



Entry 1 School Information and Cover Page

(New schools that were not open for instruction for the 2018-19 school year are not required to complete or submit an annual report this year).

Created: 07/16/2019 • Last updated: 08/01/2019

Please be advised that you will need to complete this cover page (including signatures) before all of the other tasks assigned to you by your authorizer are visible on your task page. While completing this cover page task, please ensure that you select the correct authorizer (**as of June 30, 2019**) or you may not be assigned the correct tasks.

BASIC INFORMATION

a. SCHOOL NAME NEW YORK CITY CHARTER HIGH SCHOOL FOR ARCHITECTURE,
(Select name from the drop down menu) ENGINEERING & CONSTRUCTION INDUSTRIES

a1. Popular School Name AEI
(Optional)

b. CHARTER AUTHORIZER (As of June 30th, 2019) NYCDOE Authorized Charter School

Please select the correct authorizer as of June 30, 2019 or you may not be assigned the correct tasks.

c. DISTRICT / CSD OF LOCATION NYC CSD 7

d. DATE OF INITIAL CHARTER 02/2008

e. DATE FIRST OPENED FOR INSTRUCTION 09/2008

f. APPROVED SCHOOL MISSION (Regents, NYCDOE, and Buffalo BOE authorized schools only)

MISSION STATEMENT

The Mission of AECl is to create an integrated rigorous academic program and career preparatory learning environment that provides students with a foundation of the necessary skills, knowledge, and practical experience to pursue a path leading to college and/or a career in the Architecture, Engineering or Construction Industries.

g. KEY DESIGN ELEMENTS (Regents, NYCDOE, and Buffalo BOE authorized schools only)

KEY DESIGN ELEMENTS (Brief heading followed by a description of each Key Design Elements (KDE). KDEs are those general aspects of the school that are innovative or unique to the school’s mission and goals, are core to the school’s overall design, and are critical to its success. The design elements may include a specific content area focus; unique student populations to be served; specific educational programs or pedagogical approaches; unique calendar, schedule, or configurations of students and staff; and/or innovative organizational structures and systems.

Variable 1	RIGOROUS INSTRUCTION This year, the school continues to expose students to rigorous college level instruction by utilizing partnerships with Syracuse University, Lehman College Now, City College Now, Bronx Community College Now and Monroe College. These partnerships allow students to take college level courses both on and off site. Students receiving a grade of C or higher receive up to three college credits. In addition, this year we offer AP Computer Science and AP Statistics.
Variable 2	COLLEGE READINESS The school has a full time college counselor who works with students to develop a college readiness culture. Through the college readiness program, students explore post secondary opportunities, visit colleges and research available scholarships and financial aid. Naviance is used to facilitate college application process. Parents are included through informational sessions and assistance with paperwork.
Variable 3	STAFF DEVELOPMENT Teacher Teams meet three times per week during the school day. During these meetings academic and social emotional concerns are addressed. Other topics have included instructional strategies, differentiation, Danielson, and discussions about inter classroom visitations. Each discipline works with an academic coach to improve pedagogical strategies. New teachers work with a coach to improve practice.
Variable 4	X PERIOD On Wednesdays & Fridays, the school has an early release time so struggling students can get extra help

	in a small group setting during X Period. Teachers log into Google Docs and input the names of students needing extra help. Students receive an email notifying them of the need to attend the session. During this time teachers provide individualized instruction for students who are struggling with content, need extra support, or need help with specific assignments and tasks.
Variable 5	CURRICULUM AND TEACHER SUPPORT Teachers receive coaching support 1 2 days per week in an ongoing basis to develop rigorous units of instruction that are aligned to both the tristate rubric and the common core standards. In addition, teacher team meetings are held 3 days per week where teachers receive professional development to improve their pedagogical skills, review lessons and unit plans and provide feedback for enhancement. Teachers support each other on the development of culminating tasks and student feedback.
Variable 6	(No response)
Variable 7	(No response)
Variable 8	(No response)
Variable 9	(No response)
Variable 10	(No response)

Need additional space for variables

No

h. SCHOOL WEB ADDRESS (URL) www.AECIcharterhs.com

i. TOTAL MAX APPROVED ENROLLMENT FOR THE 2018-19 SCHOOL YEAR (exclude Pre-K program enrollment) 450

j. TOTAL STUDENT ENROLLMENT ON JUNE 30, 2019 (exclude Pre-K program enrollment) 436

k. GRADES SERVED IN SCHOOL YEAR 2018-19 (does not include Pre-K program students)

Check all that apply

Grades Served	9, 10, 11, 12
---------------	---------------

l1. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION?

FACILITIES INFORMATION

m. FACILITIES

Will the school maintain or operate multiple sites in 2019-20?

	No, just one site.
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School Site 1 (Primary)

m1. SCHOOL SITES

Please provide information on Site 1 for the upcoming school year.

	Physical Address	Phone Number	District/CSD	Grades to be Served at Site for coming year (K 5, 6 9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 1	838 Brook Avenue Bronx, NY 10451	646 400 5566	NYC CSD 7	9 12	No

m1a. Please provide the contact information for Site 1.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Colin Healy			
Operational Leader	Hector Rodriguez			
Compliance Contact	Charles Gallo			
Complaint Contact	Charles Gallo			
DASA Coordinator	Joseph Martonyi			
Phone Contact for After Hours Emergencies	Colin Healy			

m1b. Is site 1 in public (co-located) space or in private space?

Private Space

IF LOCATED IN PRIVATE SPACE IN NYC OR IN DISTRICTS OUTSIDE NYC

m1d. Upload a current Certificate of Occupancy (COO) and the annual Fire Inspection Report for school site 1 if located in private space in NYC or located outside of NYC .

Site 1 Certificate of Occupancy (COO)

<https://nysed.cso.reports.fluidreview.com/resp/109547337/yFPTXS6fVy/>

Site 1 Fire Inspection Report

<https://nysed.cso.reports.fluidreview.com/resp/109547337/nBjtmqxAKU/>

CHARTER REVISIONS DURING THE 2018-19 SCHOOL YEAR

n1. Were there any revisions to the school’s charter during the 2018-19 school year? (Please include approved or pending material and non-material charter revisions).

No

ATTESTATION

o. Individual Primarily Responsible for Submitting the Annual Report.

Name	Colin Healy
Position	Principal
Phone/Extension	
Email	

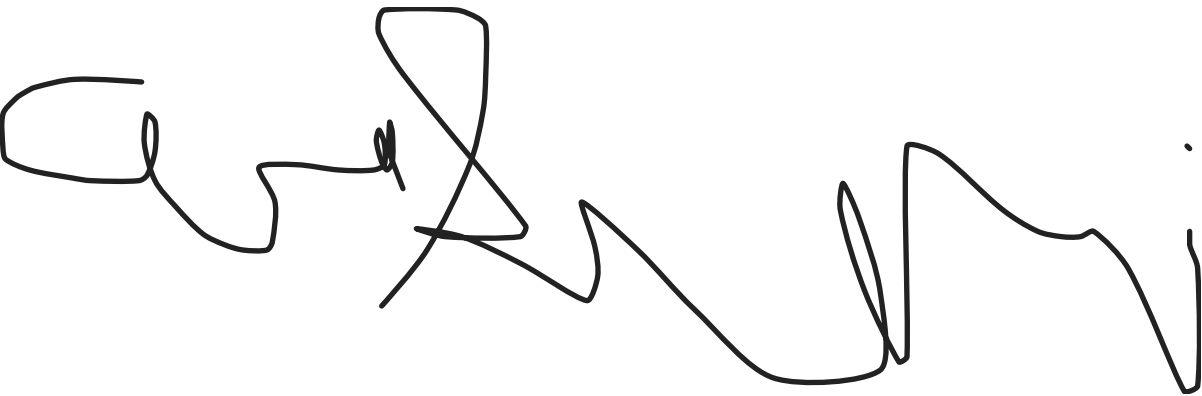
p. Our signatures (Executive Director/School Leader/Head of School and Board President) below attest that all of the information contained herein is truthful and accurate and that this charter school is in compliance with all aspects of its charter, and with all pertinent Federal, State, and local laws, 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. Check **YES** if you agree and then use the mouse on your PC or the stylist on your mobile device to sign your name).

Yes

Signature, Head of Charter School



Signature, President of the Board of Trustees

A handwritten signature in black ink, appearing to be 'John J. ...', written in a cursive style.

Date 2019/07/31

Thank you.



Entry 2 NYS School Report Card Link

Created: 07/16/2019 • Last updated: 08/01/2019

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

1. CHARTER AUTHORIZER (As of June 30th, 2019)

NYCDOE Authorized Charter School

(For technical reasons, please re select authorizer name from the drop down menu).

2. NEW YORK STATE REPORT CARD

http://aecicharterhs.org/nycdoe_school_quality_snapshot/

Provide a direct URL or web link to the most recent New York State School Report Card for the charter school (See <https://reportcards.nysed.gov/>).

(Charter schools completing year one will not yet have a School Report Card or link to one. Please type "URL is not available" in the space provided.)



Entry 3 Progress Toward Goals

Created: 10/31/2019 • Last updated: 11/01/2019

PROGRESS TOWARD CHARTER GOALS

Board of Regents authorized and NYCDOE authorized charter schools only. Complete the tables provided. List each goal and measure as contained in the school's currently approved charter, and indicate whether the school has met or not met the goal. Please provide information for all goals by November 1st.

1. ACADEMIC STUDENT PERFORMANCE GOALS

If performance data is not available by August 1st, please state this in the last column and update by November 1st.

2018-19 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal Met or Not Met	Indicate if data is not available. If/when available, Describe Efforts School Will Take If Goal Is Not Met
Academic Goal 1	Each year, 75 percent of 9–12 each cohort will pass the New York State Regents examinations in ELA.	NYS Regents Examinations in ELA	Met	<p>2014 (T) cohort (graduating class of 2018): 98.8% of all students in the cohort have taken the exam to date. 83.3% of those students tested passed.</p> <p>2015 (U) cohort (graduating class of 2019): 97% of all students in the cohort have taken the exam to date. 95% of those students tested passed.</p> <p>2016 (V) cohort (graduating class of 2020): 97% of all students in the cohort have taken the exam to date. 91.8% of those</p>

				<p>students tested passed.</p> <p>2017 (W) cohort (graduating class of 2021): 100% of all students in the cohort have taken the exam to date. 98% of those students tested passed.</p>
Academic Goal 2	Each year, 75 percent of 9-12 each cohort will pass the New York State Regents examinations in Math.	NYS Regents examinations in Math	Met	<p>2014 (T) cohort (graduating class of 2018): 100% of all students in the cohort have taken the exam to date. 92.9% of those students tested passed.</p> <p>2015 (U) cohort (graduating class of 2019): 100% of all students in the cohort have taken the exam to date. 97% of those students tested passed.</p> <p>2016 (V) cohort (graduating class of 2019): 100% of all students in the cohort have taken the exam to date. 99% of those students tested passed.</p> <p>2017 (W) cohort (graduating class of 2021): 100% of all students in the cohort have taken the exam to date. 98% of those students tested passed.</p>

				2018 (X) cohort (graduating class of 2022): 99.1% of all students in the cohort have taken the exam to date. 84% of those students tested passed.
Academic Goal 3	Through 2018 19 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.	NYS Regents examinations in ELA	Met	<p>Please see the following table for all applicable cohorts, assuming that the gap being referenced is between last year's score and 75%.</p> <p>Percentage of grade cohort performing at or above 75%</p> <p>Cohort 2017 18 (Target) 2018 19 2014 (T) 83% (75%) 83% Met 2015 (U) 81% (75%) 95% Met 2016 (V) 0% (75%) 92% Met 2017 (W) 0% (75%) 98% Met</p>
Academic Goal 4	Through 2018 19 school year, 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.	NYS Regents examinations in Math	Met	<p>Please see the following table for all applicable cohorts, assuming that the gap being referenced is between last year's score and 75%.</p> <p>Percentage of grade cohort (2016 17) performing at or above 75%</p> <p>Cohort 2017 18 (Target) 2018 19 2014 (T) 93% (75%) 93% Met 2015 (U) 95% (75%) 97% Met 2016 (V) 96% (75%) 99% Met</p>

				2017 (W) 35% (75%) 98% Met
Academic Goal 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	NYS Regents examinations in ELA		No data available. The NYC DOE has not released the 2018 19 progress reports. Analysis of this goal requires access to data contained in the progress reports.
Academic Goal 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	NYS Regents examinations in Math		No data available. The NYC DOE has not released the 2018 19 progress reports. Analysis of this goal requires access to data contained in the progress reports.
Academic Goal 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.	NYS ELA exam	Met	According to NYSED reports, the school is in good standing for ELA under the NCLB accountability system.
Academic Goal 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.	NYS Math exam	Met	According to NYSED reports, the school is in good standing for mathematics under the NCLB accountability system.
Academic Goal	Each year, the school's aggregate Performance Index on the State Science exam will meet its Annual Measurable	NYS Science exam		This measure is not applicable: the state has not set forth an Annual Measurable Objective for science

9	Objective set forth in the State's No Child Left Behind (NCLB) accountability system.			in its NCLB accountability system.
Academic Goal 10	Each year, 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.	NYS Social Studies exam		This measure is not applicable: the state has not set forth an Annual Measurable Objective for social studies in its NCLB accountability system.

2. Do have more academic goals to add? Yes

2018-19 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal Met or Not Met	If Not Met, Describe Efforts School Will Take
Academic Goal 11	Each year, at least 75% of each student cohort graduates after five years.	School's Graduation Records	Met	<p>In 2015, the school had a 88.4% graduation rate.</p> <p>In 2016, the school had a 91.3% graduation rate.</p> <p>In 2017, the school had a 96.5% graduation rate.</p> <p>In 2018, the school had a graduation rate of 94%.</p> <p>In 2019, the school had a graduation rate in 95%.</p>
				2014 cohort (Cohort T): 85% of those students taking the

Academic Goal 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).	New York State Regents' Science Exam	Met	<p>science exam passed.</p> <p>2015 cohort (Cohort U): 87% of those students taking the science exam passed</p> <p>2016 cohort (Cohort V): 92% of those students taking the science exam passed</p> <p>2017 cohort (Cohort W): 94% of those students taking the science exam passed</p> <p>2018 cohort (Cohort X): 82% of those students taking the science exam passed</p>
Academic Goal 13	Each year, seventy five percent of each student cohort will perform at or above 65 (passing grade) on the New York State Regents US History Exam	New York State Regents US History Exam	Met	<p>2014 (T) cohort (graduating class of 2018): 100% of all students in the cohort have taken the exam to date. 86% of those students tested passed.</p> <p>2015 (U) cohort (graduating class of 2019): 100% of all students in the cohort have taken the exam to date. 92% of those students tested passed.</p> <p>2016 (V) cohort (graduating class of 2019): 98% of all students in the cohort have taken the exam to date. 89% of those students tested passed.</p>

Academic Goal
14

Each year, seventy five percent of each student cohort will perform at or above 65 (passing grade) on the New York State Regents Global History Exam

New York State
Regents Global
History Exam

Not Met

2014 (T) cohort (graduating class of 2018): 100% of all students in the cohort have taken the exam to date. 88% of those students tested passed.

