

I. School Information and Cover Page

**School Name:** New York City Charter High School for Architecture, Engineering, and Construction Industries \_\_\_\_\_

**School Leader:** Eugene Foley \_\_\_\_\_

**Primary address:** 296 East 140<sup>th</sup> St. Bronx, NY 10454 \_\_\_\_\_

**School website:** <http://aecicharterhs.org/> \_\_\_\_\_

**School email:** efoley.aeci@gmail.com \_\_\_\_\_

**Telephone:** (646) 400-5566 \_\_\_\_\_ **Fax:** (718) 585-4780

**BEDS #:** 320700860926 \_\_\_\_\_

**District/CSD of Location:** CSD 7 \_\_\_\_\_

**Charter authorizer:** New York City Department of Education \_\_\_\_\_

**Chair, Board of Trustees:** Irma Zardoya \_\_\_\_\_

**Date school first opened for instruction:** September 2, 2008 \_\_\_\_\_

**2011-2012 Enrollment:** 388 \_\_\_\_\_

**2011-2012 Grades Served:** 9-12 \_\_\_\_\_

Our signatures below attest that all of the information contained herein is truthful and accurate.

\_\_\_\_\_  
Print Name, Head of Charter School

*Irma Zardoya*  
\_\_\_\_\_  
Print Name, President, Board of Trustees

\_\_\_\_\_  
Signature and Date

*Irma Zardoya 7/30/12*  
\_\_\_\_\_  
Signature and Date

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EUGENE FOLEY  
Print Name, Head of Charter School

Eugene Foley - 7.31.12  
Signature and Date

\_\_\_\_\_  
Print Name, President, Board of Trustees

\_\_\_\_\_  
Signature and Date

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### **III. New York State School Report Card**

New York State School Report Card (Accountability and Overview Report 2010 – 11):

<https://reportcards.nysed.gov/files/2010-11/AOR-2011-320700860926.pdf>

New York State School Report Card (Comprehensive Information Report 2010 – 11):

<https://reportcards.nysed.gov/files/2010-11/CIR-2011-320700860926.pdf>

## **IV. Key Focus Area Requests**

### **1. Progress Toward Goal Achievement**

Given the release date of 2011-12 NYS state assessment data, this component of the Annual Report will be submitted at a later date, as determined by the authorizer.

**2. Financial Information**

a. Total Expenditures and Administrative Expenditures Per Child

**TOTAL EXPENDITURES AND ADMINISTRATIVE EXPENSES PER CHILD**

**FYE JUNE 30, 2012**

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

Total Expenses	\$	5,423,325
Enrolled Students		388.650
Total Expenditures Per Pupil	\$	13,954

General Administrative Salaries	\$	522,414
General Administrative Expenses	\$	1,541,767
Total General Administrative	\$	2,064,181
Enrolled Students		388.650
Total Administrative Expenses Per Pupil	\$	5,311

### **3. Charter Revisions**

In April of 2010-11 school year AECI Charter High School made a request to the NYC Department of Education Charter School Office for a Charter Amendment. The Board of Trustees requested to amend the school's charter so to consolidate out theme course offerings into a single curriculum strand.

A meeting was held in October of 2011 with the NY Department of Education Charter School Office to review this request and to provide additional information regarding the Board's request. In December of 2011, the NYC DOE Charter school office requested additional information from AECI Charter High School. A response was sent on December 13th, 2011 which provided an in-depth rationale and evidence to support the request to combine the career education strands. AECI continues to work with the NYC Department of Education Charter school office to complete this revision process.

#### **4. Board of Trustees**

Please see Disclosure of Financial Interest Forms for trustees who served on the school's board during the 2011-12 school year in Attachment A (page 18).

## 5. Enrollment and Retention Targets

The NYC Charter High School for Architecture, Engineering, and Construction Industries makes good faith efforts to attract and retain a greater enrollment of student with disabilities, English Language Learners, and students who are eligible of students with disabilities:

- a. Through our the 2011-12 school year AECI Charter High School attends various high school fairs held at the local middle schools. As part of the discussion with students and parents; special education and ELL services are discussed. They are informed of the school's open acceptance of ELL student's and students with disabilities.
- b. Several Open houses were held at AECI Charter High School during the 2011-12 school year. Both the Special Education and ELL Teachers, along with the rest of administration and staff, are available to discuss and encourage students with disabilities and ELL learners to apply. At these events, parents are provided the opportunity to discuss their child's needs and to have any questions answered regarding our Special Education and ELL Program.
- c. Listed on the lottery application is our non discriminatory statement that we do not discriminate against or limit our enrollment by disability and that we are open to all children attending AECI Charter High School.
- d. As part of our enrollment outreach mailings are sent through Vanguard to parents in various NYC school districts in the Bronx and Manhattan inviting parents and students to send in application for admission to AECI Charter High School. On these mailings there is a statement that "All students with disabilities (SWD) and English Language Learners (ELL) are encouraged to apply."
- e. In the past AECI Charter High School used a 'push in and pull out' model for special education services. During the 2011-12 school year, in order to offer improved services to students with disabilities, in addition to push in classroom support services we utilize pull out services, using the SETSS classroom model (8:1) were established for all the special education students. This provided increased time and individualized assistance for academic support for special education students.

