

# I. SCHOOL INFORMATION AND COVER PAGE

Created Wednesday, July 09, 2014

Updated Friday, August 01, 2014

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## Page 1

### 1. SCHOOL NAME

(Select School name from dropdown menu; BEDS # appears first)

310400860888 NY CENTER FOR AUTISM CS

### 2. CHARTER AUTHORIZER

NYCDOE-Authorized Charter School

### 3. DISTRICT / CSD OF LOCATION

NYC CSD 4

### 4. SCHOOL INFORMATION

PRIMARY ADDRESS	PHONE NUMBER	FAX NUMBER	EMAIL ADDRESS
433 East 100th St (P.S. 50) New York, NY 10029	212-860-2580	212-860-2960	jfisher@nycacharterschool.org

### 4a. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES

Contact Name	Julie Fisher
Title	Executive Director
Emergency Phone Number (###-###-####)	646-705-5754

### 5. SCHOOL WEB ADDRESS (URL)

www.nycacharterschool.org

### 6. DATE OF INITIAL CHARTER

2005-04-01 00:00:00

### 7. DATE FIRST OPENED FOR INSTRUCTION

2005-09-01 00:00:00

### 8. TOTAL NUMBER OF STUDENTS ENROLLED IN 2013-14 (as reported on BEDS Day)

(as reported on BEDS Day)

**9. GRADES SERVED IN SCHOOL YEAR 2013-14**

Check all that apply

- 
- Ungraded
- 

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

Yes/No	Name of CMO/EMO
No	

## 11. FACILITIES

Will the School maintain or operate multiple sites?

No, just one site.

## 12. SCHOOL SITES

Please list the sites where the school will operate in 2014-15.

	Physical Address	Phone Number	District/CSD	Grades Served at Site	School at Full Capacity at Site	Facilities Agreement
Site 1 (same as primary site)	433 East 100 St (P.S. 50) New York, NY 10029	212-860-2580	CSD 4	ungraded	Yes	DOE space

12a. Please provide the contact information for Site 1 (same as the primary site).

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Julie Fisher	212-860-2580		jfisher@nycacharterschool.org
Operational Leader	Mark Saretsky	212-860-2580		msaretsky@nycacharterschool.org
Compliance Contact	Susan Michaelson	212-860-2580		smichaelson@nycacharterschool.org
Complaint Contact	Julie Fisher	212-860-2580		jfisher@nycacharterschool.org

13. Are the School sites co-located?

Yes

13a. Please list the terms of your current co-location.

	Date School will leave current co-location	Is school working with NYCDOE to expand into current space?	If so, list year expansion will occur.	Is school working with NYCDOE to move to separate space?	If so, list the proposed space and year planned for move	School at Full Capacity at Site
Site 1 (primary site)	No	No		No		Yes

14. Were there any revisions to the school's charter during the 2013-2014 school year? (Please include both those that required authorizer approval and those that did not require authorizer approval).

Yes

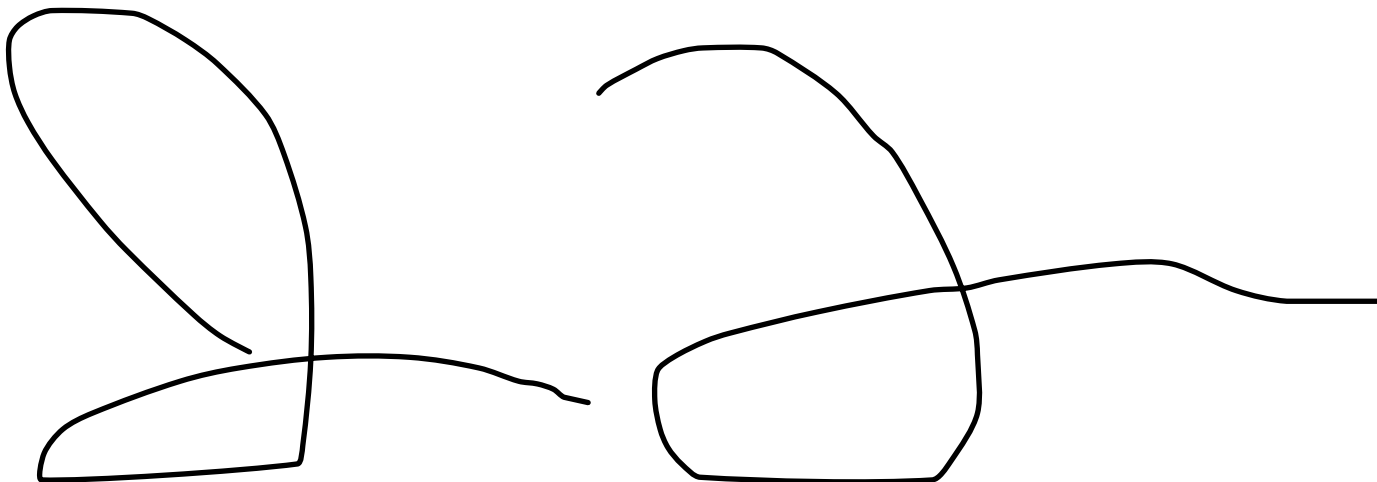
### 15. Summary of Charter Revisions

	Category (Select Best Description)	Specific Revision (150 word limit)	Date Approved by BOT (if applicable)	Date Approved by Authorizer (if applicable)
1	Other	Addition of Assessment of Functional Life Skills (AFLS) as a measurement tool for Charter Goal 2 to better track the progress of older students.	Jan. 28, 2013	Oct. 22, 2013

16. Our signatures below attest that all of the information contained herein is truthful and accurate and that this charter school is in compliance with all aspects of its charter, and with all pertinent Federal, State, and local laws, regulations, and rules. We understand that if any information in any part of this report is found to have been deliberately misrepresented, that will constitute grounds for the revocation of our charter. Check YES if you agree and use the mouse on your PC or the stylist on your mobile device to sign your name).

• Yes

Signature, Head of Charter School

A large, stylized handwritten signature in black ink, consisting of several loops and a long horizontal stroke extending to the right.

Signature, President of the Board of Trustees

•

Thank you.

# Appendix A: Progress Toward Goals

Created Wednesday, July 23, 2014  
Updated Thursday, October 23, 2014

## Page 1

Charter School Name: 310400860888 NY CENTER FOR AUTISM CS

### 1. NEW YORK STATE REPORT CARD

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

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

Q:\Administration\Compliance\Annual Report Cards\Annual Report Card 2012-13\NY CENTER FOR AUTISM CHARTER SCHOOL Report Card New York State Education Department Data Site.htm

### 2. APPENDIX A: PROGRESS TOWARD CHARTER GOALS

#### 2a. ACADEMIC STUDENT PERFORMANCE GOALS

If the results are not available by August 1st, please list the goals and explain this in the “progress toward goal attainment” column. This task will reopen for the school to update and finalize by the November 1, 2014 due date.

#### 2013-14 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress	2013-2014 Progress Toward Attainment	If Not Met, Describe Efforts to be Taken
Academic Goal 1	Goal 1: Within their own abilities, at least 75% of NYC Autism Charter School 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: 91%, or 29/32, of students mastered a minimum of 85% of their IEP objectives. (Included in the 91% is a student enrolled for only 1/2 the year for whom the 85% target was prorated to represent 6 rather than 12 months.)	
Academic Goal 2	Goal 2: Within their own abilities, 75% of NYC Autism Charter School 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, Assessment of Functional Living Skills (AFLS) by Partington and	Goal Met: 93%, or 28/30, of students demonstrated increased performance on the Verbal Behavior-Milestones Placement Program, the Assessment of Functional Living Skills, or the Vineland Adaptive Behavior	

		Meuller, or Vineland Adaptive Behavior Scales by Sparrow, Ball, and Partington.	Scales. Two students not included in the figure above were new entrants and were tested for baseline purposes only.
Academic Goal 3	Goal 3: NYC Autism Charter School will achieve Adequate Yearly Progress in required subject areas pursuant to NCLB using the New York State Alternate Assessment.	Measure: New York Alternate Assessment (NYSAA)	Goal Met: 90% of students scored at Levels 3 (85%) or 4 (5%) in English Language Arts; 95% of students scored at Levels 3 (70%) or 4 (25%) in Math; and 100% scored at Level 3 in Science.
Academic Goal 4	Goal 4: NYC Autism Charter School will seek to move students from their NYC Autism Charter School placement to a less restrictive environment. Objective: In any five-year period, NYC Autism Charter School will seek to move at least 5% of its students from a NYC Autism Charter School classroom to a less restrictive placement.	Measure: Placement Records	Goal Met: During the first four years of the targeted five-year period (2010-2015), a total of 5 of 32 students or 16% moved to a less restrictive environment, thereby surpassing the goal for the current charter period.

2a1. Do have more academic goals to add?

No

2a2. Do have more academic goals to add?

