

School Information and Cover Page

School Name: New York Center for Autism Charter School

School Leader: Julie Fisher

Primary address: 433 East 100th St (at PS 50), New York, NY 10029

School website: www.nycacharterschool.org

School email: administrator@nycacharterschool.org

Telephone: 212 860-2580 **Fax:** 212 860-2960

BEDS # 310400860888

District/CSD of Location: New York City Department of Education (CSD 4)

Charter authorizer: Chancellor, New York City Department of Education

Chair, Board of Trustees: Charles W. Chigas

Date school first opened for instruction: September 6, 2005


2011-2012 Enrollment: 32

2011-2012 Grades Served: ungraded ages 5-19

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

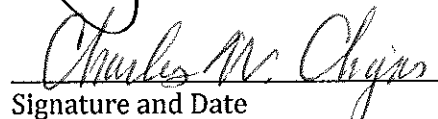
Julie Fisher

Print Name, Head of Charter School

 7-16-12
Signature and Date

Charles W. Chigas

Print Name, President, Board of Trustees

 06/27/12
Signature and Date

New York Center for Autism Charter School

Annual Report 2011-2012

(August 1, 2012 Submission)

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Checklist of Requirements

☒ I. School Information and Cover Page

☒ II. Table of Contents and page numbers

☒ III. New York State School Report Card

☒ IV. Key Focus Area Requests

1. Progress Toward Goal Achievement *(to be submitted November 1, 2012)*
2. Instructional Time (Board of Regents-authorized schools only) *(N/A)*
3. Financial Information *(Audited Financials to be submitted November 1, 2012)*
4. Charter Revisions
5. Board of Trustees Membership Table *(N/A)*

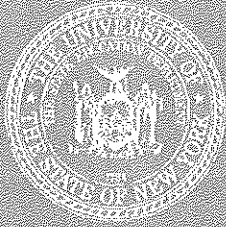
☒ Required Forms: Appendices

- A. Progress Toward Charter Goals *(to be submitted November 1, 2012)*
- B. Instructional Time Table (Board of Regents-authorized schools only) *(N/A)*
- C. Total Expenditures and Administrative Expenditures Per Child
- D. Unaudited Financial Statements *(N/A)*
- E. FY 2013 Budget and Narrative
- F. Disclosure of Financial Interest Form
- G. Board of Trustees Membership Table *(N/A)*
- H. Enrollment and Retention Targets

New York Center for Autism Charter School

New York State School Report Card

<https://reportcards.nysed.gov/schools.php?year=2011&instid=800000058980>



The New York State School Report Card

**Accountability
and Overview Report
2010 - 11**

School **NEW YORK CENTER FOR AUTISM
CHARTER SCHOOL**
School ID **31-04-00-86-0888**
Principal **JULIE FISHER**
Telephone **(212) 860-2580**
Grades **UE, US**

This School's Report Card

The New York State School Report Card is an important part of the Board of Regents' effort to raise learning standards for all students. It provides information to the public on the school's status under the State and federal accountability systems, on student performance, and on other measures of school and district performance. Knowledge gained from the school report card on a school's strengths and weaknesses can be used to improve instruction and services to students.

State assessments are designed to help ensure that all students reach high learning standards. They show whether students are getting the knowledge and skills they need to succeed at the elementary, middle, and commencement levels and beyond. The State requires that students who are not making appropriate progress toward the standards receive academic intervention services.

Use this report to:

1

Get School Profile information.

This section shows comprehensive data relevant to this school's learning environment.

2

Review School Accountability Status.

This section indicates whether a school made adequate yearly progress (AYP) and identifies the school's accountability status.

3

Review an Overview of School Performance.

This section has information about the school's performance on state assessments in English, mathematics, and science.

For more information:

Office of Information and Reporting Services
New York State Education Department
Room 863 EBA
Albany, NY 12234
Email: dataquest@mail.nysed.gov

School **NEW YORK CENTER FOR AUTISM CHARTER SCHOOL**
 School ID **31-04-00-86-0888**

School Profile

This section shows comprehensive data relevant to this school's learning environment, including information about enrollment, average class size, and teacher qualifications.

Enrollment

	2008-09	2009-10	2010-11
Pre-K	0	0	0
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	0	0
Grade 6	0	0	0
Ungraded Elementary	26	26	24
Grade 7	0	0	0
Grade 8	0	0	0
Grade 9	0	0	0
Grade 10	0	0	0
Grade 11	0	0	0
Grade 12	0	0	0
Ungraded Secondary	2	2	6
Total K-12	28	28	30

Average Class Size

	2008-09	2009-10	2010-11
Common Branch			
Grade 8			
English			
Mathematics			
Science			
Social Studies			
Grade 10			
English			
Mathematics			
Science			
Social Studies			

Enrollment Information

Enrollment counts are as of Basic Educational Data System (BEDS) day, which is typically the first Wednesday of October of the school year. Students who attend BOCES programs on a part-time basis are included in a school's enrollment. Students who attend BOCES on a full-time basis or who are placed full time by the district in an out-of-district placement are not included in a school's enrollment. Students classified by schools as "pre-first" are included in first grade counts.

Average Class Size Information

Average Class Size is the total registration in specified classes divided by the number of those classes with registration. *Common Branch* refers to self-contained classes in Grades 1-6.

School Profile

School **NEW YORK CENTER FOR AUTISM CHARTER SCHOOL**
School ID **31-04-00-86-0888**

Demographic Factors

	2008-09		2009-10		2010-11	
	#	%	#	%	#	%
Eligible for Free Lunch	1	4%	4	14%	6	20%
Reduced-Price Lunch	0	0%	2	7%	1	3%
Student Stability*		0%		0%		0%
Limited English Proficient	0	0%	0	0%	0	0%
Racial/Ethnic Origin						
American Indian or Alaska Native	0	0%	0	0%	0	0%
Black or African American	4	14%	4	14%	5	17%
Hispanic or Latino	4	14%	4	14%	5	17%
Asian or Native Hawaiian/Other Pacific Islander	2	7%	3	11%	3	10%
White	18	64%	17	61%	17	57%
Multiracial	0	0%	0	0%	0	0%

* Available only at the school level.

Attendance and Suspensions

	2007-08		2008-09		2009-10	
	#	%	#	%	#	%
Annual Attendance Rate		98%		97%		96%
Student Suspensions	0	0%	0	0%	0	0%

Demographic Factors Information

Eligible for Free Lunch and Reduced-Price Lunch percentages are determined by dividing the number of approved lunch applicants by the Basic Educational Data System (BEDS) enrollment in full-day Kindergarten through Grade 12. *Eligible for Free Lunch and Limited English Proficient* counts are used to determine *Similar Schools* groupings within a *Need/Resource Capacity* category. *Student Stability* is the percentage of students in the highest grade in a school who were also enrolled in that school at any time during the previous school year. (For example, if School A, which serves Grades 6-8, has 100 students enrolled in Grade 8 this year, and 92 of those 100 students were also enrolled in School A last year, the stability rate for the school is 92 percent.)

Attendance and Suspensions Information

Annual Attendance Rate is determined by dividing the school's total actual attendance by the total possible attendance for a school year. A school's actual attendance is the sum of the number of students in attendance on each day the school was open during the school year. Possible attendance is the sum of the number of enrolled students who should have been in attendance on each day the school was open during the school year. *Student Suspension* rate is determined by dividing the number of students who were suspended from school (not including in-school suspensions) for one full day or longer anytime during the school year by the Basic Educational Data System (BEDS) day enrollments for that school year. A student is counted only once, regardless of whether the student was suspended one or more times during the school year.

School **NEW YORK CENTER FOR AUTISM CHARTER SCHOOL**
 School ID **31-04-00-86-0888**

Teacher Qualifications

	2008-09	2009-10	2010-11
Total Number of Teachers	7	7	8
Percent with No Valid Teaching Certificate	14%	0%	0%
Percent Teaching Out of Certification	14%	0%	13%
Percent with Fewer Than Three Years of Experience	57%	43%	38%
Percentage with Master's Degree Plus 30 Hours or Doctorate	0%	0%	0%
Total Number of Core Classes	7	7	8
Percent Not Taught by Highly Qualified Teachers In This School	0%	0%	0%
Percent Not Taught by Highly Qualified in High-Poverty Schools Statewide	8%	6%	5%
Percent Not Taught by Highly Qualified in Low-Poverty Schools Statewide	1%	1%	0%
Total Number of Classes	7	7	8
Percent Taught by Teachers Without Appropriate Certification	14%	0%	13%

Teacher Turnover Rate

	2007-08	2008-09	2009-10
Turnover Rate of Teachers with Fewer than Five Years of Experience	25%	20%	33%
Turnover Rate of All Teachers	29%	29%	33%

Staff Counts

	2008-09	2009-10	2010-11
Total Other Professional Staff	26	25	21
Total Paraprofessionals*	N/A	N/A	N/A
Assistant Principals	1	1	2
Principals	2	1	1

* Not available at the school level.

Teacher Qualifications Information

Core Classes are primarily K-6 common branch, English, mathematics, science, social studies, art, music, and foreign languages. To be *Highly Qualified*, a teacher must have at least a Bachelor's degree, be certified to teach, and show subject matter competency. Enabling legislation considers charter school teachers to be certified if they hold any valid teaching certificate. Enabling legislation also permits up to 30 percent (with a maximum of five) of charter school teachers to be without certification and to be considered Highly Qualified if they meet all remaining criteria. High-poverty and low-poverty schools are those schools in the upper and lower quartiles, respectively, for percentage of students eligible for a free or reduced-price lunch.

Teacher Turnover Rate Information

Teacher Turnover Rate for a specified school year is the number of teachers in that school year who were not teaching in the following school year divided by the number of teachers in the specified school year, expressed as a percentage.

Staff Counts Information

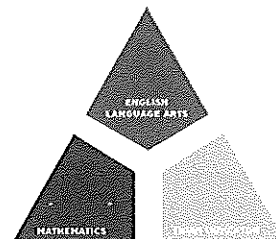
Other Professionals includes administrators, guidance counselors, school nurses, psychologists, and other professionals who devote more than half of their time to non-teaching duties. Teachers who are shared between buildings within a district are reported on the district report only.

School **NEW YORK CENTER FOR AUTISM CHARTER SCHOOL**
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Understanding How Accountability Works in New York State

The federal No Child Left Behind (NCLB) Act requires that states develop and report on measures of student proficiency in 1) English language arts (ELA), in 2) mathematics, and on 3) a third indicator. In New York State in 2010–11, the third indicator is science at the elementary/middle level and graduation rate at the secondary level. Schools or districts that meet predefined goals on these measures are making Adequate Yearly Progress (AYP).

For more information about accountability in New York State, visit: <http://www.p12.nysed.gov/lrs/accountability/>.



1 English Language Arts (ELA)

To make AYP in ELA, every accountability group must make AYP. For a group to make AYP, it must meet the participation and the performance criteria.

A Participation Criterion

At the elementary/middle level, 95 percent of Grades 3–8 students enrolled during the test administration period in each group with 40 or more students must be tested on the New York State Testing Program (NYSTP) in ELA or, if appropriate, the New York State English as a Second Language Achievement Test (NYSESLAT), or the New York State Alternate Assessment (NYSAA) in ELA. At the secondary level, 95 percent of seniors in 2010–11 in each accountability group with 40 or more students must have taken an English examination that meets the students' graduation requirement.

B Performance Criterion

At the elementary/middle level, the Performance Index (PI) of each group with 30 or more continuously enrolled tested students must equal or exceed its Effective Annual Measurable Objective (AMO) or the group must make Safe Harbor. (NYSESLAT is used only for participation.) At the secondary level, the PI of each group in the 2007 cohort with 30 or more members must equal or exceed its Effective AMO or the group must make Safe Harbor. To make Safe Harbor, the PI of the group must equal or exceed its Safe Harbor Target and the group must qualify for Safe Harbor using the third indicator, science or graduation rate.

2 Mathematics

The same criteria for making AYP in ELA apply to mathematics. At the elementary/middle level, the measures used to determine AYP are the NYSTP and the NYSAA in mathematics. At the secondary level, the measures are mathematics examinations that meet the students' graduation requirement.

3 Third Indicator

In addition to English language arts and mathematics, the school must also make AYP in a third area of achievement. This means meeting the criteria in science at the elementary/middle level and the criteria in graduation rate at the secondary level.

Elementary/Middle-Level Science: To make AYP, the All Students group must meet the participation criterion *and* the performance criterion.

A Participation Criterion

Eighty percent of students in Grades 4 and/or 8 enrolled during the test administration period in the All Students group, if it has 40 or more students, must be tested on an accountability measure. In Grade 4, the measures are the Grade 4 elementary-level science test and the Grade 4 NYSAA in science. In Grade 8 science, the measures are the Grade 8 middle-level science test, Regents science examinations, and the Grade 8 NYSAA in science.

B Performance Criterion

The PI of the All Students group, if it has 30 or more students, must equal or exceed the State Science Standard (100) or the Science Progress Target.

Qualifying for Safe Harbor in Elementary/Middle-Level ELA and Math: To qualify, the group must meet both the participation criterion and the performance criterion in science.

Secondary-Level Graduation Rate: For a school to make AYP in graduation rate, the percent of students in the 2006 graduation-rate total cohort in the All Students group earning a local or Regents diploma by August 31, 2010 must equal or exceed the Graduation-Rate Standard (80%) or the Graduation-Rate Progress Target.

Qualifying for Safe Harbor in Secondary-Level ELA and Math: To qualify, the percent of the 2006 graduation-rate total cohort earning a local or Regents diploma by August 31, 2010 must equal or exceed the Graduation-Rate Standard (80%) or the Graduation-Rate Progress Target for that group.

School **NEW YORK CENTER FOR AUTISM CHARTER SCHOOL**
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Useful Terms for Understanding Accountability

12th Graders

The count of 12th graders enrolled during the 2010–11 school year used to determine the Percentage Tested for the Participation part of the AYP determination for secondary-level ELA and mathematics. These are the first numbers in the parentheses after the subgroup label on the secondary-level ELA and mathematics pages.

2007 Cohort

The count of students in the 2007 accountability cohort used to determine the Performance Index for the Test Performance part of the AYP determination for secondary-level ELA and mathematics. These are the second numbers in the parentheses after the subgroup label on the secondary-level ELA and mathematics pages.

Accountability Cohort for English and Mathematics

The accountability cohort is used to determine if a school or district met the performance criterion in secondary-level ELA and mathematics. The 2007 school accountability cohort consists of all students who first entered Grade 9 anywhere in the 2007–08 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2007–08 school year, who were enrolled on October 6, 2010 and did not transfer to a diploma granting program. Students who earned a high school equivalency diploma or were enrolled in an approved high school equivalency preparation program on June 30, 2011, are not included in the 2007 school accountability cohort. The 2007 district accountability cohort consists of all students in each school accountability cohort plus students who transferred within the district after BEDS day plus students who were placed outside the district by the Committee on Special Education or district administrators and who met the other requirements for cohort membership. Cohort is defined in Section 100.2 (p) (16) of the Commissioner's Regulations.

Adequate Yearly Progress (AYP)

Adequate Yearly Progress (AYP) indicates satisfactory progress by a district or a school toward the goal of proficiency for all students.

Annual Measurable Objective (AMO)

The Annual Measurable Objective (AMO) is the Performance Index value that signifies that an accountability group is making satisfactory progress toward the goal that 100 percent of students will be proficient in the State's learning standards for English language arts and mathematics by 2013–14. The AMOs for each grade level will be increased as specified in CR100.2(p) (14) and will reach 200 in 2013–14. (See Effective AMO for further information.)

Continuous Enrollment

The count of continuously enrolled tested students used to determine the Performance Index for the Test Performance part of the AYP determination for elementary/middle-level ELA, mathematics, and science. These are the second numbers in the parentheses after the subgroup label on the elementary/middle-level ELA, mathematics, and science pages.

Continuously Enrolled Students

At the elementary/middle level, continuously enrolled students are those enrolled in the school or district on BEDS day (usually the first Wednesday in October) of the school year until the test administration period. At the secondary level, all students who meet the criteria for inclusion in the accountability cohort are considered to be continuously enrolled.

Effective Annual Measurable Objective (Effective AMO)

The Effective Annual Measurable Objective is the Performance Index (PI) value that each accountability group within a school or district is expected to achieve to make AYP. The Effective AMO is the lowest PI that an accountability group of a given size can achieve in a subject for the group's PI not to be considered significantly different from the AMO for that subject. If an accountability group's PI equals or exceeds the Effective AMO, it is considered to have made AYP. A more complete definition of Effective AMO and a table showing the PI values that each group size must equal or exceed to make AYP are available at www.p12.nysed.gov/irs.

Graduation Rate

The Graduation Rate on the Graduation Rate page is the percentage of the 2006 cohort that earned a local or Regents diploma by August 31, 2010.

Graduation-Rate Total Cohort

The Graduation-Rate Total Cohort, shown on the Graduation Rate page, is used to determine if a school or district made AYP in graduation rate. For the 2010–11 school year, this cohort is the 2006 graduation-rate total cohort. The 2006 total cohort consists of all students who first entered Grade 9 anywhere in the 2006–07 school year, and all ungraded students with disabilities who reached their seventeenth birthday in the 2006–07 school year, and who were enrolled in the school/district for five months or longer or who were enrolled in the school/district for less than five months but were previously enrolled in the same school/district for five months or longer between the date they first entered Grade 9 and the date they last ended enrollment. A more detailed definition of graduation-rate cohort can be found in the SIRS Manual at <http://www.p12.nysed.gov/irs/sirs/>.

For districts and schools with fewer than 30 graduation-rate total cohort members in the All Students group in 2010–11, data for 2009–10 and 2010–11 for accountability groups were combined to determine counts and graduation rates. Groups with fewer than 30 students in the graduation-rate total cohort are not required to meet the graduation-rate criterion.

Limited English Proficient

For all accountability measures, if the count of LEP students is equal to or greater than 30, former LEP students are also included in the performance calculations.

Non-Accountability Groups

Female, Male, and Migrant groups are not part of the AYP determination for any measure.