In the past AECI Charter High School used the 'push in and pull out' model for ELL students. During the 2011-12 school year, in order to improve services to ELL students, in addition to the 'push in and pull out' model, built into the ELL students schedule was class time, five times a week, in which they received academic assistance and support,

## The New York City Charter High School for Architecture, Engineering and Construction Industries

### *Financial Plan*

<i>(For Years Ending June 30)</i>	<b>Budget 2013E</b>
<b>STUDENTS (At Full Capacity)</b>	<b>405</b>
<b>STUDENTS (Budgeted Enrollment)</b>	<b>405</b>
<b>STUDENTS (Final Enrollment)</b>	<b>0.000</b>
<b>REVENUES</b>	
Per Pupil Revenues	<b>5,478,435</b>
State Funding	<b>41,233</b>
Federal Funding	<b>338,249</b>
SPED Funding	<b>331,800</b>
Grants/Contributions	<b>15,000</b>
Food Service	-
Interest Income	<b>175</b>
Other Income	-
<b>TOTAL REVENUES</b>	<b><u>6,204,892</u></b>
<b>EXPENSES</b>	
Personnel	
Employee Salaries	<b>3,250,032</b>
Payroll Taxes	<b>325,003</b>
Employee Benefits	<b>573,542</b>
<i>Subtotal Personnel</i>	<b>4,148,577</b>
Non-Personnel	
General/Administrative	<b>93,552</b>
Professional Services	<b>113,638</b>
Direct Educational Expenses	<b>285,133</b>
Operating/Maintenance	<b>1,134,557</b>
School Administration Services	<b>412,000</b>
<i>Subtotal Non-Personnel</i>	<b>2,038,879</b>
<b>TOTAL EXPENSES</b>	<b><u>6,187,456</u></b>
<b>NET SURPLUS (DEFICIT)</b>	<b>17,436</b>
<b>ENDING CASH BALANCE (CUMULATIVE)</b>	<b>335,864</b>

## Revenue

(For Years Ending June 30)

	Budget 2013E
<b>Per Pupil Revenue (5000)</b>	
Base Per Pupil	5,478,435
Other	-
<i>Subtotal Per Pupil Revenue</i>	<b>5,478,435</b>
<b>State Funding (5100 - 5199)</b>	
NYSTL(5110)	<u>41,233</u>
<i>Subtotal State Funding</i>	<b>41,233</b>
<b>Federal Funding (5200 - 5299)</b>	
Title I (5210)	325,540
Title I - ARRA (5211)	-
Title IIA - Professional Development (5220)	12,709
Title IID - Technology (5230)	-
Title IV - Other (5230)	-
Title Program - Prior Year (5260)	-
Federal Aid - IDEA (5320)	-
<i>Subtotal Federal Funding</i>	<b>338,249</b>
<b>SPED Funding (5300 - 5399)</b>	
State Aid - Pupils with Disabilities (5310)	287,024
Federal Aid - IDEA (5320)	<u>44,776</u>
<i>Subtotal SPED Funding</i>	<b>331,800</b>
<b>Grants/Contributions (5300 - 5399)</b>	
City/Local Grants (5410)	-
State Grants (5420)	-
PICCS Grant (5430)	-
E-Rate (5440)	15,000
Private Funds/Contributions (5450)	-
Other Grants (5460)	-
<i>Subtotal Grants/Contributions</i>	<u>-</u>

	<b>15,000</b>
<b>Food Service (5500 - 5520)</b>	
Government Subsidies (5510)	-
Student Payments (5520)	-
<i>Subtotal Food Service</i>	-
<b>Interest Income (5550)</b>	<b>175</b>
<b>Other Income (5600 - 5699)</b>	
Other Revenue (5600)	-
Gain/(Loss) on Disposal of Assets (5601)	-
Activity Fee Revenue (5602)	-
Contributed Services (5603)	-
Transfer of Net Assets (5604)	-
<i>Subtotal Other Income</i>	-
<b>Total School Revenues</b>	<b>6,204,892</b>

## *Personnel*

<i>(For Years Ending June 30)</i>	<b>Budget 2013E</b>
<b><u>Employee Salaries</u></b>	
Administration (6010)	<b>771,984</b>
Teachers (6020)	<b>1,537,749</b>
Title I Teachers (6020-01)	<b>206,433</b>
Special Education (6030)	<b>104,520</b>
Pupil Services (6035)	<b>218,320</b>
Teacher Assistants (6040)	<b>25,000</b>
Specialists (6050)	-
Summer School Staff (6060)	<b>18,750</b>
After-School Staff (6065)	<b>74,880</b>
Substitutes (6080)	<b>10,400</b>
Operational Support (6090)	<b>281,996</b>
Bonuses (6200)	-
Other (6299)	-
<i>Subtotal Employee Salaries</i>	<b>3,250,032</b>

<b><u>Payroll Taxes (6300)</u></b>	<b>325,003</b>
<b><u>Employee Benefits</u></b>	
Health/Dental (6410)	477,406
403b Contributions (6420)	64,126
Workers Compensation (6430)	27,500
Disability/Life Insurance (6440)	4,510
Transit Chek (6450)	-
Other (6455)	-
<i>Subtotal Employee Benefits</i>	<b>573,542</b>
<b>Total Personnel Costs</b>	<b>4,148,577</b>