No

## 2b. ORGANIZATIONAL GOALS

### 2013-14 Progress Toward Attainment of Organizational Goals

	Organizational Goal	Measure Used to Evaluate Progress	2013-14 Progress Toward Attainment	If Not Met, Describe Efforts to be Taken
Org Goal 1	<p>Goal 5: A Human Rights Committee will judge NYC Autism Charter School programs and procedures as respecting each individual student's human rights.</p> <p>Objective: 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>Objective: 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>Objective: Evidence of parental consent will be demonstrated for 100% of Behavior Intervention Plans reviewed.</p>	<p>Measure: Meeting logs</p> <p>Measure: Rating Scales</p> <p>Measure: Signed Behavior Intervention Plans and corresponding graphic data displays.</p>	<p>Goal Met:</p> <p>Objective Met: The HRC met in November and April to review intervention procedures and data. Members completed rating scales to judge each program's value, appropriateness and respect for the students' rights.</p> <p>Objective Met: A total of 9 Behavior Intervention Plans were reviewed. The committee responded, "Yes," to at least 7 of the 9 items on every plan. 100% of the plans were recommended for continuation as written, were implemented, and were documented accordingly.</p> <p>Objective Met: 100% of Behavior Intervention Plans that were reviewed included written parental consent.</p>	
Org Goal 2	<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>Objective: Of those parents who voluntarily choose to participate, a minimum of 5 instruction-focused visits/observations per year will be logged.</p> <p>Objective: Of those parents who choose to access home and community consultation services, a minimum of 5 visits focused on home and community issues will</p>	<p>Measure: Parent attendance records for instruction-focused visits/observations.</p> <p>Measure: Home and community consultation logs.</p> <p>Measure: Home and community consultation logs.</p>	<p>Goal Met:</p> <p>Objective Met: 94% (30/32) of families chose to participate in instruction focused visits/observations. Of those, 100% participated in a minimum of 5 visits/observations.</p> <p>Objective Met: 81% of families (26/32) chose to participate in the home and community consultation services program. Of those families, 100% participated in at least five visits. (One student who entered the school mid year is included in the above 100%, having met the prorated target of 3 visits.)</p>	

	<p>be logged per year.</p> <p>Objective: Evidence of at least one skill acquisition program being implemented in the home will be present for each of these families.</p>		<p>Objective Met: For 100% of families participating in the home consultation services program, there is evidence of at least one skill acquisition program being implemented in the home.</p>
Org Goal 3	<p>Goal 7: NYC Autism Charter School teachers and instructors will demonstrate proficiency in interventions and terminology related to applied behavior analysis.</p> <p>Objective: 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.</p> <p>Objective: Data from annual staff evaluations will indicate proficiency in teaching techniques and satisfactory execution of job requirements.</p>	<p>Measure: Pre- and post-test scores collected during pre-service training.</p> <p>Measure: Annual staff performance evaluations</p>	<p>Objective Met: 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 and/or a 20% gain from pre- to post-test across training segments.</p> <p>Objective Met: 100% of staff received a rating of proficient or higher on annual staff evaluations.</p>
Org Goal 4	<p>Goal 8: Parents will be encouraged to judge the NYC Autism Charter School program as effective.</p> <p>Objective: Of those parents who voluntarily choose to participate, at least 75% will rate the NYC Autism Charter School education program as effective on the annual NYC Autism Charter School Program Effectiveness Survey.</p> <p>Objective: 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>Objective: 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 four survey domains: Academic Expectations, Communication, Engagement,</p>	<p>Measure: NYC Autism Charter School Program Effectiveness Survey.</p> <p>Measure: Instruction-focused school observation surveys.</p> <p>Measure: NYCDOE Learning Environment Survey--Parents.</p> <p>Measure: DOE Learning Environment Survey--Parents.</p>	<p>Goal Met:</p> <p>Objective Met: Using a Likert Scale where 5 is strongly agree and 1 is strongly disagree, 100% of families either strongly agreed (85%) or agreed (15%) with the statement, "Overall the school program is effective," for a mean score of 4.85 out of 5. The participation rate was 100% of families.</p> <p>Objective Met: 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>Objective: NYCDOE Learning Environment Survey data are not yet available.</p> <p>Objective Met: The school obtained an 86% parent participation rate.</p>



and Safety and Respect.

Objective: The school will obtain a 75% parent participation rate on the survey.

Org Goal 5	Goal: Teacher Satisfaction: 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.	Measure: NYCDOE Learning Environment Survey--Teachers	Objective: Teacher Satisfaction NYCDOE Learning Environment Survey data are not yet available.
	The school will obtain a 90% teacher participation rate.		Objective Met: 100% of teachers participated in the NYCDOE Learning Environment Survey

## 2b.1 Do you have more organizational goals to add?

Yes

### 2013-14 Progress Toward Attainment of Organizational Goals

	Organizational Goal	Measure Used to Evaluate Progress	2013-2014 Progress Toward Attainment	If Not Met, Describe Efforts to be Taken
Org Goal 6	Goal 9: NYC Autism Charter School will extend its educational practices beyond the school's walls.  Objective: A minimum of 5 professional visits will be conducted each year in which professionals from outside of NYC Autism Charter School will have the opportunity to hear a description of the NYC Autism Charter School education model and observe students receiving instruction in their classrooms.  Objective: A minimum of 5 student interns will be placed within NYC Autism Charter School classrooms each year.	Measure: Professional visiting logs and dissemination outreach logs  Measure: Student Intern attendance logs.	Goal Met: (See also detailed discussion of outreach efforts in Appendix H.)  Objective Met: The NYC Autism Charter School hosted a total of 5 Open House Meetings for professionals, prospective parents, and interested community members. NYC Autism Charter School hosted individually tailored informational sessions with professionals representing 11 organizations interested in autism. NY Autism Charter School provided staff development training in Autism Awareness, Effective Interaction Strategies, and Challenging Behaviors to 11 schools and organizations. NYC Autism Charter School provided ongoing staff development and consultation to 3 partner schools participating the NYC Autism Charter School's federally funded	

Dissemination Project.  
 NYC Autism Charter School met with 7 service coordinators from organizations and businesses hosting NYC Autism Charter School work experience students. NYC Autism Charter School presented best practices and research findings at 5 local, regional, national and international professional conferences and co-hosted a regional conference for professionals and parents.

Objective Met: A total of 9 graduate, undergraduate and high school interns and 12 medical school residents were placed at NYC Autism Charter School. In addition, 6 middle school peer mentors received training and participated in supervised interactions with NYC Autism Charter School students.

## 2c. FINANCIAL GOALS

### 2013-14 Progress Toward Attainment of Financial Goals

	Financial Goals	Measure Used to Evaluate Progress	2013-2014 Progress Toward Attainment	If Not Met, Describe Efforts to be Taken
Financial Goal 1	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 year ending June 30, 2014 (FY 2014)	Goal Met: The Independent Financial Audit for year ending June 30, 2014 resulted in an unqualified opinion and no major findings. (See Audited Financial Statement for FYE 6/30/14.)	
Financial Goal 2	Financial Viability: Each year the school will operate on a balanced budget and maintain a stable cash flow.	Measure: Independent Financial Audit for year ending June 30, 2014 (FY 2014)	Goal Met: The school operated on a balanced budget with revenues exceeding expenditures. (See Audited Financial Statement for FYE 6/30/13.)	

# Appendix B: Total Expenditures and Administrative Expenditures per Child

Created Wednesday, July 09, 2014

Updated Tuesday, July 15, 2014

## Page 1

Charter School Name: 310400860888 NY CENTER FOR AUTISM CS

### B. Financial Information

This information is required of ALL charter schools. Provide the following measures of fiscal performance of the charter school in Appendix B (Total Expenditures and Administrative Expenditures Per Child):

#### 1. Total Expenditures Per Child

To calculate 'Total Expenditures per Child' take total expenditures (from the unaudited 2013-14 Schedule of Functional Expenses) and divide by the count of students you reported on of BEDS Day. (Integers Only. No dollar signs or commas).

1. Total Expenditures Per Child   Line 1: Total Expenditures Per Pupil	2917481
1. Total Expenditures Per Child   Line 2: BEDS Day Pupil Count	32
1. Total Expenditures Per Child   Line 3: Divide Line 1 by Line 2	91171

#### 2. Administrative Expenditures per Child

To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the unaudited 2013-14 Schedule of Functional Expenses) and divide by the BEDS per pupil count. The relevant portion that must be included in this calculation is defined as follows:

Administrative Expenditures: Administration and management of the charter school includes the activities and personnel of the offices of the chief school officers, the treasurer, the finance or business offices, the purchasing unit, the employee personnel offices, the records management offices, or a public information and services offices. It also includes those administrative and management services provided by other organizations or corporations on behalf of the charter school for which the charter school pays a fee or other compensation.

Please note the following:

Do not include the FTE of personnel dedicated to administration of the instructional programs.