School **NEW YORK CENTER FOR AUTISM CHARTER SCHOOL**
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Useful Terms for Understanding Accountability (continued)

Participation

Accountability groups with fewer than 40 students enrolled during the test administration period (for elementary/middle-level ELA, math, and science) or fewer than 40 12th graders (for secondary-level ELA and mathematics) are not required to meet the participation criterion. If the Percentage Tested for an accountability group fell below 95 percent for ELA and math or 80 percent for science in 2010–11, the participation enrollment ("Total" or "12th Graders") shown in the tables is the sum of 2009–10 and 2010–11 participation enrollments and the "Percentage Tested" shown is the weighted average of the participation rates over those two years.

Performance Index (PI)

A Performance Index is a value from 0 to 200 that is assigned to an accountability group, indicating how that group performed on a required State test (or approved alternative) in English language arts, mathematics, or science. Student scores on the tests are converted to four performance levels, from Level 1 to Level 4. (See performance level definitions on the Overview summary page.) At the elementary/middle level, the PI is calculated using the following equation:

$$100 \times [(\text{Count of Continuously Enrolled Tested Students Performing at Levels 2, 3, and 4} + \text{the Count at Levels 3 and 4}) \div \text{Count of All Continuously Enrolled Tested Students}]$$

At the secondary level, the PI is calculated using the following equation:

$$100 \times [(\text{Count of Cohort Members Performing at Levels 2, 3, and 4} + \text{the Count at Levels 3 and 4}) \div \text{Count of All Cohort Members}]$$

A list of tests used to measure student performance for accountability is available at www.p12.nysed.gov/lrs.

Progress Targets

For accountability groups below the State Standard in science or graduation rate, the Progress Target is an alternate method for making AYP or qualifying for Safe Harbor in English language arts and mathematics based on improvement over the previous year's performance.

Science: The current year's Science Progress Target is calculated by adding one point to the previous year's Performance Index (PI). Example: The 2010–11 Science Progress Target is calculated by adding one point to the 2009–10 PI.

Graduation Rate: The Graduation-rate Progress Target is calculated by determining a 20% gap reduction between the rate of the previous year's graduation-rate cohort and the state standard. Example: The 2010–11 Graduation-Rate Progress Target = $[(80 - \text{percentage of the 2005 cohort earning a local or Regents diploma by August 31, 2009}) \times 0.20] + \text{percentage of the 2005 cohort earning a local or Regents diploma by August 31, 2009}$.

Progress Targets are provided for groups whose PI (for science) or graduation rate (for graduation rate) is below the State Standard.

Safe Harbor Targets

Safe Harbor provides an alternate means to demonstrate AYP for accountability groups that do not achieve their EAMOs in English or mathematics. The 2010–11 safe harbor targets are calculated using the following equation:
2009–10 PI + (200 – the 2009–10 PI) \times 0.10

Safe Harbor Targets are provided for groups whose PI is less than the EAMO.

Safe Harbor Qualification (#)

On the science page, if the group met both the participation and the performance criteria for science, the Safe Harbor Qualification column will show "Qualified." If the group did not meet one or more criteria, the column will show "Did not qualify." A "+" symbol after the 2010–11 Safe Harbor Target on the elementary/middle- or secondary-level ELA or mathematics page indicates that the student group did not make AYP in science (elementary/middle level) or graduation rate (secondary level) and; therefore, the group did not qualify for Safe Harbor in ELA or mathematics.

State Standard

The criterion value that represents minimally satisfactory performance (for science) or a minimally satisfactory percentage of cohort members earning a local or Regents diploma (for graduation rate). In 2010–11, the State Science Standard is a Performance Index of 100; the State Graduation-Rate Standard is 80%. The Commissioner may raise the State Standard at his discretion in future years.

Students with Disabilities

For all measures, if the count of students with disabilities is equal to or greater than 30, former students with disabilities are also included in the performance calculations.

Test Performance

For districts and schools with fewer than 30 continuously enrolled tested students (for elementary/middle-level ELA, math, and science) or fewer than 30 students in the 2007 cohort (for secondary-level ELA and mathematics) in the All Students group in 2010–11, data for 2009–10 and 2010–11 for accountability groups were combined to determine counts and Performance Indices. For districts and schools with 30 or more continuously enrolled students/2007 cohort members in the All Students group in 2010–11, student groups with fewer than 30 members are not required to meet the performance criterion. This is indicated by a "—" in the Test Performance column in the table.

Total

The count of students enrolled during the test administration period used to determine the Percentage Tested for the Participation part of the AYP determination for elementary/middle-level ELA, mathematics, and science. These are the first numbers in the parentheses after the subgroup label on the elementary/middle-level ELA, mathematics, and science pages. For accountability calculations, students who were excused from testing for medical reasons in accordance with federal NCLB guidance are not included in the count.

School **NEW YORK CENTER FOR AUTISM CHARTER SCHOOL**
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Understanding Your School Accountability Status

New York State participates in the Differentiated Accountability pilot program, as approved by the United States Department of Education in January 2009. Under this program, each public school in the State is assigned an accountability "phase" (Good Standing, Improvement, Corrective Action, or Restructuring) and, for schools not in Good Standing, a "category" (Basic, Focused, or Comprehensive) for each measure for which the school is accountable. Accountability measures for schools at the elementary/middle level are English language arts (ELA), mathematics, and science; at the secondary level, they are ELA, mathematics, and graduation rate. Generally, the school's overall accountability status is its most advanced accountability phase and its highest category within that phase. A school in any year of the phase (that is not Good Standing) that makes AYP for the measure remains in the same phase/category the following year. An identified school that makes AYP in the identified measure for two consecutive years returns to Good Standing. Once a school is identified with a category within a phase, it cannot move to a less intensive category in the following school year within that phase.

Each school district with one or more Title I schools and each Title I charter school designated as Improvement (year 1 and year 2), Corrective Action, or Restructuring must make Supplemental Educational Services available for eligible students in the identified Title I school(s). A school district with one or more schools designated as Improvement (year 2), Corrective Action, or Restructuring must also provide Public School Choice to eligible students in identified Title I school(s). For more information on the Differentiated Accountability program and a list of interventions for schools not in Good Standing, see http://www.p12.nysed.gov/accountability/APA/Differentiated_Accountability/DA_home.html.

School NEW YORK CENTER FOR AUTISM CHARTER SCHOOL
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Understanding Your School Accountability Status (continued)

Phase	Phase/Category
Good Standing A school that has not been designated as Improvement, Corrective Action, or Restructuring.	
<p>Improvement (year 1) A school that failed to make AYP for two consecutive years on the same accountability measure; or a school that was designated as Improvement (year 1) in the current school year that made AYP for the identified measure and is in Good Standing.</p> <p>Improvement (year 2) A school that was designated as a school in Improvement (year 1) in the current school year and failed to make AYP on the same accountability measure for which it was identified; or a school that was designated as Improvement (year 2) in the current school year that made AYP for the identified measure.</p>	<p>Improvement/Basic: A school that failed to make AYP in ELA and/or math for one accountability group, but made AYP for the All Students group; or a school that failed to make AYP in only science or graduation rate.</p> <p>Improvement/Focused: A school that failed to make AYP in ELA and/or math for more than one accountability group, but made AYP for the All Students group; or a school whose worst status is Improvement/Basic for at least two measures.</p> <p>Improvement/Comprehensive: A school that failed to make AYP in ELA and/or math for the All Students group; or a school that failed to make AYP in ELA and/or math for every accountability group for which there are at least two, but made AYP for the All Students group; or a school that failed to make AYP in ELA and/or math AND in science or graduation rate.</p>
<p>Corrective Action (year 1) A school that was designated as a school in Improvement (year 2) in the current school year and failed to make AYP on the same accountability measure for which it was identified; or a school that was designated as Corrective Action (year 1) in the current school year that made AYP for the identified measure.</p> <p>Corrective Action (year 2) A school that was designated as a school in Corrective Action (year 1) in the current school year that failed to make AYP on the same accountability measure for which it was identified; or a school that was designated as Corrective Action (year 2) in the current school year that made AYP for the identified measure.</p>	<p>Corrective Action or Restructuring/Focused: A school that failed to make AYP in ELA and/or math for one or more accountability groups, but made AYP for the All Students group; or a school that failed to make AYP in science or graduation rate but made AYP in ELA and math.</p> <p>Corrective Action or Restructuring/Comprehensive: A school that failed to make AYP in ELA and/or math for the All Students group; or a school that failed to make AYP in ELA and/or math for every accountability group except the All Students group for which there are at least two, but made AYP for the All Students group; or a school that failed to make AYP in ELA and/or math AND in science or graduation rate.</p>
<p>Restructuring (year 1) A school that was designated as a school in Corrective Action (year 2) in the current school year and failed to make AYP on the same accountability measure for which it was identified; or a school that was designated as Restructuring (year 1) in the current school year that made AYP for the identified measure.</p> <p>Restructuring (year 2) A school that was designated as a school in Restructuring (year 1) in the current school year that failed to make AYP on the same accountability measure for which it was identified; or a school that was designated as Restructuring (year 2) in the current school year that made AYP for the identified measure.</p> <p>Restructuring (Advanced) A school that was designated as a school in Restructuring (year 2) in the current school year that failed to make AYP on the same accountability measure for which it was identified; or a school that was designated as Restructuring (Advanced) in the current school year that made AYP for the identified measure.</p>	<p>SURR: A school that is identified for registration review (SURR) during a school year in which it is designated as a school in Improvement or Corrective Action shall, in the next school year, be designated as Restructuring (year 1)/Comprehensive.</p>

School **NEW YORK CENTER FOR AUTISM CHARTER SCHOOL**
 School ID **31-04-00-86-0888**

Summary

Overall Accountability Status (2011-12)

Subject to Charter School Law Provisions

Elementary/Middle Level

Secondary Level

ELA Subject to Charter School Law Provisions

ELA

Math Subject to Charter School Law Provisions

Math

Science Subject to Charter School Law Provisions

Graduation Rate

Title I Part A Funding

Years the School Received Title I Part A Funding

2009-10

2010-11

2011-12

NO

NO

NO

On which accountability measures did this school make Adequate Yearly Progress (AYP) and which groups made AYP on each measure?

Elementary/Middle Level

Secondary Level

English

English

Language Arts

Mathematics

Science

Language Arts

Mathematics

Graduation Rate

Student Groups

All Students

✓

✓

—

Ethnicity

American Indian or Alaska Native

Black or African American

Hispanic or Latino

Asian or Native Hawaiian/Other Pacific

Islander

White

Multiracial

Other Groups

Students with Disabilities

Limited English Proficient

Economically Disadvantaged

Student groups making AYP in each subject

✓ 1 of 1

✓ 1 of 1

— 0 of 0

AYP Status

✓ Made AYP

✓^{SH} Made AYP Using Safe Harbor Target

X Did not make AYP

— Insufficient Number of Students to Determine AYP Status

School NEW YORK CENTER FOR AUTISM CHARTER SCHOOL
School ID 31-04-00-86-0888

Elementary/Middle-Level English Language Arts

Accountability Status for This Subject (2011-12)

Subject to Charter School Law Provisions

Accountability Measures

1 of 1

Student groups making AYP in English language arts



Made AYP

How did students in each accountability group perform on elementary/middle-level English language arts accountability measures?

Student Group (Total: Continuous Enrollment)	AYP	Participation		Test Performance		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target 2010-11	2011-12
Accountability Groups								
All Students (22:41)	✓	—	—	—	—	—	—	
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (0:0)								
Hispanic or Latino (0:0)								
Asian or Native Hawaiian/Other Pacific Islander (0:0)								
White (0:0)								
Multiracial (0:0)								
Other Groups								
Students with Disabilities (0:0)								
Limited English Proficient (0:0)								
Economically Disadvantaged (0:0)								
Final AYP Determination	✓ 1 of 1							
Non-Accountability Groups								
Female (3:6)								
Male (19:35)								
Migrant (0:0)								

Symbols

- ✓ Made AYP
- ✓^{SH} Made AYP Using Safe Harbor Target
- X Did not make AYP
- Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment
- ‡ Did not qualify for Safe Harbor

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

School **NEW YORK CENTER FOR AUTISM CHARTER SCHOOL**
 School ID **31-04-00-86-0888**

Elementary/Middle-Level Mathematics

**Accountability Status
for This Subject
(2011-12)**

Subject to Charter School Law Provisions

Accountability Measures

1 of 1

Student groups making AYP in mathematics



Made AYP

How did students in each accountability group perform on elementary/middle-level mathematics accountability measures?

Student Group (Total: Continuous Enrollment)	AYP	Participation		Test Performance		Performance Objectives		
	Status	Met Criterion	Percentage Tested	Met Criterion	Performance Index	Effective AMO	Safe Harbor Target	
							2010-11	2011-12
Accountability Groups								
All Students (22:41)	✓	—	—	—	—	—	—	
Ethnicity								
American Indian or Alaska Native (0:0)								
Black or African American (0:0)								
Hispanic or Latino (0:0)								
Asian or Native Hawaiian/Other Pacific Islander (0:0)								
White (0:0)								
Multiracial (0:0)								
Other Groups								
Students with Disabilities (0:0)								
Limited English Proficient (0:0)								
Economically Disadvantaged (0:0)								
Final AYP Determination	✓ 1 of 1							
Non-Accountability Groups								
Female (3:6)			—		—	—		
Male (19:35)			—		194	121		
Migrant (0:0)								

Symbols

- ✓ Made AYP
- ✓^{SH} Made AYP Using Safe Harbor Target
- ✗ Did not make AYP
- Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment
- ‡ Did not qualify for Safe Harbor

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

School **NEW YORK CENTER FOR AUTISM CHARTER SCHOOL**
School ID **31-04-00-86-0888**

Elementary/Middle-Level Science

Accountability Status for This Subject (2011-12)

Subject to Charter School Law Provisions

Accountability Measures

0 of 0 Student groups making AYP in science

How did students in each accountability group perform on elementary/middle-level science accountability measures?

Student Group (Total: Continuous Enrollment)	AYP		Participation		Test Performance		Performance Objectives		
	Status	Safe Harbor Qualification	Met Criterion	Percentage Tested	Met Criterion	Performance Index	State Standard	Progress Target	
								2010-11	2011-12
Accountability Groups									
All Students (5:12)	—	—	—	—	—	—	—	—	—
Ethnicity									
American Indian or Alaska Native (0:0)	—	—	—	—	—	—	—	—	—
Black or African American (0:0)	—	—	—	—	—	—	—	—	—
Hispanic or Latino (2:2)	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander (1:2)	—	—	—	—	—	—	—	—	—
White (2:7)	—	—	—	—	—	—	—	—	—
Multiracial (0:0)	—	—	—	—	—	—	—	—	—
Other Groups									
Students with Disabilities (5:12)	—	—	—	—	—	—	—	—	—
Limited English Proficient (0:0)	—	—	—	—	—	—	—	—	—
Economically Disadvantaged (2:4)	—	—	—	—	—	—	—	—	—
Final AYP Determination	— 0 of 0								
Non-Accountability Groups									
Female (1:1)	—	—	—	—	—	—	—	—	—
Male (4:11)	—	—	—	—	—	—	—	—	—
Migrant (0:0)	—	—	—	—	—	—	—	—	—

Symbols

- ✓ Made AYP
- ✗ Did not make AYP
- Fewer Than 40 Total/Fewer Than 30 Continuous Enrollment

NOTE: See *Useful Terms for Understanding Accountability* for explanations and definitions of terms and table labels used on this page.

School **NEW YORK CENTER FOR AUTISM CHARTER SCHOOL**
School ID **31-04-00-86-0888**

Summary of 2010–11 School Performance

Performance on the State assessments in English language arts, mathematics, and science at the elementary and middle levels is reported in terms of mean scores and the percentage of tested students scoring at or above Level 2, Level 3, and Level 4. Performance on the State assessments in ELA and mathematics at the secondary level is reported in terms of the percentage of students in a cohort scoring at these levels.

About the Performance Level Descriptors

English Language Arts

Level 1: Below Standard

Student performance does not demonstrate an understanding of the English language arts knowledge and skills expected at this grade level.

Level 2: Meets Basic Standard

Student performance demonstrates a partial understanding of the English language arts knowledge and skills expected at this grade level.

Level 3: Meets Proficiency Standard

Student performance demonstrates an understanding of the English language arts knowledge and skills expected at this grade level.

Level 4: Exceeds Proficiency Standard

Student performance demonstrates a thorough understanding of the English language arts knowledge and skills expected at this grade level.

Mathematics

Level 1: Below Standard

Student performance does not demonstrate an understanding of the mathematics content expected at this grade level.

Level 2: Meets Basic Standard

Student performance demonstrates a partial understanding of the mathematics content expected at this grade level.

Level 3: Meets Proficiency Standard

Student performance demonstrates an understanding of the mathematics content expected at this grade level.

Level 4: Exceeds Proficiency Standard

Student performance demonstrates a thorough understanding of the mathematics content expected at this grade level.

How are Need/Resource Capacity (N/RC) categories determined?

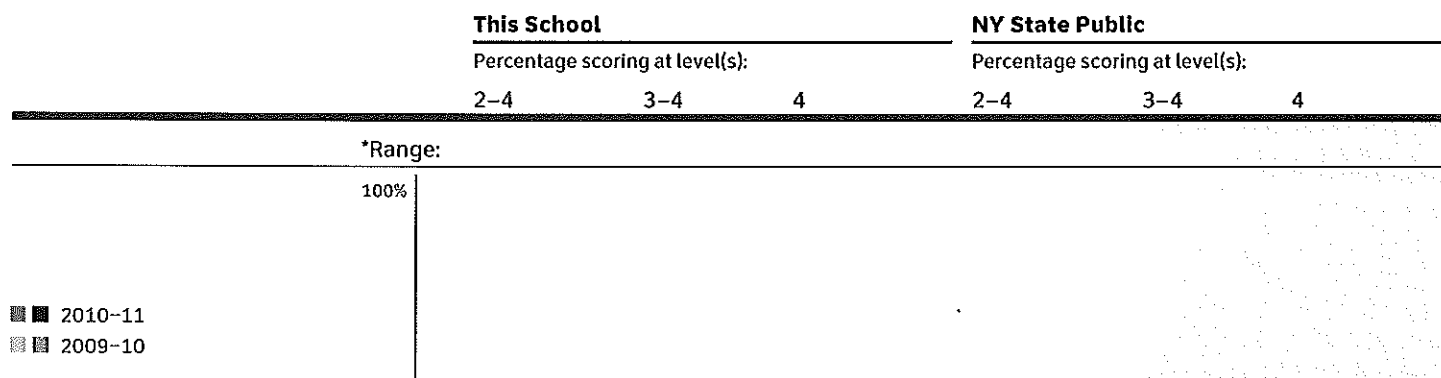
Districts are divided into high, average, and low need categories based on their ability to meet the special needs of their students with local resources. Districts in the high need category are subdivided into four categories based on enrollment size and, in some cases, number of students per square mile. More information about the categories can be found in the *Report to the Governor and the Legislature on the Educational Status of the State's Schools* at www.p12.nysed.gov/lrs.

