Dear Friends:

When we hear that U.S. students are slipping in global rankings for math and science proficiency, we have to ask ourselves, “What can we do?”

The Salvadori Center is helping us answer this question!

For 38 years, we have shown students how math and science is an important part of their everyday lives. Salvadori students work collaboratively to solve problems, build projects with their hands, and test their projects through a scientific method – this is STEM education at its best.

Success is measured by our impact on students’ lives.

In the past three years, Salvadori has grown considerably. We increased the number of students we serve by 58% – that’s 1,230 more students who understand why math and science matters.

Even more impressive than our growth is the impact of our programs. Five consecutive independent studies show that our students have:

- increased confidence of success in math and science
- greater interest in STEM education and careers
- improved problem solving skills
- heightened understanding of the scientific inquiry process

…all valuable qualities for our country’s future scientists, engineers, doctors, architects, and researchers!

The 2014 Benefit & Annual Appeal ~ Another Success!

Through the hard work of our Board, staff, and volunteers, and the generosity of our many supporters, we raised more than $500,000 again this year.

We were especially happy to acknowledge our business, design, and public service honorees: David Bellman, Bruce Fowle, and Dr. Antonio Pérez, President, Borough of Manhattan Community College, all leaders in their respective fields.

Salvadori’s Board continues to provide effective leadership and impressive fundraising results. I would like to personally thank the hardworking members who have transitioned off the Board, and welcome the new class of Board Members to the Salvadori family.

Salvadori’s success is your success!

Your ongoing support and contributions – investments in our City’s future and the future of its public school students – has enabled Salvadori to create dynamic and lasting learning experiences for New York City school children. Thank you!

Sincerely,

Gregory A. Kelly, Chairman

“Thank you for bringing this experience to our students.”

Salvadori In-Depth Teacher, PS/IS 217
Dear Friends of Salvadori:

As Greg noted, the Salvadori Center has grown considerably in the last three years.

In the 2013-2014 academic year, Salvadori delivered 138 programs to 3,340 students, throughout all five boroughs of New York City ~ a 58% increase in three years. This represents an impressive 1,195 teaching hours and 33,918 student impact hours.

The reason for this growth is simple: our programs work!

We take time to listen to our clients ~ New York City teachers and principals. We understand the needs of our constituents ~ students of all abilities in kindergarten through high school. And we design in-school and after-school programs that support grade-specific learning objectives and link directly to national, state, and city education standards (Common Core, Next Generation Science, Blueprint for the Arts, etc.).

The result is programs that:

• promote college and career readiness for all students
• emphasize higher-order skills in all our curricula
• model best practices for teaching math and science
• provide scaffolds in English and high-quality supports and extensions
• produce student work products that reflect high levels of thinking, participation, and ownership

Moving Forward with Stronger Programs

As the demand for our programs increases, we continue to look for new ways to engage students and serve educators. We are exploring how technology can increase the scalability of our programs and how new initiatives can reach more students in different ways.

In 2013, we launched a new in-school enrichment program and provided a host of professional development workshops that give teachers a strong foundation in project-based learning. We completed the redesign of 13 curricula in our core program areas. Each empowers students to learn through a collaborative, hands-on, project-based approach to math and science. The small-group scientific approach allows students to build experiments, form hypotheses, record observations, and draw conclusions. Results are shared, discussed and analyzed with the entire class.

2015 & Beyond…

In the spring of 2015, we will offer a new Green Design after-school program. We will also roll-out updated versions of our famous Skyscrapers and My Community curricula. In the summer, we will launch a new summer program in partnership with the New York City Department of Youth and Community Development.

In short, Salvadori embraces innovative ideas, listens to stakeholders, and provides responsive customer service. Along with a commitment to the future of our students, these characteristics are the foundation for our growth.

Your on-going support enables Salvadori to provide affordable STEM education for thousands of New York City students ~ thank you!

Sincerely,

Kenneth Jones, Executive Director

“The program is amazing, and the kids had a blast!”

Salvadori Starter Teacher, PS 29
Supporters

The Salvadori Center proudly acknowledges the following foundations, public agencies, corporations and individuals for their exceptional generosity; we apologize for any errors or omissions. It is through their support and commitment that we are able to accomplish our mission.

