

The State Education Department
The University of the State of New York

Office of Innovative School Models

Charter Schools Office
462 EBA
Albany, New York 12234
518-474-1762

Charter School Annual Report
2009 - 2010

Charter School Information and Cover Page

Name of Charter School **The New York City Charter High School for Architecture,
Engineering and Construction Industries**

Address **296 East 140 Street**
Bronx, NY 10454

Telephone **(646) 400-5560** Fax **(718) 585-4780**

BEDS # **320700860926**

District/CSD of Location **NYC CSD 7**

Charter Entity **New York City Department of Education**

Date School First Opened for Instruction **September 2008**

School Leader **Eugene Foley**
(print name)

E-mail Address of School Leader **efoley@victoryschools.com**

President, Board of Trustees **Irma Zardoya**
(print name)

E-mail address and Phone Number of Board President **izardoya@gmail.com**
917-882-3533

Statement of Assurances

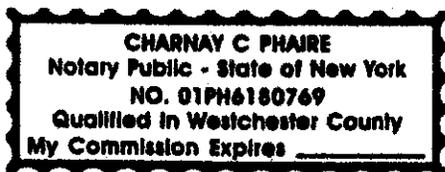
Our signatures below attest that all of the information contained herein is truthful and accurate, and that this charter school is in compliance with all aspects of its charter, and with all pertinent Federal, State, and local laws, regulations, and rules. We understand that if any information in any part of this report is found to have been deliberately misrepresented, that will constitute grounds for the revocation of our charter.

Eugene Foley
Print Name, School Leader

Eugene Foley 10-26-10
Signature and Date

Irma Zardoya
Print Name, President, Board of Trustees

Irma Zardoya 10/27/10
Signature and Date



Charnay C. Phaire 10/28/10

Section I

Student Assessment Data

New York State Assessment Results

Regents Exam	Year	All Students				General Education Students				Students with Disabilities							
		Total Tested	% Scoring:				Total Tested	% Scoring:				Total Tested	% Scoring at or above:				
			≤54	55-64	65-84	≥85		≤54	55-64	65-84	≥85		≤54	55-64	65-84	≥85	
Comprehensive English	2009-10																
	2008-09																
	2007-08																
	2006-07																
Math A	2009-10																
	2008-09																
	2007-08																
	2006-07																
Math B	2009-10																
	2008-09																
	2007-08																
	2006-07																
Integrated Algebra	2009-10	91	21%	29%	51%	0%	84	19%	29%	52%	0%	7	43%	29%	29%	0%	
	2009-10	14	14%	21%	64%	0%	12	—	—	—	—	2	—	—	—	—	
Global History & Geography	2009-10	106	40%	14%	45%	1%	97	41%	12%	45%	1%	9	22%	33%	44%	0%	
	2008-09																
	2007-08																
	2006-07																
US History & Gov't.	2009-10																
	2008-09																
	2007-08																
	2006-07																

The — symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

New York State Assessment Results

	<i>Year</i>	<i>All Students</i>				<i>General Education Students</i>				<i>Students with Disabilities</i>						
		<i>Total Tested</i>	<i>% Scoring:</i>				<i>Total Tested</i>	<i>% Scoring:</i>				<i>Total Tested</i>	<i>% Scoring at or above:</i>			
			<i><54</i>	<i>55- 64</i>	<i>65-84</i>	<i>≥85</i>		<i><54</i>	<i>55-64</i>	<i>65-84</i>	<i>≥85</i>		<i><54</i>	<i>55-64</i>	<i>65-84</i>	<i>≥ 85</i>
Living Environment	2009-10	88	19%	28%	52%	0%	81	19%	28%	53%	0%	7	29%	29%	43%	0%
	2008-09															
	2007-08															
	2006-07															
Phys. Setting/ Earth Science	2009-10															
	2008-09															
	2007-08															
	2006-07															
Phys. Setting/ Chemistry	2009-10															
	2008-09															
	2007-08															
	2006-07															
Phys. Setting/ Physics	2009-10															
	2008-09															
	2007-08															
	2006-07															

New York State Assessment Results

<i>NYS English as a Second Language Achievement Test</i>	<i>Year</i>	<i>All Students</i>				<i>General Education Students</i>				<i>Students with Disabilities</i>							
		<i>Total Tested</i>	<i>% Scoring:</i>				<i>Total Tested</i>	<i>% Scoring:</i>				<i>Total Tested</i>	<i>% Scoring at or above:</i>				
			<i>≤54</i>	<i>55- 64</i>	<i>65-84</i>	<i>≥85</i>		<i>≤54</i>	<i>55-64</i>	<i>65-84</i>	<i>≥85</i>		<i>≤54</i>	<i>55-64</i>	<i>65-84</i>	<i>≥ 85</i>	
Listening & Speaking (Gr. 7-8)	2009-10																
	2008-09																
	2007-08																
	2006-07																
Reading & Writing (Gr. 7-8)	2009-10																
	2008-09																
	2007-08																
	2006-07																
Listening & Speaking (Gr. 9-12)	2009-10	28	0%	11%	7%	82%	21	0%	10%	5%	86%	7	0%	14%	14%	71%	
	2008-09	14	0%	14%	7%	79%	12	—	—	—	—	2	—	—	—	—	
	2007-08																
	2006-07																
Reading & Writing (Gr. 9-12)	2009-10	28	7%	43%	39%	11%	21	5%	38%	43%	14%	7	14%	57%	29%	0%	
	2008-09	14	0%	50%	43%	7%	12	—	—	—	—	2	—	—	—	—	
	2007-08																
	2006-07																

The — symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

**Progress Toward Goal Attainment
2009-10**

Goal/Objective: Desired Level of Attainment	Actual Result: Observed Level of Attainment	Measure Used To Indicate Attainment of the Goal/Objective	Was the Goal/ Objective Met? (Y/N)	Explanation if Not Met/ Efforts to be Undertaken
Standard 1: High Academic Attainment and Improvement Expectation: Students' academic performance meets or exceeds local, state, and national standards.				
Measure 1: Each year, 75 percent of <u>9</u> -- <u>12</u> each cohort will pass the New York State Regents examinations in ELA.	No data available.	NYS Regents examinations in ELA	N/A	No students at AECI have taken the English Regents examination. Students will take the assessment in grade 11, as is common in many other schools; however, in 2009-10 the school enrolled only grade 9-10 students (and grade 9 in 2008-09).
Measure 2: Each year, 75 percent of <u>9</u> -- <u>12</u> each cohort will pass the New York State Regents examinations in Math.	53% of the students in the school's 2008 cohort who have taken a Regents examination in math have passed.	NYS Regents examinations in Math	N	<p>The school's 2008 cohort will be the first graduating from the school, and so is the first with a substantial number of tested students. All of the students will have been tested before the end of their fourth year in the cohort, <i>at which time a more meaningful evaluation of the school's outcomes for this measure can be made.</i></p> <p>Math teachers are engaged in targeted professional development surrounding the effective use of formative assessment in order to better</p>

Goal/Objective: Desired Level of Attainment	Actual Result: Observed Level of Attainment	Measure Used To Indicate Attainment of the Goal/Objective	Was the Goal/ Objective Met? (Y/N)	Explanation if Not Met/ Efforts to be Undertaken
				gauge students' progress and areas of need. Extra tutoring has been made available to students before and after school. The school is also developing a better structure for formal interim assessments.
Measure 3: For the 2008-09 through 2012-13 school years, each cohort of students will reduce by one-half the gap between percent passing the ELA Regents examination and the previous cohorts' passing rate on the ELA Regents examination.	No data available.	NYS Regents examinations in ELA	N/A	The school did not administer Regents assessments in 2008-09 (only grade 9 students were enrolled), and thus there is no comparison cohort.
Measure 4: For the 2008-09 through 2012-13 school years, each cohort of students will reduce by one-half the gap between percent passing the Math Regents examination and the previous cohorts' passing rate on the Math Regents examination.	No data available.	NYS Regents examinations in Math	N/A	The school did not administer Regents assessments in 2008-09 (only grade 9 students were enrolled), and thus there is no comparison cohort.
Measure 5: Each year, the percent of each cohort of students passing the ELA Regents examination will place the school in the top quartile of all similar schools ¹ .	No data available.	NYS Regents examinations in ELA	N/A	2009-2010 Regents data for comparison schools is released by NYSED via NY School Report Cards, which have not yet been released. Furthermore, NYC DOE has not set forth a list of "similar schools" for the charter school. (The NYC DOE Progress Reports for high schools--to be released in November 2010--will contain a

¹ The NYCDOE will determine "similar schools" based on characteristics, including but not limited to, geographic location and student ethnic, racial and low-income status.

Goal/Objective: Desired Level of Attainment	Actual Result: Observed Level of Attainment	Measure Used To Indicate Attainment of the Goal/Objective	Was the Goal/ Objective Met? (Y/N)	Explanation if Not Met/ Efforts to be Undertaken
				list of "peer schools" but these are not determined based in any way on "geographic location and student ethnic, racial and low-income status" as the similar schools are supposed to.)
Measure 6: Each year, the percent of each cohort of students passing the Math Regents examination will place the school in the top quartile of all similar schools ² . (schools serving grades 9-12)	No data available.	NYS Regents examinations in Math	N/A	2009-2010 Regents data for comparison schools is released by NYSED via NY School Report Cards, which have not yet been released. Furthermore, NYC DOE has not set forth a list of "similar schools" for the charter school. (The NYC DOE Progress Reports for high schools--to be released in November 2010--will contain a list of "peer schools" but these are not determined based in any way on "geographic location and student ethnic, racial and low-income status" as the similar schools are supposed to.)
Measure 7: Each year, the school's aggregate Performance Index on the State ELA exam will meet its Annual Measurable Objective set forth in the State's No Child Left Behind (NCLB) accountability system.	No data available.	NYS ELA exam	N/A	No students at AECI have taken the English Regents examination. Students will take the assessment in grade 11, as is common in many other schools; however, in 2009-2010 the school enrolled only grade 9-10

² The NYCDOE will determine "similar schools" based on characteristics, including but not limited to, geographic location and student ethnic, racial and low-income status.

