



New York City Charter High School for
Architecture, Engineering, and Construction Industries
296 East 140th Street
Bronx, NY 10454
646-400-5566

Annual Report

2008-2009

Chair
Irma Zardoya

Principal
Eugene Foley

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

Office of Instructional Support and Development
Public School Choice Programs
462 EBA
Albany, New York 12234
518-474-1762

Charter School Annual Report
2008 - 2009

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**

Head of School (Contact Person) **Eugene Foley**
(print name)

E-mail address of contact person **efoley@victoryschools.com**

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

E-mail address and Phone Number of Board President **izardoya@schools.nyc.gov/**
917-882-3533

Student Assessment Data

Accountability Plan

Accountability Plan

Standard 1: High Academic Attainment and Improvement

Expectation: Students' academic performance meets or exceeds local, state, and national standards.

Absolute Performance

Each year, 75 percent of 9 -- 12 each cohort will pass the New York State Regents examinations in ELA. (*schools serving grades 9-12*)

Each year, 75 percent of 9 -- 12 each cohort will pass the New York State Regents examinations in Math. (*schools serving grades 9-12*)

Value-Added Performance

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. (*schools serving grades 9-12*)

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. (*schools serving grades 9-12*)

Comparative Performance

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 schools¹. (*school serving grades 9-12*)

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 schools². (*schools serving grades 9-12*)

AYP Status

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.

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.

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.

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.

Graduation Rates (high schools only)

Each year, at least 75% of each student cohort graduates after five years

* Please note that the school will use the State Education Department's computation to define its five year graduation rate.

School-Specific Educational Indicators³

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.

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.

³ Schools may voluntarily include school-specific educational indicators by which their performance will be measured. Such measures must be externally verifiable and may include measures such as performance on nationally-normed assessments or college acceptance rates.

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).

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 (*US History & Government* and *Global History & Geography*)

* For example, for a Regents Examination administered on January 24 of a given year, the student would be enrolled "two or more years" if he or she were enrolled on January 24 two years prior to the administration date.

Standard 2: Responsive Educational Program and Environment

Expectation: A quality educational program enables all students to achieve academically and socially.

Student Engagement

Each year, the school will have a daily student attendance rate of at least 95 percent.

Each year, 95 percent of all students enrolled during the course of the year return the following September.

Adherence to Contract Terms

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.

School-Specific Non-Academic Indicators⁴

Each year, grades 9-12 will maintain a waiting list equal to or exceeding 10% of the school's population.

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.

Enrollment Stability

Each year, student enrollment will be within 15% of full enrollment as defined in the school's contract.

Standard 4: Solid Foundation and Infrastructure

Financial Compliance

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 findings⁵.

Financial Viability

Each year, the school will operate on a balanced budget⁶ and maintain a stable cash flow.

Standard 5: Strong Culture and Supportive Relationships

There is high social trust among the school community and culture of excellence.

Parent Satisfaction

Each year, parents will express satisfaction with the school's program, based on the school's Parent Survey in which

⁴ . Schools may voluntarily include school-specific non-educational indicators by which their performance will be measured. Such measures must be externally verifiable and may include indicators such as civic involvement of students and professional growth of teachers.

⁵ 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.

⁶ A budget will be considered "balanced" if revenues equal or exceed expenditures.

Accountability Plan Progress Towards Goals

**Progress Toward Goal Attainment
2008-09**

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

Year: 2008-2009

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
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 9 -- 12 each cohort will pass the New York State Regents examinations in ELA.	No data available	NYS Regents examinations in ELA	n/a	AECI students will begin taking Regents exams in the 11 th grade.
Measure 2: Each year, 75 percent of 9 -- 12 each cohort will pass the New York State Regents examinations in Math.	No data available	NYS Regents examinations in Math	n/a	AECI students will begin taking Regents exams in the 10 th grade.
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	AECI students will begin taking Regents exams in the 11 th grade.
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	AECI students will begin taking Regents exams in the 10 th grade.
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	AECI students will begin taking Regents exams in the 11 th grade.

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
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	AECI students will begin taking Regents exams in the 10 th grade.
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	AECI students will begin taking Regents exams in the 11 th grade.
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.	No data available	NYS Math exam	n/a	AECI students will begin taking Regents exams in the 10 th grade.
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.	No data available	NYS Science exam	n/a	AECI students will begin taking Regents exams in the 10 th grade.
Measure 10: 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.	No data available	NYS Social Studies exam	n/a	AECI students will begin taking Regents exams in the 10 th grade.
Measure 11: Each year, at least 75% of each student cohort graduates after five years	No data available	School's Graduation Records	n/a	AECI only served 9 th graders in 2008-2009.