FOUNDATIONS & PUBLIC AGENCIES

Consolidated Edison Co. of New York
George D. Benjamin Foundation
Jewish Communal Fund
National Endowment for the Arts
New York City Department of Cultural Affairs
New York State Council on the Arts
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Time Warner Cable

CORPORATIONS & INDIVIDUAL DONORS

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Jonathan Metal & Glass
Jones Group Forensic Engineers
Joseph Ienuso
Kramer Levin Naftalis & Frankel LLP
Leonard Fusco
Marilyn Friedman
Multi-Phase Electrical Services
National Acoustics, Inc.

“My students are still using the vocabulary and knowledge they learned participating in Salvadori! They enjoy highlighting the building materials and transferring knowledge to other areas in the curriculum.”

Salvadori In-Depth Teacher, PS 185
National Elevator Cab & Door Corp.
New York Concrete Corporation
PAL Environmental Services
Parkview Plumbing & Heating, Inc.
Parsons
Paul Monte
Platinum Maintenance Services Corp.
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Rafael Pelli
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Sirina Fire Protection
Sorbara Construction Corp.
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Specter DeSouza Architects, PC
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Syska Hennessy Group, Inc.
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The Donaldson Organization, Inc.
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Vidaris
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Willis New York
Woodworks Construction Co., Inc.
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UP TO $999
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Allan Lenzner
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Veronica Hackett
VJ Associates
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WSP
Zetlin & DeChiara LLP

* In-kind services provided by:
The Berman Group (marketing) valued at $90,000 per year
HBLive (audio/visual) valued at $1,900

“We wish we could have more than just one [grade] participating on this STEM program.”

Salvadori After-school Teacher, PS 199
Our Mission

Salvadori’s approach to teaching STEM is different than most organizations.

For more than 38 years, we have used the built environment ~ buildings, bridges, parks, and communities ~ to show students the relevance of math and science to their lives.

Salvadori offers a variety of multi-day in-school and after-school programs that enable every child to succeed. Salvadori teaches math and science using a collaborative, hands-on, project-based approach. Sessions pulse between small group project-based experiments, and full class sharing, analysis, and discussions.

Our hands-on approach to building projects enables students to have an intimate and personal experience. Working collaboratively, students learn that they don’t need to have all the answers; each team member contributes to a more dynamic view. The small group scientific approach allows students to form hypotheses, build and test apparatus, record observations, and draw conclusions. Results are shared, discussed and analyzed with the entire class.

Each multi-day residency or program includes multiple collaborative experiments that build toward a culminating activity. Individual sessions start with a re-cap activity that explores the previous week’s session on a higher level. This reminds students where they left off and enables those who missed the previous session to catch up. The primary activity reinforces new concepts with hands-on, project-based experiments. Sessions end in a brief wrap-up activity, which is often a “cliff hanger” that motivates students to engage in future sessions. Students combine the design approach to problem solving with the scientific method of experimentation to explore new concepts and solve real world problems.

Salvadori programs give students what they need to succeed, promote college and career readiness, develop critical and creative thinking skills, and allow them to reflect high levels of thinking, participation, and ownership.

Increased the number of students served by 
62.8% in three years 

Salvadori Students see how MATH + SCIENCE are part of their everyday lives 

DELIVERED MULTI-DAY PROGRAMS IN 120 CLASSES
In addition to consistent growth, five consecutive independent studies show that Salvadori programs work—our students have:

- increased confidence of success in math and science
- greater interest in STEM education and careers
- improved problem solving skills
- heightened understanding of the scientific inquiry process

By providing real-world, hands-on experiences that are tied to the built environment around them, the Salvadori Center brings math and science to life for thousands of students every year. Students see the math and science within the classrooms they enter, the bridges they cross, the parks they play in, and the buildings they see every day.