Goal/Objective: Desired Level of Attainment	Actual Result: Observed Level of Attainment	Measure Used To Indicate Attainment of the Goal/Objective	Was the Goal/ Objective Met? (Y/N)	Explanation if Not Met/ Efforts to be Undertaken
				students (and grade 9 in 2008-2009).
Measure 8: Each year, the school's aggregate Performance Index on the State Math exam will meet its Annual Measurable Objective set forth in the State's No Child Left Behind (NCLB) accountability system.	Unable to determine at this time.	NYS Math exam	TBD	The school's Performance Index is 132 for the students in the school's 2008 cohort who have taken a Regents examination in math. The school's 2008 cohort will be the first graduating from the school, and so is the first with a substantial number of tested students. All of the students will have been tested before the end of their fourth year in the cohort, at which time a more meaningful evaluation of the school's outcomes can be made. Note that the Annual Measurable Objective--applicable for 2006 cohorts, not 2008 cohorts--is 173.
Measure 9: Each year, the school's aggregate Performance Index on the State Science exam will meet its Annual Measurable Objective set forth in the State's No Child Left Behind (NCLB) accountability system.	Unable to determine.	NYS Science exam	N/A	This measure is not applicable: the state has not set forth an Annual Measurable Objective for science in its NCLB accountability system.
Measure 10: Beginning in 2008-09 and each year thereafter, the school's aggregate Performance Index on the	Unable to determine.	NYS Social Studies exam	N/A	This measure is not applicable: the state has not set forth an Annual Measurable Objective

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State Social Studies exam will meet its Annual Measurable Objective set forth in the State's No Child Left Behind (NCLB) accountability system.				for social studies in its NCLB accountability system.
Measure 11: Each year, at least 75% of each student cohort graduates after five years	No data available.	School's Graduation Records	N/A	The school was in only its second year of existence in 2009-2010 and enrolled only grade 9 students in 2008-2009 and grades 9-10 in 2009-2010
Measure 12: Each year, seventy-five percent of students enrolled in the school for two or more years will perform at or above 65 (passing grade) on the New York State Regents Science Exams (Living Environment and Chemistry).	No data available.	New York State Regents Science Exams	N/A	No students in 2009-2010 had been enrolled for two or more years, because the school did not exist two years earlier (i.e. in 2007-2008).
Measure 13: Each year, seventy-five percent of students enrolled in the school for two or more years will perform at or above 65 (passing grade) on the New York State Regents social studies exams (<i>US History & Government</i> and <i>Global History & Geography</i>)	No data available.	New York State Regents Social Studies exams	N/A	No students in 2009-2010 had been enrolled for two or more years, because the school did not exist two years earlier (i.e. in 2007-2008).
Standard 2: Responsive Educational Program and Environment Expectation: A quality educational program enables all students to achieve academically and socially.				
Measure 1: Each year, the school will have a daily student attendance rate of at least 95 percent.	Sep – 90.2% Oct – 90.4% Nov – 87.8% Dec – 82.3% Jan – 86.7%	Daily Attendance Records	N	The average rate of attendance for the 2009-2010 school year indicates an improvement from the 2008-2009 school year, when the average attendance rate was 85.6%. Regular monitoring took place during

Goal/Objective: Desired Level of Attainment	Actual Result: Observed Level of Attainment	Measure Used To Indicate Attainment of the Goal/Objective	Was the Goal/ Objective Met? (Y/N)	Explanation if Not Met/ Efforts to be Undertaken
	Feb – 83.1% Mar – 87.3% Apr – 86.6% May – 85.5% June – 89.6% Average was 87.1%			<p>the 2009-2010 school year which enabled the school to improve its attendance rate.</p> <p>Even though there was improvement the school did not meet its goal. This indicates the need for increased monitoring and communication. For the 2010-2011 school year a new part-time position has been established called the Coordinator of Student Success. This staff member will be responsible for monitoring and working with those students and their families who are most at risk of being below the attendance goal.</p>
<p>Measure 2: Each year, 95 percent of all students enrolled during the course of the year return the following September.</p>	<p>Of the 119 students enrolled at the end of 2008-09, 91 students returned for the 2009-10 school year, meaning 76% of students returned September 2009.</p> <p>Of the 109 students enrolled at the end of 2009-10, 194 students returned for the 2010-11 school year, meaning 93% of students returned September 2010.</p>	<p>Student Enrollment Records</p>	<p>N</p>	<p>The retention rate of students from the school's first year of operation to the next was 76%. In addition to the fact that some children moved over the summer, the retention rate from 2008-09 to 2009-10 suffered due to students and their families realizing that AECI was not a great fit for them, whether due to the theme, length of the school day, or some other personal reason.</p> <p>With better communication to students and families in 2009-</p>