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
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	AECI students will begin taking Regents exams in the 10 th grade.
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	AECI students will begin taking Regents exams in the 10 th grade.
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% Oct – 88% Nov – 90% Dec – 84% Jan – 83% Feb – 85% Mar – 88% Apr – 83% May – 85% June – 79% Average was 85.5%	Daily Attendance Records	N	There were three different Principals who served this year. The academic committee monitored attendance closely each month and consistent focus was placed on attendance but we were unable to meet benchmark of 95%. With a new principal in place, attendance will be a major focus for the school's second year. An attendance plan will be implemented with a renewed focus on procedures and strategies to address student absences.
Measure 2: Each year, 95 percent of all students enrolled during the course of the year return the following September.	No data available	Student Enrollment Records	n/a	Results will not be available until September.

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
<p>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.</p>	<p>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.</p>	<p>Board Policies and Meetings</p>	<p>Y</p>	<p>Monitoring of systems and training of staff will be an ongoing process to ensure that there is compliance in this area.</p>
<p>Measure 4: Each year, grades 9-12 will maintain a waiting list equal to or exceeding 10% of the school's population.</p>	<p>The school began with a waiting list of 295 students. After withdrawals during the year, many students were contacted and registered. Some declined spots because they did not wish to transfer mid-year, which decreased the size of the waiting list, although the 10% was always maintained.</p>	<p>School Waiting List</p>	<p>Y</p>	<p>Since a waiting list is important in sustaining student enrollment, a plan is in development to ensure that a full year of articulation with feeder schools is in place and that there is outreach to the community to ensure community awareness of school and its offerings.</p>
<p>Standard 3: Responsible Governance and Management</p> <p>Leadership furthers the school's mission, program and goals and is strategic to ensure adequacy, alignment and coherence of actions.</p>				
<p>Measure 1: Each year, student enrollment will be within 15% of full enrollment as defined in the school's contract.</p>	<p>AECI's enrollment has ranged from 115-124 students between September and June.</p>	<p>School Rosters</p>	<p>Y</p>	<p>Systems have been developed for the next school year to ensure that enrollment is within 15%.</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
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 undergo an independent financial audit that will result in an unqualified opinion and no major findings ³ .	No findings available	Independent Financial Audit Findings	n/a	School audit results will be available in the fall.
Measure 2: Each year, the school will operate on a balanced budget ⁴ and maintain a stable cash flow.	The school maintained a positive operating and cash surplus throughout the year and kept within the limits of the budget of operating expenses throughout the school year.	Monthly and weekly financial statements are prepared and analyzed by the Controller or Dir of Accounting and then distributed to the school admin and board of directors.	Y	Regular monitoring takes place and the budget is reviewed monthly by the Finance Committee of the board.

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.

