Dear Friends:

What did you want to be when you grew up?

An astronaut, an architect, an engineer? A paleontologist who discovers a new dinosaur? Or maybe an inventor who creates something we can’t even imagine yet?

Inspiring children to realize their dreams and equipping them with the skills needed to succeed is what the Salvadori Center is all about.

From kindergarten through high school, in-school or after-school, we show students how math, science, and the arts are a part of their everyday lives. They learn to work collaboratively as they critically analyze tough problems to and pose creative solutions. They model how architects, engineers, and designers solve community challenges.

And for the first time, many of our students see that a career in science, engineering, architecture, or design is possible for them.

Responsible stewards of your investment…

Everyone wants their donations to be used wisely.

When you donate money to Salvadori, you invest in our childrens’ future. For every dollar you donate, 80 cents goes directly to programs. In fact, for the last five years, we have far exceeded national nonprofit standards for the percentage of funds allocated to program activities.

Salvadori is proud to hold true to our founding principal of making quality STEAM (Science, Technology, Engineering, Arts, and Math) education accessible to all students. Consequently, we underwrite 75% of the total cost of all instruction, curricula, materials, and supplies.

Your support provides high quality STEAM education and lays a foundation of success for tomorrow’s leaders.

The 2016 Benefit & Annual Appeal ~ Another Success!

Through the hard work of our Board of Directors, staff, and volunteers, and the generosity of our many supporters, we raised close to $600,000 this year.

We were especially happy to acknowledge our business, design, and public service honorees: Joseph Ienuso of New York Presbyterian, Vincent Chang of Grimshaw Architects, Richard Dattner, FAIA of Dattner Architects, and Shola Olatoye of the New York City Housing Authority ~ 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 following new Board Members to the Salvadori family:

– Frank Alvarado, Senior Managing Director, CBRE
– Dirk Hrobsky, Executive Managing Director, Cushman & Wakefield

Salvadori’s success is your success!

Your ongoing support and contributions are what make our work possible. By investing in Salvadori, you bring dynamic and lasting learning experiences to thousands of New York City school children.

You help to make the dreams of our future astronauts, architects, engineers, paleontologists, and inventors possible.

Thank you!

Sincerely,

Gregory A. Kelly
Chairman

“It’s a wonderful enriching experience. I love that it tied in nicely with our social studies curriculum.”

Salvadori Starter Teacher, PS 278 (My Community)
Dear Friends of Salvadori:

As Greg noted, the Salvadori Center isn’t just about teaching STEAM. It is about helping students start a personal journey where they can understand how math, science, and the arts are a part of their lives. And more importantly, Salvadori Students see how they can succeed in school, in college, and in their careers.

We are proud to be the stewards of your investment and we take our commitment seriously. We appreciate your trust and thank you for your support.

Serving all students…

Salvadori truly does serve students in all five boroughs of New York City.

Over the past five years, we increased the number of students we served by 153%! In the 2015/2016 academic year we taught 5,328 students through 50,154 impact hours of instruction. The best news is that while the demand for our programs continues to grow, we retained 92% of our schools from last year!

In 2016/2017, we anticipate serving even more students with greater impact.

Without reducing services to our core constituency ~ New York City ~ we started a new initiative in Northeastern Pennsylvania where we will teach every 7th grade student in the Scranton and Riverside school districts. This program is supported by a long-time funder, the Weinberg Foundation, in partnership with the Scranton Area Foundation.

We’ve also started new partnerships with the New York City Department of Education Hospital Schools (working within children’s psychiatric units) and the After-school Literacy Program in Shelters. We continue to work with the Department of English Language Learners. And through a grant from The Pinkerton Foundation, we are providing after-school programs to four underserved communities on Staten Island.

Between our in-school and after-school programs we serve students from kindergarten through high school, students with disabilities and special needs, immigrants learning English, and young residents of all five boroughs.

Five years of independent student assessment…

Salvadori believes in rigorous, third-party assessment, and hires Youth Studies, Inc. (YSI) to provide independent summative and formative evaluations each year. Five consecutive YSI reports show that Salvadori 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

Commitment to high quality programs and services…

As we move forward and continue to grow, we remain committed to providing the highest quality programs and services.

We will continue to listen to our clients ~ teachers and principals. We will work hard to understand the changing needs of our constituents ~ students of all abilities in kindergarten through high school. And we will deliver 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.).