## *Non-Personnel*

<i>(For Years Ending June 30)</i>	<b>Budget 2013E</b>
<b><u>General/Administrative (7100 - 7199)</u></b>	
Office Supplies (7110)	18,720
Postage (7120)	14,560
Printing/Copying (7130)	3,277
Advertising (7140)	5,037
Equipment - Non Capitalized (7160)	3,455
Equipment Maintenance/Repairs (7170)	17,160
Copier Maintenance/Support (7175)	28,722
Software (7180)	1,040
Other G/A (7199)	1,581
<i>Subtotal General/Administrative</i>	<b>93,552</b>
<b><u>Professional Services (7200 - 7299)</u></b>	
Accounting/Audit (7210)	16,640
Administrative Fees (7220)	9,668
Legal (7230)	53,915
Board Expenses(7240)	1,040
Insurance (7250)	30,294
Temporary Staff (7260)	1,040
Other Professional Services (7299)	1,040
<i>Subtotal Professional Services</i>	<b>113,638</b>
<b><u>Direct Educational Expenses (8100 - 8999)</u></b>	
Texts/Materials (8100)	41,600

NYSTL Texts/Materials (8105)	41,233
Teacher Discretionary Account (8110)	8,500
Classroom Supplies (8120)	20,800
Athletic Supplies (8125)	12,480
Professional Development (8200)	90,000
Tuition Reimbursement Fund (8210)	10,400
Contracted Special Education Services (8300)	10,400
Contracted Substitute Services (8305)	10,400
Staff Recruitment (8310)	4,160
Field Trips (8400)	8,320
Student Testing (8410)	4,160
Subscriptions/Dues (8420)	9,360
Student/Staff Uniforms (8425)	8,320
Other Direct Educational (8999)	5,000
<i>Subtotal Direct Educational</i>	<b>285,133</b>
<b>Total G/A, Prof Services, Direct Ed Costs</b>	<b>492,323</b>

Non-Personnel (Continued)

	Budget 2013E
(For Years Ending June 30)	
Operating/Maintenance (9000 - 9999)	
Rent/Lease Payments (9010)	740,052
Storage Rent Payments (9020)	-
Moving Expenses	-
Renovations/Repairs (9030)	10,400
Furniture/Fixtures - Non-Capitalized (9040)	2,600
Real Estate Taxes (9060)	86,320
Operational Supplies (9070)	15,600
Maintenance/Security (9080)	31,200
Transportation Service (9090)	1,040
Transportation Staff (9095)	3,120
Food Service (9100)	6,240
Other Food Payments (9105)	6,240
Utilities (9110)	67,600
Internet Service (9115)	12,480
Phone Service (9120)	36,400
Bad Debt Expense (9200)	-
Depreciation (9300)	113,185
Interest Expense (9400)	-
Interest Expense Under Capital Plan (9400)	-
Other Operating/Maintenance (9499)	2,080
Subtotal Operating/Maintenance	1,134,557
School Administration Service (9500 - 9599)	
School Management Fee - VSI (9510)	412,000
Subtotal School Administration Service	412,000

Total Operating/Maint & School Admin Fees	1,546,557
Total Non-Personnel Costs	2,038,879

### *Capital Expenditure Plan - Summary*

<i>(For Years Ending June 30)</i>	<b>Budget 2013E</b>
<b><u>Fixed Assets</u></b>	
Classroom Furniture/Fixtures (1510)	<b>13,230</b>
Office Equipment (1515)	<b>5,628</b>
Computer Equipment (1520)	<b>95,000</b>
Telephone Equipment (1540)	-
Leasehold Improvements (1550)	-
Construction in Progress (1560)	-
School Building	-
Software (1580)	<b>5,000</b>
<i>Subtotal Fixed Assets</i>	<b>118,858</b>
<b><u>Depreciation</u></b>	
Classroom Furniture/Fixtures (1511)	<b>16,057</b>
Office Equipment (1516)	<b>5,361</b>
Computer Equipment (1521)	<b>84,620</b>
Telephone Equipment (1541)	<b>602</b>
Leasehold Improvements (1551)	<b>723</b>
Construction in Progress (1560)	-
School Building	-
Software (1581)	<b>5,820</b>
<i>Subtotal Depreciation</i>	<b>113,185</b>
<b><u>Net Present Value</u></b>	
Classroom Furniture/Fixtures (1510)	<b>96,342</b>
Office Equipment (1515)	<b>10,723</b>
Computer Equipment (1520)	<b>169,241</b>
Telephone Equipment (1540)	<b>1,205</b>
Leasehold Improvements (1550)	<b>20,973</b>
Construction in Progress (1560)	-
School Building	-
Software (1580)	<b>11,641</b>
<i>Subtotal Net Present Value</i>	<b>310,123</b>

### *Balance Sheet*

<b>Budget</b>
---------------

<i>(For Years Ending June 30)</i>	<b>2013E</b>
<b>ASSETS</b>	
Current Assets	
Cash (1000 - 1099)	<b>335,864</b>
Escrow Account (1025)	<b>70,050</b>
Accounts Receivable (1200 - 1299)	-
Accrued Revenue/Other Current Assets (1300 - 1399)	<b>150,000</b>
Prepays (1400 - 1499)	<b><u>80,448</u></b>
<i>Subtotal Current Assets</i>	<b>636,362</b>
Other Assets	
Fixed Assets, net (1500 - 1599)	<b>310,123</b>
Debt Reserve	-
Other Assets (1600 - 1999)	<b><u>111,270</u></b>
<i>Subtotal Other Assets</i>	<b>421,393</b>
<b>TOTAL ASSETS</b>	<b>1,057,756</b>
<b>LIABILITIES/EQUITY</b>	
Current Liabilities	
Accounts Payable (2000)	<b>47,031</b>
Accruals (2100 - 2199)	<b>274,000</b>
Unearned Income (2200)	<b>39,788</b>
Payroll Tax Liabilities (2300 - 2399)	<b>2,786</b>
Deferred VSI Management Fees (2410)	-
Cash Advances Due to Victory Schools (2420)	-
Other Due To/From (2411 - 2499)	<b>8,016</b>
Payroll Liabilities (2500 - 2599)	<b><u>2,055</u></b>
<i>Subtotal Current Liabilities</i>	<b>373,676</b>
Long-Term Liabilities	
Obligations Under Capital Lease (2810)	<b>5,515</b>
School Building Financing	-
Principal Payback	-
Other Long Term Liabilities (2820 - 2999)	<b><u>-</u></b>
<i>Subtotal Long-Term Liabilities</i>	<b>5,515</b>
Equity	