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																																						
Standard 5: Strong Culture and Supportive Relationships																																										
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> parents⁵ provide a positive response to each of the survey items.</p>	<p>11 parents (9.32%) completed the school-based survey as follows:</p> <table border="1" data-bbox="527 443 1245 1500"> <thead> <tr> <th data-bbox="527 443 1050 537">Categories</th> <th data-bbox="1050 443 1245 537">Very Satisfied or Satisfied</th> </tr> </thead> <tbody> <tr> <td data-bbox="527 537 1050 573">Overall school culture and environment</td> <td data-bbox="1050 537 1245 573">72.73%</td> </tr> <tr> <td data-bbox="527 573 1050 638">Standards and expectations for student learning and behavior</td> <td data-bbox="1050 573 1245 638">90.91%</td> </tr> <tr> <td data-bbox="527 638 1050 673">Class size</td> <td data-bbox="1050 638 1245 673">90.00%</td> </tr> <tr> <td data-bbox="527 673 1050 738">Support and concern for my child's individual growth</td> <td data-bbox="1050 673 1245 738">100.00%</td> </tr> <tr> <td data-bbox="527 738 1050 803">My child's academic achievement/progress</td> <td data-bbox="1050 738 1245 803">100.00%</td> </tr> <tr> <td data-bbox="527 803 1050 839">My child's behavioral conduct/progress</td> <td data-bbox="1050 803 1245 839">100.00%</td> </tr> <tr> <td data-bbox="527 839 1050 875">School discipline policy and procedures</td> <td data-bbox="1050 839 1245 875">100.00%</td> </tr> <tr> <td data-bbox="527 875 1050 940">Opportunities for parent/family involvement</td> <td data-bbox="1050 875 1245 940">63.64%</td> </tr> <tr> <td data-bbox="527 940 1050 1005">Communication between school and home</td> <td data-bbox="1050 940 1245 1005">72.73%</td> </tr> <tr> <td data-bbox="527 1005 1050 1040">School leadership</td> <td data-bbox="1050 1005 1245 1040">90.00%</td> </tr> <tr> <td data-bbox="527 1040 1050 1076">Quality of your child's teacher(s) this year</td> <td data-bbox="1050 1040 1245 1076">72.73%</td> </tr> <tr> <td data-bbox="527 1076 1050 1112">School safety</td> <td data-bbox="1050 1076 1245 1112">63.64%</td> </tr> <tr> <td data-bbox="527 1112 1050 1148">School's curriculum and instructional rigor</td> <td data-bbox="1050 1112 1245 1148">60.00%</td> </tr> <tr> <td data-bbox="527 1148 1050 1183">Variety of courses and activities offered</td> <td data-bbox="1050 1148 1245 1183">18.18%</td> </tr> <tr> <th data-bbox="527 1183 1050 1268">Categories</th> <th data-bbox="1050 1183 1245 1268">Excellent, Good, or Satisfactory</th> </tr> <tr> <td data-bbox="527 1268 1050 1333">I believe that the school's academic program is</td> <td data-bbox="1050 1268 1245 1333">90.91%</td> </tr> <tr> <th data-bbox="527 1333 1050 1430">Categories</th> <th data-bbox="1050 1333 1245 1430">Very Satisfied or Satisfied</th> </tr> <tr> <td data-bbox="527 1430 1050 1500">Would you recommend your school to a friend?</td> <td data-bbox="1050 1430 1245 1500">70.00%</td> </tr> </tbody> </table>	Categories	Very Satisfied or Satisfied	Overall school culture and environment	72.73%	Standards and expectations for student learning and behavior	90.91%	Class size	90.00%	Support and concern for my child's individual growth	100.00%	My child's academic achievement/progress	100.00%	My child's behavioral conduct/progress	100.00%	School discipline policy and procedures	100.00%	Opportunities for parent/family involvement	63.64%	Communication between school and home	72.73%	School leadership	90.00%	Quality of your child's teacher(s) this year	72.73%	School safety	63.64%	School's curriculum and instructional rigor	60.00%	Variety of courses and activities offered	18.18%	Categories	Excellent, Good, or Satisfactory	I believe that the school's academic program is	90.91%	Categories	Very Satisfied or Satisfied	Would you recommend your school to a friend?	70.00%	School-based Parent Surveys	N	<p>With three changes in the Principal this year, there were many different efforts and strategies utilized to involve parents. A plan will be developed over the summer to address a calendar of activities to engage parents in the life of the school. Workshops will be provided regarding the theme of the school, college preparatory instruction, student choices for post secondary experiences, trips to colleges to provide parents with information, guest speakers regarding post secondary opportunities and others as determined by parent survey.</p> <p>Parents were concerned about school culture and environment. Every effort will be made to engage parents in the very beginning of the year to seek out their specific concerns and to engage them in conversations regarding improvements. Parent newsletters were sent out in the later half of the year. For the upcoming year, letters will be sent before school starts, there will be orientations for new and returning students and parents, and a regular parent newsletter will be sent out each month. The principal will work with the parent organization to set up</p>
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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
				<p>a calendar of activities to bring parents and family into the school for special activities. There was a turnover of teachers this year and a major effort to recruit staff was put in place. Each new teacher was interviewed by the board's personnel committee.</p> <p>In addition, a great deal of work was focused on curriculum. In the coming year, the school will hold curriculum meetings for parents so that they have a greater understanding of both high school requirements and the curriculum for each class. Many parent raised questions about the difference between small high schools and larger ones. In particular they were concerned about afterschool clubs and activities. As the school moves into its second year, clubs, activities and enrichment activities will be offered.</p> <p>Additional staff have been hired for the next school year to support school tone, culture and discipline. Teachers who provide advisory will receive additional professional development during pre service and throughout the year to provide strategies that support student social and emotional skills.</p>