In short, Salvadori serves all students, 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 STEAM education for thousands of students ~ thank you!

Sincerely,

Kenneth Jones
Executive Director

“I loved the experience and love the strong connections made through the Salvadori program to 2nd grade standards.”

Salvadori Starter Teacher, PS 278 (My Community)
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 Company of New York
- Council Member Helen Rosenthal
- George D. Benjamin Foundation
- National Endowment for the Arts
- New York Building Foundation
- New York City Department of Cultural Affairs
- New York State Council on the Arts
- The Harry and Jeanette Weinberg Foundation
- The Willis Foundation
- Time Warner Cable

**CORPORATIONS & INDIVIDUAL DONORS**

- $5,000 – $9,999
  - AKF Group
  - Berman Group, Inc.
  - Boston Properties
  - Cauldwell Wingate Co., LLC
  - Cerami & Associates, Inc.
  - Cherrie Nanninga
  - Collins Building Services
  - Columbia University Medical Center
  - Cosentini Associates, Inc.
  - Cushman & Wakefield
  - D & B Engineers and Architects, PC
  - DeSimone Consulting Engineers
  - E-J Electric Installation Co.
  - EwingCole, Inc.
  - General Contractors Association of New York
  - Grimshaw Architects
  - Guardian Service Industries, Inc.
  - Ingram Yuzek Gainen Carroll & Bertolotti, LLP
  - Jaros Baum & Bolles
  - JCC Construction Corporation
  - Johnson Controls
  - Jones Lang LaSalle Americas, Inc.
  - JRM Construction Management
  - Kohn Pedersen Fox Associates
  - Lite Speed Electric, Inc.
  - LPI, Inc.
  - Mysore Nagaraja
  - New York Building Congress
  - Newmark Grubb Knight Frank
  - Peckar & Abramson
  - Penguin Air Conditioning Corporation
  - Pierpoint Mechanical Corporation
  - Rally Restoration
  - Scanga Woodworking Corporation
  - Schindler Elevator Corporation
  - Siemens Industry, Inc.
  - Skanska USA Building, Metro NY Region
  - Stantec Consulting Services, Inc.
  - STV, Inc.
  - TEI Group
  - Tishman Construction, an AECOM Company
  - Vornado Realty Trust
  - Weinstein & Holtzman
  - Wiss & Company, LLP

- $1,000 – $4,999
  - 3L & Company, Inc.
  - AKRF, Inc.
  - Amita Nagaraja
  - Andrew Catapano
  - Angela Smith Domzal
  - Brenda Levin
  - Charles Murphy
  - Citnalta Construction Corporation
  - Corporate Electric Group, Inc.
  - Creative Finishes, Ltd.
  - David Bellman
  - Dirk Hrobsky
  - Dooley Electric Company, Inc.
  - Dorothy De Simone
  - Edward J. Ginty
  - Elizabeth Rose
  - Forthill Construction Corporation
  - Gandhi Engineering, Inc.
  - Gem Construction & Restoration Corporation
  - Gensler
  - Gregory and Michelle Kelly
  - HAKS Engineers and Land Surveyors, PC
  - Hatzel & Buehler, Inc.
  - Hauptman Family Foundation
  - HB Live
  - I. Buss & Allan Uniform

“My kids are strong in math, but this program exposes them to actual uses – starts them thinking about engineering and architecture careers.”

Salvadori In-Depth Teacher, PS 77 (Bridges)
Salvadori Starter Teacher, K678 (Skateparks)

“This was a great program! The enthusiasm in the room as the children constructed their projects was immeasurable.”
Our Mission

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

For four decades we have used the built environment ~ buildings, bridges, parks, and communities ~ to show students how math and science are relevant to their lives.

Salvadori offers a variety of multi-day in-school and after-school programs that enable every child to succeed. We teach 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 discussion.

Our hands-on approach to building projects gives students 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 reinforces 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 explores new concepts with hands-on, project-based experiments. Sessions end in a brief wrap-up activity ~ 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 the abilities 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.

In addition to consistent growth, independent assessment reports demonstrate a 70% improvement in students’ confidence of success in math and science, leading to a 71% increase in their motivation to pursue

Money well spent...