Goal/Objective: Desired Level of Attainment	Actual Result: Observed Level of Attainment	Measure Used To Indicate Attainment of the Goal/Objective	Was the Goal/ Objective Met? (Y/N)	Explanation if Not Met/ Efforts to be Undertaken
				10 (the school's second year of operation), the retention rate going into the third year improved dramatically to 93%, just short of the goal of 95%. With this upward trend and the addition of the Coordinator of Student Success to facilitate stronger home-school connection, we are confident we will surpass this measure next year.
Measure 3: Each year, the school will comply with all applicable laws, rules, regulations and contract terms including, but not limited to, the New York Charter Schools Act, the New York Freedom of Information Law, the New York Open Meetings Law, the federal Individuals with Disabilities Education Act, and federal Family Educational Rights and Privacy Act.	AECI has generally and substantially complied with all applicable laws, rules and regulations. The Board takes legal compliance matters very seriously and has retained outside counsel to ensure compliance with all relevant laws. AECI has in place and maintains effective systems, policies, procedures and other controls for ensuring that legal and charter requirements. Victory Schools conducts written and on-site audits of AECI's operations in order to ensure that the school is fulfilling its compliance requirements. AECI's staff has been trained with respect to all applicable procedures and systems. The staff is empowered to identify and address any possible legal or compliance issues and to report these matters to the Board, Victory or its counsel.	Board Policies and Meetings	Y	Monitoring of systems and training of staff will be an ongoing process to ensure that there continues to be compliance in this area.
Measure 4: Each year, grades 9-12 will maintain a waiting list equal to or exceeding 10% of the school's population.	The school had zero students on its wait list.	School Waiting List	N	In 2009-2010, AECI was in its second year of operation. It did not reach its full enrollment target during the 2009-2010 school year and therefore did not have a waiting list. Throughout the 2009-2010 year a more comprehensive recruitment plan was

Goal/Objective: Desired Level of Attainment	Actual Result: Observed Level of Attainment	Measure Used To Indicate Attainment of the Goal/Objective	Was the Goal/ Objective Met? (Y/N)	Explanation if Not Met/ Efforts to be Undertaken
				implemented to allow the community to be more aware that AECI is an option for their children. This resulted in a large number of applications for the 2010-2011 school year. There are currently 22 students on the waiting list for the 2010-2011 school year, meaning recruitment efforts during the 2009-2010 school year yielded positive results.
Standard 3: Responsible Governance and Management				
Leadership furthers the school's mission, program and goals and is strategic to ensure adequacy, alignment and coherence of actions.				
Measure 1: Each year, student enrollment will be within 15% of full enrollment as defined in the school's contract.	AECI's enrollment has ranged from 228 to 240 students throughout the course of the year. The school could have served 250 students at full capacity. Thus, student enrollment stayed within 4-9% of its full enrollment, exceeding the goal of 15%.	School Rosters	Y	Systems have been developed for the next school year to ensure that enrollment continues to stay within 15%.
Standard 4: Solid Foundation and Infrastructure				
Measure 1: Upon completion of the school's first year of operation and every year thereafter, the school will	There were no major findings on the 2009-10 independent financial audit.	Independent Financial Audit	Y	

Goal/Objective: Desired Level of Attainment	Actual Result: Observed Level of Attainment	Measure Used To Indicate Attainment of the Goal/Objective	Was the Goal/ Objective Met? (Y/N)	Explanation if Not Met/ Efforts to be Undertaken
undergo an independent financial audit that will result in an unqualified opinion and no major findings ³ .		Findings		
Measure 2: Each year, the school will operate on a balanced budget ⁴ and maintain a stable cash flow.	The school maintained a balanced budget and stable cash flow throughout the year and kept within the limits of the budget of operating expenses throughout the school year.	Monthly and weekly financial statements	Y	
<p>Standard 5: Strong Culture and Supportive Relationships</p> <p>There is high social trust among the school community and culture of excellence.</p>				
Measure 1: Each year, parents will express satisfaction with the school's program, based on the school's Parent Survey in which at least 80% of <i>all</i> parents ⁵ provide a positive response to each of the survey items.	71 parents (32%) completed the school-based survey as follows:	School-based Parent Surveys	N	<p>There was a significant increase from the 2008-2009 to the 2009-2010 school years in the number of parents who did participation in the parent satisfaction survey. Even though the school did not meet its objective of 80% participation there was an increase of 25% over last year in the level of parent participation in the survey.</p> <p>The school continues to work with the PTO and has created student and parent ambassadors to increase parent participation in all school activities, including the Parent Survey.</p> <p>Of those parents who did</p>

³ The NYCDOE will determine a finding to be "major" if it indicates a deliberate act of wrongdoing, reckless conduct or causes a loss of confidence in the abilities or integrity of the school or seriously jeopardizes the continued operation of the school.

⁴ A budget will be considered "balanced" if revenues equal or exceed expenditures.

⁵ All parents include those who do not respond to the survey.