2015 (U) cohort (graduating class of 2019): 100% of all students in the cohort have taken the exam to date. 91% of those students tested passed.

2016 (V) cohort (graduating class of 2019): 100% of all students in the cohort have taken the exam to date. 92% of those students tested passed.

2016 (W) cohort (graduating class of 2019): 99% of all students in the cohort have taken the exam to date. 93% of those students tested passed.

The goal was partially met. Only cohort V did not meet the goal, but is only one percentage point below the stated goal of 75% of each cohort performing at or above 65% on the New York State Regents Global History Exam.

				Due to the implementation of the new Global History regents exam, a social studies coach was hired to align curriculum to the new state exam. The coach is working weekly with teachers in deploying new resources and projects that will build the skills needed by students to achieve a passing score on the new exam.
Academic Goal 15				
Academic Goal 16				
Academic Goal 17				
Academic Goal 18				
Academic Goal 19				
Academic Goal 20				

3. Do have more academic goals to add? No

4. ORGANIZATIONAL GOALS

2018-19 Progress Toward Attainment of Organizational Goals

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	Organizational Goal	Measure Used to Evaluate Progress	Goal Met or Not Met	If Not Met, Describe Efforts School Will Take
Org Goal 1	Each year, the school will have a daily student attendance rate of at least 95 percent.	Daily Attendance Records	Not Met	<p>Daily student attendance was 92.7%, 2.3 percentage points below the 95% goal in the 2018 19 school year.</p> <p>For this school year, we've implemented an Attendance Committee consisting of a social worker, school aide, four counselors and the Principal. On a daily the school aide calls home for each student that is absent. Each week, the committee meets to review progress toward meeting our attendance goal of 95%. During these meetings, we review action plans previously put in place for students with low attendance and suggest next steps for these students. We then identify students that have recently struggled with attendance in order to determine which protocols should be applied for their individual situation. Finally, monthly attendance and lateness reports are now mailed home to parents.</p> <p>In addition, we've put structures in place to</p>

				create a culture where high student attendance is rewarded. Each month, students that achieve perfect attendance are given a buffet style lunch in the gymnasium where decorations and music is played to create a celebratory atmosphere. Postcards are sent home to parents whose children have achieved perfect attendance for the month.
Org Goal 2	Each year, 95 percent of all students enrolled during the course of the year return the following September.	Student Enrollment Records	Met	Over 95.5% of all students who did not graduate in the 2017 18 school year returned in September 2018.
Org Goal 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, and the New York Open Meetings Law, the federal Individuals with Disabilities Education Act, and federal Family Educational Rights and Privacy Act.	Board Policies and Meetings	Met	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.
Org Goal 4	Each year, grades 9 12 will maintain a waiting list equal to or exceeding 10% of the school's enrollment.	School Waiting List	Met	In the 2018 19 school year, AECL's wait list was 307 students. Thus, the wait list was over 10% of the school's enrollment.
Org Goal 5	Each year, student enrollment will be within 15% of full enrollment as defined in the school's contract.	School Rosters	Met	In the 2018 19 school year, the school enrolled 436 students. The projected enrollment for this time period was 410.
Org Goal 6	Each year, parents will express satisfaction with the school's program, based on the school's Parent Survey in which at least 80% of all parents provide a positive response to each of the survey items.	NYCDOE Parent Surveys	Met	Please note, the method of analyzing results has changed since the last report. Our school had a Parental response rate of 98%, with satisfactory results ranging from 92% 100% on all questions in which parents were surveyed.
Org Goal 7				
Org Goal 8				
Org Goal 9				
Org Goal 10				
Org Goal 11				
Org Goal 12				
Org				

Goal 13				
Org Goal 14				
Org Goal 15				
Org Goal 16				
Org Goal 17				
Org Goal 18				
Org Goal 19				
Org Goal 20				

5. Do have more organizational goals to add? No

6. FINANCIAL GOALS

2018-19 Progress Toward Attainment of Financial Goals

	Financial Goals	Measure Used to Evaluate Progress	Goal Met or Not Met	If Not Met, Describe Efforts School Will Take
Financial Goal 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.	Independent Financial Audit Findings	Met	There were no major findings on the 2018 19 independent financial audit.
Financial Goal 2	Each year, the school will operate on a balanced budget and maintain a stable cash flow.	Monthly and weekly financial statements	Met	The school maintained a balanced budget and stable cash flow throughout the year and kept within the limits of the budget operating expenses throughout the school year.
Financial Goal 3				
Financial Goal 4				
Financial Goal 5				

7. Do have more financial goals to add? No

Thank you.

**NYC CHARTER HIGH SCHOOL FOR ARCHITECTURE,
ENGINEERING AND CONSTRUCTION INDUSTRIES**

BRONX, NEW YORK

AUDITED FINANCIAL STATEMENTS

**REPORT REQUIRED BY
GOVERNMENT AUDITING STANDARDS**

AND

INDEPENDENT AUDITOR'S REPORTS

JUNE 30, 2019
(With Comparative Totals for 2018)

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INDEPENDENT AUDITOR'S REPORT

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

Report on the Financial Statements

We have audited the accompanying financial statements of NYC Charter High School for Architecture, Engineering and Construction Industries, which comprise the statement of financial position as of June 30, 2019, and the related statements of activities and changes in net assets, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of NYC Charter High School for Architecture, Engineering and Construction Industries as of June 30, 2019, and the changes in its net assets, functional expenses, and its cash flows for the year then ended, in accordance with accounting principles generally accepted in the United States of America.

Report on Summarized Comparative Information

We have previously audited NYC Charter High School for Architecture, Engineering and Construction Industries' June 30, 2018 financial statements, and we expressed an unmodified opinion on those audited financial statements dated September 18, 2018. In our opinion, the summarized comparative information presented herein as of and for the year ended June 30, 2018 is consistent, in all material respects, with the audited financial statements from which it has been derived.

Other Report Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated October 8, 2019 on our consideration of NYC Charter High School for Architecture, Engineering and Construction Industries' internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering NYC Charter High School for Architecture, Engineering and Construction Industries' internal control over financial reporting and compliance.

Mengel, Metzger, Barw & Co. LLP

Rochester, New York
October 8, 2019

NYC CHARTER HIGH SCHOOL FOR ARCHITECTURE, ENGINEERING
AND CONSTRUCTION INDUSTRIES

STATEMENT OF FINANCIAL POSITION

JUNE 30, 2019
(With Comparative Totals for 2018)

<u>ASSETS</u>	June 30,	
	<u>2019</u>	<u>2018</u>
<u>CURRENT ASSETS</u>		
Cash and cash equivalents	\$ 3,425,962	\$ 3,222,259
Grants and contracts receivables	230,463	261,772
Due from related party	194,516	-
Prepaid expenses	<u>41,372</u>	<u>46,155</u>
TOTAL CURRENT ASSETS	3,892,313	3,530,186
 <u>PROPERTY AND EQUIPMENT, net</u>	 425,127	 592,216
 <u>OTHER ASSETS</u>		
Cash in escrow	76,336	75,454
Security deposits	<u>47,859</u>	<u>47,859</u>
	<u>124,195</u>	<u>123,313</u>
TOTAL ASSETS	<u>\$ 4,441,635</u>	<u>\$ 4,245,715</u>
 <u>LIABILITIES AND NET ASSETS</u>		
<u>CURRENT LIABILITIES</u>		
Accounts payable and accrued expenses	\$ 118,094	\$ 130,299
Due to related party	-	205,318
Accrued payroll and benefits	532,533	514,601
Deferred revenue	<u>27,880</u>	<u>54,395</u>
TOTAL CURRENT LIABILITIES	678,507	904,613
 <u>NET ASSETS</u>		
Without donor restrictions	<u>3,763,128</u>	<u>3,341,102</u>
TOTAL NET ASSETS	<u>3,763,128</u>	<u>3,341,102</u>
 TOTAL LIABILITIES AND NET ASSETS	 <u>\$ 4,441,635</u>	 <u>\$ 4,245,715</u>

The accompanying notes are an integral part of the financial statements.

NYC CHARTER HIGH SCHOOL FOR ARCHITECTURE, ENGINEERING
AND CONSTRUCTION INDUSTRIES

STATEMENT OF ACTIVITIES AND CHANGES IN NET ASSETS

YEAR ENDED JUNE 30, 2019
(With Comparative Totals for 2018)

	<u>Year ended June 30,</u>	
	<u>2019</u>	<u>2018</u>
Operating revenue and support:		
State and local per pupil operating revenue	\$ 7,929,248	\$ 7,233,236
Federal grants	453,847	458,573
State and local grants	28,119	54,145
Contributions	14,253	23,581
Other income	<u>45,228</u>	<u>14,846</u>
TOTAL OPERATING REVENUE AND SUPPORT	8,470,695	7,784,381
Expenses:		
Program services:		
Regular education	4,369,825	4,199,460
Special education	2,200,970	2,076,551
Management and general	<u>1,477,874</u>	<u>1,448,349</u>
TOTAL EXPENSES	<u>8,048,669</u>	<u>7,724,360</u>
SURPLUS FROM SCHOOL OPERATIONS	422,026	60,021
CAPITAL IMPROVEMENTS EXPENSE	<u>-</u>	<u>54,790</u>
CHANGE IN NET ASSETS	422,026	5,231
Net assets at beginning of year	<u>3,341,102</u>	<u>3,335,871</u>
NET ASSETS AT END OF YEAR	<u>\$ 3,763,128</u>	<u>\$ 3,341,102</u>

The accompanying notes are an integral part of the financial statements.

NYC CHARTER HIGH SCHOOL FOR ARCHITECTURE, ENGINEERING
AND CONSTRUCTION INDUSTRIES

STATEMENT OF FUNCTIONAL EXPENSES

YEAR ENDED JUNE 30, 2019
(With Comparative Totals for 2018)

		Year ended June 30,					
		2019					2018
		Program Services			Management and General	Total	Total
	No. of Positions	Regular Education	Special Education	Sub-total			
Personnel services costs:							
Administrative staff personnel	9	\$ 366,570	\$ 229,106	\$ 595,676	\$ 320,749	\$ 916,425	\$ 790,582
Instructional personnel	41	2,049,570	1,014,773	3,064,343	-	3,064,343	2,962,762
Non-Instructional Personnel	17	-	-	-	469,396	469,396	520,704
Total salaries and wages	67	2,416,140	1,243,879	3,660,019	790,145	4,450,164	4,274,048
Fringe benefits and payroll taxes		672,498	346,216	1,018,714	89,276	1,107,990	1,021,464
Retirement		68,079	35,048	103,127	9,038	112,165	96,366
Legal services		-	-	-	110,616	110,616	171,378
Accounting/Audit services		-	-	-	149,850	149,850	144,500
Other Purchased/Professional/Consulting Services		117,099	55,831	172,930	221,445	394,375	394,324
Building rent		223,980	115,310	339,290	29,734	369,024	372,339
Repairs and maintenance		119,059	61,295	180,354	15,806	196,160	132,205
Insurance		39,362	20,264	59,626	5,226	64,852	58,832
Supplies/Materials		119,428	34,643	154,071	2,082	156,153	185,035
Equipment/Furnishings		4,474	2,303	6,777	594	7,371	7,852
Staff development		124,271	44,769	169,040	6,642	175,682	131,648
Marketing/Recruitment		44,617	18,227	62,844	3,490	66,334	51,736
Technology		17,854	9,192	27,046	2,370	29,416	46,520
Student services		89,907	52,824	142,731	-	142,731	135,239
Utilities		19,978	10,285	30,263	2,653	32,916	32,173
Office expense		70,720	36,408	107,128	9,388	116,516	140,765
Depreciation and amortization		181,120	93,245	274,365	24,044	298,409	279,531
Other		41,239	21,231	62,470	5,475	67,945	48,405
		<u>\$ 4,369,825</u>	<u>\$ 2,200,970</u>	<u>\$ 6,570,795</u>	<u>\$ 1,477,874</u>	<u>\$ 8,048,669</u>	<u>\$ 7,724,360</u>

The accompanying notes are an integral part of the financial statements.

NYC CHARTER HIGH SCHOOL FOR ARCHITECTURE, ENGINEERING
AND CONSTRUCTION INDUSTRIES

STATEMENT OF CASH FLOWS

YEAR ENDED JUNE 30, 2019
(With Comparative Totals for 2018)

	Year ended June 30,	
	2019	2018
<u>CASH FLOWS - OPERATING ACTIVITIES</u>		
Change in net assets	\$ 422,026	\$ 5,231
Adjustments to reconcile change in net assets to net cash provided from operating activities:		
Depreciation and amortization	298,409	279,531
Changes in certain assets and liabilities affecting operations:		
Cash in escrow	(882)	(252)
Grants and contracts receivables	31,309	(4,065)
Prepaid expenses	4,783	(45,555)
Accounts payable and accrued expenses	(12,205)	(179,174)
Accrued payroll and benefits	17,932	(18,622)
Deferred revenue	(26,515)	32,601
NET CASH PROVIDED FROM OPERATING ACTIVITIES	734,857	69,695
<u>CASH FLOWS - INVESTING ACTIVITIES</u>		
Purchases of property and equipment	(131,320)	(377,943)
Increase in due from related party	(194,516)	-
NET CASH USED FOR INVESTING ACTIVITIES	(325,836)	(377,943)
<u>CASH FLOWS - FINANCING ACTIVITIES</u>		
(Decrease) increase in due to related party	(205,318)	205,318
NET CASH (USED FOR) PROVIDED FROM FINANCING ACTIVITIES	(205,318)	205,318
NET INCREASE (DECREASE) IN CASH AND CASH EQUIVALENTS	203,703	(102,930)
Cash and cash equivalents at beginning of year	3,222,259	3,325,189
CASH AND CASH EQUIVALENTS AT END OF YEAR	<u>\$ 3,425,962</u>	<u>\$ 3,222,259</u>
<u>NON-CASH OPERATING AND INVESTING ACTIVITY</u>		
Property and equipment additions included in accounts payable	<u>\$ -</u>	<u>\$ 11,733</u>

The accompanying notes are an integral part of the financial statements.

NYC CHARTER HIGH SCHOOL FOR ARCHITECTURE, ENGINEERING
AND CONSTRUCTION INDUSTRIES

NOTES TO FINANCIAL STATEMENTS

YEAR ENDED JUNE 30, 2019
(With Comparative Totals for 2018)

NOTE A: THE CHARTER SCHOOL AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

The Charter School

NYC Charter High School for Architecture, Engineering and Construction Industries (the “Charter School”) is an educational corporation that operates as a charter school in Bronx, New York. On February 12, 2008, the New York City Department of Education granted the Charter School a provisional charter valid for a term of five years and renewable upon expiration. The Charter School opened in September 2008, providing a full range of educational services appropriate for grade nine through grade twelve. In 2019, the New York City Department of Education granted the Charter School a five year renewal charter.

Classification of net assets

To ensure observance of limitations and restrictions placed on the use of resources available to the Charter School, the accounts of the Charter School are maintained in accordance with the principles of accounting for not-for-profit organizations. This is the procedure by which resources are classified for reporting purposes into net asset groups, established according to their nature and purpose. Accordingly, all financial transactions have been recorded and reported by net asset group.

