to support with any challenging out-of-school situations as they arise. The charters also supported families with training and getting students comfortable with taking COVID-19 diagnostic tests. NYCACS-EH continues to develop its upper school program for older students on the autism spectrum. Over the current charter term, the charter found creative ways to mimic its community based learning program in response to restraints and restrictions caused by the COVID-19 pandemic. At the time of the renewal visit, the charter began sending students to a local organization's running program for fitness, and leaders announced that baseball programming would resume in January 2022 alongside its piano lesson programming. During the renewal visit, the Institute observed both charters implementing their key design elements and realizing their mission and vision. The charters maintain low teacher to student ratios and are highly receptive to family feedback to meet specific learning needs of each student. Over the pandemic, leaders discovered new skills and strategies to teach students and adapted curricular programming to meet new needs based on the world's realities of social distancing, COVID-19 testing, and mask wearing habits.

Based on the Institute's review of the education corporation's performance across each of its charters as posted over the charter term; a review of the Applications for Charter Renewal submitted by the education corporation for each of its charters; a review of academic, organizational, governance, and financial documentation; and, a renewal review of each of the charter's academic programs, the Institute finds that the education corporation and each charter within it meets the required criteria for renewal.

The Institute recommends that the SUNY Trustees grant NYCACS-EH a Subsequent Renewal and NYCACS-Bronx a full-term Initial Renewal with each charter's expiration date of July 31, 2027 to align the charter expiration dates of NYC Autism Schools. The Institute further recommends the SUNY Trustees renew the provisional charter of NYC Autism Charter Schools Education Corporation for a full term of five years.



CHARTER SCHOOLS BACKGROUND

NYC AUTISM CHARTER SCHOOL BRONX

1180 Tinton Avenue, 4th Floor, Bronx, New York | Grades: Ungraded | NYC Community School District 12

The SUNY Trustees approved the original charter for NYCACS-Bronx on April 13, 2016. The charter opened its doors in fall 2017, serving 12 students. The charter reached its capacity for serving 32 students this charter term, and the currently enrolled students will continue to age up into the upper school program during the next charter term.

PROGRAM

Based on the Institute’s renewal review, NYCACS-Bronx implements the core elements outlined in the Education Corporation Benchmark Summary found in this report.

In its first charter term, despite disruptions due to COVID-19, NYCACS-Bronx established an effective program that aligns with the same core elements as the original program found at NYCACS-EH. The charter weathered moving sites after its first year of operation, and continued to grow its program in order to serve more students with autism. The charter also implements its highly effective training program for instructors and teachers. Many of the founding team members transferred from NYCACS-EH to ensure the launch of the replicated program maintained consistency between programs. As the charter grew, additional instructors and head teachers added to the capacity of the overall staff. Leaders provide high quality professional development to staff members that builds pedagogical skills and abilities to implement the ABA model.

CURRENT CHARTER

Serves: Ungraded

Chartered Enrollment: 32

*Charter Expiration:
July 31, 2022*

PROPOSED FUTURE CHARTER

Serves: Ungraded

Chartered Enrollment: 32

*Charter Expiration:
July 31, 2027*

CHARTER LEADERS

HEAD OF SCHOOL

Jennifer Jaye (November 2019 to Present)

Jennifer Connelly (2017-18 to November 2019)

CHARTER SCHOOLS BACKGROUND

CHARTER CHARACTERISTICS

SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	GRADES SERVED
2017-18	12	12	100%	Ungraded
2018-19	20	20	100%	Ungraded
2019-20	32	29	91%	Ungraded
2020-21	32	29	91%	Ungraded
2021-22	32	32	100%	Ungraded

NOTEWORTHY

In NYCACS-Bronx's efforts to meet family needs, one student had high levels of anxiety about participating in an MRI scan. NYCACS-Bronx worked with the family to create a simulation of an MRI machine and worked to allow the student to feel comfortable with the procedure. Because of these efforts, the student successfully completed an MRI scan, which proved to be life saving.

CHARTER SCHOOLS BACKGROUND

NYC AUTISM CHARTER SCHOOL EAST HARLEM

433 East 100th Street, New York, New York | Grades: Ungraded | NYC Community School District 4

The NYC Chancellor originally recommended NYCACS-EH, and the charter opened its doors in the fall of 2005 serving students aged five to 21 years old. The SUNY Trustees approved a merger of the charter into NYCACS-Bronx on March 17, 2017 effective July 1, 2017.

PROGRAM

Based on the Institute’s renewal review, NYCACS-EH implements the core elements outlined in the Education Corporation Benchmark Summary found in this report.

NYCACS-EH serves students from ages five to 21, and has distinct lower and upper school programming to meet the needs of its students. At the lower school level, leaders and clinicians focus on assessing each student’s ability to function in a more mainstream setting, and then setting goals and acclimating families to a possible transition to a different program if appropriate. In the lower school classrooms, the Institute observed a wide range of strategies from small group phonics instruction to one on one learning that encompassed basic life skills. The charter also closely monitors student progress, and students with moderate autism will sometimes transition to other programs.

At NYCACS-EH’s upper school program, students move into the program at age 13 and are typically students with severe autism. In these classrooms, the Institute observed detailed and specific individualized instruction designed to meet the unique abilities of each student. For example, in one observation, older students worked on resume building skills to highlight specific experiences they gained from the charter’s community based learning program. In another observation, students practiced steps in basic life skills practices like preparing a meal or doing laundry.

CHARTER LEADERS

HEAD OF SCHOOL

Jessica Seeman (2016-17 to Present)

Julie Fisher (2006-07 to 2015-16)

CURRENT CHARTER

Serves: Ungraded

*Chartered Enrollment:
40*

*Charter Expiration:
June 30, 2025*

PROPOSED FUTURE CHARTER

Serves: Ungraded

*Chartered Enrollment:
40*

*Charter Expiration:
July 31, 2027*

CHARTER SCHOOLS BACKGROUND

CHARTER CHARACTERISTICS

SCHOOL YEAR	CHARTERED ENROLLMENT	ACTUAL ENROLLMENT	ACTUAL AS A PERCENTAGE OF CHARTERED ENROLLMENT	GRADES SERVED
2017-18	32	33	103%	Ungraded
2018-19	40	40	100%	Ungraded
2019-20	40	39	98%	Ungraded
2020-21	40	40	100%	Ungraded
2021-22	40	40	100%	Ungraded

NOTEWORTHY

NYCACS-EH's upper school program leverages many community partners to provide students with internships and real life experiences through its community based instructional program. While many businesses and organizations closed to outside support due to health and safety issues related to COVID-19, the charter worked to simulate public situations to continue the socialization and progress of students.



DP

DATA PRESENTATION

PAGES: 15-25

AP

ACADEMIC
PERFORMANCE

CP

COMPLIANCE
PERFORMANCE

CS

COMMUNITY
SATISFACTION

SD

STUDENT
DEMOGRAPHICS

ACADEMIC PERFORMANCE



HAS THE EDUCATION CORPORATION MET OR COME CLOSE TO MEETING ITS ACADEMIC ACCOUNTABILITY PLAN GOALS?

Both charters within the NYC Autism Schools education corporation met or came close to meeting every goal included in their Accountability Plans during the charter term. Due to the nature of students' needs, students at NYC Autism Schools do not take the traditional New York State English language arts ("ELA") and mathematics assessments. Therefore, including the state assessments as a measure in the Accountability Plan is not useful to assess students' achievement in the program. NYC Autism Schools created Accountability Plans that address the needs of its specific student population. NYC Autism Schools Accountability Plans for both charters include goals that hold the charters accountable for demonstrating progress in targeted programming; IEP goal attainment and progress on other skill acquisition programs; transitioning students to less restrictive settings; the reduction of challenging behaviors; and, respecting the human rights of all students.

Notably, NYCACS-EH and NYCACS-Bronx demonstrated progress for all students in their targeted programming and in increasing pro-social behaviors over the term. The charters also met the goal of respecting the human rights of each individual student in behavior intervention plans based on evaluations from an external human rights committee. The charters also met their parent satisfaction, staff proficiency and satisfaction, community and professional outreach, fiscal soundness, and ESSA goals.

Both charters met or came close to meeting the goal for progress on IEP objectives and skill acquisition demonstrating strong progress for all students in their targeted programming. In 2020-21, both charters exceeded the targets for the majority of available measures included under the goal. Notably, 80% of NYCACS-EH's students mastered at least 85% of their annual IEP objectives. Further, 100% of the charter's students demonstrated progress on functional living skills assessments. In order to promote social interaction and build students' social skills, both charters work to provide some group instruction to all students. In 2020-21, despite the challenges associated with pandemic protocols, NYCACS-Bronx was able to provide group instruction to 71% of students and NYCACS-EH provided group instruction to 92% of students.

The education corporation works to reduce the frequency and intensity of students' challenging behaviors and collects data through behavior intervention plans daily. Students may have multiple behavior intervention plans tracking different types of challenging behavior. Notably in 2020-21, 100% of the students at NYCACS-EH with a behavior intervention plan in place for at least six months demonstrated a reduction in the challenging behavior. For students without a plan, the charters assesses behavior reduction using the Verbal Behavior Milestones Assessment and Placement Program ("VB-MAPP") assessment. In 2020-21, 85% of the 20 students without behavior intervention plans who were given the assessment across both charters made improvement on the barriers section of the assessment.

ACADEMIC PERFORMANCE

BENCHMARK SUMMARY

ASSESSMENT

NYC Autism Schools has a robust assessment system that improves instructional effectiveness and student learning. The charters regularly collect a significant amount of data that informs the development of each student's highly individualized instructional program. To collect data on students, the charters administer a wide variety of assessments designed to evaluate student skill development and behavior. Lower school students take the VB-MAPP assessment, which provides data on students' verbal and social skills development. Upper school students take the Assessment of Functional Living Skills ("AFLS"), which instructional staff members use to develop IEP goals and create class groupings. In addition, instructional staff members consistently take detailed notes on student behaviors throughout the school day and chart the data on graphs the charters then use to monitor student progress over time. The charters also use assessment data to tailor each student's program to include a breakdown of discrete skills students need to master to meet their IEP goals. Student data are available to instructional staff members and school leaders via Thread, an online platform that enables the charters to enter, track, visualize, and analyze the significant amount of data generated on a daily basis. Notably, the charters work closely with families to collect information about student needs and use these data to personalize students' instructional programs. For example, the charters conduct clinic meetings at least every other month with each family. During the clinics, students demonstrate skills to highlight improvement and development with their learning, and instructional staff members discuss with the family specific skills and strategies that work in the classroom that families can implement at home.

CURRICULUM

NYC Autism Schools has a curricular framework aligned with the charters' individualized approach to student instruction that includes student performance expectations and provides a fixed, underlying structure. The charters' curricular program is an ABA-based bank of programs that breakdown discrete skills and strategies for a wide range of life skills and academics. Within this model, each student has a highly individualized program aligned with the student's IEP goals and informed by data from regular assessments and observations of student behavior. Each program highlights a specific objective, alignment to a standard, success criteria, and an outline of the teaching procedures. Clinical supervisors and head teachers collaborate to determine the specific skills included in each student's program and make changes regularly based on progress monitoring. Depending on student need, a program may include activities that develop students' verbal, social, and/or physical skills. Clinical supervisors and head teachers also work closely with families to develop student programs and frequently incorporate skills based on behaviors that families observe outside of school. Prior to the COVID-19 pandemic, the charters implemented a community based approach to instruction in which students engaged in activities outside the school building that simulated real world experiences and provided opportunities for students to practice critical social, executive functioning, and language skills. For example, students practiced shopping at local grocery stores and engaged in work experiences at local businesses. The charters replicate some of these experiences within the school buildings and hope to return to community based activities in the future when it becomes safe.