Student/Teacher Attrition Data

Section II

**Charter School Student Attrition Rates
2008-09**

	2008-09	2007-08	2006-07	2005-06
Number of students leaving for lack of transportation				
Number of students leaving for geographic reasons (e.g., out of state/district relocation)	5			
Number of students leaving for more restrictive special education setting				
Number of students leaving due to parental choice (e.g., school transfer closer to residence, local elementary school, parent convenience)	4			
Number leaving for other reasons (undetermined)	27			
Total number of students leaving.	36			
Highest Number Enrolled (July 1 – June 30)	121			
Total Percent Attrition	29.8%	n/a	n/a	n/a

**Charter School Teacher Attrition Rates
2008-09**

	2008-09	2007-08	2006-07	2005-06
Number of Classroom Teachers	7			
Number of Special Area Teachers	3			
Total Number of Teachers	10			
Total Number of Teachers Leaving	2			
Total Percent Attrition	20%	n/a	n/a	n/a

Report of Fiscal Performance

Board of Trustee Disclosure Forms

Section V

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2008-09

Name (print) Irma Zardoya

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

Charter Entity _____

Home Address 64 Mercer Avenue Hartsdale, N.Y. 10530

Business Address Retired and consulting at present

Daytime Phone 917-882-3533

E-Mail Address IZARDOYA@gmail.com

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

• vice 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

Work as a consultant for NYC Public Fund
for Education supporting the 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
<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
<p><i>none</i></p>			

Ima Zardoya
Signature

6/8/09
Date

Subscribed and sworn to before me this 8th day of Jun, 2009

Stephen Lopez
 Notary Public

STEPHEN LOPEZ
 Notary Public, State of New York
 Qual. in West. Co. No. 01LO5044460
 Commission Expires May 30, 2011

Section V

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2008-09

Name (print) Richard Izquierdo Arroyo

Name of Charter School NYC Charter H.S. for Architecture, Engineering & Construction Industries

Charter Entity _____

Home Address 694 E. 133 Street, Bronx, NY 10454

Business Address 384 E. 149 Street, Bronx, NY 10455

Daytime Phone 718 - 292-2901

E-Mail Address izquierdorichard@aol.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

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	E	

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>NO ONE</p>			

[Handwritten Signature]
 Signature

6/9/09
 Date

Subscribed and sworn to before me this 9th day of June, 2009

[Handwritten Signature]
 Notary Public
 FLORA EDWARDS
 Notary Public, State of New York
 No. 02ED5067131
 Qualified in New York County
 Commission Expires October 15, 2012

Section V

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2008-09

Name (print) Madelyn Lugo

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

Charter Entity _____

Home Address 895 Newbridge Rd 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):

Board member. Treasurer

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
	<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			


Signature

6/22/09
Date

Subscribed and sworn to before me this 22 day of June, 2009


Notary Public

MARY C. RAMIREZ
Commissioner Of Deeds
City Of New York No.:3-6602
Certificate Filed In Bronx County
Commission Expires July 10, 2010

Section V

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2008-09

Name (print) MARIA M. RAMIREZ

Name of Charter School H.S. FOR ARCH., ENGINEERING + CONST. (IND.)

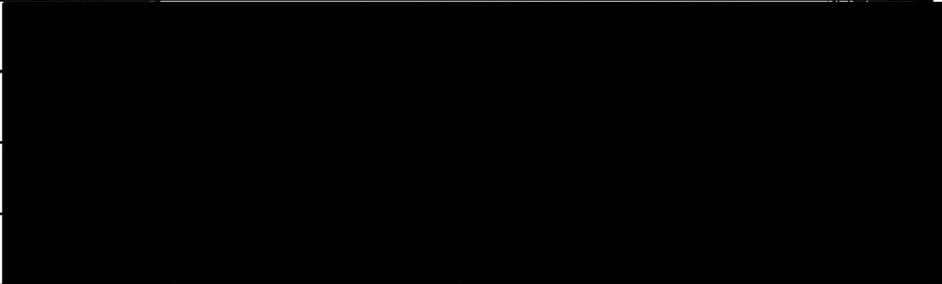
Charter Entity _____

Home Address _____

Business Address _____

Daytime Phone _____

E-Mail Address _____



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

ACADEMIC COMMITTEE
SECRETARY

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><i>NOT APPLICABLE</i></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
NOT APPLICABLE			

Maria R. Ramirez
 Signature

6-9-9
 Date

Subscribed and sworn to before me this 9th day of June, 2009

[Signature]
 Notary Public

FLORA EDWARDS
 Notary Public, State of New York
 No. 0000097131
 Qualified in New York County
 Commission Expires October 15, 2009

Section V

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2008-09

Name (print) Ramon Soriano

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

Charter Entity _____

Home Address _____
Business Address _____
Daytime Phone _____
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.