In this section, this school's performance is compared with that of public schools Statewide.

N/RC Category: Charter Schools

School **NEW YORK CENTER FOR AUTISM CHARTER SCHOOL**
School ID **31-04-00-86-0888**

This School's Results in Grade 3 English Language Arts



Number of Tested Students:

Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students								
Female								
Male								
American Indian or Alaska Native								
Black or African American								
Hispanic or Latino								
Asian or Native Hawaiian/Other Pacific Islander								
White								
Multiracial								
Small Group Totals								
General-Education Students								
Students with Disabilities								
English Proficient								
Limited English Proficient								
Economically Disadvantaged								
Not Disadvantaged								
Migrant								
Not Migrant								

NOTES

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

* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 Accountability and Overview Reports.

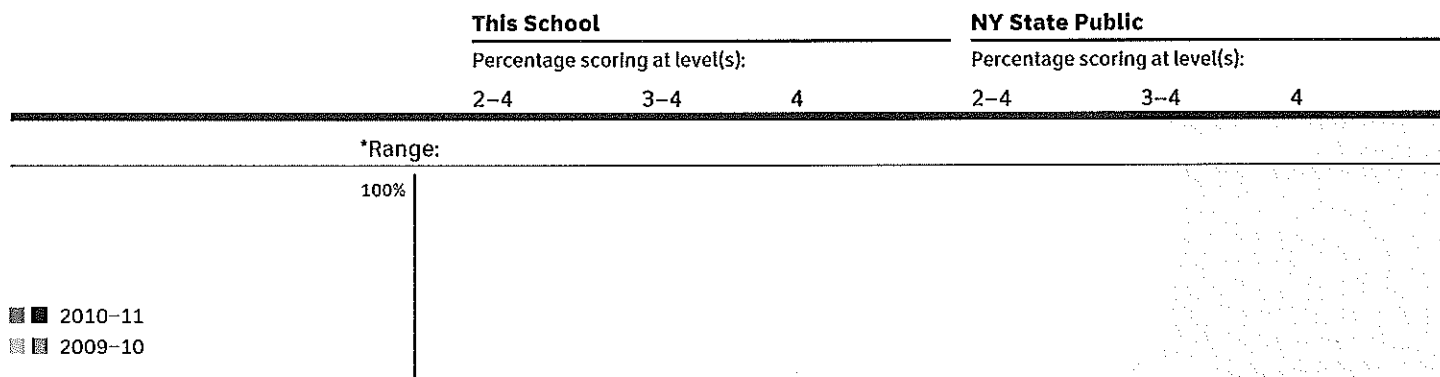
Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	6	6	6	6	6	6	6	5
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 3	0	N/A	N/A	N/A	0	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 3	0	N/A	N/A	N/A	0	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

School **NEW YORK CENTER FOR AUTISM CHARTER SCHOOL**
School ID **31-04-00-86-0888**

This School's Results in Grade 3 Mathematics



Number of Tested Students:

Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students								
Female								
Male								
American Indian or Alaska Native								
Black or African American								
Hispanic or Latino								
Asian or Native Hawaiian/Other Pacific Islander								
White								
Multiracial								
Small Group Totals								
General-Education Students								
Students with Disabilities								
English Proficient								
Limited English Proficient								
Economically Disadvantaged								
Not Disadvantaged								
Migrant								
Not Migrant								

NOTES

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

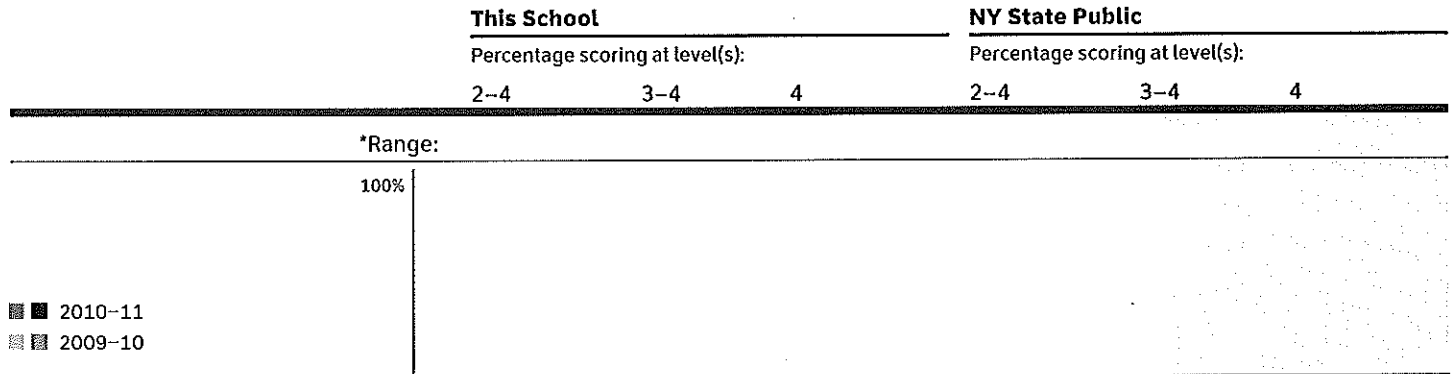
* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 Accountability and Overview Reports.

Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 3 Equivalent	6	6	6	6	6	6	6	6

School **NEW YORK CENTER FOR AUTISM CHARTER SCHOOL**
 School ID **31-04-00-86-0888**

This School's Results in Grade 4 English Language Arts



Number of Tested Students:

Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students								
Female								
Male								
American Indian or Alaska Native								
Black or African American								
Hispanic or Latino								
Asian or Native Hawaiian/Other Pacific Islander								
White								
Multiracial								
Small Group Totals								
General-Education Students								
Students with Disabilities								
English Proficient								
Limited English Proficient								
Economically Disadvantaged								
Not Disadvantaged								
Migrant								
Not Migrant								

NOTES

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

* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 Accountability and Overview Reports.

Other Assessments

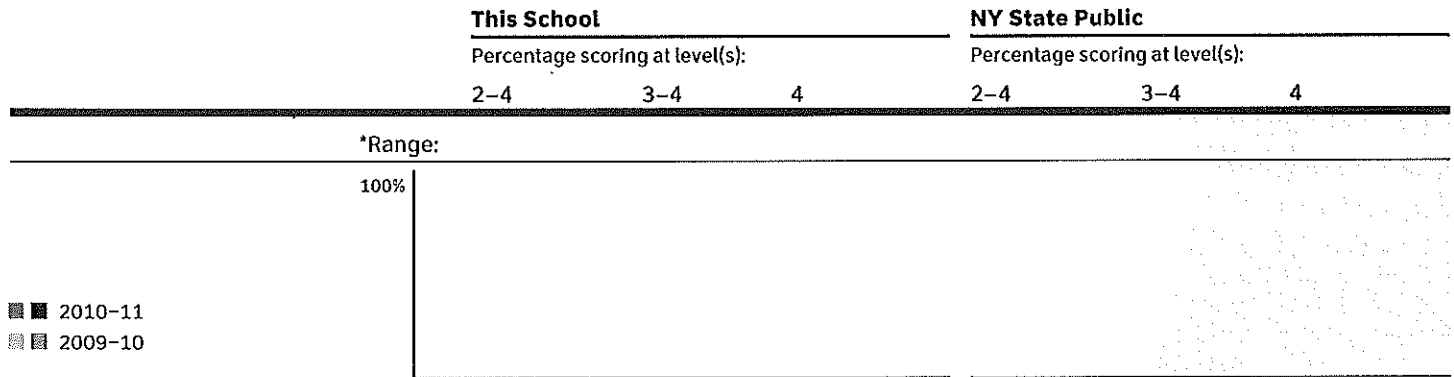
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	5	5	5	5	5	5	5	5
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 4	0	N/A	N/A	N/A	0	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 4	0	N/A	N/A	N/A	0	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

Overview of School Performance

School **NEW YORK CENTER FOR AUTISM CHARTER SCHOOL**
School ID **31-04-00-86-0888**

This School's Results in Grade 4 Mathematics



Number of Tested Students:

Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students								
Female								
Male								
American Indian or Alaska Native								
Black or African American								
Hispanic or Latino								
Asian or Native Hawaiian/Other Pacific Islander								
White								
Multiracial								
Small Group Totals								
General-Education Students								
Students with Disabilities								
English Proficient								
Limited English Proficient								
Economically Disadvantaged								
Not Disadvantaged								
Migrant								
Not Migrant								

NOTES

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

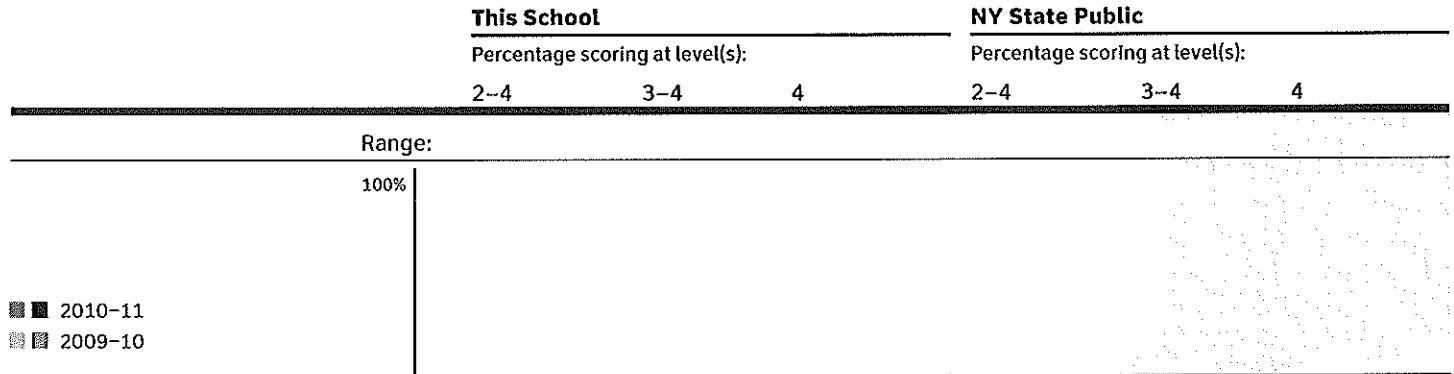
* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 Accountability and Overview Reports.

Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	5	5	5	4	5	5	3	3

School **NEW YORK CENTER FOR AUTISM CHARTER SCHOOL**
 School ID **31-04-00-86-0888**

This School's Results in Grade 4 Science



Number of Tested Students:

Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students								
Female								
Male								
American Indian or Alaska Native								
Black or African American								
Hispanic or Latino								
Asian or Native Hawaiian/Other Pacific Islander								
White								
Multiracial								
Small Group Totals								
General-Education Students								
Students with Disabilities								
English Proficient								
Limited English Proficient								
Economically Disadvantaged								
Not Disadvantaged								
Migrant								
Not Migrant								

NOTES

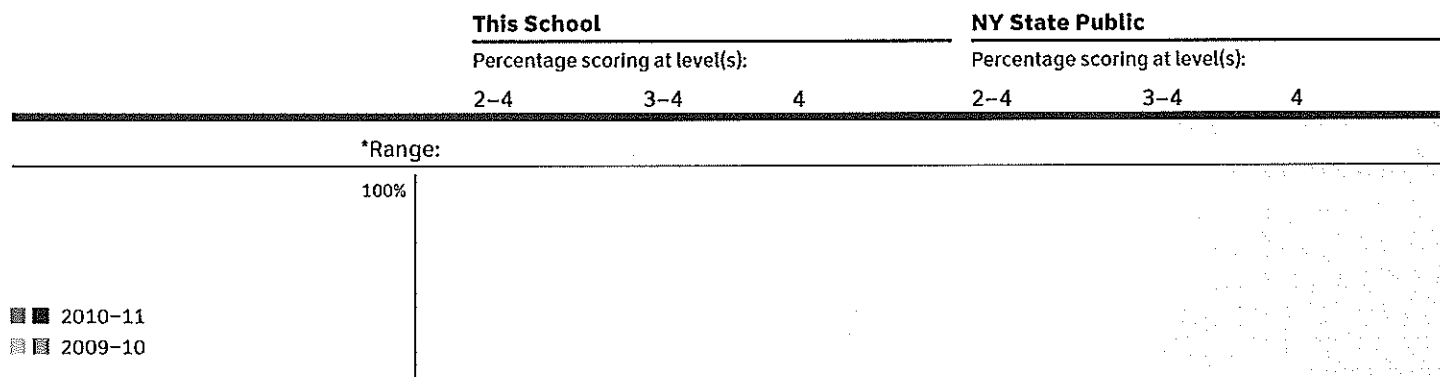
The -- symbol indicates that data for a group of students have been suppressed. If a group has fewer than five students, data for that group and the next smallest group(s) are suppressed to protect the privacy of individual students.

Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 4 Equivalent	5	5	5	5	5	5	5	5

School **NEW YORK CENTER FOR AUTISM CHARTER SCHOOL**
School ID **31-04-00-86-0888**

This School's Results in Grade 5 English Language Arts



Number of Tested Students:

Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students								
Female								
Male								
American Indian or Alaska Native								
Black or African American								
Hispanic or Latino								
Asian or Native Hawaiian/Other Pacific Islander								
White								
Multiracial								
Small Group Totals								
General-Education Students								
Students with Disabilities								
English Proficient								
Limited English Proficient								
Economically Disadvantaged								
Not Disadvantaged								
Migrant								
Not Migrant								

NOTES

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

* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 Accountability and Overview Reports.

Other Assessments

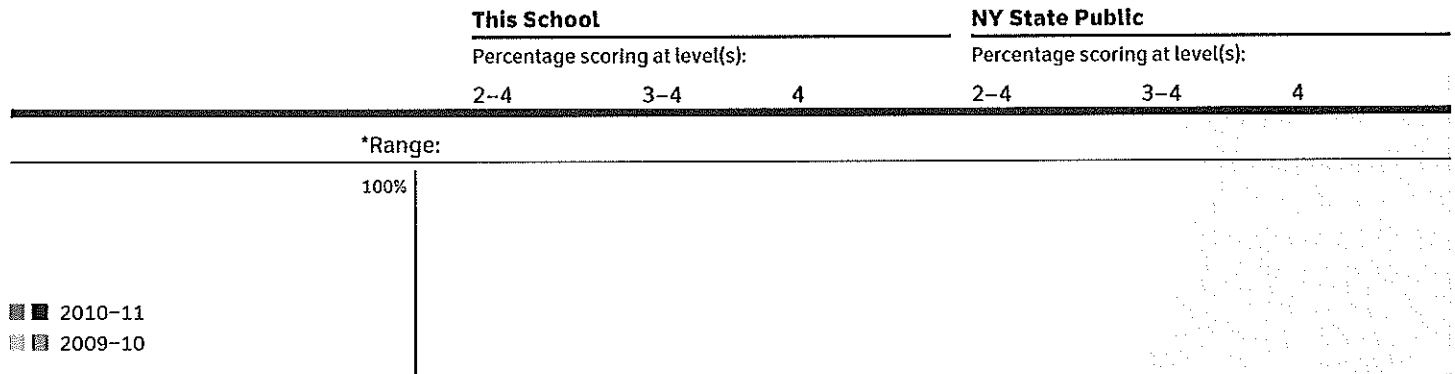
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	5	5	5	5	2	–	–	–
New York State English as a Second Language Achievement Test (NYSESLAT)†: Grade 5	0	N/A	N/A	N/A	0	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 5	0	N/A	N/A	N/A	0	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

Overview of School Performance

School **NEW YORK CENTER FOR AUTISM CHARTER SCHOOL**
School ID **31-04-00-86-0888**

This School's Results in Grade 5 Mathematics



Number of Tested Students:

Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students								
Female								
Male								
American Indian or Alaska Native								
Black or African American								
Hispanic or Latino								
Asian or Native Hawaiian/Other Pacific Islander								
White								
Multiracial								
Small Group Totals								
General-Education Students								
Students with Disabilities								
English Proficient								
Limited English Proficient								
Economically Disadvantaged								
Not Disadvantaged								
Migrant								
Not Migrant								

NOTES

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

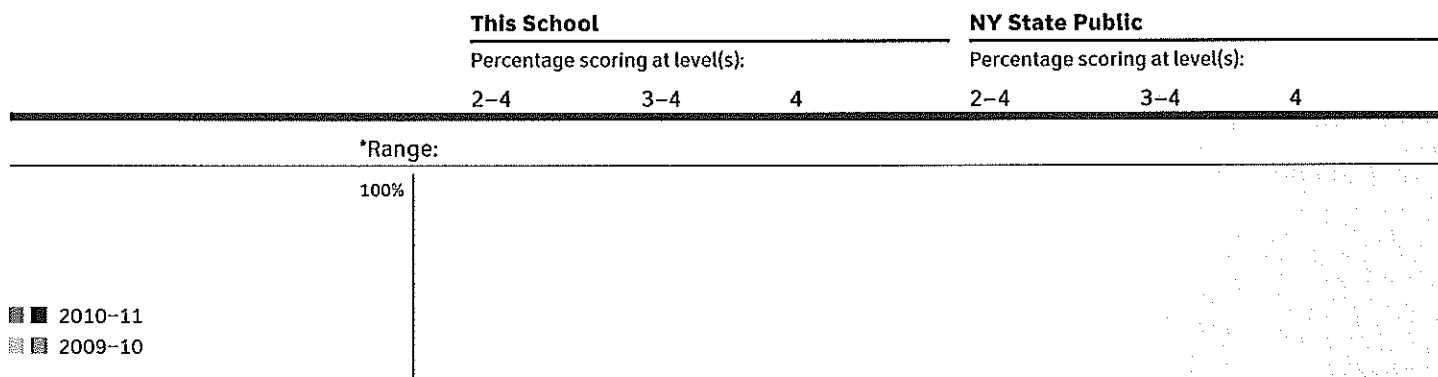
* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 Accountability and Overview Reports.

Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 5 Equivalent	5	5	5	5	2	--	--	--

School **NEW YORK CENTER FOR AUTISM CHARTER SCHOOL**
School ID **31-04-00-86-0888**

This School's Results in Grade 6 English Language Arts



Number of Tested Students:

Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students								
Female								
Male								
American Indian or Alaska Native								
Black or African American								
Hispanic or Latino								
Asian or Native Hawaiian/Other Pacific Islander								
White								
Multiracial								
Small Group Totals								
General-Education Students								
Students with Disabilities								
English Proficient								
Limited English Proficient								
Economically Disadvantaged								
Not Disadvantaged								
Migrant								
Not Migrant								

NOTES

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

* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 Accountability and Overview Reports.

Other

Assessments

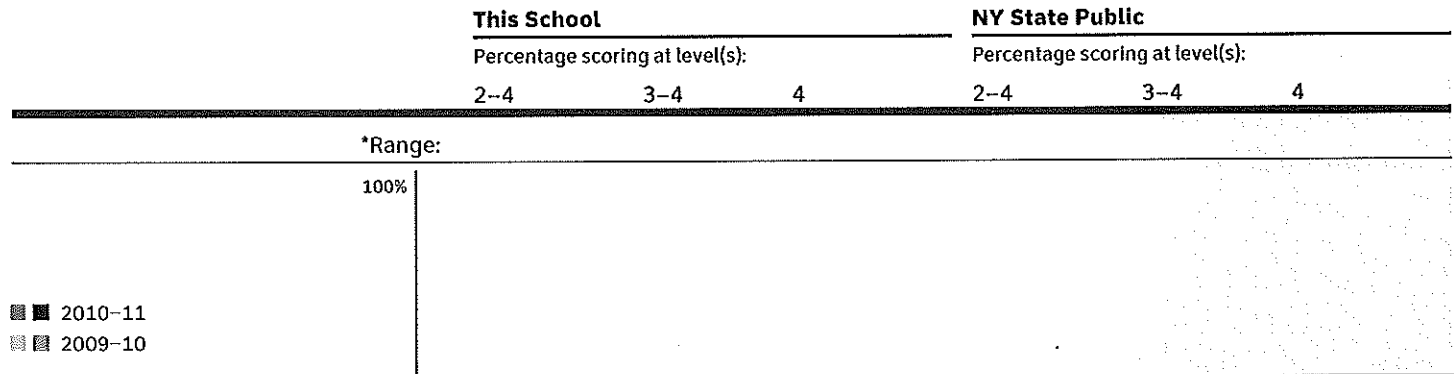
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	2	--	--	--	4	--	--	--
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 6	0	N/A	N/A	N/A	0	N/A	N/A	N/A
Total								
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 6	0	N/A	N/A	N/A	0	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

Overview of School Performance

School **NEW YORK CENTER FOR AUTISM CHARTER SCHOOL**
 School ID **31-04-00-86-0888**

This School's Results in Grade 6 Mathematics



Number of Tested Students:

Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students								
Female								
Male								
American Indian or Alaska Native								
Black or African American								
Hispanic or Latino								
Asian or Native Hawaiian/Other Pacific Islander								
White								
Multiracial								
Small Group Totals								
General-Education Students								
Students with Disabilities								
English Proficient								
Limited English Proficient								
Economically Disadvantaged								
Not Disadvantaged								
Migrant								
Not Migrant								

NOTES

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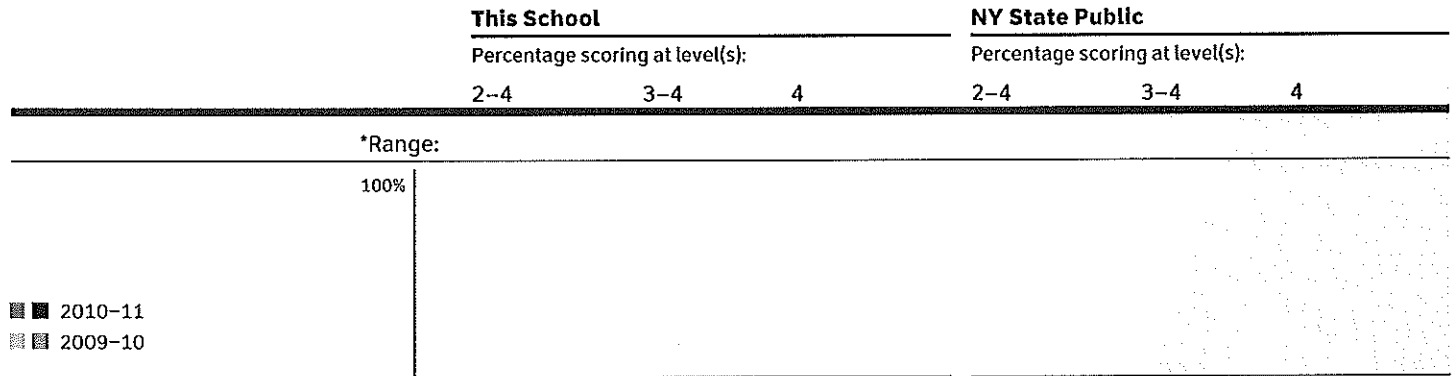
Other

Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 6 Equivalent	2	–	–	–	4	–	–	–

School **NEW YORK CENTER FOR AUTISM CHARTER SCHOOL**
 School ID **31-04-00-86-0888**

This School's Results in Grade 7 English Language Arts



Number of Tested Students:

Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students								
Female								
Male								
American Indian or Alaska Native								
Black or African American								
Hispanic or Latino								
Asian or Native Hawaiian/Other Pacific Islander								
White								
Multiracial								
Small Group Totals								
General-Education Students								
Students with Disabilities								
English Proficient								
Limited English Proficient								
Economically Disadvantaged								
Not Disadvantaged								
Migrant								
Not Migrant								

NOTES

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Other

Assessments

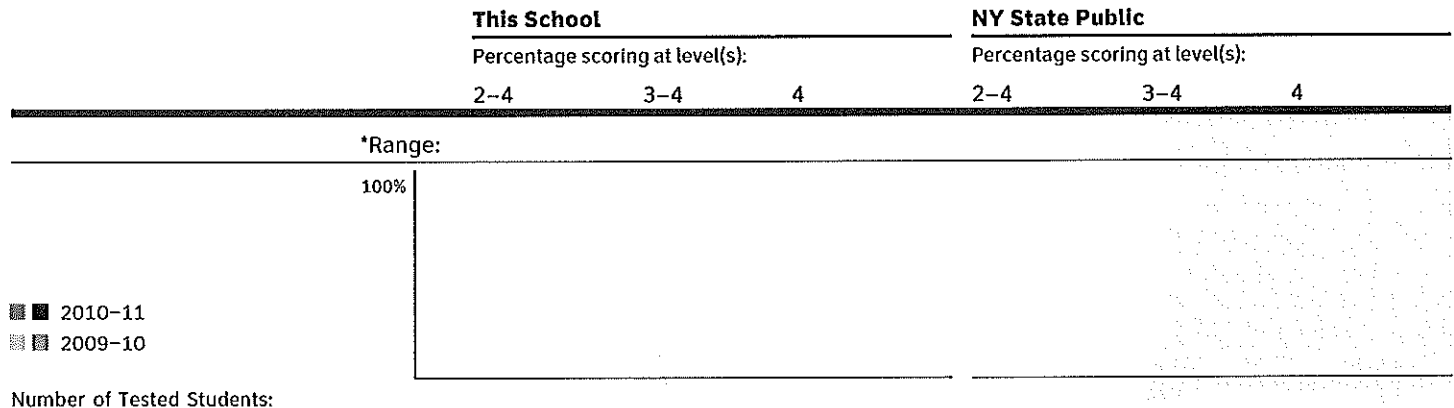
	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	4	--	--	--	0			
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 7	0	N/A	N/A	N/A	0	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 7	0	N/A	N/A	N/A	0	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

Overview of School Performance

School **NEW YORK CENTER FOR AUTISM CHARTER SCHOOL**
School ID **31-04-00-86-0888**

This School's Results in Grade 7 Mathematics



Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students								
Female								
Male								
American Indian or Alaska Native								
Black or African American								
Hispanic or Latino								
Asian or Native Hawaiian/Other Pacific Islander								
White								
Multiracial								
Small Group Totals								
General-Education Students								
Students with Disabilities								
English Proficient								
Limited English Proficient								
Economically Disadvantaged								
Not Disadvantaged								
Migrant								
Not Migrant								

NOTES

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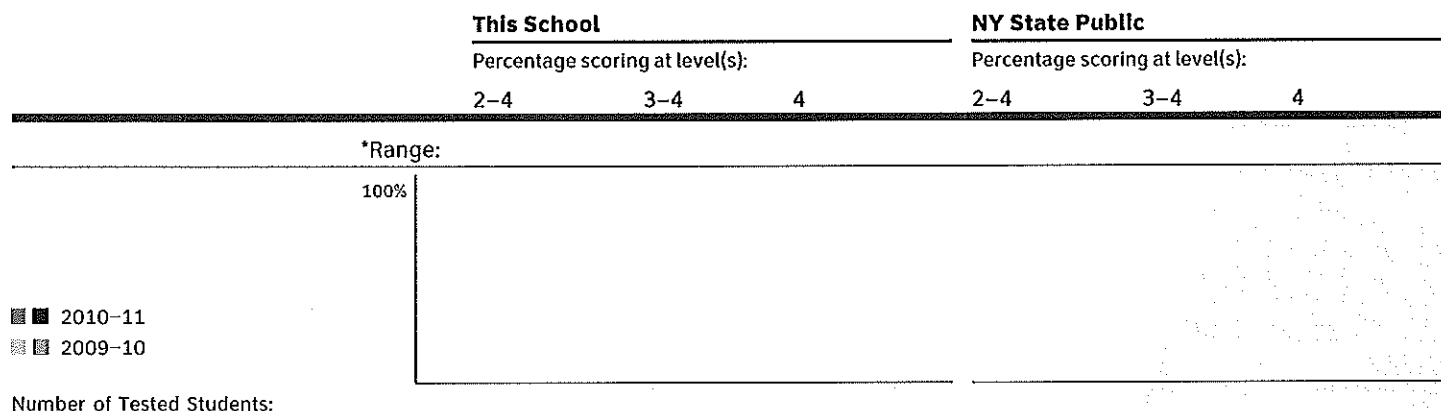
Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 7 Equivalent	4	—	—	—	0			

Overview of School Performance

School **NEW YORK CENTER FOR AUTISM CHARTER SCHOOL**
School ID **31-04-00-86-0888**

This School's Results in Grade 8 English Language Arts



Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students								
Female								
Male								
American Indian or Alaska Native								
Black or African American								
Hispanic or Latino								
Asian or Native Hawaiian/Other Pacific Islander								
White								
Multiracial								
Small Group Totals								
General-Education Students								
Students with Disabilities								
English Proficient								
Limited English Proficient								
Economically Disadvantaged								
Not Disadvantaged								
Migrant								
Not Migrant								

NOTES

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Other

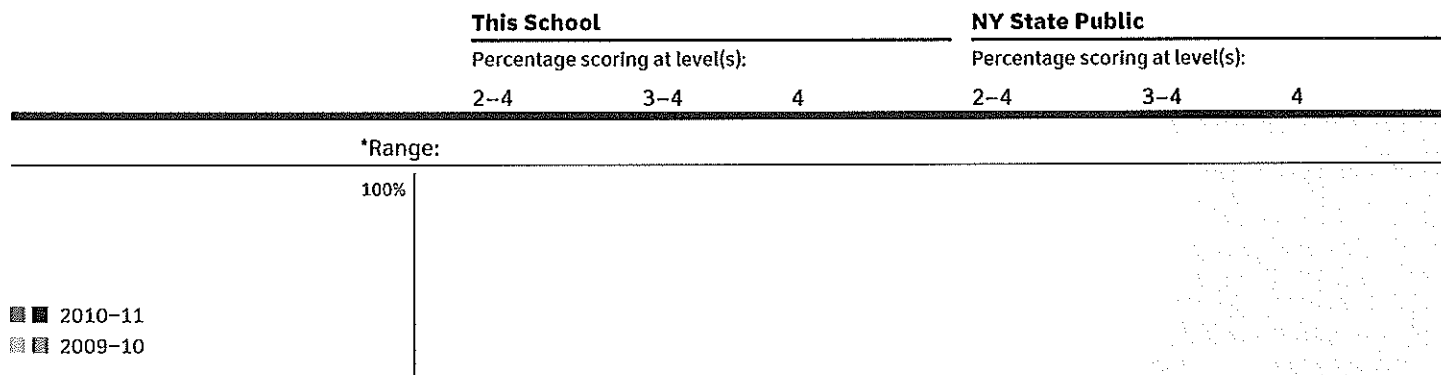
Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	0				2	--	--	--
New York State English as a Second Language Achievement Test (NYSESLAT): Grade 8	0	N/A	N/A	N/A	0	N/A	N/A	N/A
Total					Total			
Recently Arrived LEP Students NOT Tested on the ELA NYSTP: Grade 8	0	N/A	N/A	N/A	0	N/A	N/A	N/A

† These counts represent recently arrived LEP students who used the NYSESLAT to fulfill the English language arts participation requirement.

School **NEW YORK CENTER FOR AUTISM CHARTER SCHOOL**
 School ID **31-04-00-86-0888**

This School's Results in Grade 8 Mathematics



Number of Tested Students:

Results by Student Group

	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students								
Female								
Male								
American Indian or Alaska Native								
Black or African American								
Hispanic or Latino								
Asian or Native Hawaiian/Other Pacific Islander								
White								
Multiracial								
Small Group Totals								
General-Education Students								
Students with Disabilities								
English Proficient								
Limited English Proficient								
Economically Disadvantaged								
Not Disadvantaged								
Migrant								
Not Migrant								

NOTES

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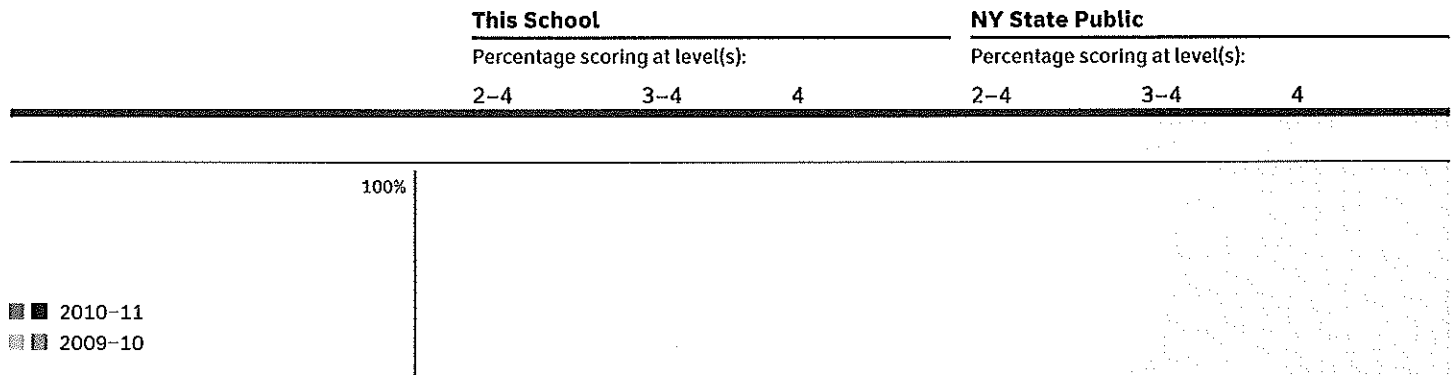
* These ranges are for 2010-11 data only. Ranges for the 2009-10 data are available in the 2009-10 Accountability and Overview Reports.

Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	0				2	—	—	—

School **NEW YORK CENTER FOR AUTISM CHARTER SCHOOL**
School ID **31-04-00-86-0888**

This School's Results in Grade 8 Science



Number of Tested Students:

Results by Student Group

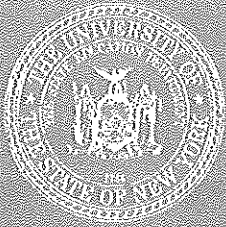
	2010-11 School Year				2009-10 School Year			
	Total Tested	Percentage scoring at level(s):			Total Tested	Percentage scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
All Students								
Female								
Male								
American Indian or Alaska Native								
Black or African American								
Hispanic or Latino								
Asian or Native Hawaiian/Other Pacific Islander								
White								
Multiracial								
Small Group Totals								
General-Education Students								
Students with Disabilities								
English Proficient								
Limited English Proficient								
Economically Disadvantaged								
Not Disadvantaged								
Migrant								
Not Migrant								

NOTES

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Other Assessments

	2010-11 School Year				2009-10 School Year			
	Total Tested	Number scoring at level(s):			Total Tested	Number scoring at level(s):		
		2-4	3-4	4		2-4	3-4	4
New York State Alternate Assessment (NYSAA): Grade 8 Equivalent	0				2	--	--	--
Regents Science	0				0			



The New York State School Report Card

**Comprehensive
Information Report
2010 – 11**

School **NEW YORK CENTER FOR AUTISM
CHARTER SCHOOL**
School ID **31-04-00-86-0888**
Principal **JULIE FISHER**
Telephone **(212) 860-2580**
Grades **UE, US**

Regents Exams

		All Students				General-Education Students				Students with Disabilities			
		Total	Percentage of students			Total	Percentage of students			Total	Percentage of students		
		Tested	scoring at or above:			Tested	scoring at or above:			Tested	scoring at or above:		
			55	65	85		55	65	85		55	65	85
Comprehensive English	2010–11	0				0				0			
	2009–10	0				0				0			
	2008–09	0				0				0			
Integrated Algebra	2010–11	0				0				0			
	2009–10	0				0				0			
	2008–09	0				0				0			
Geometry	2010–11	0				0				0			
	2009–10	0				0				0			
	2008–09	0				0				0			
Algebra 2/Trigonometry	2010–11	0				0				0			
	2009–10	0				0				0			
	2008–09	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Global History and Geography	2010–11	0				0				0			
	2009–10	0				0				0			
	2008–09	0				0				0			
U.S. History and Government	2010–11	0				0				0			
	2009–10	0				0				0			
	2008–09	0				0				0			
Living Environment	2010–11	0				0				0			
	2009–10	0				0				0			
	2008–09	0				0				0			
Physical Setting/ Earth Science	2010–11	0				0				0			
	2009–10	0				0				0			
	2008–09	0				0				0			
Physical Setting/Chemistry	2010–11	0				0				0			
	2009–10	0				0				0			
	2008–09	0				0				0			
Physical Setting/Physics	2010–11	0				0				0			
	2009–10	0				0				0			
	2008–09	0				0				0			

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National Assessment of Educational Progress

School **NEW YORK CENTER FOR AUTISM CHARTER SCHOOL**
School ID **31-04-00-86-0888**

Statewide 2010–11 Results on the National Assessment of Educational Progress (NAEP)

	% Below Basic	% Basic	% Proficient	% Advanced
Grade 4 Reading	32%	33%	26%	9%
Grade 8 Reading	24%	41%	31%	4%
Grade 4 Mathematics	20%	44%	31%	5%
Grade 8 Mathematics	30%	40%	23%	7%

Statewide 2010–11 NAEP Participation Rates for LEP Students and Students with Disabilities

Participation Rate	
Grade 4 Reading	
Limited English Proficient	84%
Students with Disabilities	85%
Grade 8 Reading	
Limited English Proficient	77%
Students with Disabilities	84%
Grade 4 Mathematics	
Limited English Proficient	91%
Students with Disabilities	90%
Grade 8 Mathematics	
Limited English Proficient	92%
Students with Disabilities	91%

NOTE

The National Assessment of Educational Progress (NAEP), developed in 1969, is a nationally representative assessment of the performance of United States' students in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Teachers, principals, parents, policymakers, and researchers use NAEP results to assess progress and develop ways to improve education in the United States.

More Information about the School

School **NEW YORK CENTER FOR AUTISM CHARTER SCHOOL**
School ID **31-04-00-86-0888**

Financial Information

**2010–11 Estimated Percentage of Students
from Families Receiving Public Assistance**

1-10%

Key Focus Area: Charter Revisions

The following nonmaterial Charter Revisions were approved by the NYCA Charter School's authorizer, the Chancellor of the NYC Department of Education and forwarded by the authorizer to the Commissioner and Board of Regents.

Revisions Approved by Authorizer November 1, 2011

- Revised Bylaws and Code of Ethics required by the revised New York State law governing charter schools;
- Changed informal assessment tools used to measure progress in linguistic and functional behaviors, substituting the Verbal Behavior-Milestones Assessment and Placement Program (VB-MAPP) and/or the Vineland Adaptive Behavior Scales in place of the originally proposed Assessment of Basic Language and Learning Skills-Revised (ABLLS-R);
- Memorandum of Understanding between the school and the New York Center for Autism approved by both parties to replace the Institutional Partnership Agreement that was in effect during the school's initial charter period; and
- Changed job titles from Assistant Director of Education and Assistant Director of Transition and Community Outreach to Director of Education and Director of Transition and Community Outreach, respectively.

Revisions Approved by Authorizer June 15, 2012

- Modification of the responsibilities of the school's Manager position from one that is both teaching and supervisory to one that is supervisory only.

Appendix C: Total Expenditures and Administrative Expenditures per Child

**NY Center for Autism Charter School
Expenditures and Administrative Expenditures Per Child *
July 2011 through June 2012**

Expenditures Per Pupil

<u>Total Expenditures</u>	<u>Enrolled Students (FTE)</u>	<u>Per Child</u>
\$2,713,371	31.65	\$85,731

Administrative Expenditures Per Pupil

<u>Administrative Expenditures</u>	<u>Enrolled Students (FTE)</u>	<u>Per Child</u>
\$497,500	31.65	\$15,719

* excludes capital expenditures

Appendix E: FY 2014 Budget and Narrative

NYCA Charter School
Proposed Operating Budgets
FY2013 and 2013/2014 Projection

	FY2012 Forecast	FY2012 Annual Budget	FY2013 Proposed Budget	FY2013 Notes	FY2012 Proposed Budget vs. FY2012 Forecast	FY2014 Projected Budget	FY2014 Notes
Ordinary Income/Expense							
Income							
4000 - Revenue							
4100 - Revenue from NYC Gov Sources	2,900,106	2,657,150	2,932,640	per pupil rate=\$91,645	32,534	3,299,220	36 students @ \$91,645
4140 - PER PUPIL FUNDING	2,900,106	2,657,150	2,932,640		32,534	3,299,220	
Total 4100 - Revenue from NYC Gov Sources							
4400 - Revenue from Other Sources							
4420 - Interest Income	8,000	8,000	8,000		0	10,000	
4422 - Misc. Income	1,800	1,000	1,000		(800)	1,000	
4450 - Parent Fund	3,550	3,300	3,300		(250)	4,000	
Total 4400 - Revenue from Other Sources	13,350	12,300	12,300		(1,050)	15,000	
Total Income	2,913,456	2,669,450	2,944,940		31,484	3,314,220	
Expense							
5000 - Personnel Service Expenditure							
5100 - Classroom Instruction							
5118 - Classroom Managers	0	0	192,935	as approved by BOT	192,935	262,723	add 1 (YAP)
5120 - Sp. Ed. teachers MA	435,413	405,749	394,761		(40,652)	459,104	add 1 (YAP)
5125 - Sp. Ed. Teachers BA	0	0	0		0	0	
5130 - Substitute teachers	1,000	3,000	3,000		2,000	3,000	
5140 - Instructors	512,451	533,135	479,167		(33,284)	493,542	
5145 - Lead Instructors	355,638	338,036	334,927		(20,711)	387,175	
5111 - Manager Stipends	3,125	15,000	0		(3,125)	0	add 1 (YAP)
Total 5100 - Classroom Instruction	1,307,627	1,294,920	1,404,790		97,163	1,605,544	
5300 - Leadership/Supervision/Supp.							
5330 - School Aides	4,800	4,800	6,800		2,000	4,800	
5320 - Assistant Principals/Assistant	72,641	72,641	80,600	\$2K for summer intern	7,959	83,018	
5342 - Web Manager Stipend	7,000	0	7,000		7,000	7,000	
5344 - Classroom App Manager Stipend	2,000	0	2,000		2,000	2,000	
Total 5300 - Leadership/Supervision/Supp.	86,441	77,441	96,400		9,959	96,818	3%
5400 - Administration							
5410 - Executive Director	141,353	139,973	145,592		4,239	149,960	
5412 - CFO	96,917	96,913	99,820		2,903	102,815	
5420 - Administrative staff	100,489	104,487	116,789	upgrade/overlap AA to Office Mgr. (\$10K)	16,300	120,293	
5460 - Administration - Fund Raising	13,400	15,400	15,000		1,600	15,450	
5470 - Administration-Quality Assurance	38,000	42,000	40,000		2,000	40,000	
5414 - Transition Coordinator	83,113	83,113	85,607		2,494	88,175	
Total 5400 - Administration	473,272	481,886	502,808		29,536	516,692	
Total Salaries	1,867,340	1,854,247	2,003,998		136,658	2,219,054	3% salary increases

NYCA Charter School
Proposed Operating Budgets
FY2013 and 2013/2014 Projection

	FY 2012 Forecast	FY2012 Annual Budget	FY2013 Proposed Budget	FY2013 Notes	FY2013 Proposed Budget vs. FY2012 Forecast	FY2014 Projected Budget	FY2014 Notes
5500 - Payroll Taxes & Fringe Benefits							
5505 - SUTA	15,000	15,000	12,000		(3,000)	12,360	
5510 - Payroll taxes	148,154	148,154	153,306	MTA tax eliminated upgrade to Freedom network for hospital/surgical deductible and coins.	5,152	163,758	
5520 - Health benefits	178,030	194,000	198,925		20,895	218,818	assume 10% increase
5526 - HRA Health Care Contingency	12,000	18,000	15,000		3,000	15,000	
5522 - FSA Employer Contribution	26,600	26,600	26,600		0	26,480	
5530 - Retirement Plan	2,300	2,500	2,500		200	3,000	
5532 - Short-term Disability	6,000	5,400	6,000		0	6,600	
5534 - Long-term Disability	1,900	1,900	2,000		100	2,400	
5540 - Life Insurance	1,400	1,400	1,400		0	1,600	
5550 - Worker's compensation	11,940	11,940	13,000		1,060	15,000	
5552 - WC Audit Expense	(1,000)	1,000	1,000		2,000	1,100	
5570 - Tuition Reimbursement	48,000	40,000	50,000		2,000	56,000	
5580 - NYS DISABILITY	1,500	1,500	1,500		0	1,600	
5580 - Bonus Pool	70,000	45,000	70,000	BOT approved change	0	70,000	
Total 5500 - Payroll Taxes & Fringe Benefits	521,824	512,394	553,231		31,407	602,715	
Total 5000 - Personnel Service Expenditure	2,389,164	2,366,641	2,557,229		168,065	2,807,969	

NYCA Charter School
Proposed Operating Budgets
FY2013 and 2013/2014 Projection

	FY 2012 Forecast	FY 2012 Annual Budget	FY 2013 Proposed Budget	FY 2013 Notes	FY 2013 Proposed Budget vs. FY 2012 Forecast	FY 2014 Projected Budget	FY 2014 Notes
6000 - Other Than Personnel Serv. Expe							
6100 - Classroom Instruction OTPS							
6130 - Teacher supplies	9,600	9,000	11,000		1,400	14,000	
6140 - Student furniture and equipment	2,000	1,200	1,500		(500)	2,000	
6150 - Curriculum development supplies	10,000	9,000	12,000		2,000	15,000	
6160 - Technology supplies & equip.	5,100	1,400	4,000	lpad apps	(1,100)	5,000	
6170 - Classroom supplies	5,000	4,000	5,000		500	7,000	
6180 - Teacher discretionary funds	1,800	7,000	3,000		1,200	4,000	
6210 - All other instruc. suppl.(toys)	5,000	5,500	5,000		0	5,500	
6220 - Field trips & community integr.	3,800	3,800	4,000		200	9,000	assume more trips YAP
6610 - Student Snacks for Cabinet	2,500	3,300	2,750		250	3,400	
6640 - Kitchen Supplies	5,500	4,000	6,000		500	7,000	
Total 6100 - Classroom Instruction OTPS	50,300	48,200	54,750		4,450	71,900	
6300 - Instructional Supp. Serv. OTPS							
6315-Contractual annual program eval	6,200	6,200	5,000		(1,200)	5,000	
6317 - Speech/Lang Consultant	1,500	1,000	1,500		0	1,500	
6360 - Contractual technology services	14,000	14,000	14,000		0	16,500	
Total 6300 - Instructional Supp. Serv. OTPS	21,700	21,200	20,500		(1,200)	23,000	
6400 - Leadership/Superv/Supp/Adm OTPS							
6311 - Internet Connect&Server Backup	4,430	4,430	4,400		(30)	8,000	assumes 2nd site
6410 - Telephone	4,000	3,400	4,000		0	4,000	+1 manager
6420 - Postage	1,100	1,340	1,200		100	1,500	
6430 - Printing and Copying	13,000	9,630	13,000		0	16,000	copier at 2nd site
6440 - Admin. technology & equipment	750	500	500		(250)	500	
6442 - Website Development/Support	3,000	5,800	3,000		0	3,000	
6460 - Legal fees	3,000	5,000	5,000		2,000	5,000	
6470 - Accounting fees	3,500	3,500	3,500		0	3,500	
6471 - Payroll Processing Fees (ADP)	5,000	4,500	5,000		0	5,500	
6472 - FSA/TransitChek Fees	3,300	3,300	3,300		0	3,600	
6473 - HRA Fees	2,500	2,500	2,000		(500)	2,200	
6480 - Audit fees	35,000	35,000	35,000		0	35,000	
6490 - Marketing	1,000	4,000	2,000		1,000	2,000	
6510 - Teacher recruitment costs	1,500	1,500	1,500		0	2,500	
6530 - Travel	4,000	3,000	4,000		0	4,500	
6540 - Dues	685	500	650		(35)	650	
6560 - Bank Charges	200	600	0		(200)	0	
6565 - Credit card fees	500	260	600		100	600	
6580 - Office Supplies	6,500	5,200	6,500		0	7,000	
6581 - Food For Meetings	1,650	1,650	1,500		(150)	1,750	
6583 - Miscellaneous Expenses	2,000	600	1,000		(1,000)	1,200	
6590 - Parent Committee & Staff Events	4,000	3,000	4,000		0	4,000	
6594 - Holiday/Staff Appreciation	6,000	6,000	6,000		0	6,000	
6995 - BOT Committee Breakfasts	250	200	200		(50)	200	
Total 6400 - Leadership/Superv/Supp/Adm OTPS	106,865	105,410	107,850		985	118,200	

NYCA Charter School
Proposed Operating Budgets
FY2013 and 2013/2014 Projection

	FY 2012 Forecast	FY2012 Annual Budget	FY2013 Proposed Budget	FY2013 Notes	FY2012 Forecast vs. FY2013 Budget	FY2014 Proposed Budget	FY2014 Notes
6600 - Ancillary Support Serv. OTPS							
6682 - Various Professional Services	11,100	1,500	1,500	\$10K in FY12 for planning	(9,600)	2,000	
6620 - Transportation services	100	1,500	250		150	500	
6650 - Food Services	700	1,000	1,000		300	1,200	
Total 6600 - Ancillary Support Serv. OTPS	11,900	4,000	2,750		(9,150)	3,700	
6680 - Staff Development							
6620 - Conferences	7,500	7,500	7,500		0	9,000	
6340 - Professional dev services	5,000	5,000	3,000		(2,000)	5,000	
Total 6680 - Staff Development	12,500	12,500	10,500		(2,000)	14,000	
6700 - Building Services OTPS							
6720 - Insurance	26,000	26,000	26,000		0	34,000	assumes 2nd site
6730 - Custodial services	18,000	18,000	18,000		0	24,000	assumes 2nd site
6733 - Exterminating services	1,190	900	1,000		(190)	2,000	assumes 2nd site
6740 - Maintenance	8,000	2,000	5,000	painting	(3,000)	10,000	painting new classrooms
6750 - Maintenance supplies	200	200	200		0	250	
6792 - Building Permits	2,000	2,000	2,000		0	2,000	
Total 6700 - Building Services OTPS	55,390	49,100	52,200		(3,190)	72,250	
6930 - Interest Expense	0	250	0		0	250	
6940 - Charitable Contributions	250	250	250		0	250	
Total Other Than Personnel Expenses	258,905	240,910	248,800		(10,105)	303,550	
Total Expense	2,648,059	2,607,551	2,806,029		157,960	3,111,519	
Net Ordinary Income	265,387	61,899	138,911		(126,476)	202,701	
contingency for summer occupancy			18,000			50,000	
contingency for rent							
Net After Contingency			120,911			142,701	

NYCA Charter School
Proposed Operating Budgets
FY2013 and 2013/2014 Projection

	FY 2012 Forecast	FY2012 Annual Budget	FY2013 Proposed Budget	FY2013 Notes	FY2013 Proposed Budget vs. FY2012 Forecast	FY2014 Projected Budget	FY2014 Notes
Other Income							
4415 - Private Foundations	75,000	75,000	75,000		0	75,000	
4470 - School Fundraising	66,697	60,000	70,000		3,303	65,000	
6570 - Other-Fund Raising Fees, Suppl.	(6,500)	(10,000)	(8,000)		(1,500)	(10,000)	
Net Fundraising Income	135,197	125,000	137,000		1,803	130,000	
Other Expense							
7100 - Continuing Enrichment Programs							
6390 - Music Instruction	15,000	18,000	18,000		3,000	20,000	
6344 - Baseball Program	11,000	11,000	11,000		0	12,000	
6350 - Swim Program & Instructor	2,679	2,400	2,700		21	3,000	
6395 - Chess Instruction	0	0	4,500		4,500	5,000	
Total 7100 - Continuing Enrichment Programs	28,679	31,400	36,200		7,521	40,000	
Peer Mentoring - After School Program	0	12,000	0		0	0	
Net Other Income	106,518	81,600	100,800			90,000	
Operating Net	371,805	143,482	238,711		(132,154)	232,701	excludes \$60K for rent contingency
CAPEX for classroom, office furniture/computers	25,000	28,800	16,500	\$2,500 per classroom for tech. equip.	(8,500)	18,500	
expansion/bathrooms	140,000	60,000	0		(140,000)	0	
Young Adult Program			0		0	43,300	outfit 2 classrooms/office
Surplus (deficit)	206,805	54,682	223,211	\$205K if summer contingency	18,306	230,401	\$170K if rent contingency

NYCACS FY2013-2014 Planned Capital Expenditures

<u>FY2013</u>	<u>Description</u>	<u>Amount</u>
	replace computers/printers	8,000
	class 5 Emac	
	class 2/3 2 laptops to replace old desktops	
	class 6/7 2 Ipads	
	conference room desktop	
	printer for admin.	
	replacements for Ipad breakage	2,000
	classroom furniture needs	1,500
	Life Skills Center - appliance/furniture needs	2,000
	classroom air conditioner replacement - 2	<u>3,000</u>
	Total 2013	16,500
 FY2014	Young Adult Program	
	furniture - classrooms	8,000 desks, chairs, lockers, leisure chairs
	furniture - offices	4,000
	computers	10,000 4 desktops, 8 Ipads, 2 printers, tv
	smartboard	8,000
	refrigerator	800
	air conitioners	3,000 2 incl. installation + office AC
	misc. set-up expenses	<u>10,000</u> cabling, etc
	total project	43,800
	replace computers/printers	8,000
	replacements for Ipad breakage	2,000
	classroom furniture needs	1,500
	Life Skills Center - appliance/furniture needs	4,000 replace tables
	classroom air conditioner replacement - 2	<u>3,000</u>
		18,500
	total 2014	62,300

Appendix F: Disclosure of Financial Interest Forms

Appendix H: Enrollment and Retention Targets

Appendix H: Enrollment and Retention Targets

NYCA Charter School recognizes the importance of reaching underserved student populations, and independently of any targets that may be set in the future, aggressively seeks to bring underserved students into the NYCACS lottery pool. As defined by the school's charter, NYCACS serves *only* special education students—students falling on the severe to moderate end of the autism spectrum who need a highly structured, staffing intensive educational setting. The school is at the capacity (32) allowed by its charter and openings become available very infrequently. New students from the lottery pool are enrolled only if the CSE determines that a student already enrolled at NYCACS is ready for a less or more restrictive placement, or if an enrolled student's family moves outside of New York City.