ACADEMIC PERFORMANCE

PEDAGOGY

High quality instruction is evident throughout NYC Autism Schools. The charters provide highly individualized instruction informed by the consistent collection of assessment and observation data as well as each student's unique instructional program. Instruction is consistently purposeful and aligned with student goals. Instructional staff members including instructors, lead instructors, and head teachers collaborate effectively and have clear roles in providing the support necessary to deliver high quality one on one and small group instruction. Instructional staff members regularly check for student understanding and track the resulting data via tablets and/or pen and paper. Students receive consistent feedback on their progress via celebrations for desired behaviors and appropriate redirection for undesired behaviors. Most instructional staff members include opportunities for students to engage in higher order thinking by prompting students to apply novel skills and language and asking questions that challenge students to solve problems independently. Both small group and one on one instruction consistently maximize learning time, and instructional staff members effectively manage student behavior through the implementation of ABA techniques. In keeping with the school's highly individualized approach, each student has a daily schedule aligned with their specific needs. For example, some schedules include visual cues while others are text-based depending on student preference and skill level. All instruction adheres to a clear schedule so students are aware of expectations for behavior and attention. Many students use trackers such as charts and sticker sheets that clearly indicate their progress during a lesson, which provides motivation and notifies students when they can expect to receive a reward or break.

INSTRUCTIONAL LEADERSHIP

NYC Autism Schools provides strong instructional leadership that develops the competencies of teachers. The charter uses well-developed systems for individualized coaching and ongoing professional development. The charters' leadership establishes an environment of high expectations for all staff members. Leaders are present and visible for staff and take part in direct observations offering feedback and support for teachers to improve teachers' effectiveness. The charters use a hierarchy of instructors that include the clinical supervisors, head teachers, lead instructors, and instructional staff. Each team member participates in data collection for students, reports student progress, and collaborates in educational decisions to ensure students reach their goals. Leadership supports the collaboration of all team members and effectively shares the charters' vision that every student can develop skills to live as independently as possible. Leadership provides a robust professional development plan at a variety of levels to support each teacher in gaining the skills needed to be proficient and effectively implement ABA, and other programs, designed for students with autism. Leaders follow up on these expectations throughout the year through ongoing coaching, weekly professional development, and a formal evaluation process. Teachers complete several trainings that reinforce the school's expectations for content knowledge, pedagogy, and mission alignment. Newly hired teachers receive feedback after working with the program for three months and all staff have reviews at least twice yearly. Leadership supplies the entire staff professional development twice per month. These professional development sessions offer opportunities for staff to develop the specific competencies needed to meet students' individual goals.

ACADEMIC PERFORMANCE

Leaders encourage and support all teachers to continue their higher education certifications and the charters offer Board Certified Behavior Analysis (“BCBA”) required observation hours for staff to support this specific certification in ABA. This is unique for the charters and ensures teachers have access to supervision and coaching needed to instruct students with autism.

AT RISK PROGRAM

The entire population of students served by NYC Autism Schools consists of students with autism, who are also classified as students with disabilities. Therefore, the whole program is specifically designed to meet the individual needs of students with disabilities. With the high quality program in place, the charters effectively meet the needs of at-risk students. The charters offer individualized programs to meet the needs of each student. Staff members thoroughly identify student needs, collaborate, and provide home and community based support in addition to the academic program. The charters use clear and strategic procedures for identifying the needs of each student. Upon intake, the charters conduct a review of the IEP and administer assessments including the VB-MAPP and the AFLS. Because autism affects language development and students may be nonverbal when entering, each charter interviews families upon enrollment to determine if the student has any specific English language developmental needs as students may not be recommended to take the New York State Identification Test for English Language Learners (“NYSITELL”) due to their classification of disability. The charters are unlikely to identify students as ELLs given the specific communication and developmental delays of incoming students. The charters use translator platforms and school-based staff as translators for parent meetings and communications. The charters also provide translation to families at the monthly clinic meetings and as needed to ensure parents access information in their home language. To support students who can engage in instruction in general education classrooms at other schools, the charters review and create transition plans to support the integration.

The charters provide a variety of specific student driven interventions and teachers group students based on many indicators including skill, age, and programmatic needs. Students may participate in small group instruction such as morning meetings, language and mathematics instruction, and specific skill building lessons. Within group instruction, the individual needs of each student are addressed. During individual and curriculum based small group instruction, teachers gather data and meet regularly to review student progress. Data collection and review with the team of teachers occur weekly. The charter holds clinical meetings that include families at least bi-monthly. Clinical meetings offer opportunities for the team and families to share student progress across all environments and determine new ABA instruction and interventions. These frequent meetings allow for coordination between the teaching team members and families and are opportunities to share student growth and areas of concern. Upper school students have multiple opportunities to learn community skills through one on one instruction that generalize to other environments and support the maintenance of past learned skills.

The charters address their students’ developmental, behavioral, and academic needs using ABA methodology and individualized discrete teaching that allow staff to provide intensive instruction and behavior support. Staff collect and analyze behavior data and create behavior intervention plans that ensure and track behavior change. The charters provide focused staff development and training in recording, reviewing, and analyzing data, supporting the

ACADEMIC PERFORMANCE

academic and at-risk programs, and shaping the behaviors of students with autism. The charters use Thread as an archive of programs that teachers can then individualize to address specific academic, behavioral, and emotional targets for students. Teachers use daily data to adjust individualized instruction and monitor the progress of all students.

The charters offer students an approved specialized program that meets the individualized service needs of students. Clinical supervisors assess and address specific student related service needs and work collaboratively with teachers and staff to provide instruction and support. Clinical supervisors use Thread to address speech, occupational and physical therapy, and other needed supports for each student. Teaching teams collect daily data to monitor the progress toward all IEP goals. When needed, consultants collaborate and advise teacher teams supporting students with significant and specific language and executive functioning challenges.

ORGANIZATIONAL CAPACITY

NYC Autism Schools' organization works effectively to deliver the educational program. Between shared services leadership and the organizational structure at each charter, NYC Autism Schools establishes clear lines of accountability and structures with clear policies and procedures to carry out its academic program. Given the smaller size of each charter, staff members are clear on who to go to for what. At the shared services level, the executive director and director of transition and community outreach focus efforts to collaborate with heads of school from both charters and clinical supervisors to ensure program alignment. Operational staff members work to address all administrative tasks so that the heads of school focus all efforts on the educational program. As NYCACS-Bronx students age, shared services leadership is looking at ways to continue growing support for each charter as well as finding ways to continue evolving its staffing structure to build opportunities for staff members to grow into different roles. For example, leaders are considering creating more specialized operations positions that work across both charters to support the development and growth of the operations team.

The charters have historically maintained strong retention of staff members with clear pathways of growth given the organizational structure. Both heads of school began at the schools as instructors and developed skills to grow through other positions until the respective heads of school positions became available. Due to the unique educational model, NYC Autism Schools' leaders were purposeful in opening NYCACS-Bronx with many staff members from NYCACS-EH to allow for a seamless replication. Over the past year, both charters experienced a slightly higher than normal level of staff member turnover due to individuals transitioning out of New York City and other life changes. Leaders are looking at a range of strategies to increase staff retention, and the board will support this work during an upcoming retreat. One positive aspect of staff member turnover viewed by the organization is that when individuals leave NYC Autism Schools, leaders know that people take with them a highly effective model and knowledge of working with students with autism. Therefore, the board and leaders see the benefits of spreading autism awareness through the charters' effective model. NYC Autism Schools also appeals to individuals as instructors because the organization supports staff members with obtaining the BCBA certification and licensure.

ACADEMIC PERFORMANCE

Given the charters' unique model and population of students with autism, families are eager to send children to either charter. Both charters maintain waitlists. Due to the varying verbal and speech abilities of students with autism, it is difficult to accurately identify ELLs. Therefore, leaders monitor enrollment and retention targets, but it is rare that students are officially identified as ELLs. The charters make good faith efforts to enroll all subgroups of students.

BOARD OVERSIGHT & GOVERNANCE

The NYC Autism Schools' board works effectively to achieve the charters' Accountability Plan goals. The board is thoughtful and purposeful in recruiting and retaining members given the unique model of the charters. Board members possess skills in business, marketing, law, special education, and finance and work effectively through a committee structure to provide effective governance and oversight to both charters. Two members have children at the charters, one member is the co-founder of a charter, and another member is a licensed BCBA. The board and executive director successfully worked with the NYCDOE to obtain an increase in per pupil funding in early 2020, but the board recognizes the need to increase its efforts in fundraising to supplement the per pupil income. The board recently added a member with fundraising experience and hired a director of development to focus on these efforts. The board is shifting to focus on fundraising as it has projected that by the 2023-24 school year, the increasing costs associated with operating the charters will force the board to dip into reserves to fund basic operating costs with no promised increase in per pupil funding from the NYCDOE at the time of the renewal visit.

The board is mindful of its role in providing oversight to personnel issues and recognizes the impact that COVID-19 has had on staffing at all levels. Before the start of the next charter term, the board will work with the executive director and other leaders to develop a strategic plan to guide NYC Autism Schools' work in a future charter term. The board will work to create an incentive program for staff members seeking their BCBA certification to remain at the charter after receiving certification. In addition, the board will look at the shared services structures to determine where the charters need more capacity at both the instructional leadership and operations team levels.

The board materially and substantially implements, maintains, and abides by adequate and appropriate policies, systems, and processes to ensure the effective governance and oversight of the school. The board demonstrates a clear understanding of its role in holding the school leadership accountable for academic results, fiscal soundness, and the programming and services central to the charters' mission. The board functions in a committee structure with standing executive, finance, operations, and governance committees. The board receives detailed information from committees and school leadership regarding the academics, finances, fundraising efforts, internships/community partners, and the larger needs of stakeholders. The board manages conflicts of interest in a transparent manner in accordance with applicable laws. Meetings are held in accordance with the Open Meetings Law and meetings minutes clearly reflect charter business.

COMPLIANCE REPORTING

HAS THE EDUCATION CORPORATION SUBSTANTIALLY COMPLIED WITH APPLICABLE LAWS, RULES AND REGULATIONS, AND PROVISIONS OF ITS CHARTER?

The education corporation substantially complied with applicable laws, rules and regulations, and provisions of its charter. During the current charter term the education corporation demonstrates a clear record of compliance with the terms of its charter including the timely submission of required reporting to the Institute.

NYC AUTISM CHARTER SCHOOL BRONX

Teacher Certification

The Act allows charters to hire up to the lesser of 30 percent or 15 uncertified faculty members contingent upon those teachers meeting certain requirements including: two years of Teach for America experience; three years of teaching experience; status as a higher education professor; exceptional experience in a subject; or, teaching science, technology, engineering, and mathematics (STEM) or career and technical education courses.

At the time of the visit four of the six teachers were uncertified but met the other qualifications under the Act. As previously stated, the program is highly specialized. All student instruction, behavior reduction procedures, and staff and parent training protocols are informed by the principles of Applied Behavior Analysis (“ABA”). All senior staff members have extensive ABA training with many receiving their masters and/or board certification in the field of ABA. The charter provides tuition assistance to staff pursuing a masters in special education or BCBA licensure and provides support for BCBA certification.

NYC AUTISM CHARTER SCHOOL EAST HARLEM

Teacher Certification

At the time of the visit, NYCACS-EH was in compliance with the Act.

COMMUNITY SATISFACTION

To report on parent satisfaction with the charter’s program, the Institute used satisfaction survey data, information gathered from a focus group of parents representing a cross section of students, and data regarding persistence in enrollment.

PARENT SATISFACTION: SURVEY RESULTS

RESPONSE RATE	OVERALL SATISFACTION	EFFECTIVE SCHOOL LEADERSHIP	STRONG FAMILY & COMMUNITY TIES	CULTURE AND CURRICULUM
84%	93%	96%	90%	92%

Parent Survey Data

The Institute compiled data from the NYC Autism Schools’ annual family survey from the 2020-21 school year. The charters’ survey assesses family satisfaction in the areas of family communication and connections, culture, curriculum, and leadership effectiveness. In 2020-21, 84% of families who received the survey responded. Overall, 93% of respondents expressed satisfaction with the charters’ programs.