Goal/Objective: Desired Level of Attainment	Actual Result: Observed Level of Attainment	Measure Used To Indicate Attainment of the Goal/Objective	Was the Goal/ Objective Met? (Y/N)	Explanation if Not Met/ Efforts to be Undertaken																																
	<p><i>Parents are very satisfied or satisfied with:</i></p> <table border="1"> <tr><td>Overall school culture and environment</td><td>92.86%</td></tr> <tr><td>Standards and expectations for student learning and behavior</td><td>88.73%</td></tr> <tr><td>Class size</td><td>91.55%</td></tr> <tr><td>Support and concern for their child's individual growth</td><td>92.96%</td></tr> <tr><td>Their child's academic achievement/progress</td><td>86.11%</td></tr> <tr><td>Their child's behavioral conduct/progress</td><td>90.28%</td></tr> <tr><td>School discipline policy and procedures</td><td>91.30%</td></tr> <tr><td>Opportunities for parent/family involvement</td><td>92.86%</td></tr> <tr><td>Communication between school and home</td><td>94.29%</td></tr> <tr><td>School leadership</td><td>92.65%</td></tr> <tr><td>Quality of their child's teacher(s) this year</td><td>95.77%</td></tr> <tr><td>School safety</td><td>90.00%</td></tr> <tr><td>School's curriculum and instructional rigor</td><td>91.55%</td></tr> <tr><td>Variety of courses and activities offered</td><td>90.00%</td></tr> </table> <p><i>Parents believe that the school's academic program is:</i></p> <table border="1"> <tr><td>Excellent or Good</td><td>85.53%</td></tr> <tr><td>Excellent, Good, or Satisfactory</td><td>98.68%</td></tr> </table>	Overall school culture and environment	92.86%	Standards and expectations for student learning and behavior	88.73%	Class size	91.55%	Support and concern for their child's individual growth	92.96%	Their child's academic achievement/progress	86.11%	Their child's behavioral conduct/progress	90.28%	School discipline policy and procedures	91.30%	Opportunities for parent/family involvement	92.86%	Communication between school and home	94.29%	School leadership	92.65%	Quality of their child's teacher(s) this year	95.77%	School safety	90.00%	School's curriculum and instructional rigor	91.55%	Variety of courses and activities offered	90.00%	Excellent or Good	85.53%	Excellent, Good, or Satisfactory	98.68%			<p>respond to the parent survey there was a significantly consistent increase in the overall level of parent satisfaction with all areas of the school from the previous school year.</p> <p>During the first year of the school there was much transition with the leadership and teaching staff. During the second year the level of transition significantly decreased.</p> <p>One focus of the school was to create a stronger positive school culture and increase communication between the school and the home. Monthly Parent Newsletters in English and Spanish, informational letters mailed to the parents regarding important school information, monthly PTO meetings, high teacher attendance, and consistent implementation of school expectations for teachers, students, and parents enabled the school to improve the level of involvement and understanding in their child's education.</p>
Overall school culture and environment	92.86%																																			
Standards and expectations for student learning and behavior	88.73%																																			
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Support and concern for their child's individual growth	92.96%																																			
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Section II

Charter School Student and Teacher Attrition Rates

Charter School Student Attrition Rates 2009-10

	2009-10	2008-09	2007-08	2006-07
Number of students leaving for lack of transportation	0	0	N/A	N/A
Number of students leaving for geographic reasons (e.g., out of state/district relocation)	7	5	N/A	N/A
Number of students leaving for more restrictive special education setting	1	0	N/A	N/A
Number of students leaving due to parental choice (e.g., school transfer closer to residence, local elementary school, parent convenience)	7	4	N/A	N/A
Number leaving for other reasons (undetermined)	23	27	N/A	N/A
Total number of students leaving.	38	36	N/A	N/A
Highest Number Enrolled (July 1 – June 30)	240	121	N/A	N/A
Total Percent Attrition	15.8%	29.8%	N/A	N/A

**Charter School Teacher Attrition Rates
2009-10**

	2009-10	2008-09	2007-08	2006-07
Number of Classroom Teachers	13	7	N/A	N/A
Number of Special Area Teachers	3	3	N/A	N/A
Total Number of Teachers	16	10	N/A	N/A
Total Number of Teachers Leaving	2	2	N/A	N/A
Total Percent Attrition	13%	20%	N/A	N/A

	2009-10	2008-09	2007-08	2006-07
Number of teachers leaving for geographic reasons (out of state/relocation)			N/A	N/A
Number of teachers leaving to take a position in a school district	1		N/A	N/A
Number of teachers leaving to take a position in another charter school			N/A	N/A
Number of teachers not retained	1		N/A	N/A
Number of teachers leaving for other reasons (or undetermined)		2	N/A	N/A

Section III

Financial Statements

On the following pages are AECl's 2009-2010 financial statements, including:

- Statement of Financial Position
- Statement of Activities
- Statement of Cash Flows
- Statement of Functional Expenses

NYC CHARTER HIGH SCHOOL FOR ARCHITECTURE,
ENGINEERING AND CONSTRUCTION INDUSTRIES

STATEMENT OF FINANCIAL POSITION

JUNE 30, 2010

ASSETS

CURRENT ASSETS

Cash	\$ 45,192
Restricted cash	10,001
Due from government agencies	85,925
Prepaid expenses	72,229
Security deposits	<u>90,326</u>

Total Current Assets 303,673

PROPERTY AND EQUIPMENT, at cost, less accumulated depreciation 532,889

Total Assets \$ 836,562

LIABILITIES AND NET ASSETS

LIABILITIES

Accounts payable	\$ 95,100
Accrued expenses	243,704
Obligations under capital lease	18,706
Due to management company	<u>359,414</u>

Total Liabilities 716,924

NET ASSETS - UNRESTRICTED 119,638

Total Liabilities and Net Assets \$ 836,562

See notes to financial statements.