Do not include Employee Benefit costs or expenditures in the above calculations.

A template for the Schedule of Functional Expenses is provided on page 21 of the 2012 Annual Report Guidelines to assist schools identify the categories of expenses needed to compute the two per pupil calculations. This template does not need to be completed or submitted on August 1st as it will be submitted November 1st as part of the audited financial statements. Therefore schools should use unaudited amounts for these per pupil calculations. (See the 2013-14 Annual Report Guidelines in "Resources" area of your portal task page).

To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas).

To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas).   Line 1: Relevant Personnel Services Cost (Row)	287189
To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas).   Line 2: Management and General Cost (Column)	217853
To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas).   Line 3: Sum of Line 1 and Line 2	505042
To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas).   Line 4: BEDS Day Pupil Count	32
To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas).   Line 5: Divide Line 3 by the BEDS Day Pupil Count	15782

Thank you.

# **New York Center for Autism Charter School**



**Financial Statements  
(Together with Independent Auditors' Report)**

**And  
Report Required by *Government Auditing Standards***

**Years Ended June 30, 2014 and 2013**

**M ^ R K S P ^ N E T H**

ACCOUNTANTS & ADVISORS

**NEW YORK CENTER FOR AUTISM CHARTER SCHOOL**  
**FINANCIAL STATEMENTS**  
**(Together with Independent Auditors' Report)**  
**AND**  
**REPORT REQUIRED BY GOVERNMENT AUDITING STANDARDS**  
**YEARS ENDED JUNE 30, 2014 AND 2013**

**TABLE OF CONTENTS**

**Page**

Independent Auditors' Report.....	1-2
-----------------------------------	-----

**Financial Statements:**

Statements of Financial Position .....	3
Statements of Activities .....	4
Statements of Functional Expenses.....	5-6
Statements of Cash Flows.....	7
Notes to Financial Statements.....	8-13

**Report Required by *Government Auditing Standards***

Independent Auditors' Report on Internal Control Over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with <i>Government Auditing Standards</i> .....	14-15
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## INDEPENDENT AUDITORS' REPORT

The Board of Trustees of  
New York Center for Autism Charter School

### **Report on the Financial Statements**

We have audited the accompanying financial statements of New York Center for Autism Charter School (the "School") which comprise the statement of financial position as of June 30, 2014, and the related statements of activities, functional expenses and cash flows for the year then ended, and the related notes to the financial statements.

### ***Management's Responsibility for the Financial Statements***

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

### ***Auditors' Responsibility***

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

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

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

### ***Opinion***

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the School as of June 30, 2014, 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.

### ***Other Matter***

The financial statements of the School as of and for the year ended June 30, 2013, were audited by other auditors, whose report dated October 25, 2013, expressed an unmodified opinion on those financial statements.



### **Other Reporting Required by *Government Auditing Standards***

In accordance with *Government Auditing Standards*, we have also issued our report dated October 8, 2014, on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.

*Marks Paneth LLP*

New York, NY  
October 8, 2014



**NEW YORK CENTER FOR AUTISM CHARTER SCHOOL**  
**STATEMENTS OF FINANCIAL POSITION**  
**AS OF JUNE 30, 2014 AND 2013**

<b>ASSETS</b>	<u><b>2014</b></u>	<u><b>2013</b></u>
Cash and cash equivalents (Notes 2C and 9B)	\$ 288,027	\$ 407,996
Restricted cash and cash equivalents (Notes 2C and 3)	70,024	70,014
Investments, at fair value (Notes 2D, 2E, 4 and 11)	2,043,500	1,808,300
Grants receivable (Notes 2F and 2H)	31,237	-
Tuition and other receivables	-	1,000
Prepaid expenses and other assets	28,227	26,161
Property and equipment, net (Notes 2F, 2I and 5)	<u>210,706</u>	<u>196,526</u>
<b>TOTAL ASSETS</b>	<u><b>\$ 2,671,721</b></u>	<u><b>\$ 2,509,997</b></u>
 <b>LIABILITIES AND NET ASSETS</b>		
Accounts payable and accrued expenses	\$ 132,229	\$ 124,703
Refundable advances (Note 2G)	<u>17,291</u>	<u>-</u>
<b>TOTAL LIABILITIES</b>	<u><b>149,520</b></u>	<u><b>124,703</b></u>
 <b>CONTINGENCIES (Note 7)</b>		
 <b>NET ASSETS (Note 2B)</b>		
Unrestricted	2,457,300	2,318,294
Temporarily restricted (Note 8)	<u>64,901</u>	<u>67,000</u>
<b>TOTAL NET ASSETS</b>	<u><b>2,522,201</b></u>	<u><b>2,385,294</b></u>
 <b>TOTAL LIABILITIES AND NET ASSETS</b>	 <u><b>\$ 2,671,721</b></u>	 <u><b>\$ 2,509,997</b></u>

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

**NEW YORK CENTER FOR AUTISM CHARTER SCHOOL**  
**STATEMENTS OF ACTIVITIES**  
**FOR THE YEARS ENDED JUNE 30, 2014 AND 2013**

	Year Ended June 30, 2014			Year Ended June 30, 2013		
	Unrestricted	Temporarily Restricted	Total	Unrestricted	Temporarily Restricted	Total
<b>OPERATING REVENUE:</b>						
State and local per pupil operating revenue (Notes 2G and 9A)	\$ 2,919,260	\$ -	\$ 2,919,260	\$ 2,925,124	\$ -	\$ 2,925,124
Contributions from individuals (Note 2F)	66,182	-	66,182	68,880	-	68,880
Government grants (Notes 2F, 2G and 7B)	80,765	-	80,765	-	-	-
Grants from foundations (Note 2F)	4,005	62,675	66,680	16,500	60,000	76,500
Net assets released from restrictions (Note 8)	64,774	(64,774)	-	50,000	(50,000)	-
<b>TOTAL OPERATING REVENUE</b>	<b>3,134,986</b>	<b>(2,099)</b>	<b>3,132,887</b>	<b>3,060,504</b>	<b>10,000</b>	<b>3,070,504</b>
<b>OPERATING EXPENSES (Note 2J):</b>						
<b>Program Services</b>						
Regular Education	2,441,203	-	2,441,203	2,321,577	-	2,321,577
<b>Total Program Services</b>	<b>2,441,203</b>	<b>-</b>	<b>2,441,203</b>	<b>2,321,577</b>	<b>-</b>	<b>2,321,577</b>
<b>Supporting Services</b>						
Management and General	500,037	-	500,037	476,952	-	476,952
Fundraising	63,689	-	63,689	57,119	-	57,119
<b>Total Supporting Services</b>	<b>563,726</b>	<b>-</b>	<b>563,726</b>	<b>534,071</b>	<b>-</b>	<b>534,071</b>
<b>TOTAL OPERATING EXPENSES</b>	<b>3,004,929</b>	<b>-</b>	<b>3,004,929</b>	<b>2,855,648</b>	<b>-</b>	<b>2,855,648</b>
<b>NET INCREASE (DECREASE) FROM SCHOOL OPERATIONS</b>	<b>130,057</b>	<b>(2,099)</b>	<b>127,958</b>	<b>204,856</b>	<b>10,000</b>	<b>214,856</b>
<b>NON-OPERATING ACTIVITIES:</b>						
Other income (Note 4)	8,949	-	8,949	16,224	-	16,224
<b>TOTAL NON-OPERATING ACTIVITIES</b>	<b>8,949</b>	<b>-</b>	<b>8,949</b>	<b>16,224</b>	<b>-</b>	<b>16,224</b>
<b>CHANGE IN NET ASSETS</b>	<b>139,006</b>	<b>(2,099)</b>	<b>136,907</b>	<b>221,080</b>	<b>10,000</b>	<b>231,080</b>
Net Assets - beginning of year	2,318,294	67,000	2,385,294	2,097,214	57,000	2,154,214
<b>NET ASSETS - END OF YEAR</b>	<b>\$ 2,457,300</b>	<b>\$ 64,901</b>	<b>\$ 2,522,201</b>	<b>\$ 2,318,294</b>	<b>\$ 67,000</b>	<b>\$ 2,385,294</b>

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

**NEW YORK CENTER FOR AUTISM CHARTER SCHOOL**  
**STATEMENT OF FUNCTIONAL EXPENSES**  
**FOR THE YEAR ENDED JUNE 30, 2014**  
(With Comparative Totals for the Year Ended June 30, 2013)