Parent Focus Group

The Institute asks all charters facing renewal to convene a representative set of parents for a focus group discussion. A representative set generally includes parents of students in attendance at the charter for multiple years, parents of students new to the charter, parents of students receiving general education services, parents of students with special needs, and parents of ELLs.

The 15 family members in attendance at the family focus group expressed high levels of satisfaction with NYC Autism Schools programming. Families appreciated the time, energy, care, and thoughtfulness that leaders put into place over the COVID-19 pandemic to prioritize in-person learning. For families that chose to remain remote, families found the remote learning programming, information, and training highly effective in supporting children at home. Families expressed that the NYC Autism Schools provide an unmatched option in schooling for their children on the autism spectrum and appreciate every effort the charters make to teach life skills and respond to family requests for learning.

Public Comments

In accordance with the Act, the Institute notified the district in which the charter is located regarding the Applications for Charter Renewal. The full text of any written comments received from the district appears below, which also includes a summary of any public comments.

The NYCDOE held its required hearing on NYCACS-Bronx’s renewal application on October 26, 2021 by videoconference. One person spoke in support of the application. The executive director spoke to the unique and wonderful student population served by the charter and thanked community partners. No one spoke in opposition.

COMMUNITY SATISFACTION

The NYCDOE held its required hearing on NYCACS-EH’s renewal application on October 26, 2021 by videoconference. One person spoke in support of the application. The executive director spoke to the unique and wonderful student population served by the charter and thanked community partners. No one spoke in opposition.

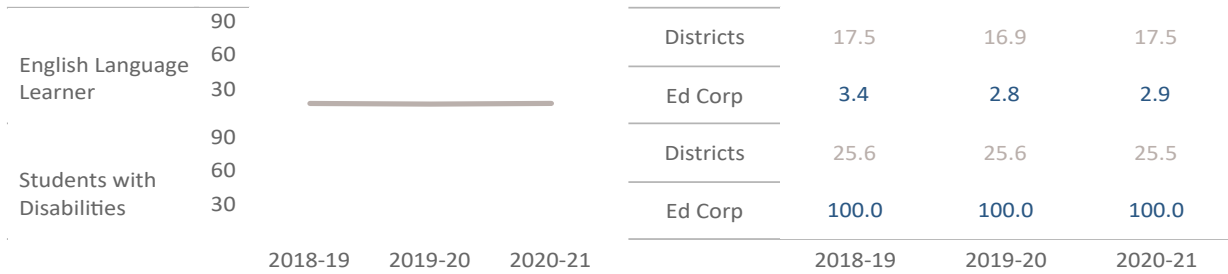
Persistence in Enrollment An additional indicator of parent satisfaction is persistence in enrollment. In 2020-21, 92% of NYC Autism Schools’ students returned from the previous year. In most cases, students leaving NYC Autism Schools’ program do so to transition to less restrictive educational settings. Student persistence data from previous years is available in student demographics section of the report.

The Institute derived the statistical information on persistence in enrollment from its database. No comparative data from the NYCDOE or the New York State Education Department (“NYSED”) is available to the Institute to provide either district or statewide context.

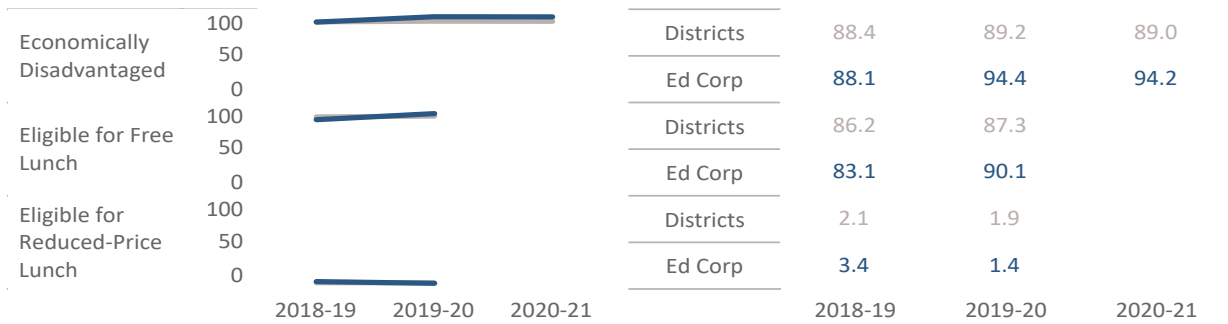
STUDENT DEMOGRAPHICS

NYC Autism Charter Schools Aggregate Education Corporation Enrollment and Persistence

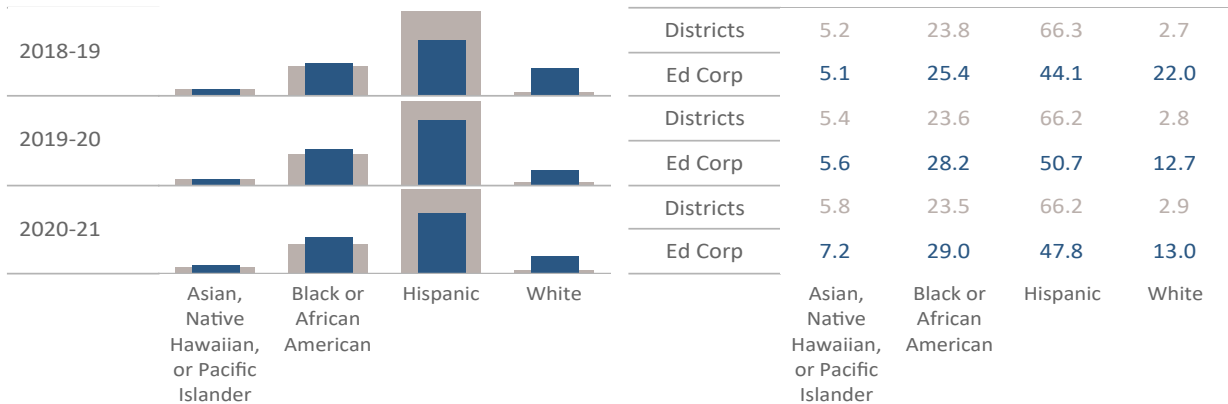
Aggregate Education Corporation Demographics: Special Populations



Aggregate Education Corporation Demographics: Free/Reduced Lunch



Aggregate Education Corporation Demographics: Race/Ethnicity



Aggregate Education Corporation Persistence in Enrollment

2018-19	2018-19	94.2
2019-20	2019-20	96.4
2020-21	2020-21	91.5

* Data reported in these charts reflect BEDS day enrollment counts as reported by the NYSED except for the charter's 2020-21 ELL enrollment which reflects data reported by the education corporation and validated by the Institute.

STUDENT DEMOGRAPHICS

ENROLLMENT AND RETENTION TARGETS

As required by Education Law § 2851(4)(e), a charter must include in its renewal application information regarding the efforts it will put in place to meet or exceed SUNY’s enrollment and retention targets for students with disabilities, ELLs, and students who are eligible applicants for the federal Free and Reduced Price Lunch (“FRPL”) program. The Institute examines each charter’s progress toward meeting or coming close to meeting its targets over the charter term as well as the efforts it has and will put in place to meet or continue to meet those targets.

NYC Autism Schools makes good faith efforts toward meeting its enrollment and retention targets. The school’s mission is to serve students with autism, and all of the school’s students are designated as students with disabilities. Therefore, the school exceeds its enrollment and retention targets for students with disabilities. The school also exceeds its enrollment and retention targets for students who are classified as economically disadvantaged. Because autism affects students’ language development and proficiency, NYC Autism Schools students cannot always be assessed through traditional language identification methods, and are therefore unlikely to be designated as ELLs. To ensure proper identification of ELLs, the school administers a home language survey and subsequently interviews families, as necessary.

NYC Autism Schools will implement the following strategies to support meeting enrollment targets:

- recruiting from organizations in the communities of both charters that serve economically disadvantaged students and families who speak languages other than English;
- providing interpretation services at events and translations of all printed materials in languages other than English;
- distributing flyers with information about the charters’ programming to local organizations and agencies specifically those that serve low income families, families who speak language other than English, and children on the autism spectrum; and,
- presenting about autism with local organizations, schools, and community groups to raise awareness about autism in general, which in turn helps the charters with recruitment of students.

FISCAL ANALYSIS

IS THE EDUCATION CORPORATION FISCALLY SOUND?

NYC Autism Charter Schools is fiscally sound as are its charters, NYC Autism Charter School Bronx, NYC Autism Charter School East Harlem, based on the Institute's review of the fiscal evidence collected through the renewal review. The SUNY Fiscal Dashboard presents color-coded tables and charts indicating that each charter up for renewal and the education corporation have demonstrated fiscal soundness over the majority of the charter term.⁶ The fiscal dashboard for each charter and the merged education corporation can be found at the end of this section. The discussion that follows relates mainly to the NYC Autism Charter Schools education corporation because a school is not a legally distinct fiscal entity.



NYC Autism Schools has the necessary resources to ensure stable operations of both charters it has the authority to operate. Prior to 2020-21, contracted per pupil funding for the two NYC Autism charters had been frozen for the previous seven years per the terms of an agreement with the NYCDOE. After NYC Autism Schools actively sought an increase, NYCDOE increased the per pupil allocation to the charters through the 2023-24 school year. However, the increase will only cover operating expenses for the charters for the next two to three years even though this funding is higher than the statutory funding available through Education Law § 2856. NYC Autism Schools will need another increase in funding during the next charter term in order to adequately fund the program in the future. Given its track record of negotiating with the NYCDOE and the quality of education corporation's educational program for students with ASD, the Institute has confidence that NYC Autism Charter Schools will receive the funds it needs from the NYCDOE in a contract renewal.

Operating multiple charters allows the education corporation to realize efficiencies associated with operations and capacity by sharing programs and resources in the areas of academic program, fiscal management and operational support, human resources, technology, and public relations. The financial model is intended to ensure that all fully enrolled schools are financially sustainable, but is based on an assumption that the charters would receive over the normal charter school basic tuition..

6. The U.S. Department of Education has established fiscal criteria for certain ratios or information with high – medium – low categories, represented in the table as green – gray – red. The categories generally correspond to levels of fiscal risk, but must be viewed in the context of each education corporation and the general type or category of school.

FISCAL ANALYSIS



DOES THE EDUCATION CORPORATION OPERATE THE CHARTERS PURSUANT TO A FISCAL PLAN WITH REALISTIC BUDGETS THAT THE EDUCATION CORPORATION MONITORS AND ADJUSTS WHEN APPROPRIATE?

The education corporation operates pursuant to a long-range financial plan in which the education corporation creates realistic budgets that it monitors and adjusts when appropriate. The following elements are generally present:

INDICATORS	EVIDENT?
The education corporation has clear budgetary objectives for the charters and budget preparation procedures.	+
Education corporation board members, charter management, and staff members contribute to the charter budget process, as appropriate.	+
The education corporation frequently compares its long-range fiscal plan for the charters to actual progress and adjusts it to meet changing conditions.	+
The education corporation routinely analyzes budget variances for the charters; the education corporation board addresses material variances and makes necessary revisions.	+
Actual charter expenses are equal to, or less than, actual charter revenue with no material exceptions.	+

DOES THE EDUCATION CORPORATION MAINTAIN APPROPRIATE INTERNAL CONTROLS AND PROCEDURES?

The education corporation maintains appropriate internal controls and procedures, which the charters implement. The following elements are generally present:

INDICATORS	EVIDENT?
The education corporation has a history of sound fiscal policies, procedures and practices, and maintains appropriate internal controls at the charters.	+

“+” : This indicator is generally present.