While surpassing any special education target likely to be set, meeting an as yet to be determined target for English language learners poses a unique challenge to NYCACS; by virtue of their autism diagnosis, all NYCACS students are severely language impaired, in any language, including many who have no functional language skills and are dependent on augmentative communication devices to make their needs known.

Within this context NYCACS took the following steps to recruit ELL students in 2011-12 and will continue these successful practices going forward:

- print ads in English and Spanish for the NYCACS Open Houses and Information Session were distributed to *El Diario* and *Amsterdam News*;
- an electronic ad in English and Spanish was submitted to the Gotham Gazette with distribution to advocacy and community based organizations serving youth at risk;
- an electronic ad in English and Spanish was distributed to the parent coordinators of District 4 schools with the assistance of the parent liaison at our host school PS/IS 50;
- an electronic ad in English and Spanish was submitted to PS/IS 50's partner agency the Children's Aid Society's for distribution to their professional staff responsible for outreach and intake;
- an electronic ad in English and Spanish was distributed to NYC Charter Schools network; and
- a print flyer was posted at Little Sisters of the Assumption Family Health Center.

Other activities that heighten community awareness of NYCACS and the students we serve also contribute indirectly to our lottery outreach. These include the following:

- presentations at local and regional professional conferences;
- participation in monthly Community Board 11--Youth and Education Committee meetings and Developmental Disabilities Council--Manhattan Transition Committee meetings;
- staff development workshops at neighborhood schools and organizations including Harlem RBI, Dream Charter School, Renaissance Charter High School for Innovation, PS 130, and the Boriken Neighborhood Health Center;

- Peer Mentoring Program in which NYCACS trains PS/IS 50 students to serve as mentors to students with autism; and
- ongoing relationships with community organizations and businesses that provide supplemental programming opportunities for NYCACS students (including All Souls Church, the Burden Center for the Aging, Asphalt Green, Harlem RBI, and the Baseball Center NYC, and the Thomas Jefferson NYC Parks and Recreation Center).

Periodically, NYCACS's reach is extended by public interest news features, the most recent of which was a 10 minute segment produced by Robert Lehrer that aired on PBS April 20, 2011. Parents responding to the feature were referred to the 2012 lottery process.

2011-2012 represents the school's second year under its new charter which extends the enrollment to age 19. As NYCACS students are aging, the increased curricular emphasis on functioning in the community has had the added benefit of deepening our presence within our East Harlem neighborhood, indirectly contributing to recruitment efforts. We anticipate that this process will continue as more of our students begin community based programming.

NYCACS intends to continue these recruitment efforts in 2012-13, building on the successes of 2011-12. Additional awareness and outreach efforts will target local public school IEP teams, the Committee's for Preschool Special Education, and community preschools serving students with autism. NYCACS also intends to collaborate with the newly opening Neighborhood Charter School of Harlem, should NCSH receive applicants with autism that do not meet NCSH lottery criteria for students with Asperger's syndrome.

**New York Center for Autism Charter School
Annual Report 2011-2012**

(November 1, 2012 Submission)

**New York Center for Autism Charter School
Annual Report: November 1, 2012 Submission**

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Academic Goals Table

2011-2012 Progress Toward Attainment of Academic Charter Goals			
Academic goal or objective	Measure used to evaluate progress toward attainment of goal or objective	2011-2012 progress toward attainment of goal or objective	If not met, describe efforts to be undertaken to meet goal or objective
AYP Standing (See also Goal 3 below.)	Measure: NYS School Report Card 2010-2011	Goal Met: In Good Standing. (See attached page 10 of the NYS School Report Card.)	
Goal 1: Within their own abilities, at least 75% of students will annually master a minimum of 85% of the objectives (i.e., skill acquisition and behavior reduction) set forth in their IEPs. Objective: Data are collected on all programs that support IEP goals and objectives (i.e., skill acquisition programs and behavior reduction programs).	Measure: Percent Mastery. Annually a percent score will be generated by dividing the number of completed IEP objectives by the total number of objectives determined at each student's annual review.	Goal Met: 84%, or 27/32, of students mastered a minimum of 85% of programs that support their IEP goals and objectives. (See attached table, "Student Objectives Mastered: Data Summary 2011-2012.")	
Goal 2: Within their own abilities, 75% of NYCACS students will annually demonstrate increased performance on an informal assessment of linguistic and functional behaviors.	Measure: Verbal Behavior-Milestones Assessment and Placement Program (VB-MAPP) by Sundberg or the Vineland Adaptive Behavior Scales by Sparrow, Ball, and Partington.	Goal Met: 100% of students demonstrated increased performance on the Verbal Behavior-Milestones Placement Program.	

School **NEW YORK CENTER FOR AUTISM CHARTER SCHOOL**
 School ID **31-04-00-86-0888**

Summary

Overall Accountability Status (2011–12)

Subject to Charter School Law Provisions

Elementary/Middle Level

Secondary Level

ELA Subject to Charter School Law Provisions

ELA

Math Subject to Charter School Law Provisions

Math

Science Subject to Charter School Law Provisions

Graduation Rate

Title I Part A Funding

Years the School Received Title I Part A Funding

2009–10

2010–11

2011–12

NO

NO

NO

On which accountability measures did this school make Adequate Yearly Progress (AYP) and which groups made AYP on each measure?

Elementary/Middle Level

Secondary Level

English

English

Student Groups

Language Arts

Mathematics

Science

Language Arts

Mathematics

Graduation Rate

All Students

✓

✓

—

Ethnicity

American Indian or Alaska Native

Black or African American

Hispanic or Latino

Asian or Native Hawaiian/Other Pacific Islander

White

Multiracial

Other Groups

Students with Disabilities

Limited English Proficient

Economically Disadvantaged

Student groups making AYP in each subject

✓ 1 of 1

✓ 1 of 1

— 0 of 0

AYP Status

- ✓ Made AYP
- ✓^{SH} Made AYP Using Safe Harbor Target
- ✗ Did not make AYP
- Insufficient Number of Students to Determine AYP Status

**New York Center for Autism Charter School
Goal 1**

**STUDENT OBJECTIVES MASTERED
2011-2012 DATA SUMMARY**

Student ID #	Percentage of IEP Objectives Mastered Within One Year
207-022-138	11/11 = 100%
207-641-333	9/10 = 90%
207-149-097	13/13 = 100%
208-611-350	8/10 = 80%
218-126-886	11/12 = 92%
207-680-224	15/15 = 100%
220-568-208	12/12 = 100%
220-087-258	15/17 = 88%
211-851-175	11/12 = 92%
220-655-872	11/12 = 92%
218-871-796	12/13 = 92%
204-172-357	10/11 = 91%
275-281-897	12/12 = 100%
275-262-285	8/9 = 89%
207-047-978	5/6 = 83%
268-287-554	13/14 = 93%
205-456-262	7/7 = 100%
274-068-295	5/10 = 50%

**New York Center for Autism Charter School
Goal 1**

**STUDENT OBJECTIVES MASTERED
2011-2012 DATA SUMMARY (Continued)**

274-197-763	6/7 = 86%
206-966-566	9/9 = 100%
205-534-829	8/9 = 89%
205-510-365	9/9 = 100%
220-776-488	7/7 = 100%
205-474-786	7/7 = 100%
217-231-158	6/8 = 75%
208-749-242	6/7 = 86%
215-502-048	16/16 = 100%
203-981-006	13/13 = 100%
209-117-530	11/11 = 100%
211-620-653	16/16 = 100%
208-737-536	13/14 = 93%
206-807-109	15/15 = 100%
Goal 1: $\geq 75\%$ Students Will Master $\geq 85\%$ of Their Objectives	27/32 = 84% of students mastered $\geq 85\%$ of IEP objectives

Academic Goals Table

2011-2012 Progress Toward Attainment of Academic Charter Goals			
Academic goal or objective	Measure used to evaluate progress toward attainment of goal or objective	2011-2012 progress toward attainment of goal or objective	If not met, describe efforts to be undertaken to meet goal or objective
Goal 3: NYCACS will achieve Adequate Yearly Progress in required subject areas pursuant to NCLB using the New York State Alternate Assessment.	Measure: NYSAA	Goal Met: 100% of students for whom assessment was required achieved Level 4 in English Language Arts, Mathematics, and Science. (<i>See attached 2011-2012 NYSAA Results: ELA, Mathematics, and Science.</i>)	
Goal 4: NYCACS will seek to move students from their NYCACS placement to a less restrictive environment. <u>Objective:</u> In any five-year period, NYCACS will seek to move at least 5% of its students from a NYCACS classroom to a less restrictive placement.	Measure: Placement Records	Goal Met: During the first and second years of the targeted five-year period (2010-2015), a total of two of 32 students, or 6%, moved to a less restrictive environment, meeting the goal for the current charter period.	

Home | Section: Go to ...

GO

Location:

NY CENTER FOR AUTISM CHARTER

Student Filter

Disability: Ethnicity: Gender: LEP: Economic: Performance:

Go

2011 - 12 NYSAA ELA Performance**New York Center For Autism Charter School**

Overview | Subgroups

Use this report to see overall performance for all tested students.

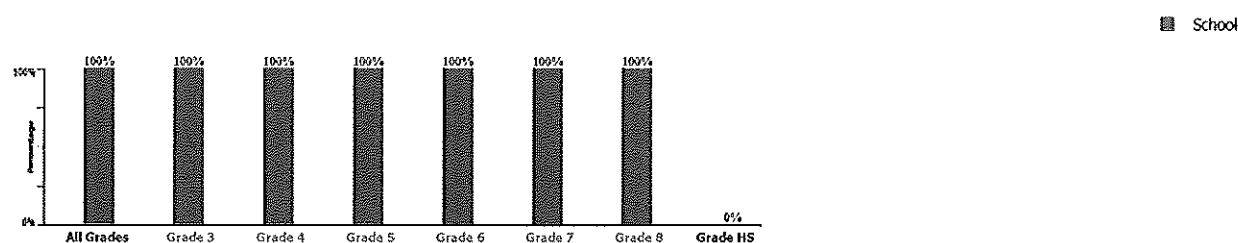
Please review the notes below the chart for additional information. Counts at the school/grade level represent all students who took the assessment and who will appear in the roster: both those for whom the district/school is held accountable and those for whom the district/school is *not* accountable (such as students placed by—and accountable to—other districts). This may differ from counts at the district summary level, where *only* students for whom the district is accountable will appear.

Assessment/Subject (Year):

NYSAA/ELA - ('11-'12)

Aggregate Performance

Report Run On: October 12, 2012 2:26:02 PM EDT

NYSAA Level 3 and Above | **NYSAA Level 2 and Above****Performance Levels**

Grade	# Tested	NYSAA Level 1	NYSAA Level 2	NYSAA Level 3	NYSAA Level 4
		Percentage	Percentage	Percentage	Percentage
All Grades					
School	22	0%	0%	0%	100%
Grade 03					
School	2	0%	0%	0%	100%
Grade 04					
School	5	0%	0%	0%	100%
Grade 05					
School	5	0%	0%	0%	100%
Grade 06					
School	5	0%	0%	0%	100%
Grade 07					
School	2	0%	0%	0%	100%
Grade 08					
School	3	0%	0%	0%	100%

Percentages may not total 100 due to rounding.

The above data are based on an aggregation of all students with a valid test score for the assessment given, and for whom this school was the building of enrollment at the time of test administration. These calculations are based on all tested students. Accountability decisions are based on continuously enrolled students who have a valid score on an appropriate assessment.

All reports in the nySTART Assessment Data module associate students with schools based upon enrollment at the time of testing. "Grade" here refers to the grade of the test taken by the student.

To see students associated with schools based upon their current enrollment and grouped by their enrollment grade, select the Enrollment Data option from the "Section" dropdown menu in the green bar above. Current enrollment is based on the student's Level 2 Repository record covering the current date. The student is considered to be enrolled in this district and school at this time if the student's most recent Level 2 Repository enrollment record shows the appropriate BEDS codes and a beginning enrollment date earlier than this date. (This option is not available for all users.)

To view PDF documents, you may need to install Adobe Reader, which is available as a free download from <http://www.adobe.com/products/acrobat/readstep2.html>.

Home | Section: Go to ...

 Location: Student Filter Disability: Ethnicity: Gender: LEP: Economic: Performance:

 Grade:

 Grade:
 ALL

Assessment/Subject (Year):

NYSAA/Math - (11-'12)

2011 - 12 NYSAA Mathematics Performance

New York Center For Autism Charter School

Overview | Subgroups

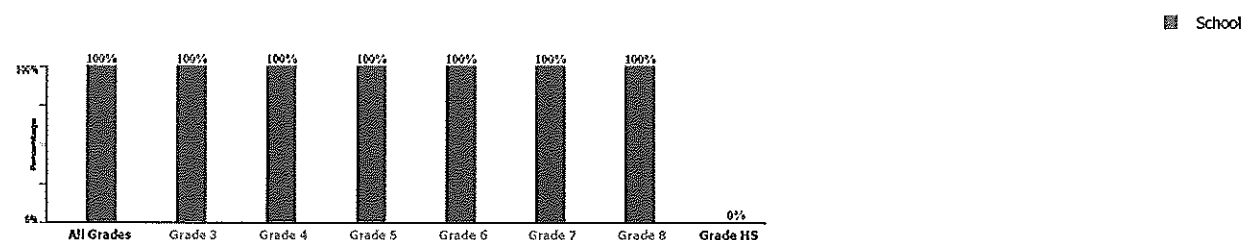
Use this report to see overall performance for all tested students.

Please review the notes below the chart for additional information. Counts at the school/grade level represent all students who took the assessment and who will appear in the roster: both those for whom the district/school is held accountable and those for whom the district/school is *not* accountable (such as students placed by—and accountable to—other districts). This may differ from counts at the district summary level, where *only* students for whom the district is accountable will appear.

Aggregate Performance

Report Run On: October 12, 2012 2:26:42 PM EDT

NYSAA Level 3 and Above | NYSAA Level 2 and Above



Performance Levels

Grade	# Tested	NYSAA Level 1	NYSAA Level 2	NYSAA Level 3	NYSAA Level 4
		Percentage	Percentage	Percentage	Percentage
All Grades					
School	22	0%	0%	0%	100%
Grade 03					
School	2	0%	0%	0%	100%
Grade 04					
School	5	0%	0%	0%	100%
Grade 05					
School	5	0%	0%	0%	100%
Grade 06					
School	5	0%	0%	0%	100%
Grade 07					
School	2	0%	0%	0%	100%
Grade 08					
School	3	0%	0%	0%	100%

Percentages may not total 100 due to rounding.

The above data are based on an aggregation of all students with a valid test score for the assessment given, and for whom this school was the building of enrollment at the time of test administration. These calculations are based on all tested students. Accountability decisions are based on continuously enrolled students who have a valid score on an appropriate assessment.

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Home | Section: Go to ...
 Location: Student Filter Disability: Ethnicity: Gender: LEP: Economic: Performance:
Grade:
 Grade:
 ALL

 Assessment/Subject (Year):

2011 - 12 NYSAA Science Performance

New York Center For Autism Charter School

Overview | Subgroups

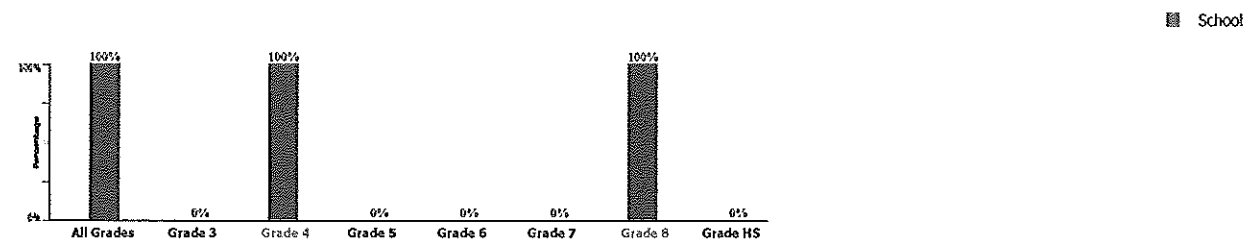
Use this report to see overall performance for all tested students.

Please review the notes below the chart for additional information. Counts at the school/grade level represent all students who took the assessment and who will appear in the roster: both those for whom the district/school is held accountable and those for whom the district/school is *not* accountable (such as students placed by—and accountable to—other districts). This may differ from counts at the district summary level, where *only* students for whom the district is accountable will appear.

Aggregate Performance

Report Run On: October 12, 2012 2:27:01 PM EDT

NYSAA Level 3 and Above | NYSAA Level 2 and Above



Performance Levels

Grade	# Tested	NYSAA Level 1	NYSAA Level 2	NYSAA Level 3	NYSAA Level 4
		Percentage	Percentage	Percentage	Percentage
All Grades					
School	8	0%	0%	0%	100%
Grade 04					
School	5	0%	0%	0%	100%
Grade 08					
School	3	0%	0%	0%	100%

Percentages may not total 100 due to rounding.