80:20
PROGRAM TO ADMINISTRATIVE EXPENSE RATIO

80:20
PROGRAM TO ADMINISTRATIVE EXPENSE RATIO

80:20 PROGRAM TO ADMINISTRATIVE EXPENSE RATIO
65:35
STANDARD
65:35 STANDARD

Salvadori has been teaching
STEAM
(sciences, technology, engineering, architecture/arts, and math)

FOR 40 YEARS!

SINCE 2011~
LAST 5 YRS

153%
INCREASE IN THE NUMBER OF STUDENTS SERVED SINCE 2011.

171.5%
INCREASE IN EARNED INCOME SINCE 2011, EQUALING $315,963.00
educational and career choices in STEAM fields. In fact, five consecutive independent studies show that Salvadori students have:

– enhanced confidence in articulating math and science concepts
– increased interest in STEAM 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**
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, Bridges, and Landmarks, Monuments, and Memorials.*

**Salvadori Starter**
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 planning sessions for teachers. Module choices include 8-session units on *My Community, Skyscrapers, Bridges, Animal Habitats, Ancient Greece, Skateparks, and Landmarks, Monuments, and Memorials.*

**Salvadori Enrichment**
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 planning sessions for teachers. Module choices include 12-session units on *Math and Science, Skateparks, and Landmarks, Monuments, and Memorials.*

**IN 2015/2016**
- Delivered multi-day programs to **185 CLASSES**
- **58.1% INCREASE** in students over last year
- **39.1% INCREASE** in Student Impact Hours over last year
- **28.7% INCREASE** in earned income over last year
- Delivered **78 CONTACT HOURS** of professional development to **37 TEACHERS**
- Served **5,328 STUDENTS** in all five boroughs of New York City
- Provided **1,788 TEACHING HOURS**
- **50,154 STUDENT IMPACT HOURS**
impact hours per residency, on-site lesson modeling, and planning sessions for teachers. Module choices include 12-session units on Skyscrapers, Skateparks, Bridges, My Community, and Building Green.

Salvadori After-School
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, My Community, and Building Green.

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.

Professional Development for Educators

The Kathleen Grimm Memorial Institute
This intensive spring institute is held over (3) 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.

In-School Targeted Professional Development
In-School Targeted Professional Development is customized for your school’s needs. From (1) hour to multi-day workshops, each incorporates project-based learning into a school’s culture by using the built environment to integrate math, science, and the arts across curricula and alongside state and national standards.

NYC Department of Education After-School Professional Development Program (ASPDP)
Available in the fall and spring, this intensive 36-hour professional development 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.
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.

Salvadori à la Carte
Salvadori à la Carte is a new program that gives schools more choice in their Salvadori program selection, including: a one hour Brooklyn Bridge Scavenger Hunt (max 30 students/class); a Paper Bridges Family Workshop (max 30 people/class for a 2-hour program or two 1-hour programs); and a Career Day with a Professional Architect or Engineer (max 4 classes/day).

Community & Family Workshops
Offered at museums and schools, Salvadori's community and family workshops engage children and their families 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 families and other adults to deliver project-based experience 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 for more information!

THE SALVADORI APPROACH INCORPORATES:
SCIENTIFIC INQUIRY PROCESS~
hypothesis, observation, documentation, analysis, and conclusion; and the

DESIGN METHODOLOGY OF PROBLEM SOLVING~
define the problem, analyze information, design solutions, develop the best idea, deploy an approach, and evaluate results

“The children were able to make the connection between the laws of motion, and how these are expressed in real world situations.”

Salvadori Starter Teacher, K678 (Skateparks)
### Salvadori Schools and Community Centers