“-” : This indicator is generally not present.

“P” : The education corporation is progressing toward this indicator being present.

“N/A” : This indicator is not applicable.

FISCAL ANALYSIS

The most recent education corporation audit report, which covers fiscal operations for the charters, was free of any significant deficiencies or material weaknesses in internal controls.

+

The education corporation reviews and updates its Financial Policies and Procedures manual, which covers the charters, on a regular basis.

**JUNE
2020**

DOES THE EDUCATION CORPORATION COMPLY WITH FINANCIAL REPORTING REQUIREMENTS?

The education corporation complies with financial reporting requirements by providing the SUNY Trustees and NYSED with required financial reports that are on time, complete, and follow generally accepted accounting principles. The following reports, which include information about the charters, have generally been filed in a timely, accurate, and complete manner:

INDICATORS	EVIDENT?
Annual financial statement audit reports, including federal Single Audit reports, if applicable.	+
Annual budgets.	+
Un-audited quarterly reports of income, expenses, and enrollment.	+
Bi-monthly enrollment reports to the sending districts and, if applicable, to NYSED including proper documentation regarding the level of special education services provided to students.	+
Grant expenditure reports.	+

FISCAL ANALYSIS

DOES THE EDUCATION CORPORATION MAINTAIN ADEQUATE FINANCIAL RESOURCES TO ENSURE STABLE OPERATIONS?

The education corporation maintains adequate financial resources for the charters to ensure stable operations. Critical financial needs of the charters are not dependent on variable income (grants, donations and fundraising). The following elements are generally present:

INDICATORS	EVIDENT?
The education corporation maintains sufficient cash on hand to pay current bills of the charters and those that are due shortly.	+
The education corporation maintains adequate liquid reserves to fund expenses including those of the charters, in the event of income loss (generally 30 days).	+
The education corporation prepares and monitors cash flow projections for the charters.	+
If the education corporation includes philanthropy in its budget for the charters, it monitors progress toward its development goals on a periodic basis.	+
If necessary, the education corporation pursues district state aid intercepts with NYSED to ensure adequate per pupil funding for the charters.	N/A
The education corporation accumulates unrestricted net assets that are equal to or exceed two percent of each charter’s operating budget for the upcoming year.	+
The education corporation is in compliance with all loan covenants related to the charters.	N/A

NYC Autism Schools has reported both operating surpluses and deficits in the current charter term. However, these deficits occurred prior to the education corporation receiving an increase in its per pupil allocation. The increase resulted in an operating surplus that offset the previous deficits and increased the net assets to \$4.9 million as of June 30, 2021. The education corporation fiscal dashboard is also fiscally strong with 8.7 months of cash on hand to pay liabilities due shortly as of the same date. It will be important for NYC Autism Schools to receive its next per pupil increase prior to operating expenses surpassing revenues so the education corporation does not have operating deficits in the next charter term. NYC Autism Schools has also funded and maintained the required \$150,000 in an escrow account in case of dissolution of either charter.

FISCAL ANALYSIS

NYC AUTISM CHARTER SCHOOL BRONX

NOTE: Effective 2017-18, the charter merged finances with the education corporation, "NYC Autism Charter Schools." Accordingly, see the education corporation report containing the "Balance Sheet" for all charters merged into the education corporation.

CHARTER INFORMATION

BALANCE SHEET

Assets

Current Assets

Cash and Cash Equivalents - **GRAPH 1**
Grants and Contracts Receivable
Accounts Receivable
Prepaid Expenses
Contributions and Other Receivables

Total Current Assets - **GRAPH 1**

Property, Building and Equipment, net
Other Assets

Total Assets - **GRAPH 1**

Liabilities and Net Assets

Current Liabilities

Accounts Payable and Accrued Expenses
Accrued Payroll and Benefits
Deferred Revenue
Current Maturities of Long-Term Debt
Short Term Debt - Bonds, Notes Payable
Other

Total Current Liabilities - **GRAPH 1**

Deferred Rent/Lease Liability
All other L-T debt and notes payable, net current maturities

Total Liabilities - **GRAPH 1**

Net Assets

Without Donor Restrictions
With Donor Restrictions

Total Net Assets

Total Liabilities and Net Assets

ACTIVITIES

Operating Revenue

Resident Student Enrollment
Students with Disabilities

Grants and Contracts

State and local
Federal - Title and IDEA
Federal - Other
Other
NYC DoE Rental Assistance
Food Service/Child Nutrition Program

Total Operating Revenue

Expenses

Regular Education
SPED
Other

Total Program Services

Management and General
Fundraising

Total Expenses - **GRAPHS 2, 3 & 4**

Surplus / (Deficit) From School Operations

Support and Other Revenue

Contributions
Fundraising
Miscellaneous Income
Net assets released from restriction

Total Support and Other Revenue

Total Unrestricted Revenue

Total Temporarily Restricted Revenue

Total Revenue - **GRAPHS 2 & 3**

Change in Net Assets

Net Assets - Beginning of Year - **GRAPH 2**

Prior Year Adjustment(s)

Net Assets - End of Year - **GRAPH 2**

		MERGED	MERGED	MERGED	Opened 2017-18 MERGED
	2016 17	2017 18	2018 19	2019 20	2020 21
Assets					
Current Assets					
Cash and Cash Equivalents - GRAPH 1	-	-	-	-	-
Grants and Contracts Receivable	-	-	-	-	-
Accounts Receivable	-	-	-	-	-
Prepaid Expenses	-	-	-	-	-
Contributions and Other Receivables	-	-	-	-	-
Total Current Assets - GRAPH 1	-	-	-	-	-
Property, Building and Equipment, net	-	-	-	-	-
Other Assets	-	-	-	-	-
Total Assets - GRAPH 1	-	-	-	-	-
Liabilities and Net Assets					
Current Liabilities					
Accounts Payable and Accrued Expenses	-	-	-	-	-
Accrued Payroll and Benefits	-	-	-	-	-
Deferred Revenue	-	-	-	-	-
Current Maturities of Long-Term Debt	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	-	-	-	-	-
Total Current Liabilities - GRAPH 1	-	-	-	-	-
Deferred Rent/Lease Liability	-	-	-	-	-
All other L-T debt and notes payable, net current maturities	-	-	-	-	-
Total Liabilities - GRAPH 1	-	-	-	-	-
Net Assets					
Without Donor Restrictions	-	-	-	-	-
With Donor Restrictions	-	-	-	-	-
Total Net Assets	-	-	-	-	-
Total Liabilities and Net Assets	-	-	-	-	-
ACTIVITIES					
Operating Revenue					
Resident Student Enrollment	-	-	-	-	-
Students with Disabilities	-	1,092,500	1,723,659	2,673,377	3,061,112
Grants and Contracts					
State and local	-	570,310	-	-	-
Federal - Title and IDEA	-	-	-	-	-
Federal - Other	-	-	-	-	-
Other	-	-	166,623	-	-
NYC DoE Rental Assistance	-	-	-	-	-
Food Service/Child Nutrition Program	-	-	-	-	-
Total Operating Revenue	-	1,662,810	1,890,282	2,673,377	3,061,112
Expenses					
Regular Education	-	1,210,422	1,763,825	2,489,965	2,546,183
SPED	-	-	-	-	-
Other	-	-	-	-	-
Total Program Services	-	1,210,422	1,763,825	2,489,965	2,546,183
Management and General	-	430,825	463,578	416,701	440,971
Fundraising	-	32,027	35,868	38,127	24,946
Total Expenses - GRAPHS 2, 3 & 4	-	1,673,274	2,263,271	2,944,793	3,012,100
Surplus / (Deficit) From School Operations	-	(10,464)	(372,989)	(271,416)	49,012
Support and Other Revenue					
Contributions	-	42,120	57,204	117,470	122,881
Fundraising	-	-	-	-	-
Miscellaneous Income	-	552	745	412	1,070
Net assets released from restriction	-	-	-	-	-
Total Support and Other Revenue	-	42,672	57,949	117,882	123,951
Total Unrestricted Revenue	-	1,675,482	1,918,231	2,791,259	3,185,063
Total Temporarily Restricted Revenue	-	30,000	30,000	-	-
Total Revenue - GRAPHS 2 & 3	-	1,705,482	1,948,231	2,791,259	3,185,063
Change in Net Assets	-	32,208	(315,040)	(153,534)	172,963
Net Assets - Beginning of Year - GRAPH 2	-	536,462	568,670	253,630	100,096
Prior Year Adjustment(s)	-	-	-	-	-
Net Assets - End of Year - GRAPH 2	-	568,670	253,630	100,096	273,059

FISCAL ANALYSIS

NYC AUTISM CHARTER SCHOOL BRONX

NOTE: Effective 2017-18, the charter merged finances with the education corporation, "NYC Autism Charter Schools." Accordingly, see the education corporation report containing the "Balance Sheet" for all charters merged into the education corporation.

CHARTER INFORMATION - (Continued)

Functional Expense Breakdown

	2016 17	2017 18	2018 19	2019 20	2020 21
Personnel Service	-	404,100	697,814	-	223,845
Administrative Staff Personnel	-	615,480	862,111	1,934,321	1,718,281
Instructional Personnel	-	112,500	-	-	-
Non-Instructional Personnel	-	-	-	-	-
Personnel Services (Combined)	-	-	-	-	-
Total Salaries and Staff	-	1,132,080	1,559,925	1,934,321	1,942,126
Fringe Benefits & Payroll Taxes	-	303,589	300,516	515,268	507,335
Retirement	-	-	-	-	-
Management Company Fees	-	-	-	-	-
Building and Land Rent / Lease / Facility Financing	-	-	-	-	-
Staff Development	-	6,723	5,513	7,955	11,050
Professional Fees, Consultant & Purchased Services	-	4,778	151,923	187,430	191,786
Marketing / Recruitment	-	3,590	-	-	-
Student Supplies, Materials & Services	-	45,256	37,381	34,225	49,011
Depreciation	-	37,239	137,664	196,843	189,837
Other	-	140,019	70,349	68,751	120,955
Total Expenses	-	1,673,274	2,263,271	2,944,793	3,012,100

CHARTER ANALYSIS

ENROLLMENT

	2016 17	2017 18	2018 19	2019 20	2020 21
Original Chartered Enrollment	-	12	24	32	32
Final Chartered Enrollment (includes any revisions)	-	12	20	32	32
Actual Enrollment - GRAPH 4	-	12	20	29	29
Chartered Grades	-	Ungraded	Ungraded	Ungraded	Ungraded
Final Chartered Grades (includes any revisions)	-	-	-	-	-

Primary School District: NYC CHANCELLOR'S OFFICE

Per Pupil Funding (Weighted Avg of All Districts)	2016 17	2017 18	2018 19	2019 20	2020 21
Increase over prior year	0.0%	0.0%	0.0%	100.0%	0.0%

PER STUDENT BREAKDOWN

Revenue

	2016 17	2017 18	2018 19	2019 20	2020 21
Operating	-	138,568	94,514	91,645	106,086
Other Revenue and Support	-	3,556	2,897	4,041	4,296
TOTAL - GRAPH 3	-	142,124	97,412	95,686	110,382

Expenses

	2016 17	2017 18	2018 19	2019 20	2020 21
Program Services	-	100,869	88,191	85,358	88,241
Management and General, Fundraising	-	38,571	24,972	15,592	16,147
TOTAL - GRAPH 3	-	139,440	113,164	100,949	104,387
% of Program Services	0.0%	72.3%	77.9%	84.6%	84.5%
% of Management and Other	0.0%	27.7%	22.1%	15.4%	15.5%
% of Revenue Exceeding Expenses - GRAPH 5	0.0%	1.9%	-13.9%	-5.2%	5.7%
% of Revenue Expended on Facilities	#DIV/0!	0.0%	0.0%	0.0%	0.0%