The assets, liabilities, activities, and net assets are classified based on the existence or absence of donor or grantor-imposed restrictions. Accordingly, net assets and changes therein are classified and reported as follows:

Net Assets Without Donor Restrictions

Net assets available for use in general operations and not subject to donor (or certain grantor) restrictions. The Board of Trustees has discretionary control to use these in carrying on operations in accordance with the guidelines established by the Charter School.

Net Assets With Donor Restrictions

Net assets subject to donor (or certain grantor) imposed restrictions. Some donor-imposed restrictions are temporary in nature, such as those that will be met by the passage of time or other events specified by the donor. Other donor-imposed restrictions are perpetual in nature, where the donor stipulates that resources be maintained in perpetuity. Donor-imposed restrictions are released when a restriction expires, that is, when the stipulated time has elapsed, when the stipulated purpose for which the resource was restricted has been fulfilled, or both. The Charter School had no net assets with donor restrictions at June 30, 2019 or 2018.

Revenue and support recognition

Revenue from state and local governments resulting from the Charter School’s charter status and based on the number of students enrolled is recorded when services are performed in accordance with the charter agreement.

Revenue from federal, state and local government grants and contracts are recorded by the Charter School when qualifying expenditures are incurred and billable or the requirements of the grant are met.

Contributions are recognized as revenue in the year the pledge is received and documented.

NYC CHARTER HIGH SCHOOL FOR ARCHITECTURE, ENGINEERING
AND CONSTRUCTION INDUSTRIES

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2019

(With Comparative Totals for 2018)

NOTE A: THE CHARTER SCHOOL AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES,
Cont'd

Contributions

Contributions, including unconditional promises to give, are recognized as revenue in the period received. All donor-restricted contributions are reported as increases in net assets with donor restrictions depending on the nature of the restrictions. When a restriction expires, net assets with donor restrictions are reclassified to net assets without donor restrictions and reported in the statement of activities and changes in net assets as net assets released from restriction.

Cash and cash equivalents

Cash balances are maintained at financial institutions located in New York and are insured by the Federal Deposit Insurance Corporation up to \$250,000 at each institution. In the normal course of business, the cash account balances at any given time may exceed insured limits. However, the Charter School has not experienced any losses in such accounts and does not believe it is exposed to significant risk in cash.

Cash in escrow

The Charter School maintains cash in an escrow account in accordance with the terms of its charter agreement. The amount in escrow was \$76,336 and 75,454 at June 30, 2019 and 2018, respectively. The agreement requires \$25,000 be placed in escrow each of the first three years of operations and a balance of \$75,000 be maintained to fund any audit and legal expenses incurred should the Charter School cease operations and dissolve.

Grants and contracts receivables

Grants and contracts receivables are stated at the amount management expects to collect from outstanding balances. Management provides for probable uncollectible amounts based on its assessment of the current status of individual receivables from grants, agencies and others. Balances that are still outstanding after management has used reasonable collection efforts are written off against the allowance for doubtful accounts. There was no allowance for doubtful accounts at June 30, 2019 and 2018.

Property and equipment

Property and equipment are recorded at cost. Depreciation and amortization are computed using the straight-line method on a basis considered adequate to depreciate the assets over their estimated useful lives, which range from three to seven years. Leasehold improvements are being amortized over the term of the lease.

Deferred revenue

The Charter School records grant revenue as deferred revenue until it is expended for the purpose of the grant, at which time it is recognized as revenue. As of June 30, 2018 deferred revenue includes \$21,719 related to the over allocation of 2017-18 Title II, Part A funds. This over allocation is expected to be corrected over the next five years by future allocations being reduced by \$4,344 each year. As of June 30, 2019, deferred revenue included \$17,375 related to the over allocation of 2017-18 Title II, Part A funds.

NYC CHARTER HIGH SCHOOL FOR ARCHITECTURE, ENGINEERING
AND CONSTRUCTION INDUSTRIES

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2019

(With Comparative Totals for 2018)

NOTE A: THE CHARTER SCHOOL AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES,
Cont'd

Contributed services

The Charter School receives contributed services from volunteers to develop its academic program and to serve on the Board of Trustees. These services are not valued in the financial statements.

Tax exempt status

The Charter School is a tax-exempt organization under section 501(c)(3) of the Internal Revenue Code and applicable state regulations and, accordingly, is exempt from federal and state taxes on income.

The Charter School files Form 990 tax returns in the U.S. federal jurisdiction. The tax returns for the years ended June 30, 2016 through June 30, 2019 are still subject to potential audit by the IRS. Management of the Charter School believes it has no material uncertain tax positions and, accordingly it will not recognize any liability for unrecognized tax benefits.

Marketing costs

The Charter School expenses marketing costs as they are incurred. Total marketing and recruiting costs approximated \$66,300 and \$51,700 for the years ended June 30, 2019 and 2018, respectively.

In-kind contributions

Gifts and donations other than cash are recorded at fair market value at the date of contribution. There were no in-kind contributions received during the years ended June 30, 2019 and 2018.

Use of estimates in the preparation of financial statements

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenue and expenses during the reporting period. Actual results could differ from those estimates.

Comparatives for year ended June 30, 2018

The financial statements include certain prior year summarized comparative information in total but not by net asset class or functional classification. Such information does not include sufficient detail to constitute a presentation in conformity with accounting principles generally accepted in the United States of America. Accordingly, such information should be read in conjunction with the Charter School's financial statements for the year ended June 30, 2018, from which the summarized information was derived.

Reclassifications

Certain prior year amounts have been reclassified to conform with the current year presentation.

NYC CHARTER HIGH SCHOOL FOR ARCHITECTURE, ENGINEERING
AND CONSTRUCTION INDUSTRIES

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2019

(With Comparative Totals for 2018)

NOTE A: THE CHARTER SCHOOL AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES,
Cont'd

Change in accounting principle

During August 2016 FASB issued Accounting Standards Update No. 2016-14 “*Not-for-Profit Entities (Topic 958) Presentation of Financial Statements of Not-for-Profit Entities*”. The main provisions of ASU 2016-14 require a Not-For-Profit (NFP) to:

- 1) Present on the face of the statement of financial position amounts for two classes of net assets at the end of the period, rather than three classes. That is, an NFP will report amounts for *net assets with donor restrictions* and *net assets without donor restrictions*, as well as the currently required amount for total net assets.
- 2) Present on the face of the statement of activities the amount of the change in each of the two classes of net assets (noted in item 1) rather than that of the required three classes as in prior years. An NFP would continue to report the currently required amount of the change in total net assets for the period.
- 3) Continue to present on the face of the statement of cash flows the net amount for operating cash flows using either the direct or indirect method of reporting but no longer require the presentation or disclosure of the indirect method (reconciliation) if using the direct method.
- 4) Provide enhanced disclosures about:
 - a) Composition of net assets with donor restrictions at the end of the period and how the restrictions affect the use of resources.
 - b) Qualitative information that communicates how a NFP manages its liquid resources available to meet cash needs for general expenditures within one year of the statement of financial position date.
 - c) Quantitative information, and additional qualitative information, that communicates the availability of an NFP’s financial assets at the statement of financial position date to meet cash needs for general expenditures within one year of the statement of financial position date. Availability of a financial asset may be affected by (1) its nature, (2) external limits imposed by donors, grantors, laws, and contracts with others, and (3) internal limits imposed by Board of Trustee decisions.
 - d) Amounts of expenses by both their natural classification and their functional classification. That analysis of expenses is to be provided in one location.
 - e) Method(s) used to allocate costs among program and support functions.

ASU 2016-14 is effective for financial statements beginning after December 15, 2017 and was applied retrospectively except for disclosures regarding liquidity and availability of resources, which are presented only for the current year. There was no effect on total assets or changes in net assets. The Charter School has adopted the amendments effective July 1, 2018.

NYC CHARTER HIGH SCHOOL FOR ARCHITECTURE, ENGINEERING
AND CONSTRUCTION INDUSTRIES

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2019

(With Comparative Totals for 2018)

NOTE A: THE CHARTER SCHOOL AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES,
Cont'd

New accounting pronouncements

Revenue from contracts with customers

In May 2014, the Financial Accounting Standards Board ("FASB") issued a new standard related to revenue recognition. Under the standard, revenue is recognized when a customer obtains control of promised goods or services in an amount that reflects the consideration the entity expects to receive in exchange for those goods or services. For nonpublic entities, the guidance in this new standard is effective for annual reporting periods beginning after December 15, 2018, and interim reporting periods within annual reporting periods beginning after December 15, 2019. The Charter School is currently evaluating the provisions of this standard to determine the impact the new standard will have on the Charter School's financial position or results of operations.

Leases

In February 2016, the FASB issued a new standard related to leases to increase transparency and comparability among entities by requiring the recognition of right-of-use ("ROU") assets and lease liabilities on the statement of financial position. Most prominent among the changes in the standard is the recognition of ROU assets and lease liabilities by lessees for those leases classified as operating leases under current U.S. GAAP. For nonpublic entities, the guidance in this new standard is effective for fiscal years beginning after December 15, 2019, and interim periods within fiscal years beginning after December 15, 2020. There has been an exposure draft proposed that would delay this ASU from the initial timetable and, if passed, will take effect for fiscal years beginning after December 15, 2020, and for interim periods within fiscal years beginning after December 15, 2021. The Charter School is currently evaluating the provisions of this standard to determine the impact the new standard will have on the Charter School's financial position or results of operations.

Subsequent events

The Charter School has conducted an evaluation of potential subsequent events occurring after the statement of financial position date through October 8, 2019, which is the date the financial statements are available to be issued. No subsequent events requiring disclosure were noted.

NYC CHARTER HIGH SCHOOL FOR ARCHITECTURE, ENGINEERING
AND CONSTRUCTION INDUSTRIES

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2019

(With Comparative Totals for 2018)

NOTE B: LIQUIDITY AND AVAILABILITY

The Charter School regularly monitors liquidity required to meet its operating needs and other contractual commitments. The Charter School's main source of liquidity is its cash and cash equivalents accounts.

For purposes of analyzing resources available to meet general expenditures over a 12-month period, the Charter School considers all expenditures related to its ongoing activities of teaching, and public service as well as the conduct of services undertaken to support those activities to be general expenditures.

In addition to financial assets available to meet general expenditures over the next 12 months, the Charter School operates with a surplus budget and anticipates collecting sufficient revenue to cover general expenditures not covered by donor-restricted resources. Refer to the statement of cash flows which identifies the sources and uses of the Charter School's cash and cash equivalents and shows positive cash generated by operations for fiscal year 2019.

Financial assets available for general expenditure, that is, without donor or other restrictions limiting their use, within one year of the statement of financial position date, comprise the following at June 30, 2019:

	<u>Amount</u>
Cash and cash equivalents	\$ 3,425,962
Grants and contracts receivables	<u>230,463</u>
Total financial assets available to management for general expenditures within one year	<u>\$ 3,656,425</u>

NOTE C: PROPERTY AND EQUIPMENT

Property and equipment consist of the following:

	<u>June 30,</u>	
	<u>2019</u>	<u>2018</u>
Equipment, furniture and fixtures	\$ 1,629,302	\$ 1,525,362
Leasehold improvements	<u>977,159</u>	<u>949,779</u>
	2,606,461	2,475,141
Less accumulated depreciation	<u>2,181,334</u>	<u>1,882,925</u>
	<u>\$ 425,127</u>	<u>\$ 592,216</u>

NYC CHARTER HIGH SCHOOL FOR ARCHITECTURE, ENGINEERING
AND CONSTRUCTION INDUSTRIES

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2019
(With Comparative Totals for 2018)

NOTE D: SCHOOL FACILITY

The Charter School leases its facilities from a third party through June 30, 2019 with the option to renew through June 30, 2020 under the same conditions. Rent expense incurred under this lease for the years ended June 30, 2019 and 2018 was approximately \$395,000 and 394,000, respectively.

The future minimum payments required under the agreements are approximately as follows:

<u>Year ending June 30,</u>	<u>Amount</u>
2020	<u>\$ 395,000</u>

In conjunction with this facility lease, the Charter School paid a security deposit of \$47,859 which is included in security deposits on the accompanying statement of financial position at June 30, 2019 and 2018.

NOTE E: CONTINGENCY

Certain grants and contracts may be subject to audit by funding sources. Such audits might result in disallowance of costs submitted for reimbursement by the Charter School. Management is of the opinion that such disallowances, if any, will not have a material effect on the accompanying financial statements. Accordingly, no amounts have been provided in the accompanying financial statements for such potential claims.

NOTE F: CONCENTRATIONS

At June 30, 2019 and 2018, approximately 5% and 58% of grants and contracts receivables are due from New York State agencies relating to certain grants, respectively. At June 30, 2019, 95% of grants and contracts receivables are due from federal agencies related to certain grant programs.

For the years ended June 30, 2019 and 2018, approximately 94% and 93% of total operating revenue and support came from per-pupil funding provided by New York State through the New York City School District, respectively. The per-pupil rate is set annually by the State based on the school district in which the Charter School's students are located.

NOTE G: RETIREMENT PLAN

The Charter School sponsors a 401(k) retirement plan (the "Plan") for its employees. All employees are immediately eligible to participate in the Plan. Employees can make pretax contributions up to a maximum of 100% of their annual compensation to the Plan, subject to IRS restrictions. The Charter School matches the employee contribution 100% up to 4% of the employee's annual compensation. The Charter School contributed approximately \$112,000 and \$96,000 to the Plan for the years ended June 30, 2019 and 2018, respectively.

NYC CHARTER HIGH SCHOOL FOR ARCHITECTURE, ENGINEERING
AND CONSTRUCTION INDUSTRIES

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2019

(With Comparative Totals for 2018)

NOTE H: OPERATING LEASE

The Charter School entered into non-cancelable lease agreements for office equipment expiring at various dates through March 2023. The future minimum payments on these agreements are approximately as follows:

<u>Year ending June 30,</u>	<u>Amount</u>
2020	\$ 66,100
2021	27,600
2022	27,600
2023	20,700
	<u>\$ 142,000</u>

NOTE I: CAPITAL IMPROVEMENTS EXPENSE

On June 23, 2008, the School entered into an occupancy lease agreement with 140 Corp. The lease had a term of thirty years, commencing on July 1, 2008 and ending July 1, 2038, with an initial rent of \$385,000 to be increased by 4% annually. The School no longer occupied the space, and therefore, has assigned the lease to another charter school effective June 2015. In order to have release of the lease, the School has agreed to share in administrative and capital improvement expenses for the re-assignment. The agreement to underwrite 50% of the cost of repair to the facility at a cost of \$637,500 was made in exchange for the release from lease obligations of \$806,602 (on average) per year, totaling \$18,551,857 over the term of the lease. For the year ended June 30, 2018, the School incurred \$54,790 in administrative and capital improvement expenses for the re-assignment. There were no capital improvement expenses for the year ended June 30, 2019. As of June 30, 2019, the remaining commitment under the assignment agreement is approximately \$110,500.