	For the Year Ended June 30, 2014					Total 2013
	Program Services	Supporting Services			Total 2014	
	Regular Education	Management and General	Fundraising	Total Supporting Services		
Salaries and wages	\$ 1,704,234	\$ 305,257	\$ 42,379	\$ 347,636	\$ 2,051,870	\$1,998,249
Fringe benefits and payroll taxes (Note 10)	<u>399,538</u>	<u>53,814</u>	<u>4,472</u>	<u>58,286</u>	<u>457,824</u>	<u>433,619</u>
<b>Total Salaries and Related Costs</b>	2,103,772	359,071	46,851	405,922	2,509,694	2,431,868
Consulting and professional fees	107,517	2,373	-	2,373	109,890	78,663
Classroom and teaching supplies	63,990	-	-	-	63,990	54,135
Accounting fees	-	40,136	-	40,136	40,136	34,702
Legal fees	-	8,233	-	8,233	8,233	8,670
Repairs & maintenance	16,274	4,068	-	4,068	20,342	28,575
Insurance	25,162	6,290	-	6,290	31,452	26,508
Staff recruitment and development	13,092	-	5,460	5,460	18,552	10,873
Communications and outreach	12,275	10,744	5,815	16,559	28,834	28,835
Expensed furniture and equipment	1,944	2,754	-	2,754	4,698	3,364
Travel	4,298	1,603	-	1,603	5,901	10,908
Office expense	10,830	55,648	5,563	61,211	72,041	65,955
Depreciation and amortization	<u>82,049</u>	<u>9,117</u>	<u>-</u>	<u>9,117</u>	<u>91,166</u>	<u>72,592</u>
<b>TOTAL EXPENSES</b>	<u>\$ 2,441,203</u>	<u>\$ 500,037</u>	<u>\$ 63,689</u>	<u>\$ 563,726</u>	<u>\$ 3,004,929</u>	<u>\$2,855,648</u>

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

**NEW YORK CENTER FOR AUTISM CHARTER SCHOOL**  
**STATEMENT OF FUNCTIONAL EXPENSES**  
**FOR THE YEAR ENDED JUNE 30, 2013**

	<u>Program Services</u>	<u>Supporting Services</u>			
	<u>Regular Education</u>	<u>Management and General</u>	<u>Fundraising</u>	<u>Total Supporting Services</u>	<u>Total 2013</u>
Salaries and wages	\$ 1,681,257	\$ 272,667	\$ 44,325	\$ 316,992	\$ 1,998,249
Fringe benefits and payroll taxes (Note 10)	<u>359,874</u>	<u>69,409</u>	<u>4,336</u>	<u>73,745</u>	<u>433,619</u>
<b>Total Salaries and Related Costs</b>	2,041,131	342,076	48,661	390,737	2,431,868
Consulting and professional fees	76,347	2,316	-	2,316	78,663
Classroom and teaching supplies	54,135	-	-	-	54,135
Accounting fees	-	34,702	-	34,702	34,702
Legal fees	-	8,670	-	8,670	8,670
Repairs & maintenance	22,860	5,715	-	5,715	28,575
Insurance	21,206	5,302	-	5,302	26,508
Staff recruitment and development	8,013	2,860	-	2,860	10,873
Communications and outreach	12,015	11,445	5,375	16,820	28,835
Expensed furniture and equipment	1,871	1,493	-	1,493	3,364
Travel	7,152	3,756	-	3,756	10,908
Office expense	11,515	51,357	3,083	54,440	65,955
Depreciation and amortization	<u>65,332</u>	<u>7,260</u>	<u>-</u>	<u>7,260</u>	<u>72,592</u>
<b>TOTAL EXPENSES</b>	<u>\$ 2,321,577</u>	<u>\$ 476,952</u>	<u>\$ 57,119</u>	<u>\$ 534,071</u>	<u>\$ 2,855,648</u>

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

**NEW YORK CENTER FOR AUTISM CHARTER SCHOOL**  
**STATEMENTS OF CASH FLOWS**  
**FOR THE YEARS ENDED JUNE 30, 2014 AND 2013**

	<u>2014</u>	<u>2013</u>
<b>CASH FLOWS FROM OPERATING ACTIVITIES:</b>		
Change in net assets	\$ 136,907	\$ 231,080
Adjustments to reconcile change in net assets to net cash provided by operating activities:		
Donated property and equipment	-	(8,000)
Unrealized loss on investments	568	1,837
Depreciation and amortization expense	91,166	72,592
Subtotal	<u>228,641</u>	<u>297,509</u>
Changes in operating assets and liabilities:		
(Increase) decrease in assets:		
Grants receivable	(31,237)	-
Tuition and other receivables	1,000	(1,000)
Prepaid expenses and other assets	(2,066)	5,621
Increase (decrease) in liabilities:		
Accounts payable and accrued expenses	7,526	(140)
Refundable advances	<u>17,291</u>	<u>-</u>
<b>Net Cash Provided by Operating Activities</b>	<u>221,155</u>	<u>301,990</u>
<b>CASH FLOWS FROM INVESTING ACTIVITIES:</b>		
Increase in restricted cash	(10)	(7)
Purchases of property and equipment	(105,346)	(51,019)
Proceeds from maturity of investments	2,164,368	1,577,210
Purchase of investments	<u>(2,400,136)</u>	<u>(1,800,097)</u>
<b>Net Cash Used in Investing Activities</b>	<u>(341,124)</u>	<u>(273,913)</u>
<b>NET (DECREASE) INCREASE IN CASH AND CASH EQUIVALENTS</b>	(119,969)	28,077
Cash and cash equivalents - beginning of year	<u>407,996</u>	<u>379,919</u>
<b>CASH AND CASH EQUIVALENTS - END OF YEAR</b>	<u>\$ 288,027</u>	<u>\$ 407,996</u>
<b>Supplemental Disclosure of Cash Flow Information:</b>		
Donated property and equipment	<u>\$ -</u>	<u>\$ 8,000</u>

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

**NEW YORK CENTER FOR AUTISM CHARTER SCHOOL**  
**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2014 AND 2013**

**NOTE 1 – ORGANIZATION AND NATURE OF ACTIVITIES**

New York Center for Autism Charter School (the “School”) is an educational corporation formed to operate a charter school located in the City of New York, borough of Manhattan. In July 2005, the Board of Regents of the University of the State of New York, for and on behalf of the State Education Department, granted a provisional charter valid for a term of five years, incorporating the School. On April 20, 2010, the Board granted the School a first charter renewal valid for an additional term of five years through and including April 14, 2015.

The School’s mission is to provide individualized, scientifically-based educational services to children with autism and other pervasive developmental disorders. The School promotes the achievement of high educational standards and the full intellectual, social, physical, and emotional potential of each of its students. It extends its educational programming beyond the school’s walls through training, consultation, and support for students’ families. The School also offers ongoing professional development opportunities to its staff, as well as to other educators in New York City and the surrounding area. The School is exempt from federal income tax under Section 501(a) of the Internal Revenue Code and is classified as an organization described in Section 501(c)(3).

**NOTE 2 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES**

- A. ***Basis of Accounting*** – The School prepares its financial statements using the accrual basis of accounting. The School adheres to accounting principles generally accepted in the United States of America.
- B. ***Basis of Presentation*** – The School maintains its net assets under the following three classes;
- Unrestricted – represents net assets not subject to donor-imposed stipulations. Contributions are considered available for unrestricted use unless specifically restricted by the donor.
- Temporarily Restricted – represents net assets subject to donor-imposed stipulations that will be met by actions of the School or by the passage of time.
- Permanently Restricted – represents net assets subject to donor-imposed restrictions on the corpus of the gifts specifying they be maintained in perpetuity. There were no permanently restricted net assets as of June 30, 2014 and 2013.
- C. ***Cash and Cash Equivalents*** – Cash equivalents include all highly liquid instruments purchased with maturities of 90 days or less when acquired.
- D. ***Investments*** – Investments are stated at fair value. Donated securities are recorded at their fair value on the date received using an average of the high and low price on the date received. Investment income is recorded as revenue in the period earned.
- E. ***Fair Value Measurements*** – Fair value measurements are the prices that would be received to sell an asset or paid to transfer a liability in an orderly transaction between market participants at the measurement date. In order to increase consistency and comparability in fair value measurements, a fair value hierarchy prioritizes observable and unobservable inputs used to measure fair value into three levels, as described in Note 11.

**NEW YORK CENTER FOR AUTISM CHARTER SCHOOL**  
**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2014 AND 2013**

**NOTE 2 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)**

- F. ***Contributions and Grants*** – Contributions received, including unconditional promises to give, are recognized as revenues in the appropriate category of net assets in the period received. Conditional promises to give are recognized when they become unconditional, that is, when the conditions are substantially met. All contributions receivable are expected to be collected within one year.

During the year ended June 30, 2014, the School received approximately \$3,847 of contributed technical equipment, which is included in contributions from foundations in the accompanying statements of activities. During the year ended June 30, 2013, the School received donated property and equipment amounting to \$8,000, which is included in property and equipment and contributions from foundations in the accompanying financial statements.

- G. ***Government Support*** – State and local per pupil revenue resulting from the School's charter status and based on the number of students enrolled is recorded when services are performed in accordance with the charter agreement.