Student to Faculty Ratio

	2016 17	2017 18	2018 19	2019 20	2020 21
Student to Faculty Ratio	-	0.9	0.9	1.0	1.0

Faculty to Admin Ratio

	2016 17	2017 18	2018 19	2019 20	2020 21
Faculty to Admin Ratio	-	4.0	5.0	8.2	7.3

Financial Responsibility Composite Scores - GRAPH 6

Score	2016 17	2017 18	2018 19	2019 20	2020 21
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 / Fiscally Needs Monitoring < 1.0	0.0	0.0	0.0	0.0	0.0
	N/A	N/A	N/A	N/A	N/A

Working Capital - GRAPH 7

	2016 17	2017 18	2018 19	2019 20	2020 21
Net Working Capital	0	0	0	0	0
As % of Unrestricted Revenue	0.0%	0.0%	0.0%	0.0%	0.0%
Working Capital (Current) Ratio Score	0.0	0.0	0.0	0.0	0.0
Risk (Low ≥ 3.0 / Medium 1.4 - 2.9 / High < 1.4)	N/A	N/A	N/A	N/A	N/A
Rating (Excellent ≥ 3.0 / Good 1.4 - 2.9 / Poor < 1.4)	N/A	N/A	N/A	N/A	N/A

Quick (Acid Test) Ratio

	2016 17	2017 18	2018 19	2019 20	2020 21
Score	0.0	0.0	0.0	0.0	0.0
Risk (Low ≥ 2.5 / Medium 1.0 - 2.4 / High < 1.0)	N/A	N/A	N/A	N/A	N/A
Rating (Excellent ≥ 2.5 / Good 1.0 - 2.4 / Poor < 1.0)	N/A	N/A	N/A	N/A	N/A

Debt to Asset Ratio - GRAPH 7

	2016 17	2017 18	2018 19	2019 20	2020 21
Score	0.0	0.0	0.0	0.0	0.0
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)	N/A	N/A	N/A	N/A	N/A
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)	N/A	N/A	N/A	N/A	N/A

Months of Cash - GRAPH 8

	2016 17	2017 18	2018 19	2019 20	2020 21
Score	0.0	0.0	0.0	0.0	0.0
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)	N/A	N/A	N/A	N/A	N/A
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)	N/A	N/A	N/A	N/A	N/A

FISCAL ANALYSIS

NYC AUTISM CHARTER SCHOOL EAST HARLEM

NOTE: Effective 2017-18, the charter merged finances with the education corporation, "NYC Autism Charter Schools." Accordingly, see the education corporation report containing the "Balance Sheet" for all charters merged into the education corporation.

CHARTER INFORMATION

BALANCE SHEET

Assets

Current Assets

Cash and Cash Equivalents - **GRAPH 1**
Grants and Contracts Receivable
Accounts Receivable
Prepaid Expenses
Contributions and Other Receivables

Total Current Assets - GRAPH 1

Property, Building and Equipment, net
Other Assets

Total Assets - GRAPH 1

Liabilities and Net Assets

Current Liabilities

Accounts Payable and Accrued Expenses
Accrued Payroll and Benefits
Deferred Revenue
Current Maturities of Long-Term Debt
Short Term Debt - Bonds, Notes Payable
Other

Total Current Liabilities - GRAPH 1

Deferred Rent/Lease Liability
All other L-T debt and notes payable, net current maturities

Total Liabilities - GRAPH 1

Net Assets

Without Donor Restrictions
With Donor Restrictions

Total Net Assets

Total Liabilities and Net Assets

ACTIVITIES

Operating Revenue

Resident Student Enrollment
Students with Disabilities

Grants and Contracts

State and local
Federal - Title and IDEA
Federal - Other
Other
NYC DoE Rental Assistance
Food Service/Child Nutrition Program

Total Operating Revenue

Expenses

Regular Education
SPED
Other

Total Program Services

Management and General
Fundraising

Total Expenses - GRAPHS 2, 3 & 4

Surplus / (Deficit) From School Operations

Support and Other Revenue

Contributions
Fundraising
Miscellaneous Income
Net assets released from restriction

Total Support and Other Revenue

Total Unrestricted Revenue

Total Temporarily Restricted Revenue

Total Revenue - GRAPHS 2 & 3

Change in Net Assets

Net Assets - Beginning of Year - GRAPH 2

Prior Year Adjustment(s)

Net Assets - End of Year - GRAPH 2

		Opened 2017-18			
		MERGED	MERGED	MERGED	MERGED
	2016 17	2017 18	2018 19	2019 20	2020 21
Assets					
Current Assets					
Cash and Cash Equivalents - GRAPH 1	-	-	-	-	-
Grants and Contracts Receivable	-	-	-	-	-
Accounts Receivable	-	-	-	-	-
Prepaid Expenses	-	-	-	-	-
Contributions and Other Receivables	-	-	-	-	-
Total Current Assets - GRAPH 1	-	-	-	-	-
Property, Building and Equipment, net	-	-	-	-	-
Other Assets	-	-	-	-	-
Total Assets - GRAPH 1	-	-	-	-	-
Liabilities and Net Assets					
Current Liabilities					
Accounts Payable and Accrued Expenses	-	-	-	-	-
Accrued Payroll and Benefits	-	-	-	-	-
Deferred Revenue	-	-	-	-	-
Current Maturities of Long-Term Debt	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	-	-	-	-	-
Total Current Liabilities - GRAPH 1	-	-	-	-	-
Deferred Rent/Lease Liability	-	-	-	-	-
All other L-T debt and notes payable, net current maturities	-	-	-	-	-
Total Liabilities - GRAPH 1	-	-	-	-	-
Net Assets					
Without Donor Restrictions	-	-	-	-	-
With Donor Restrictions	-	-	-	-	-
Total Net Assets	-	-	-	-	-
Total Liabilities and Net Assets	-	-	-	-	-
ACTIVITIES					
Operating Revenue					
Resident Student Enrollment	-	-	-	-	-
Students with Disabilities	-	2,998,441	3,548,861	3,591,477	4,362,900
Grants and Contracts					
State and local	-	29,312	-	-	-
Federal - Title and IDEA	-	-	-	-	-
Federal - Other	-	-	-	-	-
Other	-	-	59,140	-	915,750
NYC DoE Rental Assistance	-	-	-	-	-
Food Service/Child Nutrition Program	-	-	-	-	-
Total Operating Revenue	-	3,027,753	3,608,001	3,591,477	5,278,650
Expenses					
Regular Education	-	2,793,141	3,106,701	3,103,253	3,099,484
SPED	-	-	-	-	-
Other	-	-	-	-	-
Total Program Services	-	2,793,141	3,106,701	3,103,253	3,099,484
Management and General	-	499,824	612,282	485,857	551,629
Fundraising	-	43,410	39,429	56,572	45,288
Total Expenses - GRAPHS 2, 3 & 4	-	3,336,375	3,758,412	3,645,682	3,696,401
Surplus / (Deficit) From School Operations	-	(308,622)	(150,411)	(54,205)	1,582,249
Support and Other Revenue					
Contributions	-	200,826	219,596	276,702	131,547
Fundraising	-	-	-	-	80,000
Miscellaneous Income	-	23,628	41,050	60,662	28,932
Net assets released from restriction	-	-	-	-	-
Total Support and Other Revenue	-	224,454	260,646	337,364	240,479
Total Unrestricted Revenue	-	3,359,523	3,807,280	3,939,949	5,519,931
Total Temporarily Restricted Revenue	-	(107,316)	61,367	(11,108)	(802)
Total Revenue - GRAPHS 2 & 3	-	3,252,207	3,868,647	3,928,841	5,519,129
Change in Net Assets	-	(84,168)	110,235	283,159	1,822,728
Net Assets - Beginning of Year - GRAPH 2	-	2,538,659	2,454,491	2,564,726	2,847,885
Prior Year Adjustment(s)	-	-	-	-	-
Net Assets - End of Year - GRAPH 2	-	2,454,491	2,564,726	2,847,885	4,670,613

FISCAL ANALYSIS

NYC AUTISM CHARTER SCHOOL EAST HARLEM

NOTE: Effective 2017-18, the charter merged finances with the education corporation, "NYC Autism Charter Schools." Accordingly, see the education corporation report containing the "Balance Sheet" for all charters merged into the education corporation.

CHARTER INFORMATION - (Continued)

Functional Expense Breakdown

	2016 17	2017 18	2018 19	2019 20	2020 21
Personnel Service	-	410,310	1,031,386	2,479,077	2,432,259
Administrative Staff Personnel	-	1,618,242	1,506,013	-	-
Instructional Personnel	-	112,500	-	-	-
Non-Instructional Personnel	-	-	-	-	-
Personnel Services (Combined)	-	-	-	-	-
Total Salaries and Staff	-	2,141,052	2,537,399	2,479,077	2,432,259
Fringe Benefits & Payroll Taxes	-	718,148	750,258	668,803	689,406
Retirement	-	-	-	-	-
Management Company Fees	-	-	-	-	-
Building and Land Rent / Lease / Facility Financing	-	-	-	-	-
Staff Development	-	7,676	19,222	21,359	19,393
Professional Fees, Consultant & Purchased Services	-	61,862	235,423	237,822	263,253
Marketing / Recruitment	-	17,337	-	-	24,433
Student Supplies, Materials & Services	-	59,347	48,744	43,191	61,230
Depreciation	-	54,056	77,059	76,308	72,069
Other	-	276,897	90,307	119,122	134,358
Total Expenses	-	3,336,375	3,758,412	3,645,682	3,696,401

CHARTER ANALYSIS

ENROLLMENT

	2016 17	2017 18	2018 19	2019 20	2020 21
Original Chartered Enrollment	-	32	40	40	40
Final Chartered Enrollment (includes any revisions)	-	32	40	40	40
Actual Enrollment - GRAPH 4	-	33	40	39	40
Chartered Grades	-	Ungraded	Ungraded	Ungraded	Ungraded
Final Chartered Grades (includes any revisions)	-	-	-	-	-

Primary School District: NYC CHANCELLOR'S OFFICE

Per Pupil Funding (Weighted Avg of All Districts)	2016 17	2017 18	2018 19	2019 20	2020 21
Increase over prior year	0.0%	0.0%	0.0%	100.0%	0.0%

PER STUDENT BREAKDOWN

Revenue	2016 17	2017 18	2018 19	2019 20	2020 21
Operating	-	91,750	90,200	91,645	131,966
Other Revenue and Support	-	6,802	6,516	8,609	6,012
TOTAL - GRAPH 3	-	98,552	96,716	100,254	137,978
Expenses	2016 17	2017 18	2018 19	2019 20	2020 21
Program Services	-	84,641	77,668	79,187	77,487
Management and General, Fundraising	-	16,462	16,293	13,841	14,923
TOTAL - GRAPH 3	-	101,102	93,960	93,028	92,410
% of Program Services	0.0%	83.7%	82.7%	85.1%	83.9%
% of Management and Other	0.0%	16.3%	17.3%	14.9%	16.1%
% of Revenue Exceeding Expenses - GRAPH 5	0.0%	-2.5%	2.9%	7.8%	49.3%
% of Revenue Expended on Facilities	#DIV/0!	0.0%	0.0%	0.0%	0.0%

Student to Faculty Ratio

	2016 17	2017 18	2018 19	2019 20	2020 21
Student to Faculty Ratio	-	1.0	1.1	1.1	1.2

Faculty to Admin Ratio

	2016 17	2017 18	2018 19	2019 20	2020 21
Faculty to Admin Ratio	-	6.4	5.5	5.2	5.7

Financial Responsibility Composite Scores - GRAPH 6

Score	2016 17	2017 18	2018 19	2019 20	2020 21
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 / Fiscally Needs Monitoring < 1.0	0.0	0.0	0.0	0.0	0.0
	N/A	N/A	N/A	N/A	N/A