Retained Earnings (3900)	661,129
Total Surplus/(Deficit)	<u>17,436</u>
Subtotal Equity	678,565
<b>TOTAL LIABILITIES/EQUITY</b>	<b>1,057,756</b>
<i>Difference</i>	-

## Cash Flow

(For Years Ending June 30)

	Budget 2013E
<b><u>OPERATING ACTIVITIES</u></b>	
Net Surplus/(Deficit)	17,436
Changes in Net Assets	
Escrow Account	50
Accounts Receivable	-
Accrued Revenue/Other Current Assets	-
Prepays	-
Depreciation	113,185
Debt Reserve	-
Other Assets	-
Changes in Net Liabilities	
Accounts Payable	-
Accruals	-
Unearned Income	-
Payroll Tax Liabilities	-
Deferred VSI Management Fees	-
Cash Advances Due to Victory Schools	-
Other Due To/From	-
Payroll Liabilities	-
<b>NET CASH PROVIDED BY OPERATING ACTIVITIES</b>	<b>130,670</b>
<b><u>INVESTING ACTIVITIES</u></b>	
Fixed Asset Additions	(118,858)
Other Investing Activities	-
<b>NET CASH PROVIDED BY INVESTING ACTIVITIES</b>	<b>(118,858)</b>

**FINANCING ACTIVITIES**

Obligations Under Capital Lease  
School Building Financing  
Principal Payback  
Other Long-Term Liabilities

-  
-  
-  
-

**NET CASH PROVIDED BY FINANCING ACTIVITIES**

-

**BEGINNING CASH**

324,052

Net Cash Increase/(Decrease)

11,812

**ENDING CASH**

335,864

*Difference*

-

**Attachment A:**

**Board of Trustees**

**Disclosure Forms**

Section V

NEW YORK STATE EDUCATION DEPARTMENT

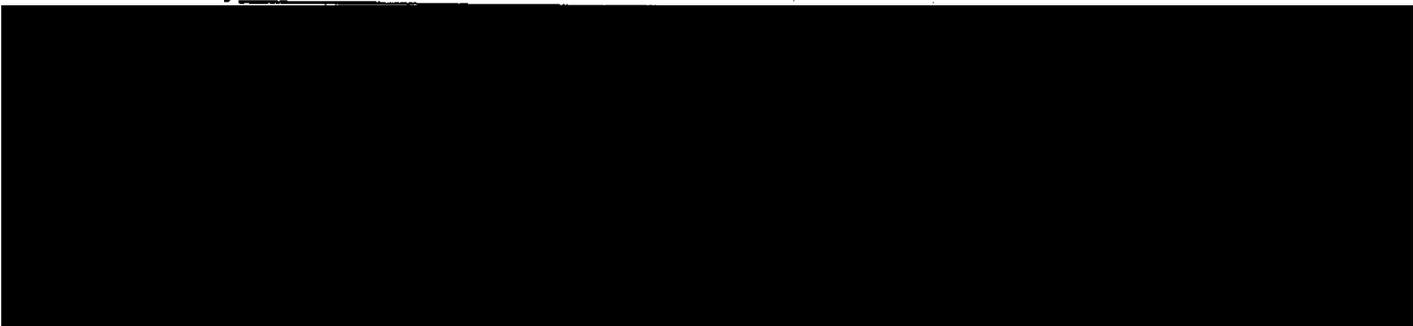
Disclosure of Financial Interest by a Charter School Trustee

Annual Report 2011-2012

Name (print) John Kwok

Name of Charter School AECI

Charter Entity \_\_\_\_\_



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
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
			Jane Yee, sister works as therapist for Dept. of Education.

*[Signature]*  
Signature

6-18-12  
Date

Subscribed and sworn to before me this 19<sup>th</sup> day of June 2012

*Nicole L. Zaidi*  
Notary Public

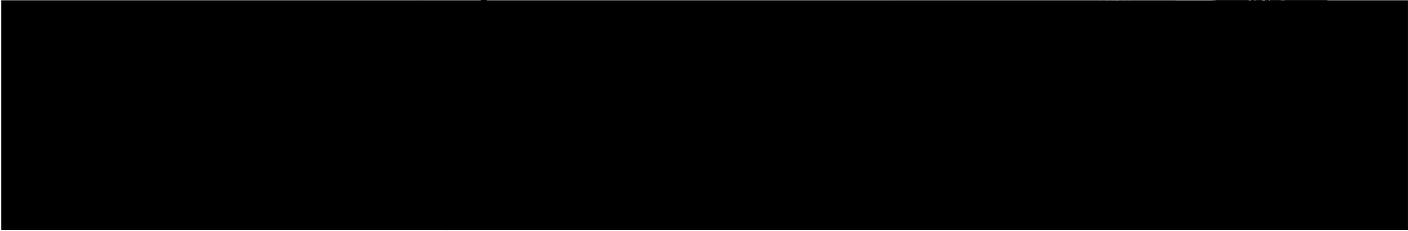
*N2*  
NICOLE L. ZAIDI  
Notary Public, State of New York  
No. 01ZA6194907  
Qualified in Queens County  
Commission Expires October 14, 2012

Appendix F: Disclosure of Financial Interest Form

Disclosure of Financial Interest by a New York Charter School Board of Trustees Member  
Annual Report 2011-2012

\*Note: This Disclosure is a public record, but asterisked data fields will be redacted.