**Salvadori In-Depth | Guided Learning through Our Built Environment**

Salvadori In-Depth is an intensive year-long (23-week) in-school residency integrating Salvadori’s interdisciplinary project-based pedagogy. Each residency typically serves 4 classes within the same grade (120-132 students and 4 teachers) through (23) 45-minute sessions. The program provides 2,070-2,277 student impact hours per residency, on-site lesson modeling, and teacher planning sessions. Module choices include 23-session units on *My Community, Skyscrapers, Skateparks,* and *Landmarks, Monuments, and Memorials.*

**Salvadori Starter | Learning through Engineering, Architecture and Design**

Salvadori Starter is an impactful 8-week in-school residency. Each residency typically serves 4 classes within the same grade (120-132 students and 4 teachers) through (8) 45-minute sessions. The program provides 720-792 student impact hours per residency, on-site lesson modeling, and teacher planning sessions. Module choices include 8-session units on *My Community, Skyscrapers, Bridges, Animal Habitats,* and *Ancient Greece.*
Salvadori Enrichment | Build, Research, Invent, Design, Grow & Explore through Science

Salvadori Enrichment is a 12-week in-school residency. Each residency typically serves (1) mixed age class of 8 to 12-year-olds (30-33 students) through (12) 90-minute sessions. The program provides 540-594 student impact hours per residency, on-site lesson modeling, and teacher planning sessions. Module choices include 12- session units on Skyscrapers, Skateparks, Bridges, or Green Design.

Salvadori After-School | Build, Research, Invent, Design, Grow & Explore through Science

Salvadori After-School is a 12-week after-school program. Each program typically serves (1) mixed age class of 8 to 12-year-olds (20-25 students) through (12) 90-minute sessions. The program provides 360-450 student impact hours per residency, on-site lesson modeling, and teacher planning sessions. Module choices include 12-session units on Skyscrapers, Skateparks, Bridges, or Green Design.

All Salvadori programs include a professionally trained Salvadori Educator, curriculum with detailed lesson plans, planning sessions with participating school staff, and all materials. Details on program-specific curricula can be found here.

Salvadori Condensed

Salvadori Condensed is a new program that takes place at the end of the year. Program choices include Salvadori 8-day In-School residencies, Salvadori After-School programs, Salvadori Enrichment programs, and 2-Day Salvadori Paper Bridges.

Professional Development for Educators

Intensive 12-Hour Salvadori Spring Institute

This intensive 12-hour spring institute is held over (2) days. Participants are able to use the built environment to bring math and science to life, incorporate built environment themes into standards-based lesson plans, and investigate applications of math and science to architecture and engineering.

THE SALVADORI APPROACH INCORPORATES:

SCIENTIFIC INQUIRY PROCESS~

hypothesis, observation, documentation, analysis, and conclusion; and the

DESIGN METHODOLOGY OF
PROBLEM SOLVING~

plan, design, develop, deploy
In-School Targeted Professional Development

In-School Targeted Professional Development is customized for schools’ needs. From 1 hour to multi-day workshops, each helps develop a school culture of project-based learning using the built environment to integrate math, science, and the arts across curricula and with State and National Standards.

NYC DOE After-School Professional Development Program (ASPDP)

Available in Fall and Spring, this intensive 36-hour PD models best practices and enables teachers to develop curricula specific to their classroom. Each program is led by a professional instructor and includes peer review.

Community & Family Workshops

Offered at museums and schools, Salvadori’s community and family workshops engage children and their parents in building, designing and testing structures through hands-on experimentation.

Salvadori Publications & Products

Salvadori offers a variety of publications and educational tools that empower teachers and parents to deliver project-based experiences for their students and children. Like all Salvadori’s programs, our products use the built environment — buildings, bridges, and communities — to bring math and science to life for young learners!

Visit [www.salvadori.org](http://www.salvadori.org) for more information!

“They were always excited – something to look forward to every week.”

*Salvadori In-Depth Teacher, PS 185*

Provided

1,195

Teaching Hours and

33,918

Student Impact Hours
## Salvadori Schools and Community Centers

### Salvadori In-Depth
Guided Learning through Our Built Environment

### Salvadori Starter
Learning through Engineering, Architecture, and Design

### Salvadori Enrichment
Build, Research, Invent, Design, Grow and Explore through Science

### Salvadori After-School
Build, Research, Invent, Design, Grow and Explore through Science

### Professional Development

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### School Details

<table>
<thead>
<tr>
<th>School</th>
<th>Topic</th>
<th>Grade</th>
<th>No. of Classes</th>
</tr>
</thead>
<tbody>
<tr>
<td>PS 185: The Early Childhood Discovery and Design Magnet School, Manhattan</td>
<td>My Community</td>
<td>1st and 2nd grade</td>
<td>4</td>
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<tr>
<td>PS/IS 217: Roosevelt Island, Manhattan</td>
<td>Skyscrapers</td>
<td>6th, 7th, and 8th grade</td>
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<tr>
<td>K 363: Brownsville Collaborative Middle School, Brooklyn</td>
<td>Skyscrapers</td>
<td>1st and 2nd grade</td>
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</table>