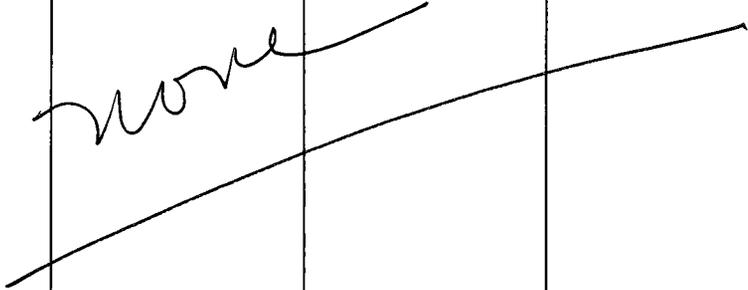
4. Is the trustee an employee or agent of the management company? ___ Yes No

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><i>none</i></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
			

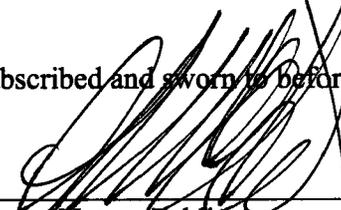


 Signature

June 9, 2009

 Date

Subscribed and sworn to before me this 9 day of JUNE 2009



 Notary Public

FLORA EDWARDS
 Notary Public, State of New York
 No. 02ED5067131
 Qualified in New York County
 Commission Expires October 15, 2010

Section V

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2008-09

Name (print) Santiago Taveras

Name of Charter School NYC Architecture, Eng. and Construc. Ind.

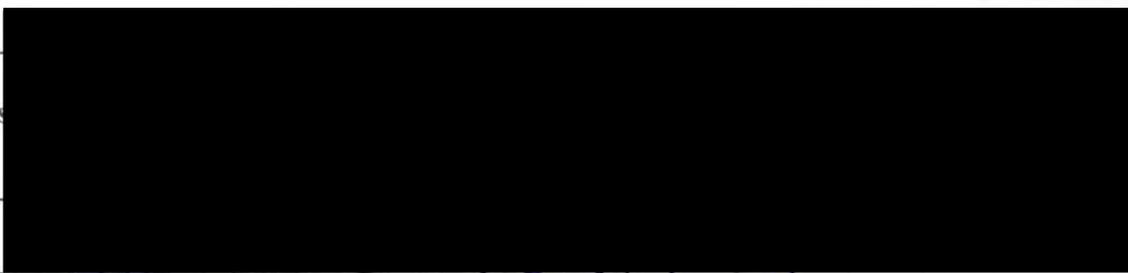
Charter Entity _____

Home Address _____

Business Address _____

Daytime Phone _____

E-Mail Address _____



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

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			

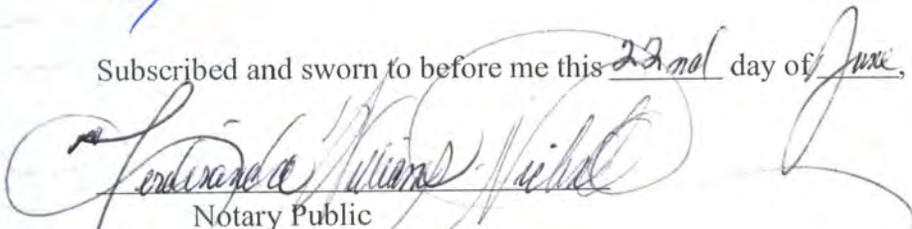


 Signature

6/22/2009

 Date

Subscribed and sworn to before me this 22nd day of June, 2009



 Notary Public

FERDINANDA WILLIAMS-NICHOLS
 Notary Public, State of New York
 No. 01W16146920
 Qualified in Kings County
 Term Expires May 30, 2010

Statement of Assurances

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, Head of Charter School

Eugene Foley 7-1-09
Signature and Date

Subscribed and sworn to before me this 1st day of July, 2009.

Michelle E. Grosvenor
Notary Public

MICHELLE E. GROSVENOR
NOTARY PUBLIC, STATE OF NEW YORK
No. 01GR6134537
QUALIFIED IN KINGS COUNTY
MY COMMISSION EXPIRES OCT. 3, 2009

Irma Zardoya
Print Name, President, Board of Trustees

Irma Zardoya 7/29/09
Signature and Date

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

Notary Public