1. Trustee Name (print) Irma Zardoya
2. Charter School Name High School For Architecture, Engineering and
3. Charter Authorizer Entity NY DOE Construction Industries



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

chair

9. Is the trustee an employee of the school? \_\_\_ Yes  No

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

10. Is the trustee an employee or agent of the management company or institutional partner of the charter school? \_\_\_ Yes  No

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

11. 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 2-4 above, 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>Please write "None" if applicable. Do not leave this space blank.</p> <p style="text-align: center;"><i>None</i></p>			

12. 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, 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 and/or immediate family member of household holding an interest in the organization conducting business with the school and the nature of the interest	Steps Taken to Avoid Conflict of Interest
<p>Please write "None" if applicable. Do not leave this space blank.</p> <p style="text-align: center;"><i>None</i></p>				

*Imma Zardoya*  
 \_\_\_\_\_  
 Signature

*7/12/12*  
 \_\_\_\_\_  
 Date

Section V

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee

Annual Report 2011-2012

Name (print) ROBERT R. BURTON

Name of Charter School NYC CHARTER SCHOOL FOR ARCHITECTURE, ENGINEERING & CONSTRUCTION INDUSTRIES

Charter Entity BOARD OF TRUSTEES MEMBER



1. List all positions held on board (e.g., chair, treasurer, parent representative): BOARD 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
05-16-2012	<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
<p style="font-size: 2em; font-family: cursive;">NONE</p>			

*Robert Burton*  
Signature

05-16-2012  
Date

Subscribed and sworn to before me this 31 day of May, 2012

*[Signature]*  
Notary Public



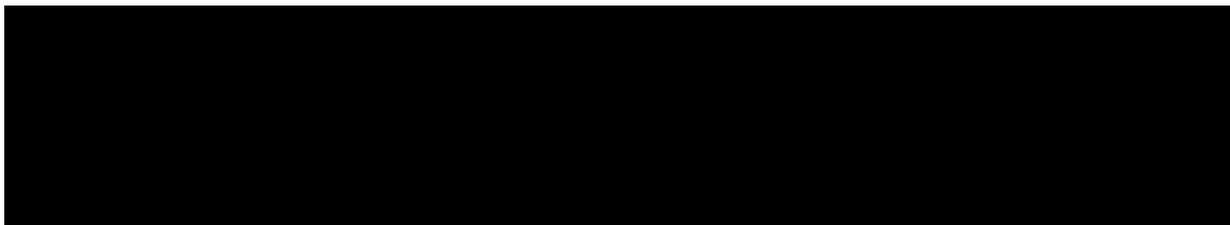
**CHRISTOPHER J KUHLMANN**  
NOTARY Public, STATE of New York  
Qualified in PUTNAM COUNTY  
No. 01KU6234224  
My Commission Expires 02/22/2015

**Appendix F: Disclosure of Financial Interest Form**

**Disclosure of Financial Interest by a New York Charter School Board of Trustees Member  
Annual Report 2011-2012**

*\*Note: This Disclosure is a public record, but asterisked data fields will be redacted.*

1. Trustee Name (print) MARIA M. RAMIREZ
2. Charter School Name High School of Architecture/Engineering and Construction Industries



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

- 1. Fund-raiser/outreach
- 2. Board member

8. Is the trustee an employee of the school?  Yes  No N/A

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

N/A

9. Is the trustee an employee or agent of the management company or institutional partner of the charter school?  Yes  No

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

10. 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 2-4 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial	Steps taken to avoid	Name of person holding
---------	---------------------	----------------------	------------------------

	<b>Interest/Transaction</b>	<b>a conflict of interest, (e.g., did not vote, did not participate in discussion)</b>	<b>interest or engaging in transaction and relationship to yourself</b>
<i>Please write "None" if applicable. Do not leave this space blank.</i>			

11. 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, 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**.

<b>Organization conducting business with the school</b>	<b>Nature of business conducted</b>	<b>Approximate value of the business conducted</b>	<b>Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school and the nature of the interest</b>	<b>Steps Taken to Avoid Conflict of Interest</b>
		<b>"NOT APPLICABLE"</b>		