NOTE J: RELATED PARTY TRANSACTIONS

The Charter School received a grant to pay for expenses to complete school replication for NYC Charter High School for Architecture, Engineering, and Construction Industries, II ("AECI II"). Further, the Charter School received funding which was paid to AECI II or on behalf of AECI II to fund startup expenses and was included in due to related party at June 30, 2018 in the amount of \$205,318. During 2019, the Charter School paid additional startup expenses on behalf of AECI II and at June 30, 2019, there was an amount due to the Charter School from AECI II in the amount of \$194,516 which is included on the statement of financial position as due from related party.

NOTE K: FUNCTIONAL EXPENSES

The financial statements report certain categories of expenses that are attributed to more than one program or supporting function. Therefore, expenses require allocation on a reasonable basis that is consistently applied. All expenses that are allocated to more than one program or supporting function are allocated on the basis of estimates of time and effort.

**NYC CHARTER HIGH SCHOOL FOR ARCHITECTURE, ENGINEERING
AND CONSTRUCTION INDUSTRIES**

REPORT REQUIRED BY GOVERNMENT AUDITING STANDARDS

INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND
ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS
PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

Board of Trustees

NYC Charter High School for Architecture, Engineering and Construction Industries

We have audited, in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of NYC Charter High School for Architecture, Engineering and Construction Industries, which comprise the statement of financial position as of June 30, 2019 and the related statements of activities and changes in net assets, functional expenses and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated October 8, 2019.

Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered NYC Charter High School for Architecture, Engineering and Construction Industries' internal control over financial reporting (internal control) to determine the audit procedures for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of NYC Charter High School for Architecture, Engineering and Construction Industries' internal control. Accordingly, we do not express an opinion on the effectiveness of NYC Charter High School for Architecture, Engineering and Construction Industries' internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over financial reporting was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over financial reporting that might be material weaknesses or significant deficiencies and therefore, material weaknesses or significant deficiencies may exist that were not identified. Given these limitations, during our audit we did not identify any deficiencies in internal control over financial reporting that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether NYC Charter High School for Architecture, Engineering and Construction Industries financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of This Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Mengel, Metzger, Barw & Co. LLP

Rochester, New York
October 8, 2019

**NYC CHARTER HIGH SCHOOL FOR ARCHITECTURE,
ENGINEERING AND CONSTRUCTION INDUSTRIES**

REPORT TO THE FINANCE COMMITTEE

JUNE 30, 2019

October 8, 2019

Finance Committee
NYC Charter High School for Architecture, Engineering

We have audited the financial statements of NYC Charter High School for Architecture, Engineering and Construction Industries as of and for the year then ended June 30, 2019, and have issued our report thereon dated October 8, 2019. Professional standards require that we advise you of the following matters relating to our audit.

Our Responsibility in Relation to the Financial Statement Audit

As communicated in our engagement letter dated May 15, 2019, our responsibility, as described by professional standards, is to form and express an opinion about whether the financial statements that have been prepared by management with your oversight are presented fairly, in all material respects, in conformity with accounting principles generally accepted in the United States of America. Our audit of the financial statements does not relieve you or management of its respective responsibilities.

Our responsibility, as prescribed by professional standards, is to plan and perform our audit to obtain reasonable, rather than absolute, assurance about whether the financial statements are free of material misstatement. An audit of financial statements includes consideration of internal control over financial reporting as a basis for designing audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Charter School's internal control over financial reporting. Accordingly, as part of our audit, we considered the internal control of NYC Charter High School for Architecture, Engineering and Construction Industries solely for the purpose of determining our audit procedures and not to provide any assurance concerning such internal control.

We are also responsible for communicating significant matters related to the audit that are, in our professional judgment, relevant to your responsibilities in overseeing the financial reporting process. However, we are not required to design procedures for the purpose of identifying other matters to communicate to you.

Planned Scope and Timing of the Audit

We conducted our audit consistent with the planned scope and timing we previously communicated to management.

Compliance with All Ethics Requirements Regarding Independence

The engagement team, others in our firm, as appropriate, and our firm have complied with all relevant ethical requirements regarding independence.

Qualitative Aspects of the Entity's Significant Accounting Practices

Significant Accounting Policies

Management has the responsibility to select and use appropriate accounting policies. A summary of the significant accounting policies adopted by NYC Charter High School for Architecture, Engineering and Construction Industries is included in Note A to the financial statements. As disclosed in Note A to the financial statements, during the year, the Charter School adopted Financial Accounting Standards Board Accounting Standards update (ASU) 2016-14, *Presentation of Financial Statements of Not-for-Profit Entities*. No matters have come to our attention that would require us, under professional standards, to inform you about (1) the methods used to account for significant unusual transactions and (2) the effect of significant accounting policies in controversial or emerging areas for which there is a lack of authoritative guidance or consensus.

Significant Accounting Estimates

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's current judgments. Those judgments are normally based on knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ markedly from management's current judgments.

The most sensitive accounting estimates affecting the financial statements are the allocations of costs for the statement of functional expenses and the collectability of grants receivable. We evaluated the key factors and assumptions used to develop the estimates and determined that they are reasonable in relation to the basic financial statements taken as a whole.

Financial Statement Disclosures

Certain financial statement disclosures involve significant judgment and are particularly sensitive because of their significance to financial statement users. The most sensitive disclosures affecting NYC Charter High School for Architecture, Engineering and Construction Industries financial statements relate to revenue and support recognition, which is referred to in the notes of the financial statements.

Significant Difficulties Encountered during the Audit

We encountered no significant difficulties in dealing with management relating to the performance of the audit.

Uncorrected and Corrected Misstatements

For purposes of this communication, professional standards require us to accumulate all known and likely misstatements identified during the audit, other than those that we believe are trivial, and communicate them to the appropriate level of management. Further, professional standards require us to also communicate the effect of uncorrected misstatements related to prior periods on the relevant classes of transactions, account balances or disclosures, and the financial statements as a whole. We are pleased to inform you no such misstatements were noted.

Disagreements with Management

For purposes of this letter, professional standards define a disagreement with management as a matter, whether or not resolved to our satisfaction, concerning a financial accounting, reporting, or auditing matter, which could be significant to NYC Charter High School for Architecture, Engineering and Construction Industries' financial statements or the auditor's report. We are pleased to report no such disagreements arose during the course of the audit.

Representations Requested from Management

We have requested certain written representations from management, which are included in the management representation letter.

Management's Consultations with Other Accountants

In some cases, management may decide to consult with other accountants about auditing and accounting matters. Management informed us that, and to our knowledge, there were no consultations with other accountants regarding auditing and accounting matters.

Other Significant Matters, Findings or Issues

In the normal course of our professional association with NYC Charter High School for Architecture, Engineering and Construction Industries, we generally discuss a variety of matters, including the application of accounting principles and auditing standards, business conditions affecting the entity, and business plans and strategies that may affect the risks of material misstatement. None of the matters discussed resulted in a condition to our retention as NYC Charter High School for Architecture, Engineering and Construction Industries' auditors.

Internal Control Matters

We did not identify any deficiencies in internal control that we considered to be material weaknesses.

* * * * *

Should you desire further information concerning these matters, Ray Jacobi or Kate Welc will be happy to meet with you at your convenience.

This report is intended solely for the information and use of the Board of Trustees, Finance Committee and management of NYC Charter High School for Architecture, Engineering and is not intended to be and should not be used by anyone other than these specified parties.

Very truly yours,

Mengel, Metzger, Barr & Co. LLP

MENGEL, METZGER, BARR & CO. LLP



Entry 5c Additional Financial Docs

Last updated: 10/31/2019

The additional items listed below should be uploaded if applicable. Please explain the reason(s) if the items are not included. Examples might include: a written management letter was not issued; the school did not expend federal funds in excess of the Single Audit Threshold of \$750,000; the corrective action plan will be submitted by the following date (should be no later than 30 days from the submission of the report); etc.

Section Heading

1. Management Letter

(No response)

Explanation for not uploading the Management Letter. Not applicable

2. Form 990

(No response)

Explanation for not uploading the Form 990. Not applicable

3. Federal Single Audit

Note: A copy of the Federal Single Audit must be filed with the Federal Audit Clearinghouse. Please refer to OMB Uniform Guidelines for the federal filing requirements.

(No response)

Explanation for not uploading the Federal Single Audit. Not applicable

4. CSP Agreed Upon Procedure Report

(No response)

Explanation for not uploading the procedure report. Not applicable

5. Evidence of Required Escrow Account

Note: For BOR schools chartered or renewed after the 2017-2018 school year, the escrow account per school is \$100,000.

(No response)

Explanation for not uploading the Escrow evidence. Not applicable

6. Corrective Action Plan

A **Corrective Action Plan** for Audit Findings and Management Letter Recommendations, which must include:

- a. The person responsible
- b. The date action was taken, or will be taken
- c. Description of the action taken
- d. Evidence of implementation (if available)

(No response)

Explanation for not uploading the Corrective Action Plan. Not applicable



Entry 5d Financial Services Contact Information

Last updated: 10/31/2019

Regents, NYCDOE and Buffalo BOE authorized schools should enter the financial contact information requested and upload the independent auditor's report and internal controls reports as one combined file.

NEW YORK CITY CHARTER HIGH SCHOOL FOR ARCHITECTURE, ENGINEERING & CONSTRUCTION INDUSTRIESSection Heading

1. School Based Fiscal Contact Information

	School Based Fiscal Contact Name	School Based Fiscal Contact Email	School Based Fiscal Contact Phone
	Josh Moreau		

2. Audit Firm Contact Information

	School Audit Contact Name	School Audit Contact Email	School Audit Contact Phone	Years Working With This Audit Firm
	Mengel, Metzger, Barr & Co. LLP			2

3. If applicable, please provide contact information for the school's outsourced financial services firm.

	Firm Name	Contact Person	Mailing Address	Email	Phone	Years with Firm

New York State Education Department

Request for Proposals to Establish Charter Schools Authorized by the Board of Regents

2018-19 Budget & Cash Flow Template

General Instructions and Notes for New Application Budgets and Cash Flows Templates

1	Complete ALL SIX columns in BLUE
2	Enter information into the GRAY cells
3	Cells containing RED triangles in the upper right corner in columns B through G contain guidance on that particular item
4	School district per-pupil tuition information is located on the State Aid website at https://stateaid.nysed.gov/charter/ . Rows may be inserted in the worksheet to accomodate additional districts if necessary.
5	The Assumptions column should be completed for all revenue and expense items unless the item is self-explanatory. Where applicable, please reference the page number or section in the application narrative that indicates the assumption being made. For instance, student enrollment would reference the applicable page number in Section I, C of the application narrative.

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

PROJECTED BUDGET FOR 2019-2020							Assumptions
July 1, 2019 to June 30, 2020							DESCRIPTION OF ASSUMPTIONS - Please note assumptions when applicable
Please Note: The student enrollment data is entered below in the Enrollment Section beginning in row 155. This will populate the data in row 10.							
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
Total Revenue	7,261,461	1,185,392	-	5,102	42,814	8,494,769	
Total Expenses	5,082,105	1,370,445	-	-	1,816,454	8,269,004	
Net Income	2,179,356	(185,053)	-	5,102	(1,773,640)	225,765	
Actual Student Enrollment	360	63				-	
Total Paid Student Enrollment	360	63				423	
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
REVENUE							
REVENUES FROM STATE SOURCES							
Per Pupil Revenue							
NYC	CY Per Pupil Rate \$16,154.00	6,788,719	-	-	-	6,788,719	
Mount Vernon	\$19,574.50	39,149	-	-	-	39,149	
Yonkers	\$16,471.00	16,471	-	-	-	16,471	
School District 4 (Enter Name)		-	-	-	-	-	
School District 5 (Enter Name)		-	-	-	-	-	
		6,844,339	-	-	-	6,844,339	
Special Education Revenue		-	1,022,829	-	-	1,022,829	
Grants							
Stimulus		68,888	12,220	-	-	81,108	
Other		-	-	-	-	-	
Other State Revenue		-	-	-	-	-	
TOTAL REVENUE FROM STATE SOURCES		6,913,227	1,035,049	-	-	7,948,276	
REVENUE FROM FEDERAL FUNDING							
IDEA Special Needs		-	88,569	-	-	88,569	
Title I		251,540	44,621	-	-	296,161	
Title Funding - Other		53,883	9,559	-	-	63,442	
School Food Service (Free Lunch)		-	-	-	-	-	
Grants							
Charter School Program (CSP) Planning & Implementation		-	-	-	-	-	
Other		-	-	-	-	-	
Other Federal Revenue		-	-	-	-	-	
TOTAL REVENUE FROM FEDERAL SOURCES		305,423	142,749	-	-	448,172	
LOCAL and OTHER REVENUE							
Contributions and Donations, Fundraising		-	-	5,102	-	5,102	
Erate Reimbursement		12,585	2,232	-	-	14,817	
Interest Income, Earnings on Investments,		-	-	-	42,814	42,814	
NYC-DYCD (Department of Youth and Community Developmt.)		-	-	-	-	-	
Food Service (Income from meals)		-	-	-	-	-	
Text Book		30,226	5,362	-	-	35,588	
Other Local Revenue		-	-	-	-	-	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		42,811	7,594	-	5,102	98,321	
TOTAL REVENUE		7,261,461	1,185,392	-	5,102	8,494,769	
EXPENSES							List exact titles and staff FTE"s (Full time equiivalent)
ADMINISTRATIVE STAFF PERSONNEL COSTS	No. of Positions						
Executive Management	-	-	-	-	-	-	
Instructional Management	3.00	56,225	56,225	-	337,349	449,798	
Deans, Directors & Coordinators	4.00	46,270	46,270	-	277,619	370,158	
CFO / Director of Finance	-	-	-	-	-	-	
Operation / Business Manager	1.00	8,754	8,754	-	67,526	85,035	
Administrative Staff	3.00	-	-	-	135,519	135,519	
TOTAL ADMINISTRATIVE STAFF	11	111,249	111,249	-	818,012	1,040,510	
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	30.00	1,836,528	325,787	-	-	2,162,315	
Teachers - SPED	4.00	-	305,293	-	-	305,293	
Substitute Teachers	1.00	30,618	5,432	-	-	36,050	
Teaching Assistants	-	-	-	-	-	-	
Specialty Teachers	-	-	-	-	-	-	
Aides	2.00	-	-	-	72,136	72,136	

