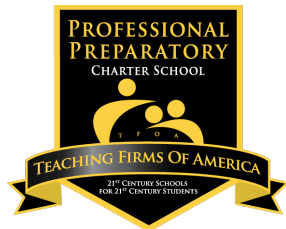




2012 Annual Report

<u>NEW YORK STATE SCHOOL REPORT CARD.....</u>	<u>2</u>
<u>KEY FOCUS AREA REQUESTS</u>	<u>3</u>
<u>APPENDIX C</u>	<u>7</u>
<u>TOTAL EXPENDITURES AND ADMINISTRATIVE EXPENDITURES PER CHILD</u>	<u>7</u>
<u>APPENDIX D</u>	<u>8</u>
<u>AUDITED FINANCIAL STATEMENTS</u>	<u>8</u>
<u>APPENDIX E</u>	<u>9</u>
<u>FY 2013 BUDGET</u>	<u>9</u>
<u>APPENDIX F</u>	<u>10</u>

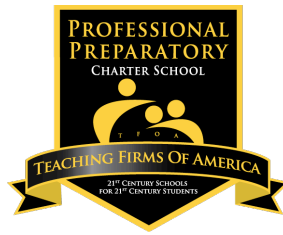




New York State School Report Card

Not yet available.





Key Focus Area Requests

1. Progress Toward Goal Achievement

Please see Appendix A.

2. Instructional Time

N/A

3. Financial Information

Total expenditures and administrative expenditures per child: see Appendix C.

Audited Financial Statements: see Appendix D.

SY2012-13 Budget: see Appendix E.

4. Charter Revisions

There were no material or nonmaterial revisions to our school's charter during the 2011-2012 school year.

5. Board of Trustees

Please see Appendix F.

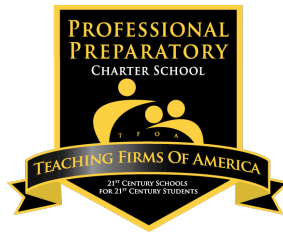
6. Enrollment and Retention Targets

Enrollment

In order to ensure that our school attracts students with disabilities in comparable numbers to our fellow schools in CSD 16, we engage in extensive outreach across the district, with particular emphasis on targeting early childcare centers, shelters and CBOs that cater to students with disabilities. To this end, we take the following steps to realize this strategy:

We circulated over 10,000 application-and-info sheets via direct mail, tabling and drop-offs across five zip codes most connected to CSD 16. We also conducted direct outreach to over 50 early childcare centers, shelters and CBOs, with a special focus on engaging any staff or coordinators most directly responsible for services to students with disabilities. We also ensured that our outreach teams were bilingual, with a particular emphasis on Spanish-speakers as they represent the largest ESL population in the district. In all of our outreach we touted our unique school model and approach to serving all students, particularly the elements of our model that we think would be attractive to families with children with disabilities (e.g. looping, integrated instruction, leadership development, inclusion, differentiation and technology infused-instruction), the same tools we employ to retain our students with disabilities (outlined in more detail below).



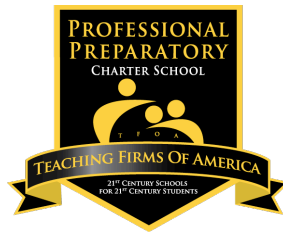


Retention

Our unique school model and approach is designed to produce high retention rates with all students, especially students with disabilities. As we mentioned above, we take a multifaceted, holistic approach to serving the needs of all learners. Some of these tools and methods include: looping, integrated instruction, low student-adult ratios, constant parent contact and communication; emphasis on leadership development, inclusion, differentiation, and technology infused-instruction. We make every effort to ensure that our students are receiving the services outlined in any IEPs, and where there is not a match between what we provide and what their IEP recommends, we work with all stakeholders (CSE, families, teachers, students, etc.), to tailor the components of our unique model in such a way as to figure out how to serve the student within the context of our model. We also employ a Response to Intervention (RTI) process, that positions us to proactively anticipate learning and behavioral needs for students and develop action plans to help support and enable them to excel. In addition to the efforts of our classroom teachers, our Learning Specialist and Dean of Students provide and ensure that students receive the additional services they need and are entitled to, including Speech and Language support, Occupational Therapy, Physical Therapy, and Counseling services. Our Learning Specialist is also tasked with consulting directly with classroom teachers on their instructional practices, and provides targeted feedback and direct service to individual students who require additional help and support.