Revenue from federal, state and local government grants and contract are recorded by the School when qualifying expenditures are incurred and billable. Funds received in advance for which expenditures have not been incurred are reflected as refundable advances in the accompanying statements of financial position.

- H. ***Grants and Contracts Receivable*** – Grants and contracts receivables are stated at the amount management expects to collect from outstanding balances. The School provides an allowance for doubtful accounts for receivables. This estimate is based on management's assessment of the aged basis of its government funding sources, current economic conditions and creditworthiness of its donors and grantors. The School determined that no allowance for doubtful accounts was necessary as of June 30, 2014 and 2013. Grants receivable of \$31,237 as of June 30, 2014, represent amounts due in less than one year from a state agency.

- I. ***Property and Equipment*** – The School capitalizes property and equipment having a cost of \$500 or more and a useful life of at least one year. Depreciation is recognized using the straight-line method over the estimated useful lives of the respective assets. Leasehold improvements are amortized on a straight-line basis over the lesser of the life of the improvements or the charter term.

- J. ***Functional Allocation of Expenses*** – The School allocates expenses on a functional basis among its programs and supporting services. Expenses that can be identified as belonging to a specific program and/or support service are allocated directly according to their natural expense classification.

- K. ***Use of Estimates*** – The preparation of financial statements in conformity with U.S. GAAP requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosures of contingencies at the date of the financial statements, and revenues and expenses recognized during the reporting period. Actual results could differ from those estimates.

- L. ***Reclassifications*** – Certain amounts in the June 30, 2013 financial statements have been reclassified to conform to the June 30, 2014 presentation and had no impact on the change in net assets for the year ended June 30, 2013.

**NOTE 3 – RESTRICTED CASH**

The New York City Department of Education (the "NYCDOE") requires the School to maintain funds in a separate cash account to have funds available to ensure an orderly liquidation, dissolution or transition process if the School's charter were to be terminated or the School was closed for other reasons. Restricted cash amounted to \$70,024 and \$70,014 as of June 30, 2014 and 2013, respectively.

**NEW YORK CENTER FOR AUTISM CHARTER SCHOOL  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2014 AND 2013**

**NOTE 4 – INVESTMENTS**

Investments consisted of the following as of June 30, 2014 and 2013:

	<u>2014</u>	<u>2013</u>
Certificates of deposit	\$ 1,948,311	\$ 1,648,766
Money market funds	<u>95,189</u>	<u>159,534</u>
Total	<u>\$ 2,043,500</u>	<u>\$ 1,808,300</u>

Investments are subject to market volatility that could substantially change their carrying values in the near term.

Investment income consisted of the following for the years ended June 30, 2014 and 2013 and is included in other income in the accompanying statements of activities:

	<u>2014</u>	<u>2013</u>
Interest and dividends	\$ 6,060	\$ 8,284
Unrealized loss on investments	<u>(568)</u>	<u>(1,837)</u>
Total	<u>\$ 5,492</u>	<u>\$ 6,447</u>

**NOTE 5 – PROPERTY AND EQUIPMENT**

Property and equipment consisted of the following as of June 30, 2014 and 2013:

	<u>2014</u>	<u>2013</u>	<u>Estimated Useful Lives</u>
Furniture and fixtures	\$ 231,658	\$ 217,515	5 years
Computer equipment	164,337	159,751	3 years
Leasehold improvements	402,651	393,351	Remaining charter term
Construction in progress	<u>77,317</u>	<u>-</u>	-
	875,963	770,617	
Less: accumulated depreciation and amortization	<u>(665,257)</u>	<u>(574,091)</u>	
Total	<u>\$ 210,706</u>	<u>\$ 196,526</u>	

Depreciation and amortization expense amounted to \$91,166 and \$72,592 for the years ended June 30, 2014 and 2013, respectively. The construction in progress was related to an air conditioning project which was 60% completed as of June 30, 2014. The total estimated cost to complete the project amounts to approximately \$129,000 and the project is expected to be completed in fiscal year 2015.



**NEW YORK CENTER FOR AUTISM CHARTER SCHOOL**  
**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2014 AND 2013**

**NOTE 6 – SCHOOL FACILITY**

The 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 100<sup>th</sup> Street, New York, New York at a cost of \$1 per year. The total square footage utilized by the School during the years ended June 30, 2014 and 2013 amounted to approximately 8,200 square feet. The School will continue to operate under the terms of the Facility Agreement unless either party terminates the Facility Agreement with appropriate notice. In addition, the School continues to be responsible for any overtime-related costs for services provided beyond the regular opening hours.

**NOTE 7 – CONTINGENCIES**

- A. The School has no uncertain tax positions as of June 30, 2014, in accordance with Accounting Standards Codification (“ASC”) Topic 740, “Income Taxes,” which provides standards for establishing and classifying any tax provisions for uncertain tax positions. The School is no longer subject to federal or state and local income tax examinations by tax authorities for years ended before 2011.
- B. Certain grants and contracts may be subject to audit by funding sources. Such audits might result in disallowances of costs submitted for reimbursement by the School. Management is of the opinion that such disallowances, if any, will not have a material effect on the accompanying financial statements. Accordingly, no amounts have been provided in the accompanying financial statements for such potential claims.

**NOTE 8 – TEMPORARILY RESTRICTED NET ASSETS**

Temporarily restricted net assets were available for the following purposes as of June 30, 2014 and 2013:

	<u>2014</u>	<u>2013</u>
Purpose restricted:		
Extended school-year program	\$ 52,000	\$ 52,000
Adaptive physical education	6,426	15,000
Other	<u>6,475</u>	<u>-</u>
	<u>\$ 64,901</u>	<u>\$ 67,000</u>

For the years ended June 30, 2014 and 2013, temporarily restricted net assets were released from donor restrictions by incurring expenses satisfying the restricted purposes or by the occurrence of other events specified by donors as follows:

	<u>2014</u>	<u>2013</u>
Purpose restrictions accomplished:		
Extended school-year program	\$ 45,000	\$ 50,000
Adaptive physical education	8,574	-
Other	<u>11,200</u>	<u>-</u>
	<u>\$ 64,774</u>	<u>\$ 50,000</u>

**NEW YORK CENTER FOR AUTISM CHARTER SCHOOL  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2014 AND 2013**

**NOTE 9 – CONCENTRATIONS**

- A. The School receives a majority of its revenues from the New York State Education Department through the New York City Department of Education Office of Schools. The New York City Department of Education provides general operating support to the School based upon the location and the number of students enrolled. Operating support provided to the School by the New York City Department of Education totaled \$2,919,260 and \$2,925,124 for the years ended June 30, 2014 and 2013, respectively. The School is dependent upon this level of funding in order to continue its operations.
- B. Cash accounts that potentially subject the School to a concentration of credit risk include cash accounts with banks that exceed the Federal Deposit Insurance Corporation ("FDIC") insurance limits. Cash accounts are insured up to \$250,000 per depositor. As of June 30, 2014 and 2013, there was approximately \$49,000 and \$176,000, respectively, of cash and cash equivalents held by a bank that exceeded FDIC limits.

**NOTE 10 – PENSION PLAN**

The School maintains a defined contribution plan ("Plan") in accordance with the provisions of Section 401(k) of the Internal Revenue Code. This plan is available to all eligible full-time employees who have at least one year of service. The School, at its own discretion, can make match and nonelective contributions. Effective July 1, 2013, the Plan was amended to match each participant's contribution, up to a maximum 3% of gross compensation. Contributions amounted to \$20,733 and \$0 for the years ended June 30, 2014 and 2013, respectively. Such amounts are included in payroll taxes and employee benefits and accounts payable and accrued expenses in the accompanying financial statements.

**NOTE 11 – FAIR VALUE OF FINANCIAL INSTRUMENTS**

In determining fair value, the School utilizes valuation techniques that maximize the use of observable inputs and minimize the use of unobservable inputs to the extent possible in its assessment of fair value. The fair value hierarchy defines three levels as follows:

Level 1: Valuations based on quoted prices (unadjusted) in an active market that are accessible at the measurement date for identical assets or liabilities. The fair value hierarchy gives the highest priority to Level 1 inputs. Level 1 valuations are obtained from real-time quotes for transactions in active exchange markets involving identical assets.

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 or 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.

Investments in money market funds are valued using market prices in active markets (Level 1). Investments in certificates of deposit are valued based on average daily yields and other observable inputs (Level 2).