*1 mixed ages with special needs

<table>
<thead>
<tr>
<th>School</th>
<th>Topic</th>
<th>Grade</th>
<th>No. of Classes</th>
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<tr>
<td>PS 19: Roberto Clemente School of Global and Ethical Study, Brooklyn</td>
<td>Built Environment of Ancient Greece</td>
<td>5th grade</td>
<td>3</td>
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<tr>
<td>PS 22: The Graniteville School, Staten Island</td>
<td>Bridges</td>
<td>3rd and 4th grade</td>
<td>4</td>
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<tr>
<td>PS 29: John M. Harrigan School, Brooklyn</td>
<td>Bridges</td>
<td>5th grade</td>
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<tr>
<td>PS 46K: Magnet School of Communication and Media Arts, Brooklyn</td>
<td>Skyscrapers</td>
<td>3rd grade classes</td>
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<td>PS 77: Lower Lab, Manhattan</td>
<td>My Community</td>
<td>2nd grade</td>
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<td>PS 151: Yorkville Community School, Manhattan</td>
<td>Animal Habitats</td>
<td>Kindergarten</td>
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<tr>
<td>PS 166: The Richard Rodgers School for Arts &amp; Technology, Manhattan</td>
<td>Bridges</td>
<td>5th grade</td>
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<tr>
<td>PS 179K: The School on Avenue C Where the ‘C’ Stands for Children, Community and Caring, Brooklyn</td>
<td>Bridges</td>
<td>2nd grade</td>
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<tr>
<td>MS 244: The New School for Leadership and the Arts, Bronx</td>
<td>Bridges</td>
<td>7th grade</td>
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<td>PS/MS 278: Paula Hedbavny School, Manhattan</td>
<td>Animal Habitats</td>
<td>Kindergarten</td>
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<td>PS 19B: Isador E. Ida Straus, Manhattan</td>
<td>Bridges</td>
<td>1st grade</td>
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</tr>
<tr>
<td>PS 310: The School for Future Leaders, Brooklyn</td>
<td>Bridges</td>
<td>2nd grade</td>
<td>7</td>
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<tr>
<td>M 394: Emma Lazarus High School, Manhattan</td>
<td>Bridges</td>
<td>9th grade</td>
<td>ESL students</td>
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<tr>
<td>IS 49: Berta A. Dreyfus Intermediate School, Staten Island</td>
<td>Skyscrapers</td>
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<tr>
<td>CS 92 and PS 58: New York Junior Tennis League, Bronx</td>
<td>Bridges</td>
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<td>PS 150: Sunnyside Community Services, Queens</td>
<td>Bridges</td>
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<tr>
<td>PS 199: Sunnyside Community Services, Queens</td>
<td>Skateparks</td>
<td></td>
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<tr>
<td>PS/MS 188: The Island School, Manhattan Funded by Time Warner Cable: Connect A Million Minds</td>
<td>Bridges</td>
<td></td>
<td>1</td>
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<tr>
<td>M 318: Thurgood Marshall Academy Lower School, Manhattan Funded by Time Warner Cable: Connect A Million Minds</td>
<td>Bridges</td>
<td></td>
<td>1</td>
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</tbody>
</table>

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### Event Programs

- **NYC Uncommon Approaches to the Common Core Conference**
  - 02 June 2014
  - Building Bridges: Math & Science, the Built Environment, and the Common Core
  - 75 minutes | 23 participants

- **NYC DOE Office of English Language Learners STEM & Literacy Conference**
  - 16 May 2014
  - Using Project-Based Learning and the Built Environment to Teach Math & Science
  - 1 hour | 27 participants