<table>
<thead>
<tr>
<th>School/Program</th>
<th>Topic</th>
<th>Grade</th>
<th>Classes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Salvadori Summer</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>DYCD: New York City Department of Youth and Community Development</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bergen Beach Youth Organization ~ PS 203</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Coalition for Hispanic Family Services ~ PS 149</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Settlement Association ~ PS 110</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Good Shepherd Services ~ PS 246</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Good Shepherd Services ~ Brooklyn Scholars Charter School</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University Settlement ~ PS 19</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Salvadori In-Depth</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PS/IS 217 Roosevelt Island, Manhattan</td>
<td>Bridges</td>
<td>6th–8th grades</td>
<td>3</td>
</tr>
<tr>
<td>MS 72 Catherine and Count Basie Middle School</td>
<td>Bridges</td>
<td>7th grade</td>
<td>4</td>
</tr>
<tr>
<td><strong>Salvadori Starter Fall</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Center for Supportive Schools</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Urban Science</td>
<td>Bridges</td>
<td>6th–8th grades</td>
<td>3</td>
</tr>
<tr>
<td>New Millennium Business Academy</td>
<td>Bridges</td>
<td>6th–8th grades</td>
<td>3</td>
</tr>
<tr>
<td>JHS 145</td>
<td>Bridges</td>
<td>6th–8th grades</td>
<td>3</td>
</tr>
<tr>
<td>PS 10 Fort Hill Collaborative Elementary School</td>
<td>My Community</td>
<td>Kindergarten</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>My Community</td>
<td>1st grade</td>
<td>2</td>
</tr>
<tr>
<td>PS 132 The Conselyea School</td>
<td>My Community</td>
<td>2nd grade</td>
<td>4</td>
</tr>
<tr>
<td>PS 151 Yorkville Community School</td>
<td>My Community</td>
<td>1st grade</td>
<td>4</td>
</tr>
<tr>
<td>PS 310 The School for Future Leaders</td>
<td>Skyscrapers</td>
<td>3rd grade</td>
<td>4</td>
</tr>
<tr>
<td>PS 452</td>
<td>Bridges</td>
<td>3rd grade</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Bridges</td>
<td>2nd grade</td>
<td>2</td>
</tr>
<tr>
<td><strong>Salvadori Starter Early Spring</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Center for Supportive Schools</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Urban Science</td>
<td>Skateparks</td>
<td>6th–8th grades</td>
<td>3</td>
</tr>
<tr>
<td>New Millennium Business Academy</td>
<td>Skateparks</td>
<td>6th–8th grades</td>
<td>3</td>
</tr>
<tr>
<td>JHS 145</td>
<td>Skateparks</td>
<td>6th–8th grades</td>
<td>3</td>
</tr>
<tr>
<td>Hebrew Language Academy Charter School</td>
<td>Bridges</td>
<td>4th grade</td>
<td>3</td>
</tr>
<tr>
<td>Kinneret Day School</td>
<td>Bridges</td>
<td>4th–7th grades</td>
<td>4</td>
</tr>
<tr>
<td>PS 132 The Conselyea School</td>
<td>Bridges</td>
<td>4th grade</td>
<td>4</td>
</tr>
<tr>
<td>PS 151 Yorkville Community School</td>
<td>Bridges</td>
<td>3rd grade</td>
<td>4</td>
</tr>
<tr>
<td>PS 179 K The School on Avenue C</td>
<td>Bridges</td>
<td>2nd grade</td>
<td>7</td>
</tr>
<tr>
<td>PS/IS 192 The Magnet School for Math and Science Inquiry</td>
<td>My Community</td>
<td>2nd grade</td>
<td>3</td>
</tr>
<tr>
<td>K 678 East New York Middle School of Excellence</td>
<td>Skateparks</td>
<td>6th grade</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Skateparks</td>
<td>7th grade</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Skyscrapers</td>
<td>8th grade</td>
<td>4</td>
</tr>
<tr>
<td><strong>Salvadori Starter Late Spring</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Center for Supportive Schools</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Urban Science</td>
<td>Landmarks, Monuments, and Memorials</td>
<td>6th–8th grades</td>
<td>3</td>
</tr>
<tr>
<td>New Millennium Business Academy</td>
<td>Landmarks, Monuments, and Memorials</td>
<td>6th–8th grades</td>
<td>3</td>
</tr>
<tr>
<td>JHS 145</td>
<td>Landmarks, Monuments, and Memorials</td>
<td>6th–8th grades</td>
<td>3</td>
</tr>
<tr>
<td>PS 29 John M. Harrigan School</td>
<td>Skyscrapers</td>
<td>5th grade</td>
<td>3</td>
</tr>
<tr>
<td>PS 46K Magnet School of Communication and Media Arts</td>
<td>Bridges</td>
<td>3rd grade</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Landmarks, Monuments, and Memorials</td>
<td>4th grade</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Bridges</td>
<td>5th grade</td>
<td>3</td>
</tr>
<tr>
<td>PS 77 The N.Y.C. Lower Laboratory School for Gifted Education</td>
<td>Bridges</td>
<td>2nd grade</td>
<td>2</td>
</tr>
<tr>
<td>PS 132 The Conselyea School</td>
<td>Skyscrapers</td>
<td>3rd grade</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Landmarks, Monuments, and Memorials</td>
<td>5th grade</td>
<td>4</td>
</tr>
<tr>
<td>PS 166 The Richard Rodgers School for Arts &amp; Technology</td>
<td>Bridges</td>
<td>5th grade</td>
<td>4</td>
</tr>
<tr>
<td>PS/MS 278 Paula Hedbavny School</td>
<td>My Community</td>
<td>Kindergarten</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>My Community</td>
<td>2nd grade</td>
<td>2</td>
</tr>
<tr>
<td>MS 424 Hunts Point Middle School</td>
<td>Bridges</td>
<td>7th–8th grades</td>
<td>4</td>
</tr>
<tr>
<td><strong>Salvadori Enrichment Spring</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>K 410 Abraham Lincoln High School</td>
<td>Skateparks</td>
<td>9th grade</td>
<td>4</td>
</tr>
</tbody>
</table>
### Salvadori After-School Fall