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

PROJECTED BUDGET FOR 2019-2020								Assumptions
July 1, 2019 to June 30, 2020								DESCRIPTION OF ASSUMPTIONS - Please note assumptions when applicable
Please Note: The student enrollment data is entered below in the Enrollment Section beginning in row 155. This will populate the data in row 10.								
		REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
Total Revenue		7,261,461	1,185,392	-	5,102	42,814	8,494,769	
Total Expenses		5,082,105	1,370,445	-	-	1,816,454	8,269,004	
Net Income		2,179,356	(185,053)	-	5,102	(1,773,640)	225,765	
Actual Student Enrollment		360	63				-	
Total Paid Student Enrollment		360	63				423	
PROGRAM SERVICES								
		REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
Therapists & Counselors	6.00	384,595	68,224	-	-	-	452,819	
Other	-	192,272	34,108	-	-	59,500	285,880	
TOTAL INSTRUCTIONAL	43	2,444,013	738,844	-	-	131,636	3,314,493	
NON-INSTRUCTIONAL PERSONNEL COSTS								
Nurse	-	-	-	-	-	-	-	
Librarian	-	-	-	-	-	-	-	
Custodian	1.00	-	-	-	-	34,278	34,278	
Security	7.00	-	-	-	-	229,299	229,299	
Other	-	-	-	-	-	-	-	
TOTAL NON-INSTRUCTIONAL	8	-	-	-	-	263,577	263,577	
SUBTOTAL PERSONNEL SERVICE COSTS	62	2,555,262	850,093	-	-	1,213,225	4,618,580	
PAYROLL TAXES AND BENEFITS								
Payroll Taxes		241,963	81,677	-	-	110,506	434,146	
Fringe / Employee Benefits		661,225	117,297	-	-	-	778,522	
Retirement / Pension		108,598	19,265	-	-	-	127,863	
TOTAL PAYROLL TAXES AND BENEFITS		1,011,786	218,239	-	-	110,506	1,340,531	
TOTAL PERSONNEL SERVICE COSTS		3,567,048	1,068,332	-	-	1,323,731	5,959,111	
CONTRACTED SERVICES								
Accounting / Audit		-	-	-	-	151,250	151,250	
Legal		-	-	-	-	76,500	76,500	
Management Company Fee		-	-	-	-	-	-	
Nurse Services		-	-	-	-	-	-	
Food Service / School Lunch		-	-	-	-	-	-	
Payroll Services		-	-	-	-	12,016	12,016	
Special Ed Services		-	33,354	-	-	-	33,354	
Titlement Services (i.e. Title I)		-	-	-	-	-	-	
Other Purchased / Professional / Consulting		162,493	28,826	-	-	-	191,319	
TOTAL CONTRACTED SERVICES		162,493	62,180	-	-	239,766	464,439	
SCHOOL OPERATIONS								
Board Expenses		-	-	-	-	4,162	4,162	
Classroom / Teaching Supplies & Materials		84,467	14,983	-	-	-	99,450	
Special Ed Supplies & Materials		-	-	-	-	-	-	
Textbooks / Workbooks		51,884	9,204	-	-	-	61,088	
Supplies & Materials other		-	-	-	-	-	-	
Equipment / Furniture		50,388	8,938	-	-	-	59,326	
Telephone		-	-	-	-	-	-	
Technology		56,922	10,097	-	-	-	67,019	
Student Testing & Assessment		5,302	940	-	-	-	6,242	
Field Trips		22,091	3,919	-	-	-	26,010	
Transportation (student)		12,995	2,305	-	-	-	15,300	
Student Services - other		99,051	17,570	-	-	-	116,621	
Office Expense		54,317	9,637	-	-	-	63,954	
Staff Development		135,826	24,095	-	-	-	159,921	
Staff Recruitment		27,722	4,918	-	-	-	32,640	
Student Recruitment / Marketing		19,059	3,381	-	-	-	22,440	
School Meals / Lunch		34,463	6,113	-	-	-	40,576	
Travel (Staff)		-	-	-	-	-	-	
Fundraising		-	-	-	-	-	-	
Other		-	-	-	-	-	-	
TOTAL SCHOOL OPERATIONS		654,487	116,100	-	-	4,162	774,749	
FACILITY OPERATION & MAINTENANCE								
Insurance		134,658	23,887	-	-	-	158,545	

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

PROJECTED BUDGET FOR 2019-2020							Assumptions
July 1, 2019 to June 30, 2020							DESCRIPTION OF ASSUMPTIONS - Please note assumptions when applicable
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Net Income	2,179,356	(185,053)	-	5,102	(1,773,640)	225,765	
Actual Student Enrollment	360	63				-	
Total Paid Student Enrollment	360	63				423	
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
Janitorial	35,346	6,270	-	-	-	41,616	
Building and Land Rent / Lease	320,109	56,785	-	-	-	376,894	
Repairs & Maintenance	179,448	31,833	-	-	-	211,281	
Equipment / Furniture	-	-	-	-	-	-	
Security	-	-	-	-	-	-	
Utilities	28,516	5,058	-	-	-	33,574	
TOTAL FACILITY OPERATION & MAINTENANCE	698,077	123,833	-	-	-	821,910	
DEPRECIATION & AMORTIZATION	-	-	-	-	248,795	248,795	
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	-	-	-	-	-	
TOTAL EXPENSES	5,082,105	1,370,445	-	-	1,816,454	8,269,004	
NET INCOME	2,179,356	(185,053)	-	5,102	(1,773,640)	225,765	
ENROLLMENT - *School Districts Are Linked To Above Entries*	REGULAR EDUCATION	SPECIAL EDUCATION	TOTAL ENROLLED				
NYC	357	63	420				
Mount Vernon	2		2				
Yonkers	1		1				
School District 4 (Enter Name)			-				
School District 5 (Enter Name)			-				
TOTAL ENROLLMENT	360	63	423				
REVENUE PER PUPIL	20,171	18,816	-				
EXPENSES PER PUPIL	14,117	21,753	-				

**Disclosure of Financial Interest by a Current or Proposed Board of
Trustees Member – Board of Regents-Authorized Charter Schools**

Name: Robert Burton

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):

Architecture Engineering and Construction Associates CHS.

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).

Academic Committee, Facilities and Finance

2. Are you an employee of any school operated by the education corporation?
___ Yes X No

If Yes, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

___ Yes X No

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

4. 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(s) operated by the education corporation 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 interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

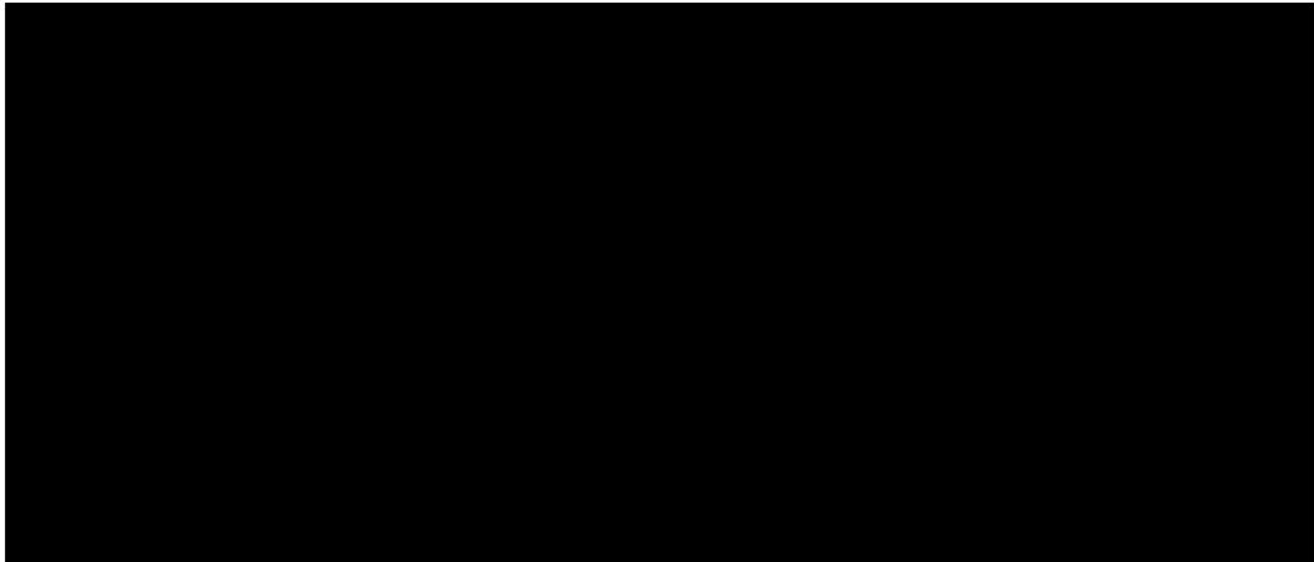
Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
<i>Please write "None" if applicable. Do not leave this space blank.</i>			
NONE	NONE	NONE	NONE

5. Identify each individual, business, corporation, union association, firm, partnership, 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(s) operated by the education corporation and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) 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(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write "**None**."

Organization conducting business with the school(s)	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(s) and the nature of the interest	Steps taken to avoid conflict of interest
<i>Please write "None" if applicable. Do not leave this space blank.</i>				
NONE	NONE	NONE	NONE	AS Appropriate

Signature 1. [Signature] Date July 9, 2019

Please note that this document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.



**Disclosure of Financial Interest by a Current or Proposed Board of
Trustees Member – Board of Regents-Authorized Charter Schools**

Name: Paul Comrie

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):

AECI CHARTER HIGH SCHOOL I+II

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).

Parent Representative, Facilities Committee, Grievance Committee.

2. Are you an employee of any school operated by the education corporation?
 Yes ✓ No

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

 Yes ✓ No

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

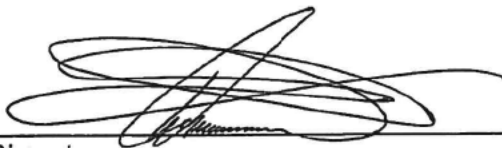
4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 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 you
Please write "None" if applicable. Do not leave this space blank.			
None			

5. Identify each individual, business, corporation, union association, firm, partnership, 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(s) operated by the education corporation and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) 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(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write "**None**."

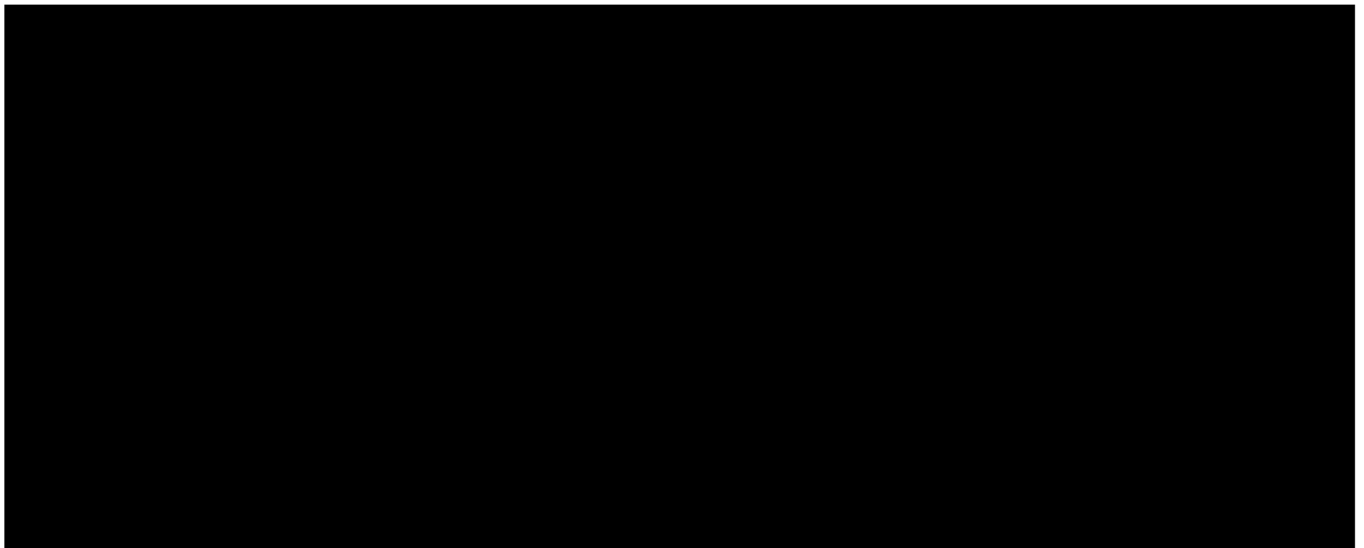
None

Organization conducting business with the school(s)	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(s) and the nature of the interest	Steps taken to avoid conflict of interest
<p><i>Please write "None" if applicable. Do not leave this space blank.</i></p> <p>NONE</p>				


 Signature

July 9, 2019
 Date

Please note that this document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.



**Disclosure of Financial Interest by a Current or Proposed Board of
Trustees Member – Board of Regents-Authorized Charter Schools**

Name:

Caren Goff

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):

(AECI) Architecture Engineering Construction Industries

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative). *Parent representative*
Grievance Committee

2. Are you an employee of any school operated by the education corporation?
☐ Yes ☒ No

If Yes, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?
☐ Yes ☒ No

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

4. 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(s) operated by the education corporation 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 interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 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 you
Please write "None" if applicable. Do not leave this space blank.			
	None		

5. Identify each individual, business, corporation, union association, firm, partnership, 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(s) operated by the education corporation and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) 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(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write "**None**."

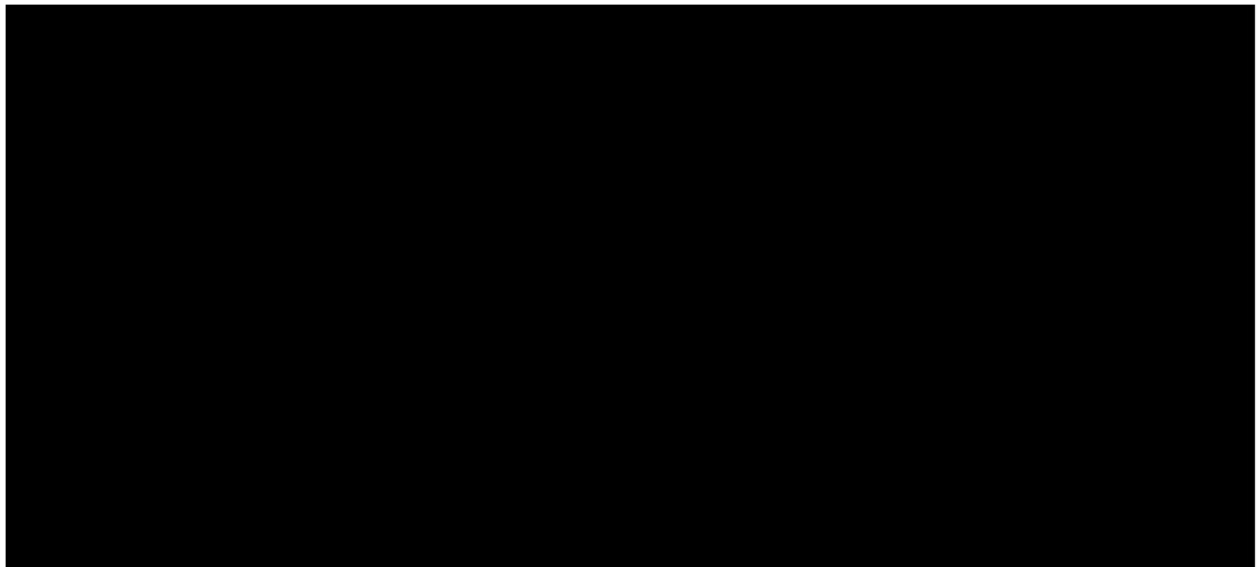
None

Organization conducting business with the school(s)	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(s) and the nature of the interest	Steps taken to avoid conflict of interest
<p><i>Please write "None" if applicable. Do not leave this space blank.</i></p> <p style="text-align: center; font-size: 2em;">NONE</p>				

Laven Hoff
 Signature

9/9/19
 Date

Please note that this document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.