Working Capital - GRAPH 7

Score	2016 17	2017 18	2018 19	2019 20	2020 21
Net Working Capital	0	0	0	0	0
As % of Unrestricted Revenue	0.0%	0.0%	0.0%	0.0%	0.0%
Working Capital (Current) Ratio Score	0.0	0.0	0.0	0.0	0.0
Risk (Low ≥ 3.0 / Medium 1.4 - 2.9 / High < 1.4)	N/A	N/A	N/A	N/A	N/A
Rating (Excellent ≥ 3.0 / Good 1.4 - 2.9 / Poor < 1.4)	N/A	N/A	N/A	N/A	N/A

Quick (Acid Test) Ratio

Score	2016 17	2017 18	2018 19	2019 20	2020 21
Quick (Acid Test) Ratio	0.0	0.0	0.0	0.0	0.0
Risk (Low ≥ 2.5 / Medium 1.0 - 2.4 / High < 1.0)	N/A	N/A	N/A	N/A	N/A
Rating (Excellent ≥ 2.5 / Good 1.0 - 2.4 / Poor < 1.0)	N/A	N/A	N/A	N/A	N/A

Debt to Asset Ratio - GRAPH 7

Score	2016 17	2017 18	2018 19	2019 20	2020 21
Debt to Asset Ratio	0.0	0.0	0.0	0.0	0.0
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)	N/A	N/A	N/A	N/A	N/A
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)	N/A	N/A	N/A	N/A	N/A

Months of Cash - GRAPH 8

Score	2016 17	2017 18	2018 19	2019 20	2020 21
Months of Cash	0.0	0.0	0.0	0.0	0.0
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)	N/A	N/A	N/A	N/A	N/A
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)	N/A	N/A	N/A	N/A	N/A

FISCAL ANALYSIS

NYC AUTISM CHARTER SCHOOLS (COMBINED)

CHARTER INFORMATION

BALANCE SHEET

Assets

Current Assets

	2016 17	2017 18	2018 19	2019 20	2020 21
Cash and Cash Equivalents - GRAPH 1	-	673,758	2,262,198	3,554,897	4,862,398
Grants and Contracts Receivable	-	48,986	-	12,552	66,110
Accounts Receivable	-	-	-	-	-
Prepaid Expenses	-	9,874	19,159	-	-
Contributions and Other Receivables	-	-	15,142	-	-
Total Current Assets - GRAPH 1	-	732,618	2,296,499	3,567,449	4,928,508
Property, Building and Equipment, net	-	444,560	653,118	443,725	282,423
Other Assets	-	2,086,424	126,794	151,920	151,936
Total Assets - GRAPH 1	-	3,263,602	3,076,411	4,163,094	5,362,867

Liabilities and Net Assets

Current Liabilities

Accounts Payable and Accrued Expenses	-	218,168	235,782	299,363	360,706
Accrued Payroll and Benefits	-	-	-	-	-
Deferred Revenue	-	-	-	-	-
Current Maturities of Long-Term Debt	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	-	22,273	22,273	915,750	58,489
Total Current Liabilities - GRAPH 1	-	240,441	258,055	1,215,113	419,195
Deferred Rent/Lease Liability	-	-	-	-	-
All other L-T debt and notes payable, net current maturities	-	-	-	-	-
Total Liabilities - GRAPH 1	-	240,441	258,055	1,215,113	419,195

Net Assets

Without Donor Restrictions	-	2,939,223	2,546,257	2,813,784	4,810,277
With Donor Restrictions	-	83,938	272,099	134,197	133,395
Total Net Assets	-	3,023,161	2,818,356	2,947,981	4,943,672
Total Liabilities and Net Assets	-	3,263,602	3,076,411	4,163,094	5,362,867

ACTIVITIES

Operating Revenue

Resident Student Enrollment	-	-	-	-	-
Students with Disabilities	-	4,090,941	5,272,520	6,264,854	7,424,012
Grants and Contracts	-	-	-	-	-
State and local	-	599,622	-	-	-
Federal - Title and IDEA	-	-	-	-	-
Federal - Other	-	-	-	-	-
Other	-	-	225,763	-	915,750
NYC DoE Rental Assistance	-	-	-	-	-
Food Service/Child Nutrition Program	-	-	-	-	-
Total Operating Revenue	-	4,690,563	5,498,283	6,264,854	8,339,762

Expenses

Regular Education	-	4,003,563	4,870,526	5,593,218	5,645,667
SPED	-	-	-	-	-
Other	-	-	-	-	-
Total Program Services	-	4,003,563	4,870,526	5,593,218	5,645,667
Management and General	-	930,649	1,075,860	902,558	992,600
Fundraising	-	75,437	75,297	94,699	70,234
Total Expenses - GRAPHS 2, 3 & 4	-	5,009,649	6,021,683	6,590,475	6,708,501
Surplus / (Deficit) From School Operations	-	(319,086)	(523,400)	(325,621)	1,631,261

Support and Other Revenue

Contributions	-	242,946	276,800	394,172	254,428
Fundraising	-	-	-	-	80,000
Miscellaneous Income	-	24,180	41,795	61,074	30,002
Net assets released from restriction	-	-	-	-	-
Total Support and Other Revenue	-	267,126	318,595	455,246	364,430

Total Unrestricted Revenue

Total Unrestricted Revenue	-	5,035,005	5,725,511	6,731,208	8,704,994
Total Temporarily Restricted Revenue	-	(77,316)	91,367	(11,108)	(802)
Total Revenue - GRAPHS 2 & 3	-	4,957,689	5,816,878	6,720,100	8,704,192

Change in Net Assets

Change in Net Assets	-	(51,960)	(204,805)	129,625	1,995,691
Net Assets - Beginning of Year - GRAPH 2	-	3,075,121	3,023,161	2,818,356	2,947,981
Prior Year Adjustment(s)	-	-	-	-	-
Net Assets - End of Year - GRAPH 2	-	3,023,161	2,818,356	2,947,981	4,943,672

FISCAL ANALYSIS

NYC AUTISM CHARTER SCHOOLS (COMBINED)

CHARTER INFORMATION - (Continued)

Functional Expense Breakdown

	2016 17	2017 18	2018 19	2019 20	2020 21
Personnel Service	-	814,410	1,729,200	2,479,077	2,656,104
Administrative Staff Personnel	-	2,233,722	2,368,124	1,934,321	1,718,281
Instructional Personnel	-	225,000	-	-	-
Non-Instructional Personnel	-	-	-	-	-
Personnel Services (Combined)	-	-	-	-	-
Total Salaries and Staff	-	3,273,132	4,097,324	4,413,398	4,374,385
Fringe Benefits & Payroll Taxes	-	1,021,737	1,050,774	1,184,071	1,196,741
Retirement	-	-	-	-	-
Management Company Fees	-	-	-	-	-
Building and Land Rent / Lease / Facility Financing	-	-	-	-	-
Staff Development	-	14,399	24,735	29,314	30,443
Professional Fees, Consultant & Purchased Services	-	66,640	387,346	425,252	455,039
Marketing / Recruitment	-	20,927	-	-	24,433
Student Supplies, Materials & Services	-	104,603	86,125	77,416	110,241
Depreciation	-	91,295	214,723	273,151	261,906
Other	-	416,916	160,656	187,873	255,313
Total Expenses	-	5,009,649	6,021,683	6,590,475	6,708,501

CHARTER ANALYSIS

ENROLLMENT

	2016 17	2017 18	2018 19	2019 20	2020 21
Original Chartered Enrollment	-	44	64	72	72
Final Chartered Enrollment (includes any revisions)	-	44	60	72	72
Actual Enrollment - GRAPH 4	-	45	60	68	69
Chartered Grades	-	-	-	-	-
Final Chartered Grades (includes any revisions)	-	-	-	-	-

Primary School District:

Per Pupil Funding (Weighted Avg of All Districts)	2016 17	2017 18	2018 19	2019 20	2020 21
Increase over prior year	0.0%	0.0%	0.0%	0.0%	0.0%

PER STUDENT BREAKDOWN

Revenue

	2016 17	2017 18	2018 19	2019 20	2020 21
Operating	-	104,235	91,638	91,645	121,121
Other Revenue and Support	-	5,936	5,310	6,660	5,293
TOTAL - GRAPH 3	-	110,171	96,948	98,305	126,413

Expenses

	2016 17	2017 18	2018 19	2019 20	2020 21
Program Services	-	88,968	81,175	81,820	81,994
Management and General, Fundraising	-	22,357	19,186	14,588	15,436
TOTAL - GRAPH 3	-	111,326	100,361	96,408	97,429
% of Program Services	0.0%	79.9%	80.9%	84.9%	84.2%
% of Management and Other	0.0%	20.1%	19.1%	15.1%	15.8%
% of Revenue Exceeding Expenses - GRAPH 5	0.0%	-1.0%	-3.4%	2.0%	29.7%
% of Revenue Expended on Facilities	#DIV/0!	0.0%	0.0%	0.0%	0.0%

Student to Faculty Ratio

	2016 17	2017 18	2018 19	2019 20	2020 21
	-	1.0	1.0	1.0	1.1

Faculty to Admin Ratio

	2016 17	2017 18	2018 19	2019 20	2020 21
	-	5.4	5.3	6.3	6.3

Financial Responsibility Composite Scores - GRAPH 6

Score	2016 17	2017 18	2018 19	2019 20	2020 21
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 / Fiscally Needs Monitoring < 1.0	0.0	2.7	2.3	2.8	3.0
	N/A	Fiscally Strong	Fiscally Strong	Fiscally Strong	Fiscally Strong

Working Capital - GRAPH 7

	2016 17	2017 18	2018 19	2019 20	2020 21
Net Working Capital	0	492,177	2,038,444	2,352,336	4,509,313
As % of Unrestricted Revenue	0.0%	9.8%	35.6%	34.9%	51.8%
Working Capital (Current) Ratio Score	0.0	3.0	8.9	2.9	11.8
Risk (Low \geq 3.0 / Medium 1.4 - 2.9 / High < 1.4)	N/A	LOW	LOW	MEDIUM	LOW
Rating (Excellent \geq 3.0 / Good 1.4 - 2.9 / Poor < 1.4)	N/A	Excellent	Excellent	Good	Excellent

Quick (Acid Test) Ratio

Score	2016 17	2017 18	2018 19	2019 20	2020 21
Risk (Low \geq 2.5 / Medium 1.0 - 2.4 / High < 1.0)	0.0	3.0	8.8	2.9	11.8
	N/A	LOW	LOW	LOW	LOW
Rating (Excellent \geq 2.5 / Good 1.0 - 2.4 / Poor < 1.0)	N/A	Excellent	Excellent	Excellent	Excellent

Debt to Asset Ratio - GRAPH 7

Score	2016 17	2017 18	2018 19	2019 20	2020 21
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)	0.0	0.1	0.1	0.3	0.1
	N/A	LOW	LOW	LOW	LOW
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)	N/A	Excellent	Excellent	Excellent	Excellent

Months of Cash - GRAPH 8

Score	2016 17	2017 18	2018 19	2019 20	2020 21
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)	0.0	1.6	4.5	6.5	8.7
	N/A	MEDIUM	LOW	LOW	LOW
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)	N/A	Good	Excellent	Excellent	Excellent

FUTURE PLANS



IF THE SUNY TRUSTEES RENEW THE EDUCATION CORPORATION'S AUTHORITY TO OPERATE THE CHARTERS, ARE ITS PLANS REASONABLE, FEASIBLE, AND ACHIEVABLE?

NYC Autism Schools' plans for both charters are reasonable, feasible, and achievable. If renewed, the education corporation will continue to implement its successful programming for students on the moderate to severe autism spectrum.