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>PROGRAM</th>
<th>GRADE</th>
<th># CLASSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Center for Supportive Schools</td>
<td>Bridges</td>
<td>6th – 8th grades</td>
<td>1</td>
</tr>
<tr>
<td>MS 596 Peace Academy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Neighborhood Improvement Association Community Services Network</td>
<td>Skyscrapers</td>
<td>6th – 8th grades</td>
<td>1</td>
</tr>
<tr>
<td>PS/IS 30 Mary White Ovington</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PS 192 The Magnet School for Math and Science Inquiry</td>
<td>Bridges</td>
<td>6th – 8th grades</td>
<td>1</td>
</tr>
<tr>
<td>Sunnyside Community Services</td>
<td>Skateparks</td>
<td>3rd – 4th grades</td>
<td>1</td>
</tr>
<tr>
<td>PS 150Q</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PS 199Q</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PS 310 The School for Future Leaders</td>
<td>Animal Habitats</td>
<td>3rd grade</td>
<td>1</td>
</tr>
<tr>
<td>MS 322</td>
<td>Bridges</td>
<td>6th – 8th grades</td>
<td>1</td>
</tr>
</tbody>
</table>

### Salvadori After School Spring

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>PROGRAM</th>
<th>GRADE</th>
<th># CLASSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Center for Supportive Schools</td>
<td>Bridges</td>
<td>6th – 8th grades</td>
<td>1</td>
</tr>
<tr>
<td>IS 349 School for Math, Science, and Tech</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Roads to Success

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>PROGRAM</th>
<th>GRADE</th>
<th># CLASSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>MS 57</td>
<td>Bridges</td>
<td>6th – 8th grades</td>
<td>1</td>
</tr>
<tr>
<td>MS 839</td>
<td>Skateparks</td>
<td>6th – 8th grades</td>
<td>1</td>
</tr>
</tbody>
</table>

### Sunnyside Community Services

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>PROGRAM</th>
<th>GRADE</th>
<th># CLASSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>PS 150Q</td>
<td>Bridges</td>
<td>3rd – 4th grades</td>
<td>1</td>
</tr>
<tr>
<td>PS 199Q</td>
<td>Bridges</td>
<td>4th grade</td>
<td>1</td>
</tr>
<tr>
<td>PS 51 Abundant Waters After School at The Elias Howe School</td>
<td>Bridges</td>
<td>3rd grade</td>
<td>1</td>
</tr>
<tr>
<td>PS 310 The School for Future Leaders</td>
<td>Bridges</td>
<td>4th grade</td>
<td>1</td>
</tr>
<tr>
<td>MS 424 Hunts Point Middle School</td>
<td>Skateparks</td>
<td>6th grade</td>
<td>1</td>
</tr>
</tbody>
</table>

### Miscellaneous Programs

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>PROGRAM</th>
<th># CLASSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>PS 179K The School on Avenue C Where the “C” Stands for Children, Community, and Caring</td>
<td>Paper Bridges</td>
<td>1-hour sessions for PTA events 2</td>
</tr>
<tr>
<td>Funded by Goldman Sachs Community Team Works (CTW)</td>
<td>Structural Gateway</td>
<td>2-hour session for 60 students 1</td>
</tr>
</tbody>
</table>

---

“Ms. Mejia [was] very knowledgeable, [had] great interaction with students, [was] very patient.”