*Maria M. Ramirez*  
 Maria M. Ramirez Signature

7-25-2012  
 Date

Section V

NEW YORK STATE EDUCATION DEPARTMENT

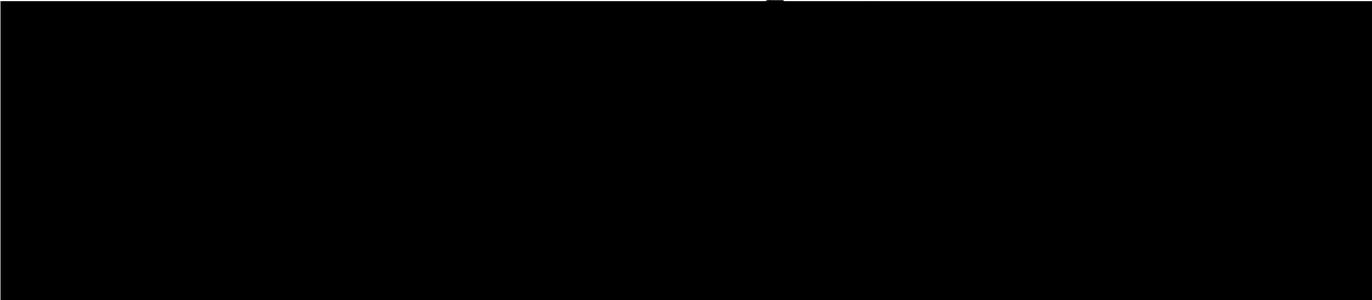
Disclosure of Financial Interest by a Charter School Trustee

Annual Report 2011-2012

Name (print) Madelyn Lygo

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

Charter Entity \_\_\_\_\_



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  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	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

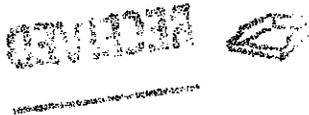
*[Signature]*  
 Signature

6/13/12  
 Date

Subscribed and sworn to before me this 13 day of June, 2012

*[Signature]*  
 Notary Public

MARY C. RAMIREZ  
 Commissioner of Deeds  
 City of New York No. 3-6602  
 Certificate Filed in Bronx County  
 Commission Expires July 10, 2012



Section V

NEW YORK STATE EDUCATION DEPARTMENT

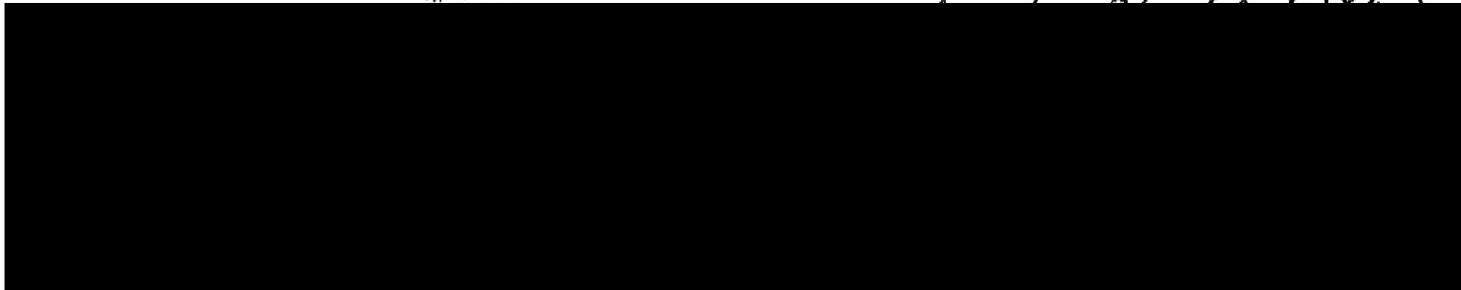
Disclosure of Financial Interest by a Charter School Trustee

Annual Report 2011-2012

Name (print) Carlo Schiattarella

Name of Charter School New York City Charter High School for Architecture,

Charter Entity NYC Department of Education Engineering, and Construction Industry



1. List all positions held on board (e.g., chair, treasurer, parent representative): Vice-Chair; chair of facilities committee

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.

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

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			

Corie Schlutten  
Signature

8/2/12  
Date

Subscribed and sworn to before me this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_.

\_\_\_\_\_  
Notary Public

**Academic Goals Table**

<b>2011-2 Progress Toward Attainment of Academic Charter Goals</b>			
Academic goal or objective	Measure used to evaluate progress toward attainment of goal or objective	2011-12 progress toward attainment of goal or objective	If not met, describe efforts to be undertaken to meet goal or objective
<p><b>Standard 1: High Academic Attainment and Improvement</b>  <b>Expectation:</b> Students' academic performance meets or exceeds local, state, and national standards.</p>			
<p><b>Measure 1:</b> Each year, 75 percent of <u>9 -- 12</u> each cohort will pass the New York State Regents examinations in ELA.</p>	<p><b>NYS Regents examinations in ELA</b></p>	<p><b>2007 cohort:</b> Not reporting (privacy - less than 5 students in the cohort)</p> <p><b>2008 cohort:</b> 96% of all students in the cohort passed.</p> <p><b>2009 cohort:</b> 78% of <b>all students</b> passed. 92% of <b>tested students</b> passed.</p> <p><b>2010 cohort:</b> Not reporting (privacy - less than 5 students in the cohort were tested).</p> <p><b>2011 cohort:</b> Not reporting (privacy - less than 5 students in the cohort were tested).</p>	<p>Goal was met.</p>
<p><b>Measure 2:</b> Each year, 75 percent of <u>9 -- 12</u> each cohort will pass the New York State Regents examinations in Math.</p>	<p><b>NYS Regents examinations in Math</b></p>	<p><b>2007 cohort:</b> Not reporting (privacy - less than 5 students in the cohort)</p> <p><b>2008 cohort:</b> 84% of <b>all students</b> passed. 96% of <b>tested students</b> passed.</p> <p><b>2009 cohort:</b> 72% of <b>all students</b> passed. 84% of <b>tested students</b> passed.</p> <p><b>2010 cohort:</b> 50% of <b>all students</b> passed.</p>	<p>Goal was not met.</p> <p>The goal was met for the 2008 cohort, but not for the 2009, 2010, and 2011 cohorts. However, in each instance this is due to not all students having taken a Math regents. The passing percentage of students who have taken the Math Regents passing exceeded the 75% threshold.</p>