**NEW YORK CENTER FOR AUTISM CHARTER SCHOOL**  
**NOTES TO FINANCIAL STATEMENTS**  
**JUNE 30, 2014 AND 2013**

**NOTE 11 – FAIR VALUE OF FINANCIAL INSTRUMENTS (Continued)**

Investments carried at fair value at June 30, 2014, were classified in the table below in two of the three levels as follows:

	<u>Level 1</u>	<u>Level 2</u>	<u>Total</u>
Assets Carried at Fair Value:			
Investments:			
Certificates of deposit	\$ -	\$ 1,948,311	\$ 1,948,311
Money market funds	<u>95,189</u>	<u>-</u>	<u>95,189</u>
Total investments	<u>\$ 95,189</u>	<u>\$ 1,948,311</u>	<u>\$ 2,043,500</u>

Investments carried at fair value at June 30, 2013, were classified in the table below in one of the three levels as follows:

	<u>Level 1</u>	<u>Level 2</u>	<u>Total</u>
Assets Carried at Fair Value:			
Investments:			
Certificates of deposit	\$ -	\$ 1,648,766	\$ 1,648,766
Money market funds	<u>159,534</u>	<u>-</u>	<u>159,534</u>
Total investments	<u>\$ 159,534</u>	<u>\$ 1,648,766</u>	<u>\$ 1,808,300</u>

The School's policy is to recognize transfers in and out between fair value levels as of the beginning of the period in which the transfer takes place. During the years ended June 30, 2014 and 2013, no such transfers between fair value levels occurred.

**NOTE 12 – SUBSEQUENT EVENTS**

Management has evaluated, for potential accrual or disclosure, events subsequent to the date of the statements of financial position through October 8, 2014, the date the financial statements were available to be issued. No events have occurred subsequent to the statement of financial position date through October 8, 2014, that would require adjustment to or disclosure in the financial statements.

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

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

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of New York Center for Autism Charter School (the "School") which comprise the statement of financial position as of June 30, 2014, and the related statements of activities, functional expenses and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated October 8, 2014.

**Internal Control Over Financial Reporting**

In planning and performing our audit of the financial statements, we considered the School's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

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

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

**Compliance and Other Matters**

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

### **Purpose of this Report**

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

*Marks Paneth LLP*

New York, NY  
October 8, 2014

# New York State Education Department

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

### **Budget and Cash Flow Templates for the 2013 New Charter Applications**

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

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<b>1</b>	Complete ALL SIX tabs in <b>BLUE</b>
<b>2</b>	Enter information into the <b>GRAY</b> cells
<b>3</b>	Cells labeled in <b>ORANGE</b> contain guidance pertaining to that tab
<b>4</b>	Cells containing <b>RED</b> triangles in the upper right corner in columns B through G contain guidance on that particular item
<b>5</b>	Funding by School District information for all NYS School district is located on the State Aid website at <a href="https://stateaid.nysed.gov/charter/">https://stateaid.nysed.gov/charter/</a> . Refer to this website for per-pupil tuition funding for all school districts. Rows may be inserted in the worksheet to accomodate additional districts if necessary.
<b>6</b>	The Assumptions column should be completed for all revenue and expense items unless the item is self-explanatory. Where applicable, please reference the page number or section in the application narrative that indicates the assumption being made. For instance, student enrollment would reference the applicable page number in Section I, C of the application narrative.

**New York Center for Autism Charter School**

**PROJECTED BUDGET FOR 2014-2015**

PROJECTED BUDGET FOR 2014-2015							Assumptions
July 1, 2014 to June 30, 2015							DESCRIPTION OF ASSUMPTIONS - Please note assumptions when applicable
Please Note: The student enrollment data is entered below in the Enrollment Section beginning in row 147. This will populate the data in row 9.							
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
Total Revenue	-	2,931,477	-	129,500	-	3,060,977	
Total Expenses	-	2,534,239	-	56,042	504,911	3,095,192	
Net Income	-	397,238	-	73,459	(504,911)	(34,215)	
Actual Student Enrollment	-	32				-	
Total Paid Student Enrollment	-	-				-	
PROGRAM SERVICES							
SUPPORT SERVICES							
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
<b>REVENUE</b>							
<b>REVENUES FROM STATE SOURCES</b>							
Per Pupil Revenue	CY Per Pupil Rate						
District of Location	\$91,645.00						
School District 2 (Enter Name)	-	-	-	-	-	-	NYC DOE Chancellors Office
School District 3 (Enter Name)	-	-	-	-	-	-	
School District 4 (Enter Name)	-	-	-	-	-	-	
School District 5 (Enter Name)	-	-	-	-	-	-	
	-	-	-	-	-	-	
Special Education Revenue	-	2,917,977	-	-	-	2,917,977	NYC DOE Chancellor's Office
Grants	-	-	-	-	-	-	
Stimulus	-	-	-	-	-	-	
Other	-	-	-	-	-	-	
Other State Revenue	-	-	-	-	-	-	
<b>TOTAL REVENUE FROM STATE SOURCES</b>	-	2,917,977	-	-	-	2,917,977	
<b>REVENUE FROM FEDERAL FUNDING</b>							
IDEA Special Needs	-	-	-	-	-	-	
Title I	-	-	-	-	-	-	
Title Funding - Other	-	-	-	-	-	-	
School Food Service (Free Lunch)	-	-	-	-	-	-	
Grants	-	-	-	-	-	-	
Charter School Program (CSP) Planning & Implementation	-	-	-	-	-	-	
Other	-	-	-	-	-	-	
Other Federal Revenue	-	-	-	-	-	-	
<b>TOTAL REVENUE FROM FEDERAL SOURCES</b>	-	-	-	-	-	-	
<b>LOCAL and OTHER REVENUE</b>							
Contributions and Donations, Fundraising	-	-	-	129,500	-	129,500	
Erate Reimbursement	-	-	-	-	-	-	
Interest Income, Earnings on Investments,	-	8,000	-	-	-	8,000	
NYC-DYCD (Department of Youth and Community Developmt.)	-	-	-	-	-	-	
Food Service (Income from meals)	-	-	-	-	-	-	
Text Book	-	-	-	-	-	-	
Other Local Revenue	-	5,500	-	-	-	5,500	parent group fund and other misc. income
<b>TOTAL REVENUE FROM LOCAL and OTHER SOURCES</b>	-	13,500	-	129,500	-	143,000	
<b>TOTAL REVENUE</b>	-	2,931,477	-	129,500	-	3,060,977	
							List exact titles and staff FTE's ( Full time equivalent)
<b>EXPENSES</b>							
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>							
	No. of Positions						
Executive Management	1.00	-	93,480	-	15,580	46,740	155,800
Instructional Management	-	-	-	-	-	-	-
Deans, Directors & Coordinators	-	-	-	-	-	-	-
CFO / Director of Finance	1.00	-	-	-	16,139	91,452	107,590
Operation / Business Manager	1.00	-	-	-	-	63,799	63,799
Administrative Staff	3.00	-	-	-	15,000	94,405	109,405
<b>TOTAL ADMINISTRATIVE STAFF</b>	<b>6</b>	-	93,480	-	46,719	296,396	436,594
<b>INSTRUCTIONAL PERSONNEL COSTS</b>							
Teachers - Regular	-	-	-	-	-	-	-
Teachers - SPED	8.00	-	426,612	-	-	-	426,612
Substitute Teachers	-	-	-	-	-	-	-
Teaching Assistants	21.00	-	771,171	-	-	-	771,171
Specialty Teachers	-	-	-	-	-	-	-