Salvadori After-School Group Leader, JHS 145 (Bridges)
Salvadori’s 2016-2017 Programs

Salvadori In-Depth
START DATES
27 SEPTEMBER – 21 OCTOBER 2016
• An in-depth year-long (23-week) in-school residency, 45-minute sessions
• Typically serves 4 classes of 25-33 students; 2,300-3,036 student impact hours/residency
• Salvadori underwrites $64,900 of the total program cost of $82,500
• Cost/residency to schools or organizations for (4) classes: $17,600

TOPICS
• My Community (grades K-2)
• Skyscrapers (grades 4-8)
• Bridges (grades 5-8)
• Landmarks, Monuments, and Memorials (grades 4-6)

Salvadori Starter
FALL PROGRAMS ~ START DATES
27 SEPTEMBER – 7 OCTOBER 2016
EARLY SPRING PROGRAMS ~ START DATES
10 – 20 JANUARY 2017
LATE SPRING PROGRAMS ~ START DATES
24 MARCH – 2 APRIL 2017
• An impactful 8-week in-school residency, 45-minute sessions
• Typically serves 4 classes of 25-33 students; 800-1,056 student impact hours/residency
• Salvadori underwrites $25,850 of the total program cost of $34,100
• Cost/residency to schools or organizations for (4) classes: $8,250

TOPICS
• My Community (grades K-2)
• Animal Habitats (grades K-2)
• Landmarks, Monuments, and Memorials (grades 4-6)
• Skyscrapers (grades 4-8)
• Ancient Greece (grades 4-6)
• Bridges (grades 2-4)
• Bridges (grades 5-8)

Salvadori Enrichment
FALL PROGRAMS ~ START DATES
27 SEPTEMBER – 7 OCTOBER 2016
SPRING PROGRAMS ~ START DATES
28 FEBRUARY – 10 MARCH 2017
• A 12-week in-school residency, 90-minute sessions
• Typically serves one class of 30-33 students; 540-594 student impact hours/program
• Salvadori underwrites $23,750 of the total program cost of $31,250
• Cost/residency to schools or organizations per class: $7,500

TOPICS
• Skyscrapers, Skateparks, or Bridges (grades 4-8)
• My Community (grades K-2)
• Building Green (grades 6-9)

Salvadori After-School
FALL PROGRAMS ~ START DATES
27 SEPTEMBER – 7 OCTOBER 2016
SPRING PROGRAMS ~ START DATES
21 FEBRUARY – 10 MARCH 2017
• A 12-week after-school program, 90 minute sessions
• Typically serves one class of 20-25 students; 360-450 student impact hours/program
• Salvadori underwrites $20,240 of the total program cost of $27,500
• Cost/residency to schools or organizations per class: $7,260

TOPICS
• Skyscrapers, Skateparks, or Bridges (grades 4-8)
• My Community (grades K-2)
• Building Green (grades 6-9)

Salvadori Condensed
PROGRAM DATES
30 MAY - 16 JUNE 2017
Fill the final weeks at the end of the year with an exciting program! Instead of weekly sessions, programs are condensed into successive days.

AVAILABLE PROGRAMS (ALL CURRICULA OFFERED)
• 8-session Starter Program
• 12-session Enrichment Programs
• 12-session After-School Program
• 2-Day Salvadori Paper Bridges

Salvadori à La Carte
For $500 per class, you can experience any of these stand-alone classes:

TOPICS
• 1 hour Brooklyn Bridge Scavenger Hunt (max 30 students/class)
• 1 Paper Bridges Family Workshop (max 30 people/class)
• Career Day with a Professional Architect or Engineer (max 4 classes/day)