NYC AUTISM CHARTER SCHOOLS

Plans for the Charters' Structure. The education corporation has provided all of the key structural elements for a charter renewal and those elements are reasonable, feasible, and achievable.

Plans for the Educational Program. NYC Autism Schools plans to implement the same core elements that led to both charters meeting or coming close to meeting their Accountability Plan goals. The education corporation, as NYCACS-Bronx continues to grow its age range, will consider options for expanding its upper school program to meet the needs of both charters.

Plans for Board Oversight & Governance. Current board members express interest in continuing to serve NYC Autism Schools in the next charter term. The board recently added a member with fundraising experience and plans to pursue more efforts to supplement per pupil funding in future charter terms.

Fiscal Plans. Based on evidence collected through the renewal review, including a review of the 5-year financial plan, NYC Autism Schools presents a reasonable and appropriate fiscal plan for the next charter term including education corporation and charter budgets that are feasible and achievable. The education corporation does need to pursue an agreement to increase funding from the NYCDOE in the out years of the next charter term.

NYC AUTISM CHARTER SCHOOL BRONX

Plans for the Educational Program. NYCACS-Bronx will continue to implement the core elements that led to success in its initial charter term. As the students it serves age, the education corporation will consider options to create an upper school program similar to the program implemented at NYCACS-EH. The education corporation plans to increase the age ceiling to age 16 to ensure currently enrolled students can remain. The charter will create a blended upper school program to accommodate adolescents and young adults from both charters.

Facility Plans. NYCACS- Bronx is currently located in NYCDOE co-located space and will remain in this facility during the next charter term.



FUTURE PLANS

	CURRENT	END OF NEXT CHARTER TERM
Enrollment	32	32
Grade Span	Ungraded	Ungraded
Teaching Staff	8	8
Days of Instruction	210	210

NYC AUTISM CHARTER SCHOOL EAST HARLEM

Plans for the Educational Program. NYCACS-EH will continue implementing the core elements of its educational program that led the charter to meet or come close to meeting its Accountability Plan goals.

Facility Plans. NYCACS- East Harlem is currently located in NYCDOE co-located space and will remain in this facility during the next charter term.

	CURRENT	END OF NEXT CHARTER TERM
Enrollment	40	40
Grade Span	Ungraded	Ungraded
Teaching Staff	9	9
Days of Instruction	210	210

NYC Autism
Charter Schools

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NYC AUTISM CHARTER SCHOOLS BOARD OF TRUSTEES

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Carol Santiago

VICE CHAIR & SECRETARY

Ashley Garrett

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Alysia Steinmann

TRUSTEES

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Paul O'Neill

Christine Sandler

Mark Saretsky

Alvin Shih

NETWORK LEADERS

EXECUTIVE DIRECTOR

Julie Fisher (2008-09 to Present)



CHARTER VISIT HISTORY

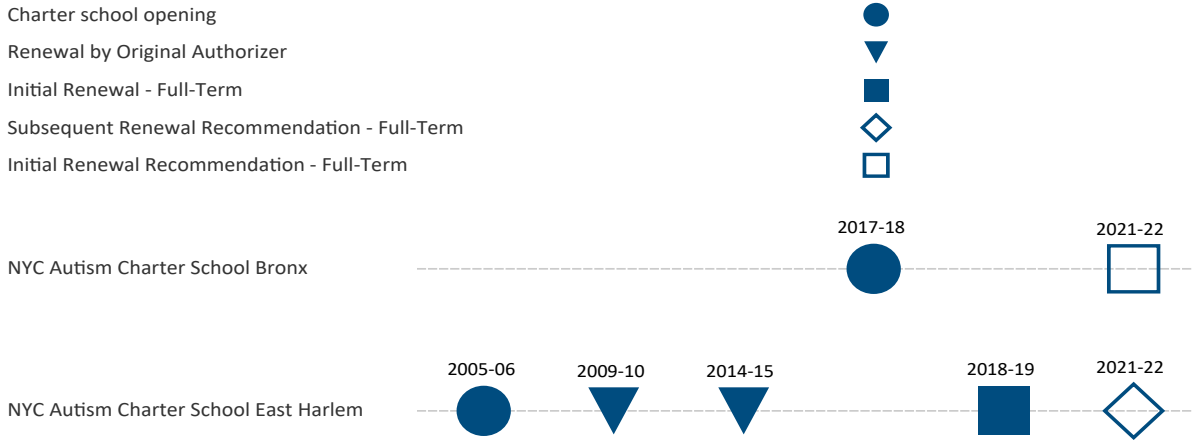
SCHOOL YEAR	VISIT TYPE	DATE
2017-18	NYCACS-Bronx First Year	May 17, 2018
2018-19	NYCACS-EH Renewal	April 15-16, 2019
2021-22	NYC Autism Schools Renewal	December 7-9, 2021

CONDUCT OF THE RENEWAL REVIEW

DATE(S) OF REVIEW	EVALUATION TEAM MEMBERS	TITLE
December 7-9, 2021	Andrew Kile	Managing Director of School Evaluation
	Maureen Foley	Director of New Charters
	Jacqueline Frey	School Evaluation Analyst



EDUCATION CORPORATION TIMELINE OF CHARTER RENEWAL

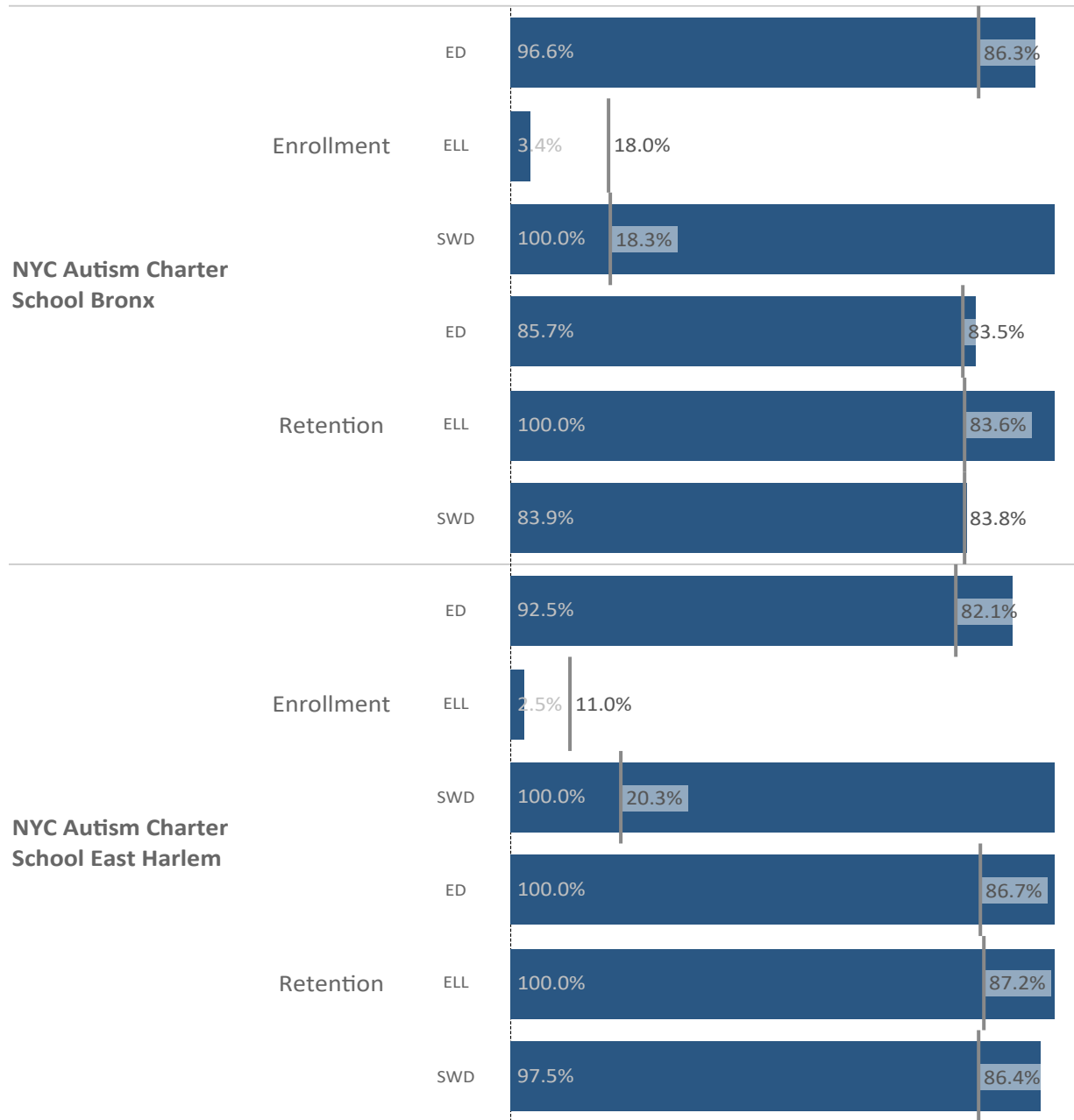




EDUCATION CORPORATION CHARTER CHARACTERISTICS

CHARTER	LOCAL DISTRICT	CO LOCATED	CHARTERED ENROLLMENT	GRADE SPAN
NYC Autism Charter School Bronx	Bronx CSD 12	Yes	32	Ungraded
NYC Autism Charter School East Harlem	Manhattan CSD 4	Yes	40	Ungraded

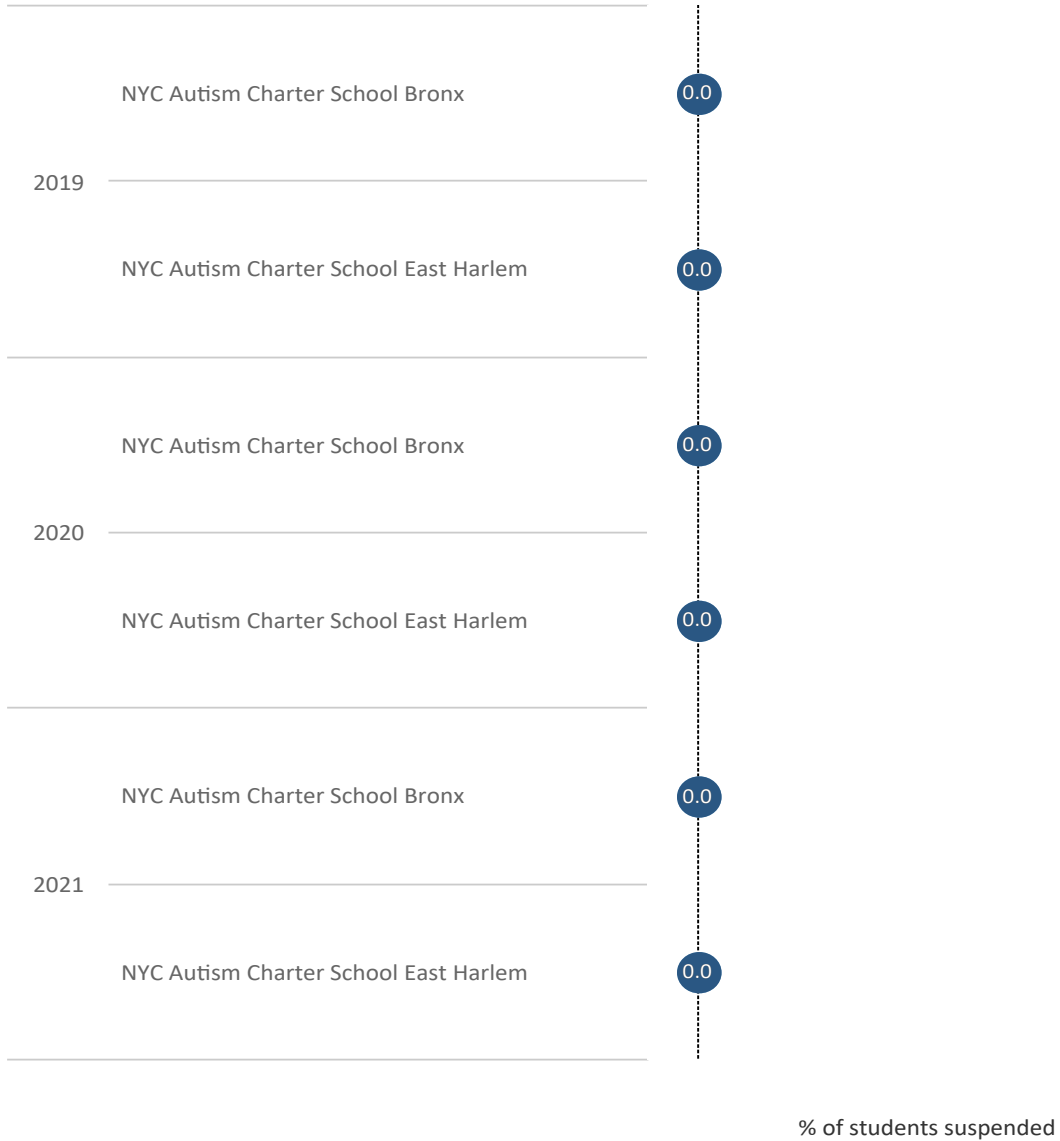
ENROLLMENT AND RETENTION TARGETS



The chart illustrates the **current enrollment and retention percentages** against the **enrollment and retention targets** for each operating charter in the education corporation. As required by Education Law § 2851(4)(e), a charter must include in its renewal application information regarding the efforts it has, and will, put in place to meet or exceed SUNY’s enrollment and retention targets for students with disabilities, ELLs, and FRPL students. This analysis is based on the most recent enrollment and retention data supplied to the Institute by the education corporation.