- **PD Workshop at M394: Emma Lazarus High School**
  - 30 April 2014
  - Project-Based Learning and the Built Environment
  - 2 hours | 13 participants

- **Salvadori Spring Professional Development**
  - 14-15 April 2014
  - A Project-Based Approach to Standards-Based Math and Science Instruction
  - 12 hours | 5 participants

- **New York City Mathematics Project Conference**
  - 22 March 2014
  - Connecting Math & Science, the Built Environment, and the Common Core
  - 2.5 hours (two sessions of 75 minutes each) | 11 participants total

- **National Afterschool Association**
  - 03 March 2014
  - Host organization: Adventures in Innovation
  - 2 hours

- **Miscellaneous Programs**
  - PS 179K: The School on Avenue C Where the ‘C’ Stands for Children, Community and Caring, Brooklyn
  - PTA Cultivation Events: Paper Bridges
  - One-hour (two sessions) | 54 participants
Salvadori’s 2014-2015 Programs

Salvadori In-Depth
Start Dates
30 September – 24 October 2014

Guided Learning through Our Built Environment
- An in-depth year-long (23-week) in-school residency, 45-minute sessions for 4 classes
- Typically serves 120-132 students and 4 teachers; 2,070-2,277 student impact hours/residency
- Cost/residency to schools or organizations: $17,600
- Salvadori underwrites $64,900 of the total program cost of $82,500

Topics
- My Community (grades K-2)
- Skyscrapers (grades 4-8)
- Skateparks (grades 4-8)
- Landmarks, Monuments, and Memorials (grades 3-6)

Salvadori Starter
FALL PROGRAMS ~ START DATES
30 September – 10 October 2014
EARLY SPRING PROGRAMS ~ Start Dates
6 – 16 January 2015
LATE SPRING PROGRAMS ~ Start Dates
24 March – 2 April 2015

Learning through Engineering, Architecture, and Design
- An impactful 8-week in-school residency, 45-minute sessions for 4 classes
- Typically serves 120-132 students and 4 teachers; 720-792 student impact hours/residency
- Cost/residency to schools or organizations: $8,250
- Salvadori underwrites $25,850 of the total program cost of $34,100

Topics
- My Community (grades K-2)
- Skyscrapers (grades 3-6)
- Bridges (grades 2-8)
- Ancient Greece (grades 4-6)

Salvadori Enrichment
FALL PROGRAMS ~ Start Dates
30 September – 10 October 2014
SPRING PROGRAMS ~ Start Dates
24 February – 6 March 2015

Build, Research, Invent, Design, Grow, and Explore through Science
- 12-week in-school residency, 90-minute sessions for 8 to 12-year-olds
- Typically serves one class of 30-33 students; 540-594 student impact hours/program
- Cost/residency to schools or organizations: $7,500
- Salvadori underwrites $23,750 of the total program cost of $31,250

Topics
- Skyscrapers, Skateparks, or Bridges (all topics: grades 4-7)
- New Program – Green Design (Spring 2015!)

Salvadori After-School
FALL PROGRAMS ~ Start Dates
30 September – 10 October 2014
SPRING PROGRAMS ~ Start Dates
24 February – 6 March 2015

Build, Research, Invent, Design, Grow, and Explore through Science
- 12-week after-school program, 90-minute sessions, designed for 8 to 12-year-olds
- Typically serves one class of 20-25 students; 360-450 student impact hours/program
- Cost/residency to schools or organizations: $7,260
- Salvadori underwrites $20,240 of the total program cost of $27,500

Topics
- Skyscrapers, Skateparks, or Bridges (all topics: ages 8-12)
- New Program – Green Design (Spring 2015!)

Salvadori Professional Development–New Opportunities!