		<p>86% of <b>tested students</b> passed.</p> <p><b>2011 cohort:</b> 32% of <b>all students</b> passed. 85% of <b>tested students</b> passed.</p>	<p>Additional Regents academic support is being offered to students through increased after school time and additional days for Saturday Academy have been added.</p> <p>In addition teacher training and implementation of the Castle Learning Program has begun. This program allows students to work individually on regents course instruction both in class time and at home.</p>													
<p><b>Measure 3:</b> 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.</p>	<p><b>NYS Regents examinations in ELA</b></p>	<p>Please see following table for results for all applicable cohorts, assuming that the gap being referenced is between last year's score and 75%:</p> <table border="1" data-bbox="808 917 1367 1089"> <thead> <tr> <th rowspan="2">Cohort Year</th> <th colspan="3">Percent Passing Regents</th> <th rowspan="2">Target Achieved</th> </tr> <tr> <th>2010-11</th> <th>Target</th> <th>2011-12</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Cohort Year	Percent Passing Regents			Target Achieved	2010-11	Target	2011-12						<p>Goal was met.</p>
Cohort Year	Percent Passing Regents			Target Achieved												
	2010-11	Target	2011-12													

		2008	76%	Greater	96%	Yes																								
<p><b>Measure 4:</b> 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.</p>	<p><b>NYS Regents examinations in Math</b></p>	<p>Please see following table for results for all applicable cohorts assuming that the gap being referenced is between last year's score and 75%:</p> <table border="1"> <thead> <tr> <th rowspan="2">Cohort Year</th> <th colspan="3">Percent Passing Regents</th> <th rowspan="2">Target Achieved</th> </tr> <tr> <th>2010-11</th> <th>Target</th> <th>2011-12</th> </tr> </thead> <tbody> <tr> <td>2008</td> <td>80%</td> <td>Greater</td> <td>84%</td> <td>Yes</td> </tr> <tr> <td>2009</td> <td>51%</td> <td>63%</td> <td>72%</td> <td>Yes</td> </tr> <tr> <td>2010</td> <td>10%</td> <td>42.5%</td> <td>50%</td> <td>Yes</td> </tr> </tbody> </table>					Cohort Year	Percent Passing Regents			Target Achieved	2010-11	Target	2011-12	2008	80%	Greater	84%	Yes	2009	51%	63%	72%	Yes	2010	10%	42.5%	50%	Yes	<p>Goal was met.</p>
Cohort Year	Percent Passing Regents			Target Achieved																										
	2010-11	Target	2011-12																											
2008	80%	Greater	84%	Yes																										
2009	51%	63%	72%	Yes																										
2010	10%	42.5%	50%	Yes																										
<p><b>Measure 5:</b> 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<sup>1</sup>.</p>	<p><b>NYS Regents examinations in ELA</b></p>	<p>No data available.</p>					<p>N/A</p> <p>The NYC DOE has not released the 2011-12 Progress reports in time to evaluate this goal.</p>																							

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

<p><b>Measure 6:</b> 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<sup>2</sup>.</p>	<p><b>NYS Regents examinations in Math</b></p>	<p>No data available.</p>	<p>N/A</p> <p>The NYC DOE has not released the 2011-12 Progress reports in time to evaluate this goal.</p>
<p><b>Measure 7:</b> 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.</p>	<p><b>NYS ELA exam</b></p>	<p>According to NYSED reports<sup>3</sup>, the school is in good standing for ELA under the NCLB accountability system.</p>	<p>Goal was met.</p>
<p><b>Measure 8:</b> 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.</p>	<p><b>NYS Math exam</b></p>	<p>According to NYSED reports<sup>4</sup>, the school is in good standing for Math under the NCLB accountability system.</p>	<p>Goal was met.</p>
<p><b>Measure 9:</b> Each year, the school's aggregate Performance Index on the State Science exam will meet its Annual Measurable Objective set</p>	<p><b>NYS Science exam</b></p>	<p>No data available.</p>	<p>This measure is not applicable: the state has not set forth an Annual Measurable Objective for science in its NCLB accountability system.</p>

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

<sup>3</sup> Please see NYSED's 2011-12 School Differentiated Accountability Status report from October 2011

<sup>4</sup> Please see NYSED's 2011-12 School Differentiated Accountability Status report from October 2011

forth in the State's No Child Left Behind (NCLB) accountability system.			
<b>Measure 10:</b> Beginning in 2008-09 and each year thereafter, the school's aggregate Performance Index on the State Social Studies exam will meet its Annual Measurable Objective set forth in the State's No Child Left Behind (NCLB) accountability system.	<b>NYS Social Studies exam</b>	No data available.	This measure is not applicable: the state has not set forth an Annual Measurable Objective for social studies in its NCLB accountability system.
<b>Measure 11:</b> Each year, at least 75% of each student cohort graduates after five years	<b>School's Graduation Records</b>	No data available.	N/A  2012-13 will be the school's fifth year of operation, after which point the five year graduation rate can be measured.
<b>Measure 12:</b> 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).	<b>New York State Regents' Science Exams</b>	74% of <b>all students</b> enrolled for two or more years passed a Science Regents exam this year. However, of the <b>students tested</b> and also enrolled two or more years, 82% passed.	The goal was not met by one percentage point.  Additional Regents academic support is being offered to students through increased after school time and additional days for Saturday Academy have been added.  In addition teacher training and implementation of the Castle Learning Program has begun. This program allows students to work individually on