The above data are based on an aggregation of all students with a valid test score for the assessment given, and for whom this school was the building of enrollment at the time of test administration. These calculations are based on all tested students. Accountability decisions are based on continuously enrolled students who have a valid score on an appropriate assessment.

All reports in the nySTART Assessment Data module associate students with schools based upon enrollment at the time of testing. "Grade" here refers to the grade of the test taken by the student.

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Organizational Goals Table

2011-2012 Progress Toward Attainment of Organizational Charter Goals			
Organizational goal or objective	Measure used to evaluate progress toward attainment of goal or objective	2011-2012 progress toward attainment of goal or objective	If not met, describe efforts to be undertaken to meet goal or objective
Attendance Rate: Each year, the school will have an average daily student attendance rate of at least 95%.	Measure: ATS and manual attendance records	Goal Met: The average daily student attendance rate was 96.5%.	
Student Re-enrollment: Each year 95% of all students enrolled during the course of the year will return the following September.	Measure: ATS and manual attendance records	Goal Met: 97% (30 of 31) of students enrolled in 2011-12 re-enrolled in September 2012. The student leaving moved out of NYC. (One other student moved to a less restrictive placement and is not included in the above calculation.) <i>(See Goal 4)</i>	

Organizational Goals Table

2011-2012 Progress Toward Attainment of Organizational Charter Goals			
Organizational goal or objective	Measure used to evaluate progress toward attainment of goal or objective	2011-2012 progress toward attainment of goal or objective	If not met, describe efforts to be undertaken to meet goal or objective
<p>Goal 5: A Human Rights Committee will judge NYCACS programs and procedures as respecting each individual student's human rights.</p> <p><u>Objective:</u> Two times per year a human rights committee will review intervention procedures and complete rating scales to judge each program in terms of respecting the individual rights of students.</p> <p><u>Objective:</u> A human rights committee will respond "yes" to at least 7 of the 9 responses requested for each Behavior Intervention Plan reviewed. Any "no" responses will be followed by immediate and documented modifications.</p> <p><u>Objective:</u> Evidence of parental consent will be demonstrated for 100% of Behavior Intervention Plans reviewed.</p>	<p>Measure:</p> <p><u>Objective:</u> Meeting logs</p> <p><u>Objective:</u> Rating Scales</p> <p><u>Objective:</u> Signed Behavior Intervention Plans and corresponding graphic data displays.</p>	<p>Goal Met:</p> <p><u>Objective:</u> The Human Rights Committee met on November 14, 2011 and May 17, 2012 to review intervention procedures and data collected to date. Members completed rating scales to judge each program in terms of value, appropriateness and respect for the individual rights of students.</p> <p><u>Objective:</u> A total of 19 Behavior Intervention Plans were reviewed. The committee responded, "yes" to at least 7 of the 9 response items on every plan. 100% of the plans were recommended for continuation as written or with minor modifications, which were implemented and documented accordingly.</p> <p><u>Objective:</u> 100% of Behavior Intervention Plans that were reviewed included written parental consent.</p>	

Organizational Goals Table

2011-2012 Progress Toward Attainment of Organizational Charter Goals			
Organizational goal or objective	Measure used to evaluate progress toward attainment of goal or objective	2011-2012 progress toward attainment of goal or objective	If not met, describe efforts to be undertaken to meet goal or objective
<p>Goal 6: Families will be encouraged to be actively involved in their children's education program and to gain a broader understanding of autism-related issues and how best to address them.</p> <p><u>Objective:</u> Of those parents who voluntarily choose to participate, a minimum of 5 instruction-focused visits/observations per year will be logged.</p> <p><u>Objective:</u> Of those parents who choose to access home and community consultation services, a minimum of 5 visits focused on home and community issues will be logged per year.</p>	<p>Measure:</p> <p><u>Objective:</u> Parent attendance records for instruction-focused visits/observations.</p> <p><u>Objective:</u> Home and community consultation logs.</p>	<p>Progress Toward Goal: 2 of 3 objectives met.</p> <p><u>Objective Met:</u> Of those parents who voluntarily chose to participate (31/32), 100% participated in a minimum of 5 instruction-focused visits/observations for a mean number of 11 visits per family.</p> <p><u>Approaching Objective:</u> 100% of parents (32/32) chose to access home and community consultation services. Of these, 29/32 or 91% participated in a minimum of 5 visits/consulting hours during the 12-month school year. For the remaining 3 families, multiple efforts to reschedule missed or cancelled sessions were made and documented, ultimately meeting the goal within a 13 month rather than a 12 month time span.</p>	<p>Further Efforts to Meet <u>Objective:</u> Make-up visits will be scheduled during the course of the 12-month school year.</p>

Organizational Goals Table

2011-2012 Progress Toward Attainment of Organizational Charter Goals			
Organizational goal or objective	Measure used to evaluate progress toward attainment of goal or objective	2011-2012 progress toward attainment of goal or objective	If not met, describe efforts to be undertaken to meet goal or objective
(Goal 6 Cont.) <u>Objective:</u> Evidence of at least one skill acquisition program being implemented in the home will be present for each of these families.	<u>Objective:</u> Home and community consultation logs.	<u>Objective Met:</u> Home consultation logs for 100% of participating families documented at least one skill acquisition program being implemented in the home.	
Goal 7: NYCACS teachers and instructors will demonstrate proficiency in interventions and terminology related to applied behavior analysis. <u>Objective:</u> Pre- and post-test measures of staff understanding of concepts presented within training segments will show a minimum of 80% accuracy and/or at least a 20% gain from pre- to post-test for each staff member. <u>Objective:</u> Data from annual staff evaluations will indicate proficiency in teaching techniques and satisfactory execution of job requirements.	Measure: <u>Objective:</u> Pre- and post-test scores collected during pre-service training. <u>Objective:</u> Annual Staff Evaluations	Goal Met: <u>Objective:</u> Pre- and post-test measures of staff understanding of concepts presented within training segments show that 100% of staff showed a minimum of 80% accuracy or a 20% gain from pre- to post-test across training segments. <u>Objective:</u> 100% of staff received a rating of proficient or higher on annual staff evaluations.	

Organizational Goals Table

2011-2012 Progress Toward Attainment of Organizational Charter Goals			
Organizational goal or objective	Measure used to evaluate progress toward attainment of goal or objective	2011-2012 progress toward attainment of goal or objective	If not met, describe efforts to be undertaken to meet goal or objective
<p>Goal 8: Parents will be encouraged to judge the NYCACS program as effective.</p> <p><u>Objective:</u> Of those parents who voluntarily choose to participate, at least 75% will rate the NYCACS education program as effective on the annual NYCACS Program Effectiveness Survey.</p> <p><u>Objective:</u> Of those parents who choose to complete surveys after an instruction-focused school observation, at least 75% will indicate overall satisfaction with the quality of education provided to their child.</p> <p><u>Objective:</u> Each year, parents will express satisfaction with the school's program, based on the NYCDOE Learning Environment Survey in which the school will receive scores of 7.5 or higher in each of the</p>	<p>Measure:</p> <p><u>Objective:</u> NYCACS Program Effectiveness Survey</p> <p><u>Objective:</u> Instruction-focused school observation surveys</p> <p><u>Objective:</u> NYCDOE Learning Environment Survey--Parents</p>	<p>Goal Met:</p> <p><u>Objective:</u> Using a Likert Scale where 5 is <i>strongly agree</i> and 1 is <i>strongly disagree</i>, 100% of families either <i>strongly agreed</i> (94%) or <i>agreed</i> (6%) with the statement, "Overall the school program is effective," for a mean score of 4.4 out of 5. The participation rate was 100% of families.</p> <p><u>Objective:</u> Of those parents who chose to complete surveys after an instruction-focused school observation, 100% stated their satisfaction with the effectiveness of the teaching interaction, responding "Yes" to the question, "Overall, were you satisfied with the quality of education?"</p> <p><u>Objective:</u> On the NYCDOE 2011-2012 Learning Environment Survey, parents gave NYCACS consistently high scores across the 4 domains measured, as follows (1-10 scale with 10 being the highest): Academic Expectations, 9.1; Communication, 9.3; Engagement, 9.0; and Safety and Respect, 9.8.</p>	

Organizational Goals Table

2011-2012 Progress Toward Attainment of Organizational Charter Goals			
Organizational goal or objective	Measure used to evaluate progress toward attainment of goal or objective	2011-2012 progress toward attainment of goal or objective	If not met, describe efforts to be undertaken to meet goal or objective
(Goal 8 cont.) four survey domains, Academic Expectations, Communication, Engagement, and Safety and Respect. The school will obtain a 75% participation rate on the survey.		Parent participation rate was 88%. (<i>See attached NYC School Survey Report</i>).	
Staff Satisfaction: <u>Teacher Satisfaction:</u> Teachers will express satisfaction with school leadership and professional development opportunities as determined by the NYCDOE Learning Environment Survey in which the school will receive scores of 7.5 or higher in each of the four survey domains.. The school will obtain a 90% teacher participation rate.	Measure: NYCDOE Learning Environment Survey-- Teachers	Goal Met: <u>Teacher Satisfaction:</u> On the NYCDOE 2011-2012 Learning Environment survey, teachers gave NYCACS consistently high scores across the 4 domains measured, as follows (1-10 scale with 10 being the highest): Academic Expectations, 9.2; Communication, 9.0; Engagement, 9.2; and Safety and Respect, 8.8. Teacher participation rate was 100%. (<i>See attached NYC School Survey Report.</i>) Teacher retention rate from 2010-11 to 2011-12 was 88%.	



Department of
Education

NYC School Survey 2011-2012 Report

New York Center for Autism Charter
School

Principal Julie Fisher
School Type Elementary School
School DBN 84M937

Dear Members of the School Community,

This report tells you what parents, teachers, and students said about learning conditions at your school in our annual survey. This information is designed to support a dialogue among all members of the school community on how to make the school a better place for learning.

Taking the time to reflect on how well we serve children is an important step in improving our schools. I encourage schools to plan opportunities to discuss these survey results with the school community, and integrate this feedback into preparation for the school's Comprehensive Education Plan and Quality Review.

Dennis M. Walcott
Chancellor

What do the colors mean?

These colors indicate how the survey satisfaction scores at this school compare to the satisfaction scores of all Elementary Schools this year. Green indicates scores above the average, gray indicates average, and red indicates scores below the average.

This year, constituents generally reported high levels of satisfaction across the City. Therefore, it is possible to have positive survey responses and be below average compared to other schools. Readers should consider the survey responses in this report both on their own and in the context of responses from other schools.



How do your school's scores compare to all Elementary Schools?

	Score out of 10	Change from last year	Citywide Average for all Elementary Schools
Academic Expectations	9.1	⇒	8.1
Communication	9.1	↗	7.6
Engagement	9.1	↓	7.9
Safety & Respect	9.3	⇒	8.3

How did participants at your school respond?

	Parents	Teachers
Academic Expectations	9.1	9.2
Communication	9.3	9.0
Engagement	9.0	9.2
Safety & Respect	9.8	8.8

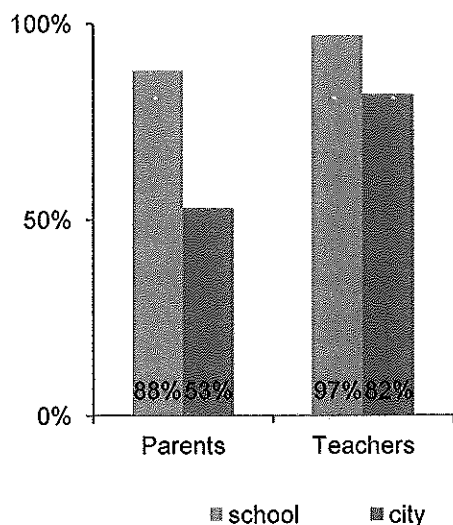


Department of
Education

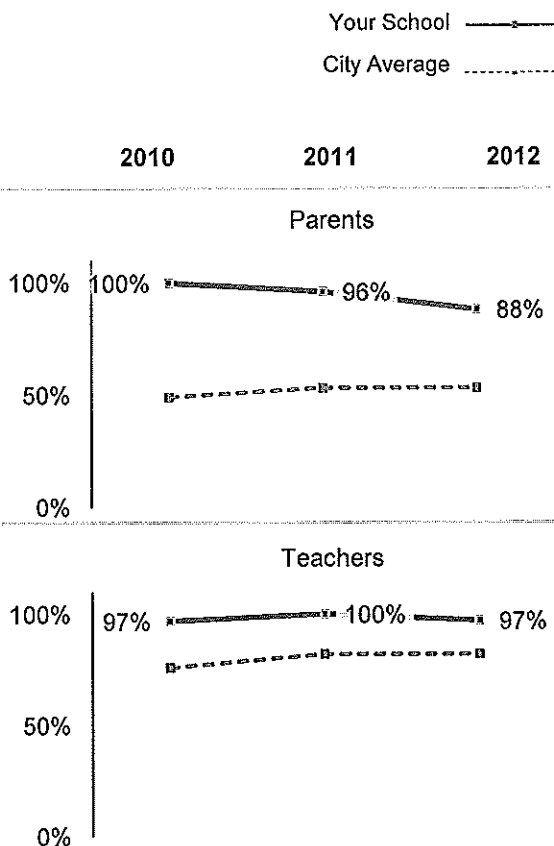
NYC School Survey 2011-2012 Report

School Name: New York Center for Autism Charter School
School DBN: 84M337

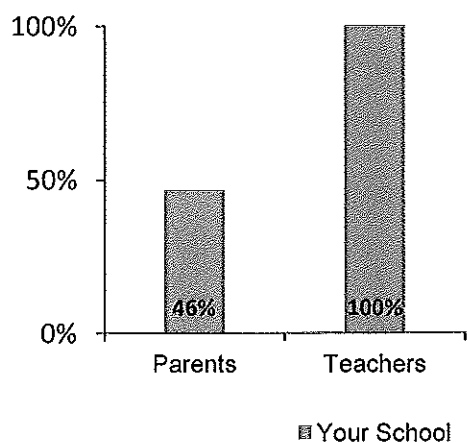
How do survey response rates at your school compare to the City average?



How have response rates at your school changed over time?



Who took the survey online?



Green School Award!
Your school saved paper,
energy, and costs by taking
the survey online.

For more information about response rates and survey results,
go to www.nycschoolssurvey.org

Organizational Goals Table

2011-2012 Progress Toward Attainment of Financial Charter Goals			
Financial goal or objective	Measure used to evaluate progress toward attainment of goal or objective	2011-2012 progress toward attainment of goal or objective	If not met, describe efforts to be undertaken to meet goal or objective
Enrollment Stability: Each year, student enrollment will be within 15% of full enrollment as defined in the school's contract. This will be maintained on an ongoing basis and monitored bi-monthly.	Measure: Enrollment records	Goal Met: Student enrollment for the 2011-2012 school year was 32 or full enrollment under the school's contract.	

Financial Goals Table

2011-2012 Progress Toward Attainment of Financial Charter Goals			
Financial goal or objective	Measure used to evaluate progress toward attainment of goal or objective	2011-2012 progress toward attainment of goal or objective	If not met, describe efforts to be undertaken to meet goal or objective
Financial Compliance: Upon completion of the school's first year of operation and every year thereafter, the school will undergo an independent financial audit that will result in an unqualified opinion and no major findings.	Measure: Independent Financial Audit for FYE 6/30/12	Goal Met: The Independent Financial Audit for FYE 6/30/12 resulted in an unqualified opinion and no major findings. (<i>See Audited Financial Statement for FYE 6/30/12 attached.</i>)	
Financial Viability: Each year, the school will operate on a balanced budget and maintain a stable cash flow.	Measure: Unaudited Financial Statements for FYE 6/30/12	Goal Met: The school operated on a balanced budget with revenues exceeding expenditures. (<i>See Audited Financial Statements for FYE 6/30/12 attached.</i>)	

Charter-Specific Goals Table¹

2011-2012 Progress Toward Attainment of Charter-Specific Goals			
Charter-specific goal or objective	Measure used to evaluate progress toward attainment of goal or objective	2011-2012 progress toward attainment of goal or objective	If not met, describe efforts to be undertaken to meet goal or objective
<p>Goal 9: NYCACS will extend its educational practices beyond the school's walls.</p> <p><u>Objective:</u> A minimum of 5 professional visits will be conducted each year in which professionals from outside of NYCACS will have the opportunity to hear a description of the NYCACS education model and observe students receiving instruction in their classrooms.</p> <p><u>Objective:</u> A minimum of 5 student interns will be placed within NYCACS classrooms each year.</p>	<p>Measure:</p> <p><u>Objective:</u> Professional visiting logs.</p> <p><u>Objective:</u> Roster of interns.</p>	<p>Goal Met:</p> <p><u>Objective:</u> A total of 70 professionals, prospective parents, and interested community members attended one of five Professional Open House sessions. NYCACS hosted individually tailored informational sessions with professionals representing 10 organizations interested in autism. NYCACS also met with service coordinators from other agencies also serving NYCACS students.</p> <p><u>Objective:</u> A total of 9 graduate, undergraduate and high school interns were placed within NYCACS classrooms. In addition, 5 middle school peer mentors received training and participated in supervised interactions with NYCACS students.</p>	

¹ Charter-specific goals can include objectives that support the school's model and/or essential characteristic, such as core area of expertise or theme (e.g. technology, arts, etc).

New York Center for Autism Charter School

Financial Report

June 30, 2012

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Independent Auditor's Report

To the Board of Trustees
New York Center for Autism Charter School
New York, New York

We have audited the accompanying statement of financial position of New York Center for Autism Charter School (the "Charter School") as of June 30, 2012, and the related statements of activities, functional expenses, and cash flows for the year then ended. These financial statements are the responsibility of the Charter School's management. Our responsibility is to express an opinion on these financial statements based on our audit. The prior year's summarized comparative information has been derived from the Charter School's June 30, 2011 financial statements and, in our report, dated October 19, 2011, we expressed an unqualified opinion on those financial statements.

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 of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

In our opinion, the 2012 financial statements referred to above present fairly, in all material respects, the financial position of the Charter School as of June 30, 2012, and the changes in its net assets and its cash flows for the year then ended in conformity with accounting principles generally accepted in the United States of America.