Disclosure of Financial Interest by a Current or Proposed Board of
Trustees Member – Board of Regents-Authorized Charter Schools

Name: PAT MARTIN

Name of Charter School Education Corporation (the Charter School Name,
if the charter school is the only school operated by the education
corporation):

AECI

1. List all positions held on the education corporation Board of Trustees
("Board") (e.g. president, treasurer, parent representative).

PARENT REP

2. Are you an employee of any school operated by the education corporation?
 Yes X No

If **Yes**, for each school, please provide a description of the position(s) you
hold, your responsibilities, your salary and your start date.

3. Are you a past, current, or prospective employee of the charter school,
education corporation, and/or an entity that provides comprehensive
management services ("CMO"), whether for-profit or not-for-profit, which
contracts, or may contract, with the charter school or education corporation;
or do you serve as an employee, officer, or director of, or own a controlling
interest in, a business or entity that contracts, or does business with, or plans
to contract or do business with, the charter school, education corporation,
and/or a CMO, whether for-profit or not-for-profit, including, but not limited to,
the lease of real or personal property to the said entities?

 Yes X No

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

4. 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(s) operated by the education corporation 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 interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 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 you
<i>Please write "None" if applicable. Do not leave this space blank.</i>			
	NONE		

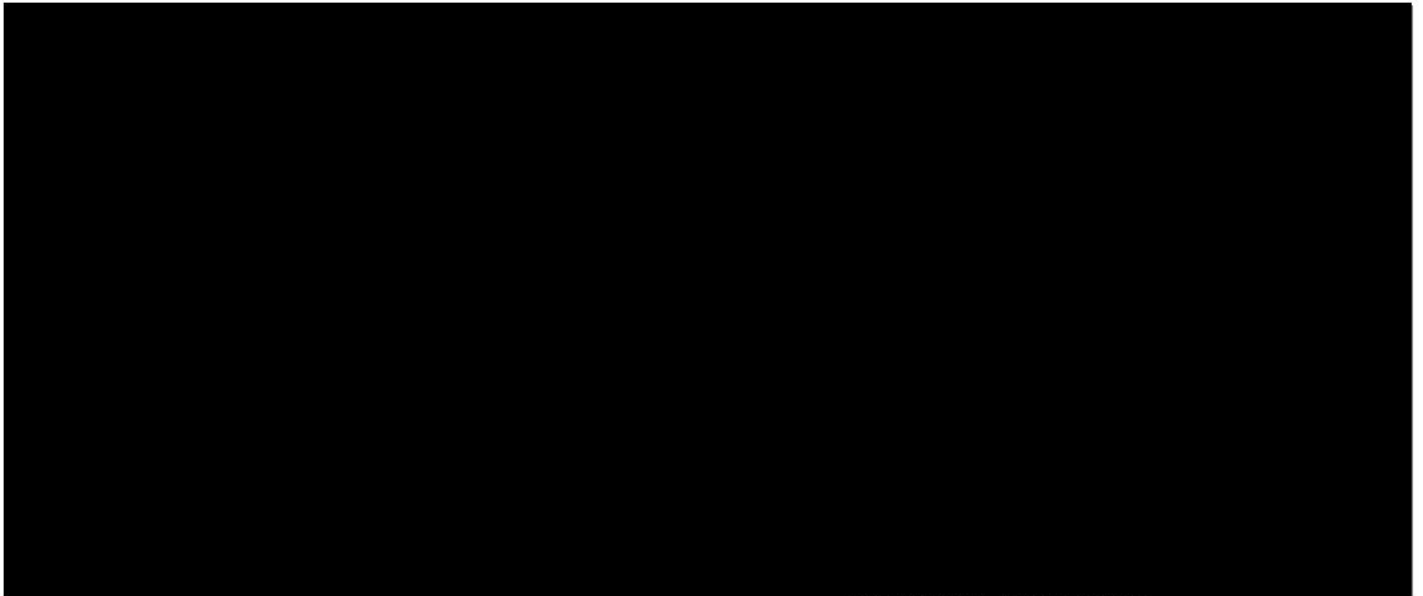
5. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) 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(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write "**None**."

Organization conducting business with the school(s)	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(s) and the nature of the interest	Steps taken to avoid conflict of interest
<p><i>Please write "None" if applicable. Do not leave this space blank.</i></p> <p>_____ NONE _____</p>				

Pat Hantaw
Signature

7/19/19
Date

Please note that this document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.



**Disclosure of Financial Interest by a Current or Proposed Board of
Trustees Member – Board of Regents-Authorized Charter Schools**

Name:

ANDREW McLAUGHLIN

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):

AECI (ARCHITECTURAL ENGINEERING & CONSTRUCTION INDUSTRIES)

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).

SECRETARY
BOARD MEMBER / CHAIRMAN OF FACILITIES COMMITTEE

2. Are you an employee of any school operated by the education corporation?

Yes ☒ No

If Yes, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes ☒ No

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

4. 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(s) operated by the education corporation 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 interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 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 you
<i>Please write "None" if applicable. Do not leave this space blank.</i>			
<i>None</i>	<i>None</i>	<i>None</i>	<i>None</i>

5. Identify each individual, business, corporation, union association, firm, partnership, 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(s) operated by the education corporation and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) 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(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write "**None**."

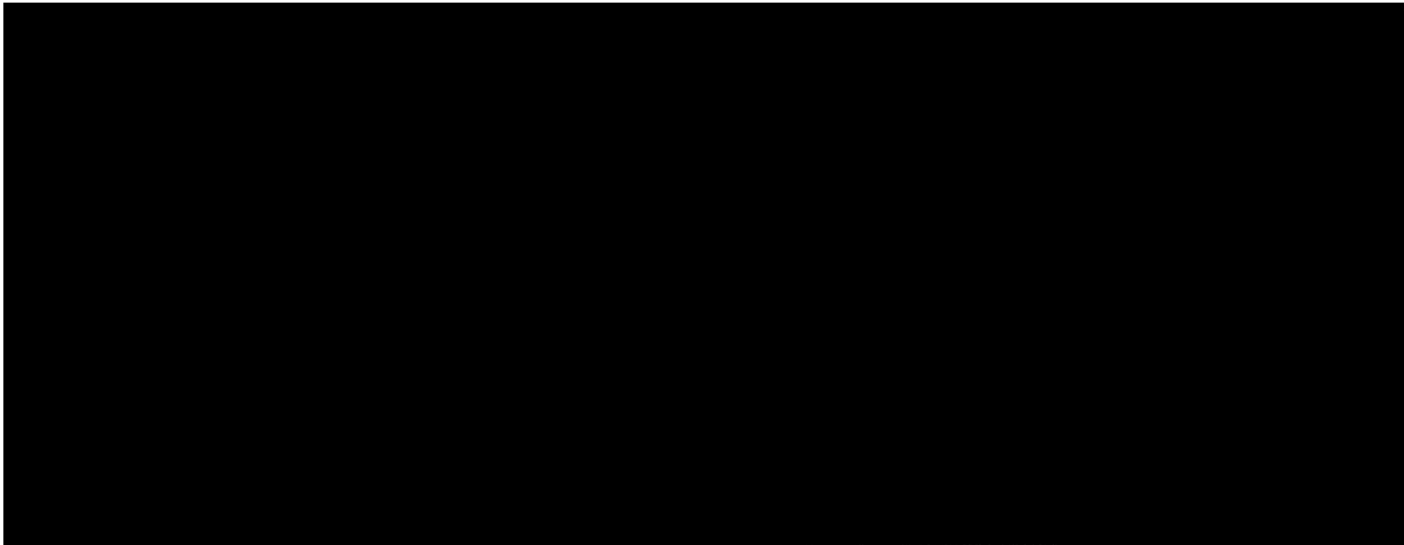
None

Organization conducting business with the school(s)	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(s) and the nature of the interest	Steps taken to avoid conflict of interest
<i>Please write "None" if applicable. Do not leave this space blank.</i>				
<i>NONE</i>	<i>NONE</i>	<i>NONE</i>	<i>NONE</i>	<i>NONE</i>




Signature Date

Please note that this document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.



**Disclosure of Financial Interest by a Current or Proposed Board of
Trustees Member – Board of Regents-Authorized Charter Schools**

Name:

Ricardo Cosme Ruiz

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):

AEC I I + II

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).

2. Are you an employee of any school operated by the education corporation?
 Yes ✓ No

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?
 Yes ✓ No

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

4. 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(s) operated by the education corporation 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 interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 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 you
Please write "None" if applicable. Do not leave this space blank. <i>NONE</i>			

5. Identify each individual, business, corporation, union association, firm, partnership, 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(s) operated by the education corporation and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) 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(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write "**None**."

NONE

Organization conducting business with the school(s)	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(s) and the nature of the interest	Steps taken to avoid conflict of interest
<i>Please write "None" if applicable. Do not leave this space blank.</i>				

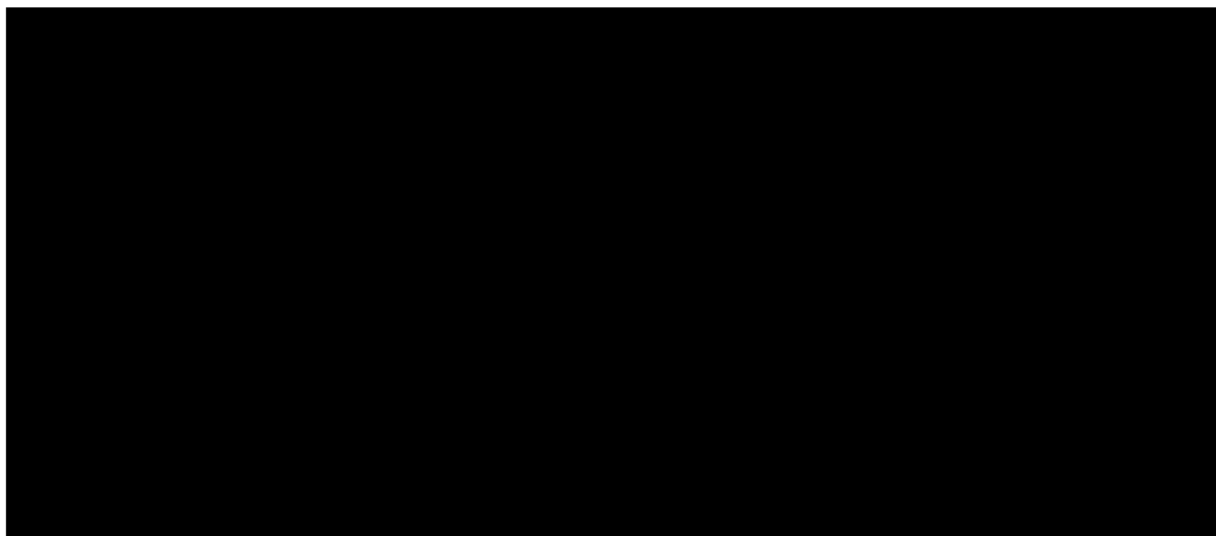
R. Sehn

Signature

7/9/2019

Date

Please note that this document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.



Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member – Board of Regents-Authorized Charter Schools

Name:

Carlo Schiattarelli

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):

NYC Charter High School for Architecture, Engineering, Construction Industries
AECI

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).

- President
- Vice President

2. Are you an employee of any school operated by the education corporation?

Yes ☒ No

If Yes, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

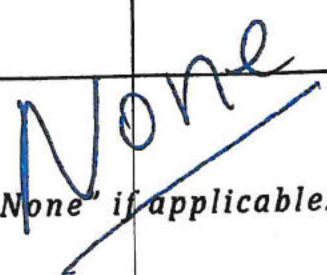
Yes ☒ No

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

4. 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(s) operated by the education corporation 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 interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 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 you
<i>Please write "None" if applicable. Do not leave this space blank.</i>			

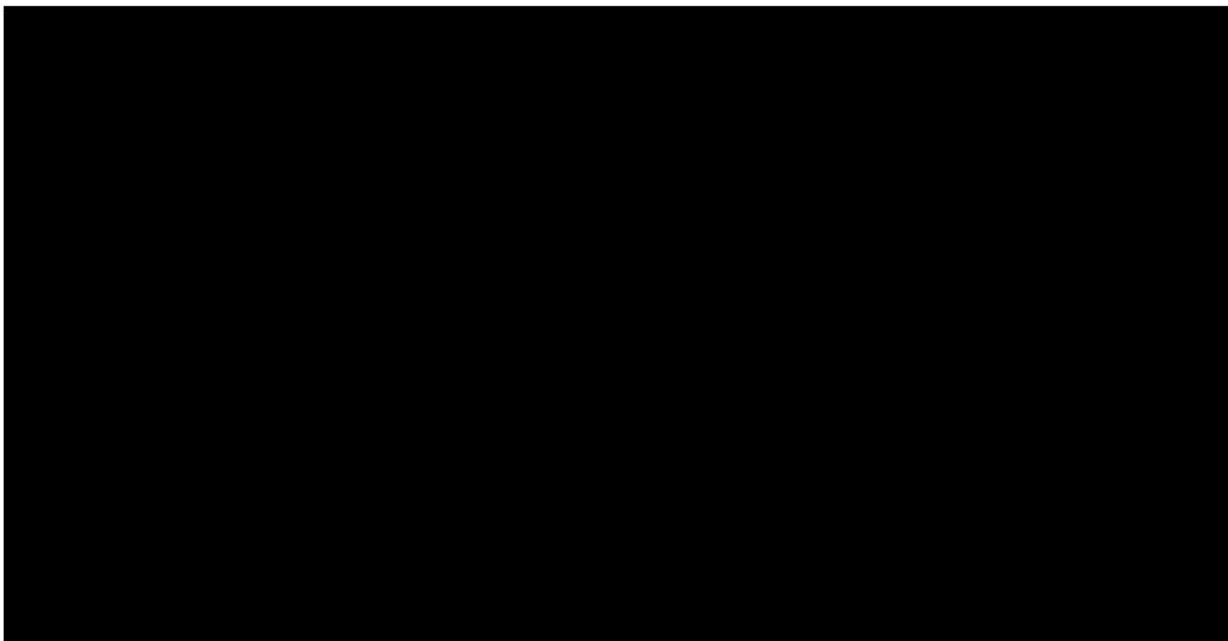
5. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) 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(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write "**None**."

Organization conducting business with the school(s)	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(s) and the nature of the interest	Steps taken to avoid conflict of interest
<div style="text-align: center;">  <p><i>Please write "None" if applicable. Do not leave this space blank.</i></p> </div>				

Carlo Schuller
Signature

7/16/19
Date

Please note that this document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.



**Disclosure of Financial Interest by a Current or Proposed Board of
Trustees Member - Board of Regents-Authorized Charter Schools**

Name: Derick Spaulding

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):

The NYC Charter School for Architecture Engineering & Construction Industries

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).