			regents course instruction both in class time and at home.
<b>Measure 13:</b> 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 &amp; Government and Global History &amp; Geography</i> )	<b>New York State Regents Social Studies exams</b>	Of <b>all students</b> enrolled for two or more years, 43% have passed both the Global History and US History Regents exams. This represents a significant increase from the 26% in 2010-11.  Only 104 students enrolled for two or more years have taken both exams, and of <b>students tested</b> , 89% passed both exams.	The goal was not met.  Additional Regents academic support is being offered to students through increased after school time and additional days for Saturday Academy have been added.  In addition teacher training and implementation of the Castle Learning Program has begun. This program allows students to work individually on regents course instruction both in class time and at home.

### Non-Academic Goals Table

2011-12 Progress Toward Attainment of Organizational Charter Goals			
Organizational goal or objective	Measure used to evaluate progress toward attainment of goal or objective	2011-12 progress toward attainment of goal or objective	If not met, describe efforts to be undertaken to meet goal or objective
<b>Standard 2: Responsive Educational Program and Environment</b>			
<b>Expectation:</b> A quality educational program enables all students to achieve academically and socially.			
<b>Measure 1:</b> Each year, the school will have a daily student attendance rate of at least 95 percent.	<b>Daily Attendance Records</b>	Student attendance was 90% for the school year, which was higher than the previous year's attendance of 89.2%.	Goal was not met.  A new position has been created called the Director of Student Success whose focus is to work with individual students and their

			families to monitor and improve their rate of attendance. And retention.
<b>Measure 2:</b> Each year, 95 percent of all students enrolled during the course of the year return the following September.	<b>Student Enrollment Records</b>	341 students were enrolled during 2010-11 (at any point on or after BEDS day). Of those 245 students, 75.9% (259) returned in September 2010.	Goal was not met.  A new position has been created called the Director of Student Success whose responsibility is address attendance and retention of students.
<b>Measure 3:</b> Each year, the school will comply with all applicable laws, rules, regulations and contract terms including, but not limited to, the New York Charter Schools Act, the New York Freedom of Information Law, and the New York Open Meetings Law, the federal Individuals with Disabilities Education Act, and federal Family Educational Rights and Privacy Act.	<b>Board Policies and Meetings</b>	AECI has generally and substantially complied with all applicable laws, rules and regulations. The Board takes legal compliance matters very seriously and has retained outside counsel to ensure compliance with all relevant laws. AECI has in place and maintains effective systems, policies, procedures and other controls for ensuring that legal and charter requirements. AECI's staff has been trained with respect to all applicable procedures and systems. The staff is empowered to identify and address any possible legal or compliance issues and to report these matters to the Board or its counsel.	The goal was met.
<b>Measure 4:</b> Each year, grades 9-12 will maintain a waiting list equal to or exceeding 10% of the school's population.	<b>School Waiting List</b>	The school did not have a waiting list during 2011-12.	Goal was not met.  Throughout the school year all students who were on the waiting list were accepted. The school continues t market the school

			through the school year through mailings and other forms of marketing.
<b>Standard 3: Responsible Governance and Management</b>			
Leadership furthers the school's mission, program and goals and is strategic to ensure adequacy, alignment and coherence of actions.			
<b>Measure 1:</b> Each year, student enrollment will be within 15% of full enrollment as defined in the school's contract.	<b>School Rosters</b>	The school averaged an enrollment of 386 students, which is 77.2% of chartered enrollment (500 students).	Goal was not met.  The present school facility does not allow the school to have an enrollment of 500. The present facility has the capacity for 400 students. In the charter renewal application there is a request to change this expectation from 500 to 400 students.
<b>Standard 4: Solid Foundation and Infrastructure</b>			
<b>Measure 1:</b> Upon completion of the school's first year of operation and every year thereafter, the school will undergo an independent financial audit that will result in an unqualified opinion and no major findings <sup>5</sup> .	<b>Independent Financial Audit Findings</b>	There were no major findings on the 2011-12 independent financial audit.	Goal was met.
<b>Measure 2:</b> Each year, the school will operate on a balanced budget <sup>6</sup> and maintain a stable cash flow.	<b>Monthly and weekly financial statements</b>	The school maintained a balanced budget and stable cash flow throughout the year and kept within the limits of the budget of operating	Goal was met.

<sup>5</sup> 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.

<sup>6</sup> A budget will be considered "balanced" if revenues equal or exceed expenditures.

		expenses throughout the school year.	
<b>Standard 5: Strong Culture and Supportive Relationships</b> There is high social trust among the school community and culture of excellence.			
<b>Measure 1:</b> 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 <sup>7</sup> provide a positive response to each of the survey items.	<b>NYCDOE Parent Surveys</b>	56% of the school's parents responded to the NYCDOE survey. Parents rated the school 7.5 on Academic Expectations, 7.6 on Communication, 7.3 on Engagement, and 8.5 on Safety & Respect (10 is the highest score).	Goal was not met.  The position of Parent Coordinator has been created to improve outreach to parents to better inform them regarding school programs, academic expectations, etc.

<sup>7</sup> All parents include those who do not respond to the survey.