In accordance with *Government Auditing Standards*, we have also issued our report dated October 23, 2012, on our consideration of the Charter School's internal control over financial reporting and 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 on compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and should be considered in assessing the results of our audit.

McGladrey LLP

New York, New York
October 23, 2012

New York Center for Autism Charter School

Statement of Financial Position

(with summarized financial information as of June 30, 2011)

June 30, 2012

	2012	2011
ASSETS		
Cash and Cash Equivalents	\$ 379,919	\$ 348,676
Restricted Cash and Cash Equivalents	70,007	70,002
Investments, at fair value	1,587,250	1,377,486
Tuition and Other Receivables	-	900
Prepaid Expenses and Other Assets	31,782	29,307
Property and Equipment, net	<u>210,099</u>	<u>97,360</u>
Total assets	<u>\$ 2,279,057</u>	<u>\$ 1,923,731</u>
LIABILITIES AND NET ASSETS		
Liabilities:		
Accounts payable and accrued expenses	\$ 124,843	\$ 103,074
Refundable tuition	<u>-</u>	<u>32,328</u>
Total liabilities	<u>124,843</u>	<u>135,402</u>
Contingency		
Net Assets:		
Unrestricted	2,097,214	1,706,329
Temporarily restricted	<u>57,000</u>	<u>82,000</u>
Total net assets	<u>2,154,214</u>	<u>1,788,329</u>
Total liabilities and net assets	<u>\$ 2,279,057</u>	<u>\$ 1,923,731</u>

See Notes to Financial Statements.

New York Center for Autism Charter School

Statement of Activities

(with summarized financial information for the year ended June 30, 2011)

Year Ended June 30, 2012

	2012			2011
	Unrestricted	Temporarily Restricted	Total	Summarized Comparative Total
Operating Revenue:				
State and local per pupil operating revenue	\$ 2,899,204	\$ -	\$ 2,899,204	\$ 2,455,240
Total operating revenue	2,899,204	-	2,899,204	2,455,240
Expenses:				
Program services - regular education	2,191,949	-	2,191,949	1,986,740
Supporting Services:				
General and administrative	472,758	-	472,758	454,339
Fund-raising	43,663	-	43,663	58,851
Total supporting services	516,421	-	516,421	513,190
Total operating expenses	2,708,370	-	2,708,370	2,499,930
Net operating revenue (deficit) from school operations	190,834	-	190,834	(44,690)
Contributions	109,572	50,000	159,572	225,047
Other Income	15,479	-	15,479	14,278
Net Assets Released From Restrictions - satisfaction of purpose and time restrictions	75,000	(75,000)	-	-
Change in net assets	390,885	(25,000)	365,885	194,635
Net Assets:				
Beginning	1,706,329	82,000	1,788,329	1,593,694
Ending	<u>\$ 2,097,214</u>	<u>\$ 57,000</u>	<u>\$ 2,154,214</u>	<u>\$ 1,788,329</u>

See Notes to Financial Statements.

New York Center for Autism Charter School

Statement of Functional Expenses

(with summarized financial information for the year ended June 30, 2011)

Year Ended June 30, 2012

	Program Services - Regular Education	Supporting Services			2012 Total	2011 Summarized Comparative Total
		General and Administrative	Fund- Raising	Total		
Salaries and wages	\$ 1,610,260	\$ 298,327	\$ 28,823	\$ 327,150	\$ 1,937,410	\$ 1,786,273
Payroll taxes and fringe benefits	362,494	67,169	6,499	73,668	436,162	407,959
Consulting and professional fees	63,835	1,392	-	1,392	65,227	61,216
Classroom and teaching supplies	57,316	-	-	-	57,316	48,778
Depreciation and amortization	32,055	8,014	-	8,014	40,069	42,486
Office supplies	9,351	40,613	8,341	48,954	58,305	39,778
Accounting fees	-	37,069	-	37,069	37,069	36,750
Insurance	19,614	4,904	-	4,904	24,518	23,079
Communications and outreach	17,636	5,689	-	5,689	23,325	19,281
Repairs and maintenance	6,033	1,508	-	1,508	7,541	13,620
Staff recruitment and development	9,331	2,094	-	2,094	11,425	7,142
Noncapitalized furniture and equipment	1,676	1,651	-	1,651	3,327	6,422
Travel	2,348	2,348	-	2,348	4,696	3,031
Expenses due to theft	-	-	-	-	-	2,791
Legal fees	-	1,980	-	1,980	1,980	1,324
	<u>\$ 2,191,949</u>	<u>\$ 472,758</u>	<u>\$ 43,663</u>	<u>\$ 516,420</u>	<u>\$ 2,708,370</u>	<u>\$ 2,499,930</u>

See Notes to Financial Statements.

New York Center for Autism Charter School

Statement of Cash Flows

(with summarized financial information for the year ended June 30, 2011)

Year Ended June 30, 2012

	2012	2011
Cash Flows From Operating Activities:		
Change in net assets	\$ 365,885	\$ 194,635
Adjustments to reconcile change in net assets to net cash provided by operating activities:		
Contributed stock	-	(2,229)
Donated property and equipment	(2,909)	(17,320)
Unrealized (gain) loss on investments	(565)	907
Depreciation and amortization	40,069	42,486
Loss on disposal of fixed assets	630	-
Changes in operating assets and liabilities:		
Decrease in pledge receivable, net	-	10,000
Decrease in tuition and other receivables	900	38,896
Increase in prepaid expenses and other assets	(2,475)	(2,423)
Decrease in refundable tuition	(32,328)	-
Increase (decrease) in accounts payable and accrued expenses	21,769	(21,836)
Net cash provided by operating activities	390,976	243,116
Cash Flows From Investing Activities:		
Increase in restricted cash	(5)	(67)
Purchases of property and equipment	(150,529)	(62,513)
Proceeds from maturity of investments	1,140,801	895,000
Purchases of investments	(1,350,000)	(1,151,908)
Net cash used in investing activities	(359,733)	(319,488)
Cash Flows Used In Financing Activity - payments made on capital lease obligation	-	(1,658)
Net increase (decrease) in cash and cash equivalents	31,243	(78,030)
Cash and Cash Equivalents:		
Beginning	348,676	426,706
Ending	\$ 379,919	\$ 348,676
Supplemental Disclosure of Cash Flow Information:		
Cash paid during the year for interest	\$ -	\$ 15
Supplemental Disclosure of Noncash Investing Activity:		
Donated property and equipment	\$ 2,909	\$ 17,320

See Notes to Financial Statements.

New York Center for Autism Charter School

Notes to Financial Statements

Note 1. Principal Business Activity and Summary of Significant Accounting Policies

New York Center for Autism Charter School (the "Charter School") is an educational corporation that commenced operating as a charter school in the borough of Manhattan, New York in July 2005 for an initial term of five years as granted by the Board of Regents of the University of the State of New York (the "Board"). On April 20, 2010, the Board granted the Charter School a first charter renewal valid for an additional term of five years through and including April 14, 2015, renewable upon its expiration.

The Charter School's mission is to provide individualized, scientifically-based educational services to children with autism and other pervasive developmental disorders.

The financial statements of the Charter School have been prepared on the accrual basis of accounting in conformity with accounting principles generally accepted in the United States of America.

The financial statements of the Charter School reflect contributions received from the public and other organizations. Contributions, including unconditional promises to give, are recognized as revenue in the period documented or received.

The Charter School reports gifts of cash and other assets as restricted support if they are received with donor stipulations that limit the use of the donated assets. When a donor restriction expires, that is, when a stipulated time restriction ends or purpose restriction is accomplished, temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statements of activities as net assets released from restrictions. Contributions of assets other than cash are recorded at their estimated fair value.

Cash Equivalents and Restricted Cash Equivalents: The carrying amount approximates fair value because the instruments are highly liquid in nature.

The Charter School considers all highly liquid financial instruments with an original maturity of three months or less to be cash equivalents.

The Charter School maintains its cash in bank deposit accounts which, at times, may exceed federally insured limits. The Charter School has not experienced any losses in such accounts.

Investments: The Charter School reports its investments under Accounting Standards Codification ("ASC") 820, *Fair Value Measurements and Disclosures*, which defines fair value and establishes a framework for measuring fair value and expands disclosures about fair value measurement. ASC 820 also emphasizes that fair value is a market-based measurement, not an entity-specific measurement, and sets out a fair value hierarchy with the highest priority being quoted prices in active markets. Under ASC 820, fair value measurements are disclosed by level within that hierarchy.

As defined in ASC 820, fair value is the price that would be received to sell an asset or would be paid to transfer a liability in an orderly transaction between market participants at the measurement date. In determining fair value, the Charter School uses various methods including market price, income and cost approaches. Based on these approaches, the Charter School often utilizes certain assumptions that market participants would use in pricing the asset or liability, including assumptions about risk and/or the risks inherent in the inputs to the valuation technique. These inputs can be readily observable, market corroborated, or generally unobservable inputs. The Charter School utilizes valuation techniques that maximize the use of observable inputs and minimize the use of unobservable inputs. Based on the observability of the inputs used in the valuation techniques, the Charter School is required to provide the following information according to the fair value hierarchy, which ranks the quality and reliability of the information used to determine fair values and will be classified and disclosed in one of the following three categories:

Level 1: Valuations for assets and liabilities traded in active exchange markets, such as the New York Stock Exchange. Valuations are obtained from readily available pricing sources for market transactions involving identical assets or liabilities.

Notes to Financial Statements

Note 1. Principal Business Activity and Summary of Significant Accounting Policies (Continued)

Level 2: Valuations for assets and liabilities traded in less active dealer or broker markets. Valuations are obtained from third-party pricing services for identical or similar assets or liabilities.

Level 3: Valuations for assets and liabilities that are derived from other valuation methodologies, including option pricing models, discounted cash flow models and similar techniques, and not based on market exchange, dealer, or broker-traded transactions. Level 3 valuations incorporate certain assumptions and projections in determining the fair value assigned to such assets or liabilities.

For the years ended June 30, 2012 and 2011, the application of valuation techniques applied to similar assets and liabilities has been consistent. The fair value of investment securities is the market value based on quoted market prices, when available, or market prices provided by recognized broker-dealers. If listed prices or quotes are not available, fair value is based upon externally developed models that use unobservable inputs due to the limited market price activity of the instrument.

The Charter School's investments as of June 30, 2012 and 2011 are entirely in certificates of deposit, which are considered Level 2 investments based on average daily yields, and measured at fair value on a recurring basis based on significant other observable inputs.

Accounting Standards Update ("ASU") 2010-06, *Fair Value Measurements and Disclosures - Improving Disclosures about Fair Value Measurements*, requires new disclosures concerning the reasons for transferring financial assets and liabilities between Levels 1 and 2. This amendment also clarifies that fair value measurement disclosures are required for each class of financial assets and liabilities, and disclosures about inputs and valuation techniques are required for both Level 2 and Level 3 measurements. It further clarifies that the reconciliation of Level 3 measurements should separately present purchases, sales, issuances and settlements instead of netting these changes. With respect to matters other than Level 3 measurements, the amendment was effective and adopted for periods beginning on or after December 15, 2009. The guidance related to Level 3 measurements is effective for periods beginning on or after December 15, 2010 and has not yet been adopted.

In May 2011, the Financial Accounting Standards Board (the "FASB") issued ASU 2011-04, *Amendments to Achieve Common Fair Value Measurement and Disclosure Requirements in U.S. GAAP and IFRSs*. ASU 2011-04 amended ASC 820, *Fair Value Measurements and Disclosures*, to converge the fair value measurement guidance in generally accepted accounting principles ("GAAP") and International Financial Reporting Standards ("IFRSs"). Some of the amendments clarify the application of existing fair value measurement requirements, while other amendments change a particular principle in ASC 820. In addition, ASU 2011-04 requires additional fair value disclosures. The amendments are to be applied prospectively and are effective for annual periods beginning after December 15, 2011. The Charter School's management has not yet evaluated the effect that the provisions of ASU 2011-04 will have on the Charter School's financial statements.

Other income includes interest, recorded on an accrual basis, and dividend income, recorded on the ex-dividend date, in aggregate of approximately \$9,000 and \$8,800 for the years ended June 30, 2012 and 2011, respectively. Other income also includes unrealized gains and losses resulting from the change in prevailing market value of investments of \$565 and \$(907) for the years ended June 30, 2012 and 2011, respectively. Purchases and sales of investments are recorded on a trade-date basis.

The Charter School received donated property and equipment amounting to \$2,909 and \$17,320 during the fiscal years ended June 30, 2012 and 2011, respectively, which has been included in property and equipment and contributions in the accompanying financial statements.

New York Center for Autism Charter School

Notes to Financial Statements

Note 1. Principal Business Activity and Summary of Significant Accounting Policies (Continued)

A number of volunteers have made a contribution of their time to the Charter School to develop its academic program and to serve on its board of trustees. The value of this contributed time is not reflected in these financial statements since it does not meet the criteria for recognition under ASC 958, *Accounting for Contributions Received and Contributions Made*.

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. Federal and state grant funds are recorded by the Charter School when expenditures are incurred and billable. Funds received in advance for which expenditures have not been incurred are reflected as refundable advances from state and local government grants in the accompanying statements of financial position.

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, 2011, from which the summarized information was derived.

The Charter School capitalizes all purchases of property and equipment in excess of \$500. Property and equipment is recorded at cost. Depreciation is computed using the straight-line method over the estimated useful lives of the assets. Leasehold improvements are amortized over the remaining term of the charter renewal. Property and equipment acquired with certain government contract funds is recorded as an expense pursuant to the terms of the contract.

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 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.

The costs of providing the various programs and other activities have been summarized on a functional basis in the accompanying statements of functional expenses. Certain costs have been allocated among program and supporting services.

The Charter School is exempt from federal income taxes under Internal Revenue Code ("IRC") Section 501(a) as an organization formed for charitable purposes under Section 501(c)(3) of the IRC and, accordingly, is not subject to income taxes. Additionally, the Charter School as a nonprofit entity is subject to unrelated business income tax ("UBIT"), if applicable. For the tax years ended June 30, 2012 and 2011, the Charter School did not owe any UBIT.

Management evaluated the Charter School's tax positions for all open tax years and has concluded that the Charter School had taken no uncertain tax positions that require adjustments to the financial statements to comply with the provisions of ASC 740, *Accounting for Income Taxes*. Generally, the Charter School is no longer subject to income tax examinations by U.S. federal, state or local tax authorities for years before 2008, which is the standard statute of limitations look-back period.

The Charter School evaluated events occurring after the date of the financial statements to consider whether or not the impact of such events need to be reflected and/or disclosed in the financial statements. Such evaluation was performed through October 23, 2012, the date these financial statements were available for issuance.

New York Center for Autism Charter School

Notes to Financial Statements

Note 2. Property and Equipment, Net

Property and equipment, net, at cost or fair value at date of donation consists of the following at June 30:

	<u>2012</u>	<u>2011</u>	<u>Estimated Useful Life</u>
Furniture and fixtures	\$ 169,336	\$ 157,572	5 years
Computer hardware and software	143,016	135,554	3 years
Leasehold improvements	<u>376,701</u>	<u>243,437</u>	Remaining charter term
	689,053	536,563	
Less accumulated depreciation and amortization	<u>478,954</u>	<u>439,203</u>	
	<u>\$ 210,099</u>	<u>\$ 97,360</u>	

Note 3. Related Party Transactions

In March 2010, New York Center for Autism Research and Education, Inc. ("NYCA") entered into a new institutional partnership agreement (the "Agreement") with the Charter School to continue with its support of the Charter School's mission, including assistance in fiscal operations and development.

The Charter School has been assisted in the pursuit of its educational goals by its affiliate, NYCA, since its inception. Certain individuals serve on the board of trustees for both NYCA and the Charter School but do not represent a majority on either board. As part of the Agreement, NYCA will support fiscal operations by assisting in the development and implementation of a comprehensive fund-raising campaign to support the operations and initiatives of the Charter School; assist the Charter School in creating and coordinating external affiliations with NYCA's program partners; encourage and facilitate the Charter School's increased independence and autonomy in the areas of communication, advocacy and fund-raising; and give the Charter School special consideration with respect to any relevant grant monies offered by NYCA.

For the years ended June 30, 2012 and 2011, NYCA granted \$5,000 and \$25,000, respectively, to the Charter School to support its mission of providing educational services to children with autism and other developmental disorders.

Note 4. Restricted Cash and Cash Equivalents

The New York City Department of Education (the "NYCDOE") requires the Charter School to maintain funds in a separate cash account to have funds available to ensure an orderly liquidation, dissolution or transition process if the Charter School's charter were to be terminated or the Charter School was closed for other reasons. At June 30, 2012 and 2011, restricted cash equivalents amounted to \$70,007 and \$70,002, respectively.

Note 5. Agreement for School Facility

The Charter School has a Facility Shared Use Agreement (the "Facility Agreement") with the NYCDOE for dedicated and shared space at P.S. 50, a New York City public school located at 433 East 100th Street, New York, New York at a cost of \$1 per year. The Charter School will continue to operate under the terms of the Facility Agreement unless either party terminates the Facility Agreement with appropriate written notice. In addition, the Charter School continues to be responsible for any overtime-related costs for services provided beyond the regular opening hours.

New York Center for Autism Charter School

Notes to Financial Statements

Note 6. Temporarily Restricted Net Assets

Temporarily restricted net assets are available for the following purposes or periods at June 30:

	<u>2012</u>	<u>2011</u>
Facilities renovation	\$ -	\$ 25,000
Extended school-year program	<u>57,000</u>	<u>57,000</u>
	<u>\$ 57,000</u>	<u>\$ 82,000</u>

Net assets were released from donor restrictions by incurring expenses to satisfy purpose restrictions comprised of the following for the year ended June 30, 2012:

Extended school-year program	\$ 50,000
Facilities renovation	<u>25,000</u>
	<u>\$ 75,000</u>

Note 7. Contingency

Certain grants and contracts may be subject to audit by the funding sources. Such audits may result in disallowances of costs submitted for reimbursement. Management is of the opinion that such cost 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.