Board Member – Instruction

2. Are you an employee of any school operated by the education corporation?
-- **Yes** ☒ **No**

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

-- **Yes** ☒ **No**

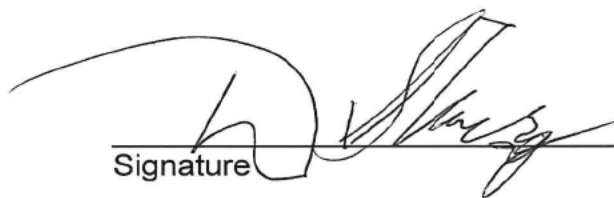
If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

4. 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(s) operated by the education corporation 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 interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 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 you
None	None	None	None

5. Identify each individual, business, corporation, union association, firm, partnership, 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(s) operated by the education corporation and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) 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(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write "**None**"

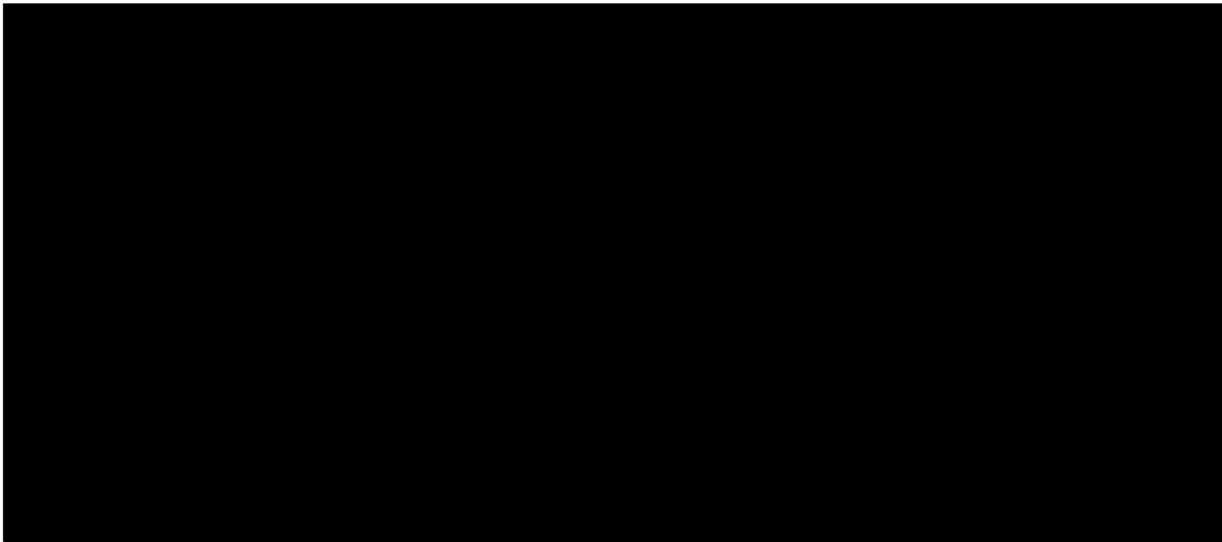
Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
None	None	None	None	None


Signature

July 17th, 2019

Date

Please note that this document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.



Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member – Board of Regents-Authorized Charter Schools

Name: Alberto Villaman

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation): NYC Charter HS for Architecture, Engineering and the Construction Industries.

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).

Treasury Committee Chair.

2. Are you an employee of any school operated by the education corporation?
☐ Yes ☒ No

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

☐ Yes ☒ No

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

4. 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(s) operated by the education corporation 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 interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 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 you
	none <i>None</i>	<i>None</i>	none

5. Identify each individual, business, corporation, union association, firm, partnership, 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(s) operated by the education corporation and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) 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(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write "**None**."

Organization conducting business with the school(s)	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(s) and the nature of the interest	Steps taken to avoid conflict of interest
none	NONE			

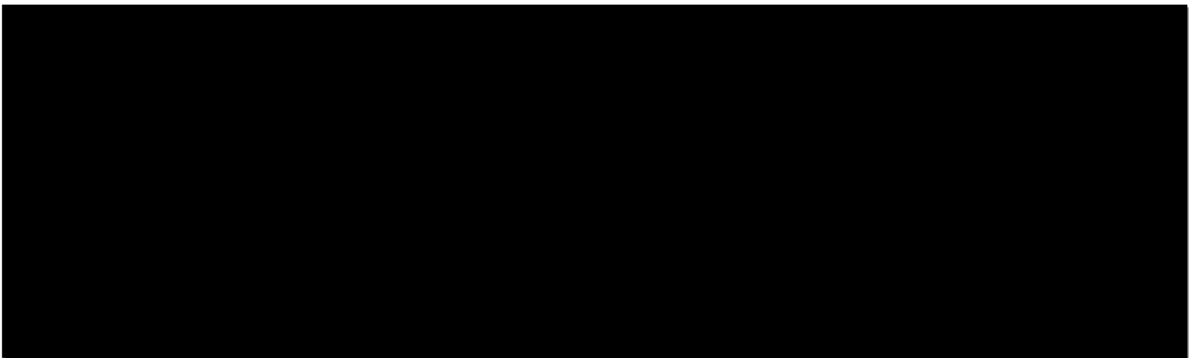
Alberto Villaman

Signature

7/11/19

Date

Please note that this document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.



last revised 08/21/2018

**Disclosure of Financial Interest by a Current or Proposed Board of
Trustees Member – Board of Regents-Authorized Charter Schools**

Name:

Irma Zardoya

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):

NYC Charter High School for Architecture, Engineering and Construction Industries
AECI

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).

Vice chairperson (currently)

~~Chairperson~~

2. Are you an employee of any school operated by the education corporation?
 Yes X No

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

 Yes X No

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

4. 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(s) operated by the education corporation 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 interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 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 you
<i>Please write "None" if applicable. Do not leave this space blank.</i>			
	<i>None</i>		

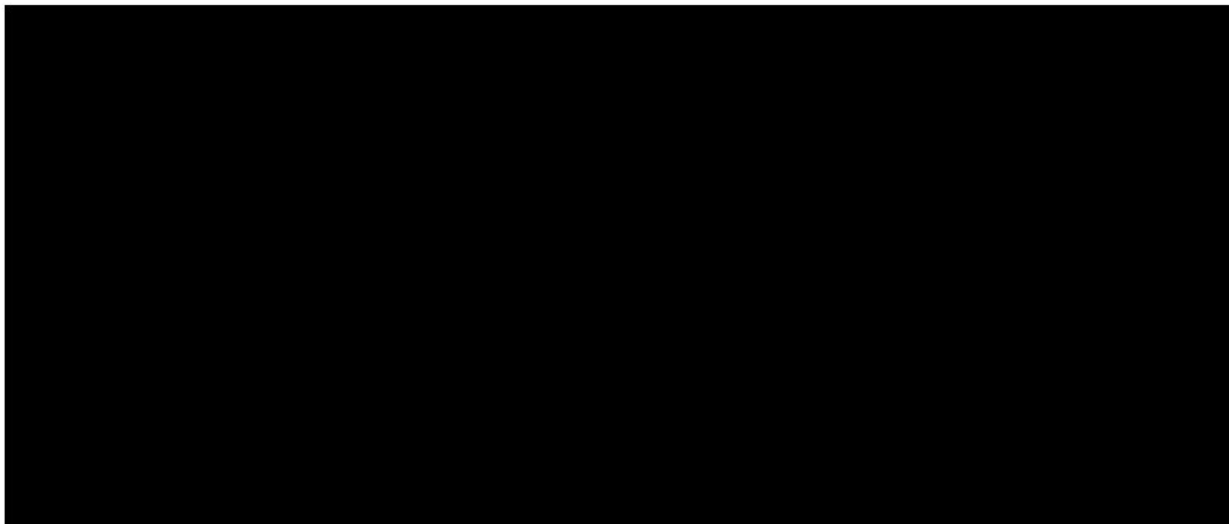
5. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) 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(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write "**None**."

None

Organization conducting business with the school(s)	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(s) 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>				

Ima Zardoya *July 9, 2019*
 Signature Date

Please note that this document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.





Entry 8 BOT Table

Created: 07/16/2019 • Last updated: 07/21/2019

1. SUNY AUTHORIZED charter schools are required to provide information for VOTING Trustees only.
2. REGENTS, NYCDOE, and BUFFALO BOE AUTHORIZED charter schools are required to provide information for all VOTING and NON VOTING trustees.

1. Current Board Member Information (Enter info for each BOT member)

	Trustee Name and Email Address	Position on the Board	Committee Affiliations	Voting Member Per By Laws (Y/N)	Number of Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2018 19
1	Carlo Schiattarella	Chair	Executive , Academic	Yes	2	1/1/2018	1/1/2023	11
2	Irma Zardoya	Vice Chair	Executive , Academic	Yes	3	10/1/2019	10/1/2024	10
3	Alberto Villaman	Treasurer	Finance, Executive	Yes	2	3/1/2019	3/1/2023	6
4	Andrew McLaughlin	Trustee/Member	Facilities	Yes	3	3/1/2019	3/1/2023	7
5	Karen Goff	Trustee/Member	Facilities	Yes	1	11/1/2014	11/1/2019	8
6	Robert Burton	Trustee/Member	Academic , Facilities	Yes	1	1/1/2018	1/1/2023	10
7	Paul Comrie	Parent Rep	Fundraising	Yes	1	10/1/2015	10/1/2020	12
8	Patricia Martin	Trustee/Member	Fundraising	Yes	2	1/1/2018	1/1/2023	5 or less
9	Derrick Spaulding	Trustee/Member	Academic	Yes	1	5/1/2017	5/1/2022	8

1a. Are there more than 9 members of the Board of Trustees? Yes

1b. Current Board Member Information

	Trustee Name and Email Address	Position on the Board	Committ ee Affiliation s	Voting Member Per By Laws (Y/N)	Number of Terms Served	Start Date of Current Term (MM/DD/Y YYYY)	End Date of Current Term (MM/DD/Y YYYY)	Board Meetings Attended During 2018 19
10	Ricardo Cosme Ruiz	Trustee/M ember	Finance	Yes	1	12/12/20 18	12/12/20 23	9
11								
12								
13								
14								
15								

1c. Are there more that 15 members of the Board of Trustees? No

2. INFORMATION ABOUT MEMBERS OF THE BOARD OF TRUSTEES

1. SUNY-AUTHORIZED charter schools provide response relative to VOTING Trustees only.
2. REGENTS, NYCDOE, and BUFFALO BOE-AUTHORIZED charter schools provide a response relative to all trustees.

a. Total Number of BOT Members on June 30, 2019	10
b.Total Number of Members Added During 2018 19	0
c. Total Number of Members who Departed during 2018 19	0
d.Total Number of members in 2018 19, as set by in Bylaws, Resolution or Minutes	10

3. Number of Board meetings held during 2018-19	12
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4. Number of Board meetings scheduled for 2019-20	12
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Thank you.



Entry 9 - Board Meeting Minutes

Created: 07/21/2019 • Last updated: 08/01/2019

[Instructions for submitting minutes of the BOT monthly meetings](#)

Regents, NYCDOE, and Buffalo BOE authorized schools must either provide a link to a complete set of minutes that are posted on the charter school website, or upload a complete set of board meeting minutes from July 2018 June 2019, which should match the number of meetings held during the 2018 19 school year.

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

Are all monthly BOT meeting minutes posted, which should match the number of meetings held during 2018-19 school year, on the charter school's website?

Yes

A. Provide if posted on the charter school's website a URL link to the Monthly Board Meeting Minutes, which should match the number of meetings held during the 2018-19 school year.

http://aecicharterhs.org/about/board_of_trustees/



Entry 10 Enrollment and Retention of Special Populations

Created: 07/16/2019 • Last updated: 08/01/2019

[Instructions for Reporting Enrollment and Retention Strategies](#)

Describe the efforts the charter school has made in 2018 19 toward meeting targets to attract and retain enrollment of students with disabilities, English language learners/Multilingual learners, and students who are economically disadvantaged. In addition, describe the school’s plans for meeting or making progress toward meeting its enrollment and retention targets in 2019 20.

NEW YORK CITY CHARTER HIGH SCHOOL FOR ARCHITECTURE, ENGINEERING & CONSTRUCTION INDUSTRIESSection Heading

Recruitment/Attraction Efforts Toward Meeting Targets

	Describe Recruitment Efforts in 2018 19	Describe Recruitment Plans in 2019 20
Economically Disadvantaged	In our recruitment materials and application, we encourage students with disabilities and English Language Learners to apply to AECL Charter High School. Every year the school mails out 10,000 postcards to families living in the South Bronx and surrounding Bronx areas informing them of our open house dates and how to fill out an application for admission. The post cards state “Students with Disabilities and English Language Learners are Welcome to Apply”. Two school staff members work specifically on the marketing and outreach efforts and they keep records of their recruitment and enrollment activities. This year the school began advertising its open house dates in the local community paper so as to create an awareness of the school’s ability to serve all students regardless of their backgrounds or educational needs. When we attend the local middle school open house events and when we hold our own open house events, our Special Education Teachers, ESL Teacher, and/or our Academic Coaches are present for parents and students to speak with so they feel welcome and have a full understanding of the services their child will receive at AECL.	In our recruitment materials and application, we encourage students with disabilities and English Language Learners to apply to AECL Charter High School. Every year the school mails out 10,000 postcards to families living in the South Bronx and surrounding Bronx areas informing them of our open house dates and how to fill out an application for admission. The post cards state “Students with Disabilities and English Language Learners are Welcome to Apply”. Two school staff members work specifically on the marketing and outreach efforts and they keep records of their recruitment and enrollment activities. This year the school began advertising its open house dates in the local community paper so as to create an awareness of the school’s ability to serve all students regardless of their backgrounds or educational needs. When we attend the local middle school open house events and when

Additionally, once a student is accepted, our special education students are contacted and welcomed. We discuss with parents and their child what services the school will provide and how we support them throughout their four years through graduation. Future plans include continuation of utilizing our Parent Coordinator to attend community meetings and events in order to attract more students from the community and to create an awareness of how our school prepares students for college and careers.

we hold our own open house events, our Special Education Teachers, ESL Teacher, and/or our Academic Coaches are present for parents and students to speak with so they feel welcome and have a full understanding of the services their child will receive at AECL.

English
Language
Learner
s/Multilingual
Learner
s

In our recruitment materials and application, we encourage students with disabilities and English Language Learners to apply to AECL Charter High School. Every year the school mails out 10,000 postcards to families living in the South Bronx and surrounding Bronx areas informing them of our open house dates and how to fill out an application for admission. The post cards state "Students with Disabilities and English Language Learners are Welcome to Apply". Two school staff members work specifically on the marketing and outreach efforts and they keep records of their recruitment and enrollment activities. This year the school began advertising its open house dates in the local community paper so as to create an awareness of the school's ability to serve all students regardless of their backgrounds or educational needs. When we attend the local middle school open house events and when we hold our own open house events, our Special Education Teachers, ESL Teacher, and/or our Academic Coaches are present for parents and students to speak with so they feel welcome and have a full understanding of the services their child will receive at AECL.

Our recruitment process includes the mailing of post cards to middle schools in District 7 and to families living in the South Bronx. Our bi lingual parent coordinator reaches out to members of the community and encourages them to apply. Ads are put in local papers. All communication is in multiple languages. AECL attends numerous open houses (i.e.middle schools, district sponsored). Special Education teachers, ESL teachers and bi lingual staff attend open houses in order to reach a diverse population of applicants and promote our special programs.