SALVADORI PROFESSIONAL DEVELOPMENT

THE KATHLEEN GRIMM MEMORIAL PROFESSIONAL DEVELOPMENT INSTITUTE
6 July & 7 July 2017
IN-SCHOOL TARGETED PROFESSIONAL DEVELOPMENT
PD customized for your school’s needs
NYC DOE AFTER-SCHOOL PROFESSIONAL DEVELOPMENT PROGRAM (ASPDP)
Available Fall & Spring
<table>
<thead>
<tr>
<th>Support and Revenue</th>
<th>2016</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contributions</td>
<td>$569,688</td>
<td>$596,118</td>
</tr>
<tr>
<td>Less: direct costs of special events</td>
<td>(57,018)</td>
<td>(58,636)</td>
</tr>
<tr>
<td>Grants</td>
<td>239,664</td>
<td>290,120</td>
</tr>
<tr>
<td>Program service fees</td>
<td>493,404</td>
<td>388,724</td>
</tr>
<tr>
<td>Investment income</td>
<td>33,542</td>
<td>37,936</td>
</tr>
<tr>
<td>Realized gain (loss) on marketable securities</td>
<td>43,070</td>
<td>(9,020)</td>
</tr>
<tr>
<td>Unrealized gain on marketable securities</td>
<td>(49,327)</td>
<td>23</td>
</tr>
<tr>
<td>Sales of books and materials</td>
<td>7,833</td>
<td>7,232</td>
</tr>
<tr>
<td><strong>Total support and revenue</strong></td>
<td><strong>$1,280,856</strong></td>
<td><strong>$1,252,497</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expenses</th>
<th>2016</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Program services:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational activities</td>
<td>$1,001,630</td>
<td>$903,077</td>
</tr>
<tr>
<td><strong>Supporting services:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General and administrative</td>
<td>148,121</td>
<td>150,055</td>
</tr>
<tr>
<td>Fund-raising</td>
<td>106,061</td>
<td>95,256</td>
</tr>
<tr>
<td><strong>Total supporting services</strong></td>
<td><strong>254,182</strong></td>
<td><strong>245,311</strong></td>
</tr>
<tr>
<td><strong>Total expenses</strong></td>
<td><strong>1,255,812</strong></td>
<td><strong>1,148,388</strong></td>
</tr>
</tbody>
</table>

| Change in net assets | 25,044     | 104,109    |
| Beginning net assets | 1,970,900  | 1,866,791  |
| **Ending net assets** | **$1,995,944** | **$1,970,900** |

Note: Full Audit Available.
Management Letter

December 1, 2016
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, 2016, 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 the 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

“The program kept students engaged, promoted teamwork and helped them practice their math skills.”

Salvadori After-School Group Leader, JHS 145 (Skateparks)
2015-2016 Impact Statement

Art, design, math, and science are embedded in the buildings, bridges, landmarks, and structures that surround us. The Salvadori Center uses the built environment as a vehicle for student learning, individual creativity, and the development of critical thinking and communication skills.

When the New York Academy of Sciences challenged educators in 1976 to improve teaching in middle schools, Mario Salvadori responded. He showed students how art, design, math, and science are part of buildings, bridges, and our local community. Then, in 1987, Mario and a dedicated group of advocates and volunteers founded the Salvadori Center with three main principles:

- engage students through project-based exercises
- use the built environment as a vehicle for learning
- employ collaborative problem solving that involves all participants

Today, we hold true to our founding principles. Our STEAM-based residencies celebrate a collaborative, hands-on, project-based approach with programs that:

- promote college and career readiness
- emphasize higher-order skills
- produce student work that reflects high levels of creativity, collaboration, and ownership

We offer a variety of multi-day residencies that enable every child to succeed, and professional development workshops that provide teachers with a strong foundation in project-based learning. All Salvadori curricula link to Common Core Learning Standards, Next Generation Science Standards, and the New York City Department of Education's Blueprint for Teaching and Learning in the Arts, as well as grade-specific learning objectives.

Salvadori’s approach to teaching STEAM is different than most organizations. 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 gives students 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 reinforces 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 explores 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 the tools they need to succeed, promote college and career readiness, develop critical and creative thinking skills, and reflect high levels of thinking, participation, and ownership.

“The Salvadori experience provided our students with a unique opportunity to explore an area of study that they wouldn’t otherwise be exposed to.”

Salvadori After-School Group Leader, PS192 (Bridges)
Independent assessments found that Salvadori students demonstrated statistically significant gains, including:

- 70% of students felt more confident in their math and science ability
- 71% were more motivated to pursue educational/career choices in STEAM fields
- 63% improved their knowledge of math, engineering, and architecture concepts
- 67% increase in their understanding of the scientific inquiry process