IN-DEPTH 12-HOUR SALVADORI SPRING INSTITUTE
7 & 8 April 2015 | 9:00 am to 4:00 pm
Participants will be able to:
- use the built environment to bring math and science to life
- incorporate built environment themes into standards-based lesson plans
- investigate applications of math and science to architecture and engineering

IN-SCHOOL TARGETED PROFESSIONAL DEVELOPMENT
PD customized for your school’s needs
- from 1 hour to multi-day workshops
- develop a school culture of project-based learning using the built environment to integrate math, science, and the arts across curricula and with State and National Standards

NYC DOE AFTER-SCHOOL PROFESSIONAL DEVELOPMENT PROGRAM (ASPDAP)
Available Fall & Spring
- intensive 36-hour PD that models best practices and enables teachers to develop curricula specific to their classroom
- professional instructor and peer review
- contact us or refer to the ASPDP catalog for details

NEW PROGRAMS 2015 SALVADORI CONDENSED
Program Dates | 2 - 20 June 2015
Fill the final weeks at the end of the year with an exciting program!
Available Programs:
- Salvadori 8-day In-School Residencies
- Salvadori After-School programs
- 2-Day Salvadori Paper Bridges
## Support and Revenue

<table>
<thead>
<tr>
<th>Description</th>
<th>UNRESTRICTED</th>
<th>BOARD DESIGNATED</th>
<th>TEMPORARILY RESTRICTED</th>
<th>TOTAL 2014</th>
<th>2013</th>
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<td>$520,762</td>
<td>$562,051</td>
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<td>Less: direct costs of special events</td>
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<td>(60,064)</td>
<td>(58,253)</td>
</tr>
<tr>
<td></td>
<td>460,698</td>
<td>–</td>
<td>–</td>
<td>460,698</td>
<td>503,798</td>
</tr>
<tr>
<td>Grants</td>
<td>184,752</td>
<td>–</td>
<td>13,723</td>
<td>198,475</td>
<td>501,388</td>
</tr>
<tr>
<td>Program service fees</td>
<td>265,746</td>
<td>–</td>
<td>21,000</td>
<td>286,746</td>
<td>276,343</td>
</tr>
<tr>
<td>Investment income</td>
<td>38,716</td>
<td>–</td>
<td>–</td>
<td>38,716</td>
<td>38,009</td>
</tr>
<tr>
<td>Realized gain (loss) on marketable securities</td>
<td>(3,838)</td>
<td>–</td>
<td>–</td>
<td>(3,838)</td>
<td>2,144</td>
</tr>
<tr>
<td>Unrealized gain on marketable securities</td>
<td>112,675</td>
<td>–</td>
<td>–</td>
<td>112,675</td>
<td>37,180</td>
</tr>
<tr>
<td>Royalties</td>
<td>8,926</td>
<td>–</td>
<td>–</td>
<td>8,926</td>
<td>9,211</td>
</tr>
<tr>
<td>Other Income</td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>47,709</td>
</tr>
<tr>
<td></td>
<td>1,067,675</td>
<td>–</td>
<td>34,723</td>
<td>1,102,398</td>
<td>1,415,782</td>
</tr>
</tbody>
</table>

### Net assets released from restrictions:

- Satisfaction of board designated purpose: $50,000
- Satisfaction of program restrictions: $(34,723)

**Total support and revenue**: $1,152,398

### Expenses

#### Program services:

- Educational activities: $813,854

#### Supporting services:

- General and administrative: $134,305
- Fund-raising: $80,682

**Total supporting services**: $214,987

**Total expenses**: $1,028,841

### Increase (decrease) in net assets before releases from designations:

- 123,557

### Transfer to board designated fund:

- $(50,000)

### Change in net assets:

- $73,557

### Beginning net assets:

- $1,793,234

**Ending net assets**: $1,866,791

Note: Full Audit Available.
Management Letter

October 24, 2014
To the Board of Directors of Salvadori Center, Ltd.

In planning and performing my audit of the financial statements of Salvadori Center, Ltd., for the year ended June 30, 2014, I considered the Organization’s internal control in order to determine my audit procedures for the purpose of expressing an opinion on the financial statements and not to provide assurance on internal control.

The points that follow are the result of observations of my current systems made by Eisenkraft, CPA staff during the audit process. This letter does not affect my report on the financial statements of Salvadori Center, Ltd.

Segregation of Duties

The current staff size of Salvadori Center, Ltd. does not always allow for the proper segregation of duties to ensure adequate internal control. This is not unusual, but management should be aware of this condition and realize that the concentration of duties in a limited number of individuals is not desirable from a control point of view. Under these conditions, the most effective controls lie in the establishment of systems of accounting policies and practices that insure that the Board of Directors remains involved in the financial affairs of the Organization, providing oversight and independent review functions.