NYC CHARTER HIGH SCHOOL FOR ARCHITECTURE,
ENGINEERING AND CONSTRUCTION INDUSTRIES

STATEMENT OF ACTIVITIES

YEAR ENDED JUNE 30, 2010

UNRESTRICTED NET ASSETS

PUBLIC SUPPORT AND REVENUE

Resident student enrollment	\$ 2,838,559
Food subsidy	32,298
Government funding	233,990
Other income	5,649
	<u>3,110,496</u>
Total Public Support and Revenue	<u>3,110,496</u>

DRAFT

EXPENSES

Program Expenses	
Regular education	2,201,884
Special education	232,185
	<u>2,434,069</u>
Supporting Services	
Management and general	466,250
	<u>466,250</u>
Total Expenses	<u>2,900,319</u>

CHANGE IN NET ASSETS

210,177

NET ASSETS

Beginning of year	<u>(90,539)</u>
End of year	<u>\$ 119,638</u>

See notes to financial statements.

NYC CHARTER HIGH SCHOOL FOR ARCHITECTURE,
ENGINEERING AND CONSTRUCTION INDUSTRIES

STATEMENT OF CASH FLOWS

YEAR ENDED JUNE 30, 2010

CASH FLOWS FROM OPERATING ACTIVITIES	
Increase in Net Assets	\$ 210,177
ADJUSTMENTS TO RECONCILE INCREASE IN NET ASSETS TO NET CASH PROVIDED BY OPERATING ACTIVITIES	
Depreciation	61,155
Changes in Assets and Liabilities	
Restricted cash	(10,001)
Due from government agencies	10,327
Prepaid expenses	(47,096)
Due to management company	17,154
Accounts payable	44,577
Accrued expenses	100,737
Security deposits	(26,159)
Net Cash Provided by Operating Activities	<u>360,871</u>
CASH FLOWS FROM INVESTING ACTIVITIES	
Acquisition of fixed assets	(338,166)
Obligations under capital lease	2,977
Net Cash Used in Investing Activities	<u>(335,189)</u>
NET INCREASE IN CASH AND CASH EQUIVALENTS	25,682
CASH AND CASH EQUIVALENTS	
Beginning of year	<u>19,510</u>
End of year	<u>\$ 45,192</u>
SUPPLEMENTAL DISCLOSURE OF CASH FLOW INFORMATION	
Cash Paid for Interest	<u>\$ -</u>

DRAFT

See notes to financial statements.

NYC CHARTER HIGH SCHOOL FOR ARCHITECTURE,
ENGINEERING AND CONSTRUCTION INDUSTRIES

SCHEDULE OF FUNCTIONAL EXPENSES

YEAR ENDED JUNE 30, 2010

	<u>Regular Education</u>	<u>Special Education</u>	<u>Total Programs</u>	<u>Management & General</u>	<u>Total</u>
Personnel Expenses					
Salaries and wages	\$ 1,145,378	\$ 120,233	\$ 1,265,611	\$ -	\$ 1,265,611
Payroll taxes	108,798	11,421	120,219		120,219
Fringe benefits	227,024	23,831	250,855		250,855
Total Personnel Expenses	1,481,200	155,485	1,636,685	-	1,636,685
Operating Expenses					
Contracted services - financial and administrative	-	-	-	456,250	456,250
Contracted services - other	35,110	3,686	38,796		38,796
Administrative	29,658	3,113	32,771		32,771
Advertising	10,446	1,096	11,542		11,542
Insurance	37,046	3,889	40,935		40,935
Legal and professional	57,326	7,067	64,393	10,000	74,393
Maintenance and security	23,524	2,469	25,993		25,993
Occupancy	238,306	25,015	263,321		263,321
Postage and shipping	11,091	1,164	12,255		12,255
Staff development	8,978	942	9,920		9,920
Student field trips	1,350	142	1,492		1,492
Supplies and materials	50,935	5,347	56,282		56,282
Instructional materials	84,684	8,889	93,573		93,573
Food service	37,865	3,975	41,840		41,840
Telephone and internet services	25,257	2,651	27,908		27,908
Interest expense	13,226	1,388	14,614		14,614
Depreciation	55,345	5,810	61,155		61,155
Other expenses	537	57	594		594
Total Operating Expenses	720,684	76,700	797,384	466,250	1,263,634
TOTAL EXPENSES	\$ 2,201,884	\$ 232,185	\$ 2,434,069	\$ 466,250	\$ 2,900,319