Learn more about the Salvadori approach…
**Board and Staff**

**Chairman**
Gregory A. Kelly  
President and CEO, U.S.  
WSP | Parsons Brinckerhoff

**Executive Committee**

**Vice Chair**
Charles F. Murphy  
Senior Vice President  
Turner Construction Company

**Vice Chair**
Jonathan D. Resnick  
President  
Jack Resnick & Sons, Inc.

**Vice Chair & Treasurer**
Joseph Mizzi  
President  
Sciame Construction, LLC

**Vice Chair**
Jill N. Lerner, FAIA,  
President  
The Berman Group, Inc.

**Secretary**
Sarah Berman  
President  
The Berman Group, Inc.

**General Counsel**
James E. Frankel  
Partner  
Schiff Hardin, LLP

**Vice Chair**
J. Devereaux Hawley  
Vice President  
Goldman Sachs

**Members**

- Paul Allegretti  
  Senior Managing Director  
  CBRE, Inc.
- Sara Baerwald  
  Landscape Designer  
  Blondie’s Treehouse, Inc.
- David W. Bellman  
  SVP – Design & Construction  
  Vornado Realty Trust
- Paul Bello, PE  
  Managing Director  
  AMK Group, LLC
- Andrew Catapano  
  Executive Vice President  
  Willis Towers Watson
- James T. Connors  
  Vice President, Asset Management  
  Fosun Property Group
- Jeffrey Crompton  
  Senior Vice President, Operations Manager  
  Hunter Roberts Construction Group, LLC
- William T. DeCamp, III  
  District Manager  
  Gilbane Building Company
- Mary-Jean Eastman  
  Principal & Executive Director  
  Perkins Eastman
- Leonard Fusco, AIA  
  Partner  
  GFS5 Partners
- Michael D. Garz, AIA  
  Senior VP, Buildings and Facilities  
  Buildings and Facilities Division, STV, Inc.
- Joseph A. Ienoso  
  SVP – Capital Project Development & Financial Operations  
  Northwell Health
- Sabrina Kanner  
  Executive Vice President, Design and Construction  
  Brookfield Office Properties
- J. Robert Mann, Jr.  
  President  
  E-J Electric Installation Co.
- Marvin Mass  
  Chairman  
  Cosentini Associates, Inc.
- Paul Monte  
  Co-Managing Partner  
  Peckar & Abramson, PC – New York
- Robert W. Mullen  
  Chief Executive Officer  
  Structure Tone, Inc.
- Mysores L. Nagaraja  
  Chairman  
  Spartan Solutions
- Nat Oppenheimer  
  Executive Vice President  
  Robert Silman Associates
- Tod Rittenhouse, PE  
  Managing Director  
  Weidlinger Associates, Inc.
- Elizabeth Rose  
  Deputy Chancellor of Operations  
  New York City Department of Education
- Leonard P. Singh  
  Vice President  
  Con Edison
- Angela Smith Domzal  
  Vice President  
  TD Private Client Group
- Sam Spata, AIA, LEED AP  
  Director, Buildings  
  Bergmann Associates
- Robert Vecchio, Ph.D., PE  
  CEO/Principal  
  LPI, Inc.
- Tim J. Ward, Ph.D., PE  
  Dean, School of Engineering  
  Manhattan College
- Thomas J. Webb, PE  
  EVP, General Manager  
  Skanska USA Building, Metro NY Region
- Maria Wilpon, AIA  
  Principal  
  Stantec

**Directors Emeriti**

- Evelyn Benjamin  
  Executive Director
- Aliza Boyer  
  Education Director
- David McGillian  
  Development Director
- Martin Adames  
  Educator
- Brett Barshay  
  Preparator
- Britnee Crawford  
  Development Assistant
- Julianne Geary  
  Preparator
- Cindy Gue  
  Educator
- Reid Henkel  
  Educator
- Emiliano Maghailighen  
  Educator
- Roxanne Mejia  
  Educator
- Carlos Montoya  
  Educator
- Phi Nguyen  
  Administrative Assistant
- Mei-Ling Poon  
  Full Charge Bookkeeper
- Richie Tamacas  
  Preparator
- Stephanie Tumbaga  
  Social Media and Marketing Manager
- Juliana Wong  
  Educator

**Salvadori Center Staff**

- Kenneth Jones, M.Arch  
  Executive Director
- Evelyn Benjamin  
  President
- Peter L. DiCapua  
  Past Chair
- Dr. Alfred S. Posamentier  
  Past Chair
- Michael Roth  
  Past Chair
- Robert Selsam  
  Past Chair
- Dr. Charles H. Thornton  
  Past Chair