In response to this issue, the board currently reviews the internal financial statements of Salvadori Center, Ltd., on a regular basis and in other ways provides guidance and oversight regarding its financial affairs.

This report is intended solely for the information and use of the Board of Directors and management and is not intended to be and should not be used by anyone other than these specified parties.

Gary Eisenkraft
Certified Public Accountant

“Not only did my class look forward [to] building various bridges, they learned how to work collaboratively and problem solve with their peers.”

Salvadori Starter Teacher, PS 198
IMPACT STATEMENT

In 1976 the New York Academy of Sciences challenged the education community to improve math and science teaching. Mario Salvadori responded. He showed students how math and science are part of the buildings, bridges, and communities that surround them. In 1987, he founded the Salvadori Center with three main principles:

• engage students through project-based exercises
• use the built environment to illustrate the relevance of math and science
• employ collaborative problem solving that involves all learners

Today, we hold true to our founding principles. Salvadori’s K-12 programs celebrate our collaborative, hands-on and project-based approach. We offer multi-day in-school and after-school programs that enable every child to succeed, as well as professional development workshops that provide teachers with a strong foundation in project-based learning.

Salvadori is extremely fortunate ~ demand for programs has steadily increased over the last 10 years. The reason is simple: our programs work! Five consecutive independent studies show that our students have:

• increased confidence of success in math and science
• greater interest in STEM education and careers
• improved problem solving skills
• heightened understanding of the scientific inquiry process

In order to achieve these results, we re-designed all 13 of our curricula. All Salvadori curricula support grade-specific learning objectives. Individual lessons link directly to national and state education standards (Common Core, Next Generation Science, Blueprint for the Arts, etc.).

Incorporates the Arts into STEM for a STEAM approach to problem solving

Students UNDERSTAND how bridges can support such heavy loads and how buildings stand up

ENGAGES STUDENTS THROUGH HANDS-ON COLLABORATIVE, PROJECT-BASED LEARNING EXPERIENCES
Students 

SEE

the world
differently

INDEPENDENT STUDIES SHOW THAT SALVADORI STUDENTS HAVE:

- **INCREASED CONFIDENCE** of success in math and science
- **GREATER INTEREST** in STEM/STEAM education and careers
- **IMPROVED PROBLEM SOLVING** skills
- **HEIGHTENED UNDERSTANDING** of the scientific inquiry process

“Excellent program and aligned with the Common Core Standards for 2nd grade.”

Salvadori Starter Teacher, PS 179

2013-2014 Statistics:
In the 2013/2014 academic year, Salvadori delivered:

- **33,918** student impact hours
- in **120** classes
- to **3,340** students
- throughout all 5 boroughs of New York City and the surrounding region

Remarkably, within the first 6 months of our current fiscal year, we have already exceeded our 2014/2015 earned income goal. This represents a **37% increase** over 2013/2014 and more than double our **earned income** since 2011.

Salvadori lessons pulse between small group, project-based experiments and full-class sharing, analysis, and discussions. The hands-on approach provides an intimate learning experience. Working collaboratively teaches students that they don’t need to have all the answers; individual contributions shape a dynamic view. The small group scientific approach allows students to build experiments, form hypotheses, record observations, and draw conclusions. Results are shared, discussed and analyzed with the entire class.

Our approach employs a variety of techniques designed to embrace all learning styles and heighten student engagement. Our process develops collaborative and critical thinking skills, allows students to personalize their learning, and shows the relevance of math and science to their lives. Students not only learn about STEM careers, they see it and feel it in the classes they enter, the bridges they cross, and the communities they live in.

Learn more about the Salvadori approach…
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Stephanie Tumbaga
Administrative and Media Assistant

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Educator

Martin Adames
Educator

Roxanne Terry
Educator

Francisco Lopez
Educator

Linda Gue
Educator

Johnny Acevedo
Educator

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Soraya Batista
Atta Boateng
Luci de Souza
Ben Flood
Maximilian Gross
David Lisbon
Olivia Mason