Section IV

Disclosures of Financial Interest by Charter School Trustees

On the following pages are the trustee disclosure forms for the 2009-2010 AECI board members, including:

- Irma Zardoya
- Robert Burton
- Ramon Soriano
- Carlo Schiattarella
- John Kwok
- Madelyn Lugo
- Maria Ramirez
- Patricia Martin

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2009-2010

Name (print) Irma Zardoya
Name of Charter School N.Y.C. Charter ^{High} School for Architecture,
Engineering and Construction Industries
Charter Entity _____
Home Address 64 Mercer Avenue, Hartsdale, N.Y. 10530
Business Address _____
Daytime Phone (917) 882-3533
E-Mail Address izardoya@gmail.com

1. List all positions held on board (e.g., chair, treasurer, parent representative):

chair

2. Is the trustee an employee of the School? ___ Yes No

3. If you checked Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

/

4. Is the trustee an employee or agent of the management company? ___ Yes No

5. Is the trustee an employee or agent of any institutional partner of the School? Yes ___ No

consultant for DOE

Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six month period prior to such service. If there has been no such financial interest or transaction, write **none**. Please note that if you answered **yes** to Question 2, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself

Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the School **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the School that is doing business with the School through a management or services agreement, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **none**.

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
Smith Brown Charter School	Lease space from AECI	currently being negotiated	Evelyn Hey, Principal of SBCSICA

Olga Zardoya
Signature

7/13/10
Date

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2009-2010

Name (print) ROBERT BURTON

Name of Charter School AECI

Charter Entity _____

Home Address 222 RT 6N MAHOPAC, N.Y. 10541

Business Address _____

Daytime Phone 917 376 4182

E-Mail Address _____

1. List all positions held on board (e.g., chair, treasurer, parent representative): MEMBER

2. Is the trustee an employee of the School? ___ Yes No

3. If you checked Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

4. Is the trustee an employee or agent of the management company? ___ Yes No

5. Is the trustee an employee or agent of any institutional partner of the School? ___ Yes No

Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six month period prior to such service. If there has been no such financial interest or transaction, write **none**. Please note that if you answered **yes** to Question 2, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
<p>NONE</p> 			

Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the School **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the School that is doing business with the School through a management or services agreement, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **none**.

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
/	NONE	/	/

[Handwritten Signature]

 Signature

14 July 2010

 Date

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2009-2010

Name (print) RAMON SORIANO

Name of Charter School HIGH SCHOOL FOR ARCHITECTURE ENGINEERING
& CONSTRUCTION IND.

Charter Entity VICTORY SCHOOL

Home Address 163-40 15 DR BEEHURST NY 11357

Business Address _____

Daytime Phone 718-746-7383

E-Mail Address RSORIANO@NYC-RR.COM

1. List all positions held on board (e.g., chair, treasurer, parent representative): REPRESENTATIVE

2. Is the trustee an employee of the School? ___ Yes No

3. If you checked Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

4. Is the trustee an employee or agent of the management company? ___ Yes No

5. Is the trustee an employee or agent of any institutional partner of the School? ___ Yes No

Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six month period prior to such service. If there has been no such financial interest or transaction, write **none**. Please note that if you answered **yes** to Question 2, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself

NONE

Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the School **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the School that is doing business with the School through a management or services agreement, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **none**.

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest

NONE

Ramon Garcia
Signature

7-13-10
Date

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2009-2010

Name (print) Carlo Schiattarella

Name of Charter School NYC Charter High School for Architecture, Engineering, and Construction Industries

Charter Entity NYC Department of Education

Home Address 561 Tenth Avenue, Apt 28G NY NY 10036

Business Address Same As Above

Daytime Phone 646-831-6102

E-Mail Address carlodom@gmail.com

1. List all positions held on board (e.g., chair, treasurer, parent representative): None

2. Is the trustee an employee of the School? Yes No

3. If you checked Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

4. Is the trustee an employee or agent of the management company? Yes No

5. Is the trustee an employee or agent of any institutional partner of the School? Yes No

Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six month period prior to such service. If there has been no such financial interest or transaction, write **none**. Please note that if you answered **yes** to Question 2, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
August 2009 to Sept 2010	Real Estate Consultant with Victory Schools. However, I do not consult for Victory for this charter school. Please note that there is no financial transaction involving my consultancy with Victory Schools and this charter school.	Recuse myself when Board takes up business decisions involving Victory Schools, such as contract negotiations to change services or termination or fees.	Victory Schools

Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the School **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the School that is doing business with the School through a management or services agreement, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **none**.

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
None	None	None	None

Carlo Schmalz
Signature

8/13/10
Date

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2009-2010

Name (print) John Kwok
Name of Charter School AEC 1
Charter Entity Victory schools
Home Address 32-34 71 St. Jackson Hts. NY 11370
Business Address NYS DOT, 47-40 21 St. LIC, NY 11101
Daytime Phone 917-807-3502
E-Mail Address johnakwok@gmail.com

1. List all positions held on board (e.g., chair, treasurer, parent representative): No other position

2. Is the trustee an employee of the School? Yes No

3. If you checked Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

4. Is the trustee an employee or agent of the management company? Yes No

5. Is the trustee an employee or agent of any institutional partner of the School? Yes No

Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six month period prior to such service. If there has been no such financial interest or transaction, write **none**. Please note that if you answered **yes** to Question 2, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
None			

Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the School **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the School that is doing business with the School through a management or services agreement, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **none**.