Suspensions: NYC Autism Charter Schools's out of school suspension rate and in school suspension rate.



Data suitable for comparison are not available. The percentage rate shown here is calculated using the method employed by the NYCDOE: the total the number of students receiving an out of school suspension at any time during the school year is divided by the total enrollment, then multiplied by 100.

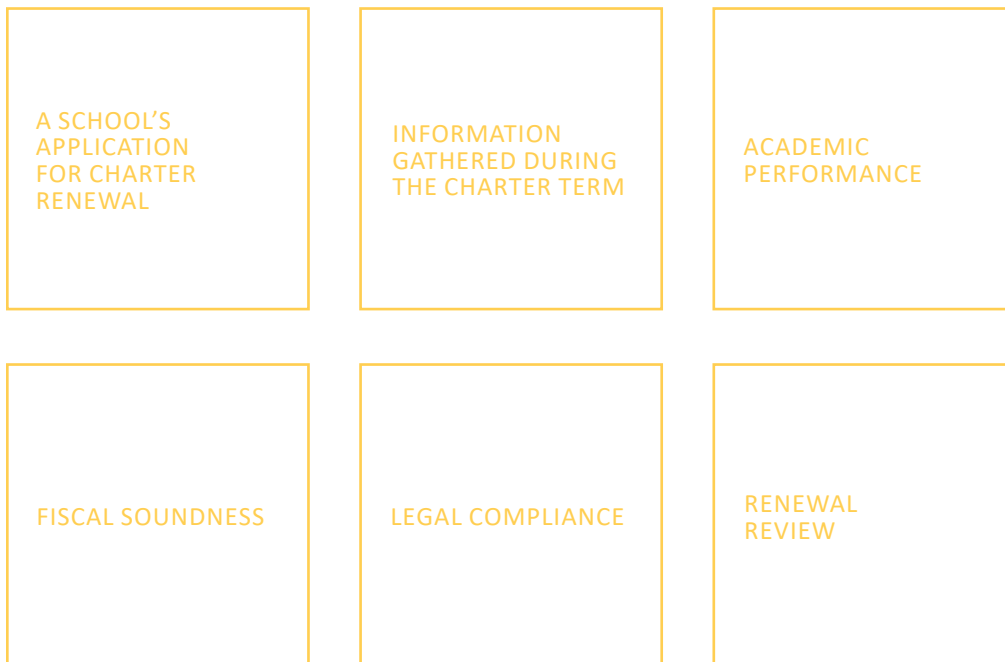
During the most recent school year, the education corporation expelled 0 students.

The sections below contain general information about the SUNY Trustees' and Institute's approach to renewal.

REPORT FORMAT

This report is the primary means by which the SUNY Charter Schools Institute (the "Institute") transmits to the State University of New York Board of Trustees (the "SUNY Trustees") its findings and recommendations regarding the education corporation's Applications for Charter Renewal for all schools under renewal consideration during the current school year, and more broadly, details the merits of the schools' cases for renewal. The Institute has created and issued this report pursuant to the ***Policies for the Renewal of Not-For-Profit Charter School Education Corporations and Charter Schools Authorized by the Board of Trustees of the State University of New York*** (the "SUNY Renewal Policies").¹

THE INSTITUTE MAKES ALL RENEWAL RECOMMENDATIONS BASED ON



Based on these elements, the Institute is confident in the education corporation's capacity to ensure that each school within the education corporation, and especially the charter schools under renewal consideration during this school year, continues to produce high student achievement results.

This renewal report presents the evidence for and merits of the renewal recommendations for three schools operating under a single education corporation. The evidence supporting the renewal recommendation for each charter is presented under a single cover when multiple schools operate under one education corporation and the academic program at each charter is substantively the same both in design and in implementation. Most

1. Revised September 4, 2013 and available on the [Institute's website](#).

importantly, the Institute presents the evidence for multiple charters under a single cover when the academic program at each charter has produced a track record of meeting or coming close to meeting the academic goals in each school's Accountability Plan. The Institute uses multiple measures to determine the education corporation demonstrates capacity throughout the charter term to support its charters in meeting or coming close to meeting their Accountability Plan goals and that it is likely to do so in a subsequent charter term.

REPORT FORMAT



For a high performing education corporation, the renewal recommendation report compiles the evidence below using the **State University of New York Charter Renewal Benchmarks** (the "SUNY Renewal Benchmarks"),² which specify in detail what a successful charter should be able to demonstrate at the time of the renewal review. For the purposes of multiple charters within the education corporation under renewal consideration at the same time, the Institute slightly modifies the questions below to reflect the capacity of the education corporation and the supports it provides to its charters. The Institute uses the four interconnected renewal questions below for framing benchmark statements to determine if an education corporation has made an adequate case for renewal for each of its charters.

RENEWAL QUESTIONS

IS EACH CHARTER AN ACADEMIC SUCCESS?

IS EACH CHARTER AN EFFECTIVE, VIABLE ORGANIZATION?

IS EACH CHARTER FISCALLY SOUND?

IF THE SUNY TRUSTEES RENEW THE EDUCATION CORPORATION'S AUTHORITY TO OPERATE EACH CHARTER, ARE ITS PLANS FOR THE CHARTERS REASONABLE, FEASIBLE, AND ACHIEVABLE?

Because the education corporation implements a replicated program across all of its sites, and that program posts an overall record of high academic performance, the Institute confirms that each charter under renewal consideration implements the replicated program through classroom visits, interviews, and document reviews. For charters under renewal consideration, the Institute completes compliance related checks and meets with charter school leaders, teachers, and families. The Institute also meets with members of the education corporation board of trustees.

In this report, information about the education corporation and the academic program found across all its charters precedes information regarding each individual charter renewal, which includes student performance information, copies of any school district comments on the Applications for Charter Renewal, and the SUNY Fiscal Dashboard information for each charter. The appendices that follow offer statistical information on each charter in the education corporation and the SUNY Fiscal Dashboard information for the education corporation.

Additional information about the SUNY renewal process and an overview of the requirements for renewal under the New York Charter Schools Act of 1998 (as amended, the "Act") are available on the [Institute's website](#).

2. Version 5.0, May 2012, are available on the [Institute's website](#).



IS THE CHARTER AN ACADEMIC SUCCESS? THE INFORMATION BELOW HIGHLIGHTS THE INSTITUTE'S AND SUNY TRUSTEES' APPROACH TO ACCOUNTABILITY PLANS FOR EACH SUNY AUTHORIZED CHARTER.

At the beginning of the Accountability Period,³ the charter developed and adopted an Accountability Plan that set academic goals for performance in the key subjects of ELA and mathematics, as well as science and the federal Every Student Succeeds Act ("ESSA"). High school Accountability Plans also include goals for High School Graduation, College Preparation, and Social Studies. For each goal in the Accountability Plan, specific outcome measures define the level of performance necessary to meet that goal. The Institute examines results for all required Accountability Plan measures to determine goal attainment. The Act requires charters be held "accountable for meeting measurable student achievement results"⁴ and states the educational programs at a charter school must "meet or exceed the student performance standards adopted by the board of regents"⁵ for other public schools. SUNY's required accountability measures rest on performance as measured by statewide assessments. Historically, SUNY's required measures include measures that present schools':

ABSOLUTE PERFORMANCE, I.E., WHAT PERCENTAGE OF STUDENTS SCORE AT A CERTAIN PROFICIENCY ON STATE EXAMS?

COMPARATIVE PERFORMANCE, I.E., HOW DID THE CHARTER DO AS COMPARED TO SCHOOLS IN THE DISTRICT AND SCHOOLS THAT SERVE SIMILAR POPULATIONS OF ECONOMICALLY DISADVANTAGED STUDENTS?

GROWTH PERFORMANCE, I.E., HOW MUCH DID THE CHARTER GROW STUDENT PERFORMANCE AS COMPARED TO THE GROWTH OF SIMILARLY SITUATED STUDENTS?

Absolute, comparative, and growth achievement provide a basis for triangulating charter performance within each academic goal area. Furthermore, every SUNY authorized charter school may propose additional, mission aligned goals and measures of success when crafting its Accountability Plan. The final Accountability Plan adopted by the education corporation's board and approved by the Institute is included in the charter and frames the analysis of the charter's student achievement results.

The Institute consistently emphasizes comparative and growth performance over absolute measures in its analysis of goal attainment. Nevertheless, the Institute analyzes every measure included in a charter's Accountability Plan to determine its level of academic success, including the extent to which each charter has established and maintained a record of high performance and demonstrated progress toward meeting its academic Accountability Plan goals throughout the charter term. Whether or not a charter includes additional measures in its Accountability Plan, the Institute considers all available evidence of charter performance at the time of renewal.

3. Because the SUNY Trustees make a renewal decision before student achievement results for the final year of a charter term become available, the Accountability Period ends with the school year prior to the final year of the charter term. For a charter in a subsequent charter term, the Accountability Period covers the final year of the previous charter term and ends with the school year prior to the final year of the current charter term. In this renewal report, the Institute uses "charter term" and "Accountability Period" interchangeably.

4. Education Law § 2850(2)(f).

5. Education Law § 2854(1)(d).

State assessment data in ELA, mathematics, and science in 3rd- 8th grade form the basis of data required to analyze the required accountability measures for elementary and middle schools. These data were not available in 2019-20 following the state’s cancellation of all state exams during the start of the COVID-19 pandemic. Although schools participated in state assessments in ELA and mathematics in 2020-21, the participation rates that year were inconsistent. The resulting data is not sufficiently reliable or credible for cogent analyses of charter academic performance. In response, the Institute provided all SUNY authorized charter schools a framework for the analysis of norm-referenced and internally developed exam data. To every extent possible, the Institute attempted to maintain a consistent framework of examining absolute, comparative, and growth performance. During 2019-20 and 2020-21, charters reported data on a variety of norm-referenced and internally developed assessments to demonstrate student academic success. This renewal report contemplates charter performance during the pandemic through the lenses of absolute and growth performance on norm-referenced and internally developed ELA, mathematics, and science assessments along with high school completion and college readiness data.



Charter Schools Institute
The State University of New York