**New York Center for Autism Charter School**

**PROJECTED BUDGET FOR 2014-2015**

PROJECTED BUDGET FOR 2014-2015								Assumptions
July 1, 2014 to June 30, 2015								DESCRIPTION OF ASSUMPTIONS - Please note assumptions when applicable
Please Note: The student enrollment data is entered below in the Enrollment Section beginning in row 147. This will populate the data in row 9.								
		REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
Total Revenue	-	-	2,931,477	-	129,500	-	3,060,977	
Total Expenses	-	-	2,534,239	-	56,042	504,911	3,095,192	
Net Income	-	-	397,238	-	73,459	(504,911)	(34,215)	
Actual Student Enrollment	-	-	32	-	-	-	-	
Total Paid Student Enrollment	-	-	-	-	-	-	-	
PROGRAM SERVICES				SUPPORT SERVICES				
		REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
Aides	0.20	-	7,200	-	-	-	7,200	
Therapists & Counselors	-	-	-	-	-	-	-	
Other	5.00	-	391,425	-	-	-	391,425	Director of Transition & Outreach, Director of Education, Clinical Supervisors (3)
<b>TOTAL INSTRUCTIONAL</b>	<b>34</b>	-	<b>1,596,408</b>	-	-	-	<b>1,596,408</b>	
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>								
Nurse	-	-	-	-	-	-	-	
Librarian	-	-	-	-	-	-	-	
Custodian	-	-	-	-	-	-	-	
Security	-	-	-	-	-	-	-	
Other	-	-	1,830	-	525	3,575	5,930	staff stipends for support functions
<b>TOTAL NON-INSTRUCTIONAL</b>	<b>-</b>	-	<b>1,830</b>	-	<b>525</b>	<b>3,575</b>	<b>5,930</b>	
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>	<b>40</b>	-	<b>1,691,718</b>	-	<b>47,244</b>	<b>299,971</b>	<b>2,038,932</b>	
<b>PAYROLL TAXES AND BENEFITS</b>								
Payroll Taxes	-	-	130,206	-	3,574	22,674	156,454	
Fringe / Employee Benefits	-	-	348,600	-	-	71,400	420,000	
Retirement / Pension	-	-	24,900	-	-	5,100	30,000	
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>		-	<b>503,706</b>	-	<b>3,574</b>	<b>99,174</b>	<b>606,454</b>	
<b>TOTAL PERSONNEL SERVICE COSTS</b>		-	<b>2,195,424</b>	-	<b>50,818</b>	<b>399,145</b>	<b>2,645,386</b>	
<b>CONTRACTED SERVICES</b>								
Accounting / Audit	-	-	-	-	-	22,250	22,250	
Legal	-	-	-	-	-	12,000	12,000	
Management Company Fee	-	-	-	-	-	-	-	
Nurse Services	-	-	-	-	-	-	-	
Food Service / School Lunch	-	-	-	-	-	-	-	
Payroll Services	-	-	-	-	-	5,500	5,500	
Special Ed Services	-	-	-	-	-	-	-	
Titlement Services (i.e. Title I)	-	-	-	-	-	-	-	
Other Purchased / Professional / Consulting	-	-	36,320	-	-	-	36,320	Speech,enrichment (baseball, music, pysical ed.)
<b>TOTAL CONTRACTED SERVICES</b>		-	<b>36,320</b>	-	-	<b>39,750</b>	<b>76,070</b>	
<b>SCHOOL OPERATIONS</b>								
Board Expenses	-	-	-	-	-	-	-	
Classroom / Teaching Supplies & Materials	-	-	-	-	-	-	-	
Special Ed Supplies & Materials	-	-	52,050	-	-	-	52,050	
Textbooks / Workbooks	-	-	-	-	-	-	-	
Supplies & Materials other	-	-	15,600	-	-	-	15,600	kitchen supplies, student snacks
Equipment / Furniture	-	-	-	-	-	-	-	
Telephone	-	-	-	-	-	730	730	
Technology	-	-	31,995	-	824	3,647	36,466	
Student Testing & Assessment	-	-	-	-	-	-	-	
Field Trips	-	-	2,300	-	-	-	2,300	
Transportation (student)	-	-	-	-	-	-	-	
Student Services - other	-	-	-	-	-	-	-	
Office Expense	-	-	-	-	300	-	300	
Staff Development	-	-	15,000	-	-	-	15,000	
Staff Recruitment	-	-	4,200	-	-	-	4,200	
Student Recruitment / Marketing	-	-	-	-	-	-	-	
School Meals / Lunch	-	-	5,100	-	-	-	5,100	
Travel (Staff)	-	-	5,000	-	-	1,200	6,200	
Fundraising	-	-	-	-	4,100	-	4,100	
Other	-	-	2,350	-	-	39,040	41,390	charter renewal support, marketing materials, staff events, misc. expenses
<b>TOTAL SCHOOL OPERATIONS</b>		-	<b>133,595</b>	-	<b>5,224</b>	<b>44,617</b>	<b>183,436</b>	



**New York Center for Autism Charter School**

**PROJECTED BUDGET FOR 2014-2015**

PROJECTED BUDGET FOR 2014-2015							Assumptions
July 1, 2014 to June 30, 2015							DESCRIPTION OF ASSUMPTIONS - Please note assumptions when applicable
Please Note: The student enrollment data is entered below in the Enrollment Section beginning in row 147. This will populate the data in row 9.							
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
Total Revenue	-	2,931,477	-	129,500	-	3,060,977	
Total Expenses	-	2,534,239	-	56,042	504,911	3,095,192	
Net Income	-	397,238	-	73,459	(504,911)	(34,215)	
Actual Student Enrollment	-	32				-	
Total Paid Student Enrollment	-	-				-	
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
<b>FACILITY OPERATION &amp; MAINTENANCE</b>							
Insurance	-	25,200	-	-	6,300	31,500	
Janitorial	-	20,400	-	-	5,100	25,500	
Building and Land Rent / Lease	-	10,800	-	-	-	10,800	extended use permit for summer session
Repairs & Maintenance	-	22,500	-	-	-	22,500	
Equipment / Furniture	-	-	-	-	-	-	
Security	-	-	-	-	-	-	
Utilities	-	-	-	-	-	-	
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	-	78,900	-	-	11,400	90,300	
<b>DEPRECIATION &amp; AMORTIZATION</b>	-	90,000	-	-	10,000	100,000	
<b>DISSOLUTION ESCROW &amp; RESERVES / CONTIGENCY</b>	-	-	-	-	-	-	dissolution escrow required at time of original charter
<b>TOTAL EXPENSES</b>	-	2,534,239	-	56,042	504,911	3,095,192	
<b>NET INCOME</b>	-	397,238	-	73,459	(504,911)	(34,215)	
<b>ENROLLMENT - *School Districts Are Linked To Above Entries*</b>	REGULAR EDUCATION	SPECIAL EDUCATION	TOTAL ENROLLED				
District of Location		32	32				
School District 2 (Enter Name)			-				
School District 3 (Enter Name)			-				
School District 4 (Enter Name)			-				
School District 5 (Enter Name)			-				
<b>TOTAL ENROLLMENT</b>	-	32	32				
<b>REVENUE PER PUPIL</b>	-	91,609	-				
<b>EXPENSES PER PUPIL</b>	-	79,195	-				

NYC DOE District 4

# Audited Financial Statement Checklist

Created Thursday, October 23, 2014

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## Page 1

Charter School Name:

1. Please check each item that is included in the 2013-14 Audited Financial Statement submitted for your charter school.

	Yes/No
Audited Financial Statements (including report on compliance and report on internal control over financial reporting)	Yes
Single Audit (if applicable)	Not Applicable
CSP Agreed Upon Procedures (if applicable)	Yes
Management Letter	Yes
Report on Extracurricular Student Activity Accounts (if applicable)	Not Applicable
Corrective Action Plans for any Findings	Not Applicable

2. Please indicated if there is a finding(s) noted in any of the following sections of your charter school's 2013-14 Audited Financial Statement.

	Yes/No
Report on Compliance	No
Report on Internal Control over Financial Reporting	No
Single Audit	Not Applicable
CSP Agreed Upon Procedures Report	No
Management Letter	No

Thank you.

# Appendix E: Disclosure of Financial Interest Form

Created Wednesday, July 09, 2014

Updated Monday, July 28, 2014

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## Page 1

310400860888 NY CENTER FOR AUTISM CS

An Appendix E: Disclosure of Financial Interest Form must be completed for each active Trustee who served on the charter school's Board of Trustees during the 2013-14 school year. Trustees are at times difficult to track down in the summer months. Trustees may complete and submit at their leisure (but before the deadline) their individual form at:

<http://fluidsurveys.com/surveys/vickie-smith/appendix-e-trustee-disclosure-form/>. Trustees may download and/or email their forms to you upon completion.

Trustees who are technologically advanced may complete the survey using their smartphones or other mobile devices by downloading the this bar code link to the survey <https://fluidsurveys.com/account/surveys/540612/publish/qrcode/>. (Make sure you have the bar code application reader on your phone).

If a Trustee is unable to complete the form by the deadline (i.e, out of the country), the school is responsible for submitting the information required on the form for that individual trustee.

Just send the links via email today to your Trustees requesting that they each complete their form as soon as possible.  
Thank you.

Yes, each member of the school's Board of Trustees has received a link to the Disclosure of Financial Interest Form.

Yes

Thank you.