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
			Sister - Jane Yee, Occupational Therapist employed by NYC Dept. of Education



 Signature

7-10-2010

 Date

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2009-2010

Name (print) Madelyn Lugo

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

Charter Entity _____

Home Address 895 Newbridge Road, Bellmore, NY 11710

Business Address 2804 Third Avenue, Bronx, NY 10455

Daytime Phone 718-585-4818 ext. 313

E-Mail Address cusalu2002@yahoo.com

1. List all positions held on board (e.g., chair, treasurer, parent representative): Treasurer, Board Member

2. Is the trustee an employee of the School? ___ Yes X No

3. If you checked Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

4. Is the trustee an employee or agent of the management company? ___ Yes X No

5. Is the trustee an employee or agent of any institutional partner of the School? ___ Yes X No

Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six month period prior to such service. If there has been no such financial interest or transaction, write **none**. Please note that if you answered yes to Question 2, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
none	none	none	none

Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the School **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the School that is doing business with the School through a management or services agreement, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **none**.

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
none	none	none	none



 Signature



 Date

Section V

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2009-10

Name (print) MARIA M. RAMIREZ
Name of Charter School H.S. FOR ARCHITECTURE, ENGINEERING
AND CONSTRUCTION INDUSTRIES
Charter Entity VICTORY SCHOOL
Home Address 1 FORDHAM HILL OVAL #40, BX, NY 10468
Business Address 47-40 21ST ST. LIC, NY 11101
Daytime Phone 718 482-4284 or 917 807-2273
E-Mail Address SALSAMIL@OPTONLINE.NET

1. List all positions held on board (e.g., chair, treasurer, parent representative): SECRETARY, OUTREACH

2. Is the trustee an employee of the School? Yes No

3. If you checked **Yes**, please provide a description of the position you hold and your responsibilities, your salary and your start date.

4. Is the trustee an employee or agent of the management company? Yes No

5. Is the trustee an employee or agent of any institutional partner of the School? Yes No

Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six month period prior to such service. If there has been no such financial interest or transaction, write **none**. Please note that if you answered **yes** to Question 2, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
None			

Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the School **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the School that is doing business with the School through a management or services agreement, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **none**.

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
none			

Maria M. Ramirez
Signature

8-14-10
Date

Subscribed and sworn to before me this _____ day of _____, 20__.

Notary Public

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2009-2010

Name (print) PATRICIA MARTIN

Name of Charter School AECI

Charter Entity 1

Home Address 2841 Wickham Ave Bx 10469

Business Address _____

Daytime Phone 718 379 5070 , 718 519 3056

E-Mail Address LadyPat00@hotmail

1. List all positions held on board (e.g., chair, treasurer, parent representative):

Parent representative.

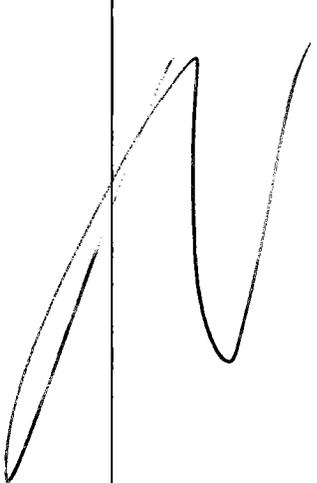
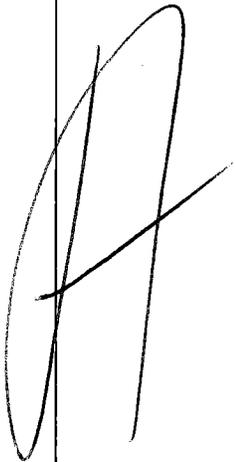
2. Is the trustee an employee of the School? Yes No

3. If you checked Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

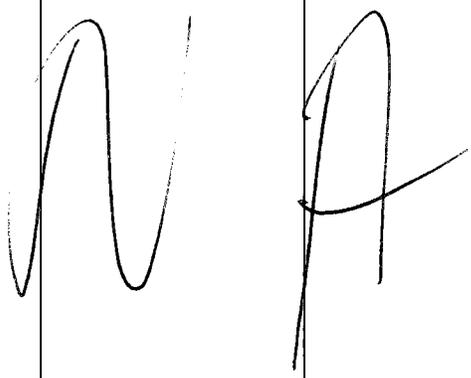
4. Is the trustee an employee or agent of the management company? Yes No

5. Is the trustee an employee or agent of any institutional partner of the School? Yes No

Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six month period prior to such service. If there has been no such financial interest or transaction, write **none**. Please note that if you answered yes to Question 2, you need not disclose again your employment status, salary, etc.

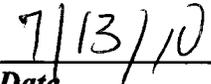
Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
			

Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the School **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the School that is doing business with the School through a management or services agreement, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **none**.

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
			



Signature



Date