Additionally, once a student is accepted, our special education students are contacted and welcomed. We discuss with parents and their child what services the school will provide and how we support them throughout their four years through graduation. Future plans include continuation of utilizing our Parent Coordinator to attend community meetings and events in order to

	attract more students from the community and to create an awareness of how our school prepares students for college and careers.	
Students with Disabilities	<p>AECI enrolls all students according to a lottery with an in district preference. This year's student demographics was approximately 20.3% special education students, 9% ELL students, and 94.5% Free & Reduced Price eligible students. In order to retain our students, the school has continued the use of a full time social worker to assist students with both their transition to high school and any other issues that may arise and affect the student's continued enrollment in the school. AECI utilizes a single guidance counselor per grade so each counselor has 100 125 students that they work with throughout their four year enrollment with the school. This builds capacity between counselor, student, and families and creates a line of communication where all stakeholders are informed and engaged in the educational process. The school continues to hold monthly town hall meetings for each grade level where age appropriate issues are addressed. Every student has an advisory class where our social worker and counselors discuss various scenarios and issues facing high school students.</p>	<p>AECI enrolls all students according to a lottery with an in district preference. This year's student demographics was approximately 20.3% special education students, 9% ELL students, and 94.5% Free & Reduced Price eligible students. In order to retain our students, the school has continued the use of a full time social worker to assist students with both their transition to high school and any other issues that may arise and affect the student's continued enrollment in the school. AECI utilizes a single guidance counselor per grade so each counselor has 100 125 students that they work with throughout their four year enrollment with the school. This builds capacity between counselor, student, and families and creates a line of communication where all stakeholders are informed and engaged in the educational process. The school continues to hold monthly town hall meetings for each grade level where age appropriate issues are addressed. Every student has an advisory class where our social worker and counselors discuss various scenarios and issues facing high school students.</p>

Retention Efforts Toward Meeting Targets

	Describe Retention Efforts in 2018 19	Describe Retention Plans in 2019 20
Economically Disadvantaged	<p>In addition to previous interventions from 2018 2019 that will continue, the school has continued the use of a college advisor to help increase the number of students who will enroll in college upon graduation. For the 2019 2020 school year, AECI will continue utilizing a full time parent coordinator who is bilingual and works closely with parents and guardians in order to bridge the gap between the school and parents. In addition, our Vanguard Direct mailing was once again deployed so as to solicit students residing in the South Bronx area who have a high level of FRPL eligibility. Special small group instruction and Saturday Academies are</p>	<p>In addition to previous interventions from 2017 2018 that will continue, the school has secured a college advisor to help increase the number of students who will enroll in college upon graduation. For the 2018 2019 school year, AECI has hired a full time parent coordinator who is bilingual and will work closely with parents and guardians in order to bridge the gap between the school and parents. In addition, our Vanguard Direct mailing was once again deployed so as to solicit students residing in the South Bronx area who have a high level of FRPL eligibility. Special small group instruction and Saturday</p>

	<p>scheduled throughout the year in order to support students who are struggling or need more instructional time for mastery of course content.</p>	<p>Academies are scheduled throughout the year in order to support students who are struggling or need more instructional time for mastery of course content.</p>
English Language Learners/Multilingual Learners	<p>In addition to previous interventions from 2018 2019 that will continue, the school has continued the use of a college advisor to help increase the number of students who will enroll in college upon graduation. For the 2019 2020 school year, AECI will continue utilizing a full time parent coordinator who is bilingual and works closely with parents and guardians in order to bridge the gap between the school and parents. In addition, our Vanguard Direct mailing was once again deployed so as to solicit students residing in the South Bronx area who have a high level of FRPL eligibility. Special small group instruction and Saturday Academies are scheduled throughout the year in order to support students who are struggling or need more instructional time for mastery of course content.</p>	<p>Our Vanguard Direct mailing solicits English Language Learners and connects with 10,000 families across the south Bronx and surrounding Bronx zip codes. During our open house events, two school staff members work directly with application and enrollment so students with diversified backgrounds including SWD's, ELL's, and economically disadvantaged are represented in our incoming student population. Special small group instruction and Saturday Academies are scheduled throughout the year in order to support students who are struggling or need more instructional time for mastery of course content.</p>
Students with Disabilities	<p>AECI enrolls all students according to a lottery with an in district preference. This year's student demographics was approximately 20.3% special education students, 9% ELL students, and 94.5% Free & Reduced Price eligible students. In order to retain our students, the school has continued the use of a full time social worker to assist students with both their transition to high school and any other issues that may arise and affect the student's continued enrollment in the school. AECI utilizes a single guidance counselor per grade so each counselor has 100 125 students that they work with throughout their four year enrollment with the school. This builds capacity between counselor, student, and families and creates a line of communication where all stakeholders are informed and engaged in the educational process. The school continues to hold monthly town hall meetings for each grade level where age appropriate issues are addressed. Every student has an advisory class where our social worker and counselors discuss various scenarios and issues facing high school students.</p>	<p>AECI enrolls all students according to a lottery with an in district preference. This year's student demographics was approximately 20.3% special education students, 9% ELL students, and 94.5% Free & Reduced Price eligible students. In order to retain our students, the school has continued the use of a full time social worker to assist students with both their transition to high school and any other issues that may arise and affect the student's continued enrollment in the school. AECI utilizes a single guidance counselor per grade so each counselor has 100 125 students that they work with throughout their four year enrollment with the school. This builds capacity between counselor, student, and families and creates a line of communication where all stakeholders are informed and engaged in the educational process. The school continues to hold monthly town hall meetings for each grade level where age appropriate issues are addressed. Every student has an advisory class where our social worker and counselors discuss various scenarios and issues facing high school students.</p>



Entry 11 Classroom Teacher and Administrator Attrition

Last updated: 07/16/2019

Report changes in teacher and administrator staffing.

Instructions for completing the Classroom Teacher and Administrator Attrition Tables

Charter schools must complete the tables titled 2018-2019 Classroom Teacher and Administrator Attrition to report changes in teacher and administrator staffing during the 2018-2019 school year. Please provide the full time equivalent (FTE) of staff on June 30, 2018; the FTE for any departed staff from July 1, 2018 through June 30, 2019; the FTE for added staff from July 1, 2018 through June 30, 2019; and the FTE of staff added in newly created positions from July 1, 2018 through June 30, 2019 using the tables provided.

1. Classroom Teacher Attrition Table

	FTE Classroom Teachers on 6/30/18	FTE Classroom Teachers Departed 7/1/18 6/30/19	FTE Classroom Teachers Filling Vacant Positions 7/1/18 6/30/19	FTE Classroom Teachers Added in New Positions 7/1/18 6/30/19	FTE of Classroom Teachers on 6/30/19
	35	5	0	0	34

2. Administrator Position Attrition Table

	FTE Administrative Positions on 6/30/18	FTE Administrators Departed 7/1/18 6/30/19	FTE Administrators Filling Vacant Positions 7/1/18 6/30/19	FTE Administrators Added in New Positions 7/1/18 6/30/19	FTE Administrative Positions on 6/30/19
	3	1	0	1	2

3. Tell your school's story

Charter schools may provide additional information in this section of the Annual Report about their respective teacher and administrator attrition rates as some teacher or administrator departures do not reflect advancement or movement within the charter school networks. Schools may provide additional detail to reflect a teacher’s advancement up the ladder to a leadership position within the network or an administrator’s movement to lead a new network charter school.

Teacher and administration turnover rates have stabilized. Beginning in the summer of 2018 through the 2018 2019 school year, 5 teachers left. Out of 35 teachers on staff, this is our lowest turnover rate in our school’s history. The school’s now current Principal was the school’s assistant principal for 3 years, the school’s CEO was the school’s Principal for the last 4. Another Assistant Principal who was hired for the 2018 2019 school year did not have his contract renewed at the end of the year.

4. Charter schools must ensure that all prospective employees receive clearance through [the NYSED Office of School Personnel Review and Accountability](#) (OSPRA) prior to employment. After an employee has been cleared, schools are required to maintain proof of such clearance in the file of each employee. For the safety of all students, charter schools must take immediate steps to terminate the employment of individuals who have been denied clearance. Once the employees have been terminated, the school must terminate the request for clearance in the TEACH system.

Have all employees have been cleared through the NYSED TEACH system?

Yes

5. For perspective or current employees whose clearance has been denied, have you terminated their employment and removed them from the TEACH system?

	Not Applicable
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Thank you



Entry 12 Uncertified Teachers

Last updated: 07/27/2019

Instructions for Reporting Percent of Uncertified Teachers

The table below is reflective of the information collected through the online portal for compliance with New York State Education Law 2854(3)(a-1) for teaching staff qualifications. Enter the relevant full time equivalent (FTE) count of teachers in each column. For example, a school with 20 full time teachers and 5 half time teachers would have an FTE count of 22.5. If more than one column applies to a particular teacher, please select one column for the FTE count. Please do not include paraprofessionals, such as teacher assistants.

FTE count of uncertified teachers on 6/30/18, and each uncertified teacher should be counted only once.

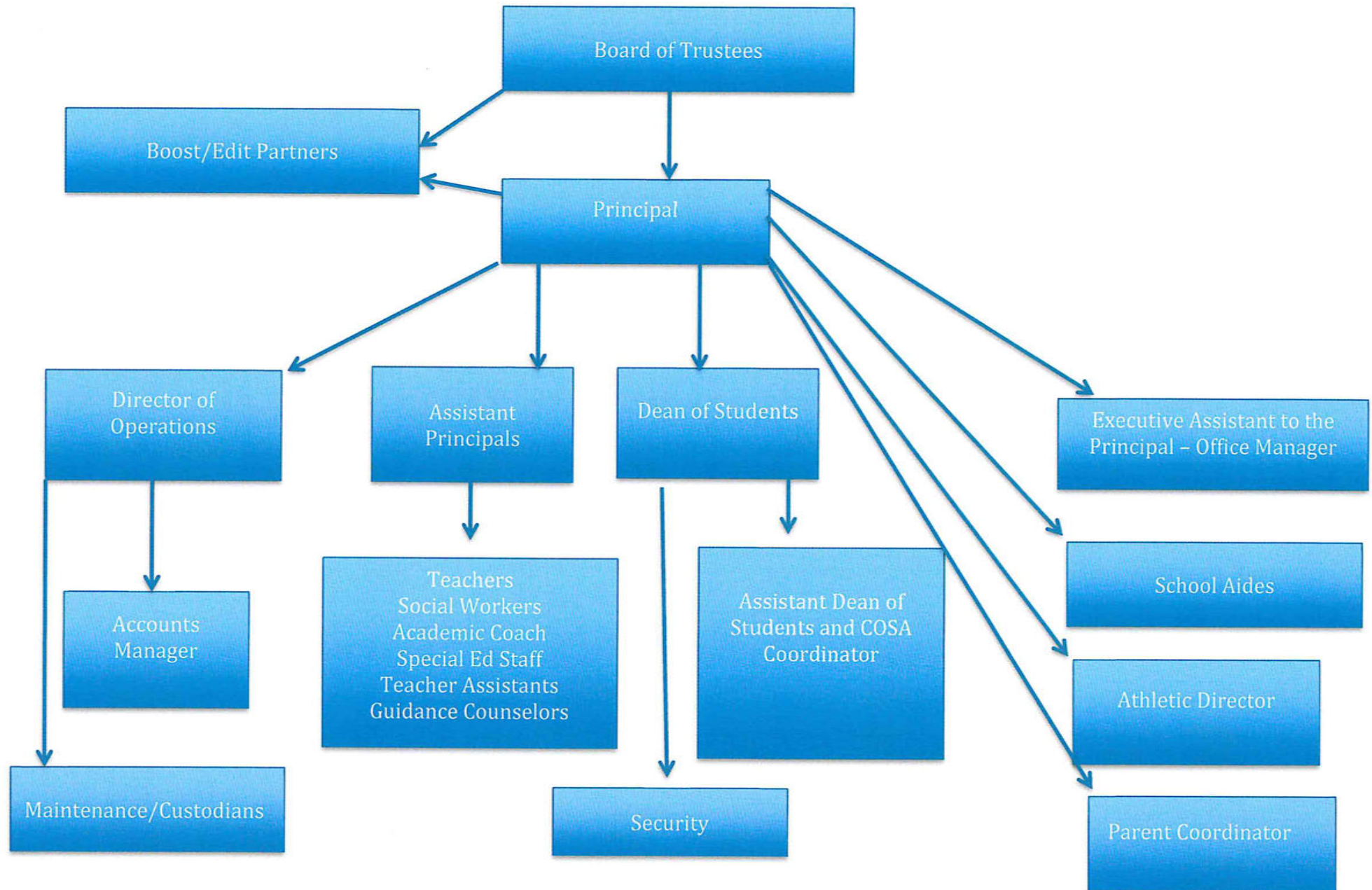
	FTE Count
1. Total FTE count of uncertified teachers (6 30 19)	13
2. FTE count of uncertified teachers with at least three years of elementary, middle or secondary classroom teaching experience (6 30 19)	11
3. FTE count of uncertified teachers who are tenured or tenure track college faculty (6 30 19)	0
4. FTE count of uncertified teachers with two years of Teach for America experience (6 30 19)	0
5. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (6 30 19)	0
6. FTE count of uncertified teachers who do not fit into any of the prior four categories (6 30 19)	2

FTE Count of All Uncertified Teachers as of 6/30/19 13

FTE Count of All Certified Teachers as of 6/30/19 25

Thank you.

AECI Charter High School Organization Chart – 2018-2019



AECI School Calendar 2019-2020

Fall Semester

Pre-Service Begins	Monday August 26 th 2019
Labor Day (School Closed)	Monday September 2 nd 2019
First Day of School	Tuesday, September 3 rd 2019
Regular Day of Instruction	Wednesday, September 4 th 2019
Rosh Hashanah (school closed)	Monday, September 30 th 2019 and Tuesday, October 1 st 2019
Columbus Day (school closed)	Monday, October 14 th 2019
Election Day – Students in Attendance	Tuesday, November 5th 2019
Parent Teachers Conferences	Thursday November 21 st 6-8 pm and Friday November 22 nd 2-4 pm
Veterans Day (school closed)	Monday November 11 th 2019
Thanksgiving Recess (School Closed)	Monday, November 25 th - Friday, November 29 th , 2019
Winter Recess (School Closed)	Monday , December 23 rd - Wednesday, January 1 st , 2019

Dr. Martin Luther King Jr. Day (Schools Closed)	Monday January 20 th 2020
Regents Exams	Tuesday January 21 st 2020 through Friday January 24 th 2020
Clerical Day (No Students in Attendance)	Monday, January 27 th 2020

AECI School Calendar 2019-2020

Spring Semester

Spring Term Begins	Tuesday, January 28 th 2020
Midwinter Recess	Monday Feb 17 th 2020- Friday February 21 st , 2020
Spring Recess	Thursday April 9 th 2020- Friday April 17 th 2020
Memorial Day	May 25 th 2020
US History Regents	Tuesday June 2 nd 2020
Anniversary Day (Students in Attendance)	Thursday June 4th, 2020
Regents Exams	Wednesday June 17 th , 2020 through Thursday June 25 th , 2020
Last Day for Students	Friday, June 26 th , 2020
Last Day for Staff (Tentative)	Friday, June 26 th , 2020



Colin Healy, Principal
Carlo Schiattarella, Board Chairperson