# Appendix F: BOT Membership Table

Created Wednesday, July 09, 2014

Updated Monday, July 28, 2014

## Page 1

310400860888 NY CENTER FOR AUTISM CS

### 1. Current Board Member Information

	Full Name of Individual Trustees	Position on Board (Officer or Rep).	Voting Member	Area of Expertise &/or Additional Role	Terms Served & Length (include date of election and expiration)	Committee affiliations
1	Maureen Bateman	Member	Yes	Law	9/20/13-6/30/16	Trustee/Governance, Education
2	Mitch Baum	Member	Yes	Advertising, Marketing	7/20/10-6/30/16	Fundraising, Special Projects
3	Alan Capper	Member	Yes	Advertising, Marketing	7/26/12-6/30/15	Fundraising, Special Projects
4	Charles Chigas	Member	Yes	Finance	6/8/09-6/30/15	Special Projects, Trustee/Governance
5	Ashley Garrett	Member	Yes	Young Adult Programming	6/15/12-6/30/15	Supervision & Administration
6	Ben Hartman	Member	Yes	Finance, Technology	1/14/11-9/30/14	Finance
7	Steve Jorgensen	Vice Chair/Vice President	Yes	Finance, Non-profit Management	7/8/11-6/13/14	Special Projects, Finance
8	Ilene Lainer	Member	Yes	Legal, Autism Education	4/5/05-9/30/14	Special Projects, Education
9	Dr. Nancy Needle	Chair/President	Yes	Special Education	5/13/08-9/30/14	Education
10	Hugh O'Rourke	Treasurer	Yes	Corporate Management	1/07-6/30/16	Finance, Supervision & Administration
11	Ophelia Rudin	Member	Yes	Philanthropy, Real Estate	3/05-9/30/14	
12	Virginia Ryan	Secretary	Yes	Law	7/8/11-6/30/14	Supervision & Administration, Trustee/Governance
13	Carol Santiago	Parent Rep	Yes	Fundraising	6/8/09-9/30/14	Fundraising
14	Laura Slatkin	Member	Yes	Business/corporate Management, Autism Advocate	6/14/06-6/30/15	Finance
15	Fred Moore	Member	Yes	Research	8/30/11-10/20/13	Education/Special Projects, Human Rights
16	Frank San Felice	Member Ex-Officio	No	Charter Schools		

17	Alisa Slatin Rohdie	Member Ex-Officio	No	Autism Education
18	John Cirincion	Member Ex-Officio	No	Law

2. Total Number of Members Joining Board during the 2013-14 school year

1

3. Total Number of Members Departing the Board during the 2013-14 school year

3

4. According to the School's by-laws, what is the maximum number of trustees that may comprise the governing board?

18

5. How many times did the Board meet during the 2013-14 school year?

6

6. How many times will the Board meet during the 2014-15 school year?

6

Thank you.

## **Appendix H: Enrollment and Retention Efforts 2013-2014**

NYC Autism Charter School recognizes the importance of reaching underserved student groups, and independently of any targets that may be set, aggressively seeks to bring underserved students into the school's lottery pool. As defined by the school's charter, NYC Autism Charter School 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 students) 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 NYC Autism Charter School is ready for a less or more restrictive placement, or if an enrolled student's family initiates a change (i.e., moves outside of New York City). During the 2013-2014 school year 3 students moved out of NYC, making the retention rate 91%. The school drew 3 students from its 2013-2014 lottery waitlist.

NYC Autism Charter School serves only students with special education needs who fall on the severe to moderate points of the autism spectrum. All of the school's students, as a determining factor in their autism diagnosis, are significantly language impaired. They are not, however, assessed by the CSE using the NYSELET, are not designated as English Language Learners, and are not recommended for an ELL instructional program. Instead, a program of intensive language instruction is designed for each student that addresses individual areas of deficit in the speech, language, and communication arena. For some, that may mean learning to use an augmentative communication device (e.g., Proloquo2go on an iTouch) to convey wants and needs. For others, it may mean learning nuances of conversation, such as detecting non-verbal communication cues that allow one to understand if a listener is no longer interested in a particular topic.

NYC Autism Charter School actively recruits students from the surrounding community providing both English and Spanish literature and presentations. The school gives preference to District 4 students in its lottery. Of the three new students enrolled in 2013-2014, one is from the immediate neighborhood. 75% of the school's students are eligible for FRPL.

Within this context of enrolling high need/underserved students, the school made the following outreach efforts:

- Print ads in English and Spanish for the 5 NYC Autism Charter School Open Houses and Information Sessions distributed to El Diario and Amsterdam News;
- Electronic ad in English and Spanish submitted to the Gotham Gazette with distribution to advocacy and community based organizations serving youth at risk;
- Electronic ad in English and Spanish distributed to the parent coordinators of District 4 schools with the assistance of the parent liaison at our host school PS/IS 50;
- Presentation at local Head Start parent orientation with literature in English and Spanish;
- Participation in the Boriken Neighborhood Health Fair with literature in English and Spanish;

- Electronic ad in English and Spanish submitted to the Children's Aid Society for distribution to their professional staff responsible for outreach and intake;
- Recruitment and outreach through Community Education Council—District 4;
- Electronic ad in English and Spanish distributed to NYC Charter Schools network;
- Electronic ad distributed to all NYCDOE CPSE's and CSE's;
- Print flyer posted at the Comprehensive Health Clinic at the Metropolitan Hospital;
- Print flyer posted at the Little Sisters of the Assumption Family Health Center; and
- Recruitment and outreach through Community Board 11's Youth Education Committee.

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

- Ongoing staff development and consultation to 3 partner schools (P369K, P811M, P12X) as part of NYC Autism Charter School's federally funded 3 year dissemination grant;
- Presentations at local and regional professional conferences including, Berkshire Association of Behavior Analysis and Therapy Annual Conference, YAI International Conference, the National Best Practices Conference Between Charter and Traditional Public Schools, QSAC/NYC Autism Charter School "Bridges to Transition" Conference, and ABA International Conference;
- Co-hosting with QSAC, Bridges to Transition Conference for parents and professionals;
- Staff development workshops for neighborhood schools and organizations, including Caldwell College, Dream Charter School, PS 352X, PS 29, PS/IS 50M, PS 130, Harlem RBI; Job Path, YAI, OPT bus personnel, and JCCA;
- Autism awareness presentations for schools and organizations including Asphalt Green, Boriken Neighborhood Health Center, Orange County BOCES New Vision Schools, New Visions Baptist Church, Renaissance Charter School, Carter Burden Center for the Aging, Museo Del Barrio, Museum Access Consortium, Autism U at Fordham University, and The Baseball Center;
- Peer Mentoring Program in which NYC Autism Charter School trains PS/IS 50 students to serve as mentors to our students with autism;
- Community outreach at NYC Autism Charter School student and family events including the holiday piano recital and the annual baseball extravaganza;
- On-going relationships with community organizations and business that provide work experience opportunities including the Carter Burden Center for the Aging, White Castle, Fairway, Facebook, Church of Latter Day Saints, and Harlem RBI;
- On-going relationships with community organizations and business that provide community based instruction opportunities for our students, including neighborhood markets, restaurants, stores, and recreational centers.
- Training for high school, college, and graduate school students and medical school residents who complete internships at NYC Autism Charter School;
- Tours and overview presentations offered to visiting local, regional and international professionals interested in establishing their own programs serving students with autism.

2013-2014 represents the school's fourth year under its most recent charter, which extends the enrollment to age 19. As NYC Autism Charter School 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.



# Appendix I: Teacher and Administrator Attrition

Created Wednesday, July 09, 2014

Updated Wednesday, July 16, 2014

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## Page 1

Charter School Name: 310400860888 NY CENTER FOR AUTISM CS

Instructions for completing the Teacher and Administrator Attrition Tables

Board of Regents-authorized charter schools should provide, for teachers and administrators only, the full time equivalent (FTE) of staff on June 30, 2013, the FTE for added staff from July 1, 2013 through June 30, 2014, and the FTE for any departed staff from July 1, 2013 through June 30, 2014 using the two tables provided.

### 2013-14 Teacher Attrition Table

FTE Teachers on June 30, 2013	FTE Teachers Additions 7/1/13 – 6/30/14	FTE Teacher Departures 7/1/13 – 6/30/14
8	3	2

### 2013-14 Administrator Position Attrition Table

FTE Administrator Positions On 6/30/2013	FTE Administrator Additions 7/1/13 – 6/30/14	FTE Administrator Departures 7/1/13 – 6/30/14
4.3	1	1

Thank you

# Appendix J: Uncertified Teachers

Created Tuesday, July 15, 2014

## Page 1

Charter School Name: 310400860888 NY CENTER FOR AUTISM CS

### Note Definition of FTE:

Full-time equivalent employees equal the number of employees on full-time schedules plus the number of employees on part-time schedules converted to a full-time basis. The number of full-time equivalent employees in each industry is the product of the total number of employees and the ratio of average weekly hours per employee for all employees to average weekly hours per employee on full-time schedules. An industry's full-time equivalent employment will be less than the number of its employees on full- and part-time schedules, unless it has no part-time employees (U.S. Commerce--Bureau of Economic Analysis at: [http://www.bea.gov/faq/index.cfm?faq\\_id=368#sthash.8Rbj89kq.dpuf](http://www.bea.gov/faq/index.cfm?faq_id=368#sthash.8Rbj89kq.dpuf))

How many UNCERTIFIED Full-Time Equivalent Teachers were employed in the charter school as of last day of school in 2013-14?

For each applicable category (i-iv), input the relevant full time equivalent (FTE) count of teachers.

	FTE
(i) uncertified teachers with at least three years of elementary, middle or secondary classroom teaching experience	0
(ii) tenured or tenure track college faculty	0
(iii) individuals with two years satisfactory experience through Teach for America	0
(iv) individuals who possess exceptional business, professional, artistic, athletic, or military experience	0
Total FTE (Sum of all Uncertified Teaching Staff)	0

How many CERTIFIED Full-Time Equivalent Teachers were employed in the charter school as of the last day of school in 2013-14?

8

Thank you.

# NYC Autism Charter School

## Organizational Chart