Our efforts in 2011-12 were highly successful, as we attracted approximately 10% students with IEPs. We anticipate that this percentage will grow next year.



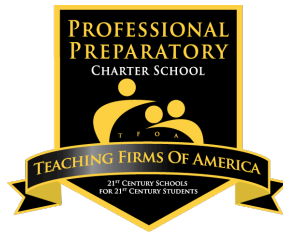


Appendix A

Progress Toward Charter Academic Goals

2011-2012 Progress Toward Attainment of Academic Charter Goals			
Academic goal or objective	Measure used to evaluate progress toward attainment of goal or objective	2011-2012 progress toward attainment of goal or objective	If not met, describe efforts to be undertaken to meet goal or objective
For the 2013-14 school year, at least 75% of 3rd Graders who have been enrolled at TFOA for two or more years will perform at or above Level 3 on the New York State ELA and Math examinations.	New York State ELA and Math examinations	N/A	N/A
For the 2014-2015 school year, at least 75 percent of 3rd and 4th graders who have been enrolled at TFOA for two or more years will perform at or above Level 3 on the New York State ELA and Math examinations.	New York State ELA and Math examinations	N/A	N/A
For the 2015-2016 school year, at least 75 percent of 3rd, 4th and 5th graders who have been enrolled at TFOA for two or more years will perform at or above Level 3 on the New York State ELA and Math examinations.	New York State ELA and Math examinations	N/A	N/A
For the 2014-2015 school year, at least 75 percent of 4th graders who have been enrolled at TFOA for two or more years will perform at or above	New York State Science examinations.	N/A	N/A



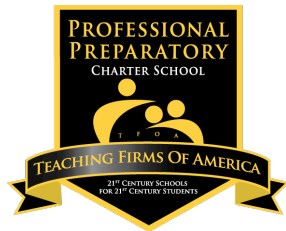


Appendix A

Progress Toward Charter Academic Goals

Level 3 on the New York State Science examinations.			
For the 2015-2016 school year, at least 75 percent of 5th graders who have been enrolled at TFOA for two or more years will perform at or above Level 3 on the New York State Social Studies examinations.	New York State Social Studies examinations.	N/A	N/A
Each year, TFOA will be deemed to be in “good standing” in accordance with AYP.	New York State AYP Evaluation	N/A	N/A
Grades K-2: For years 2 to 4 of the proposed charter, 75 percent of students in grades K-2 will perform at or above grade level on the end of year Terra Nova reading and math examinations.	Terra Nova	N/A	N/A



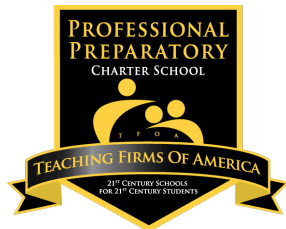


Appendix C

Total Expenditures and Administrative Expenditures Per Child

Please see page 6 of attached “TFOA Audit Financial Statements 2012”.



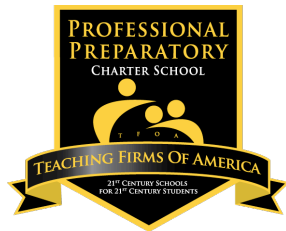


Appendix D

Audited Financial Statements

Please see attached “TFOA Audit Financial Statements 2012”.



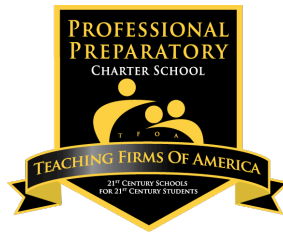


Appendix E

FY 2013 Budget

Please see attached “TFOA 2012-13 Budget (Final)”.





Appendix F

Financial Interest Disclosure Information

Name	Position	Address (Business)	Phone	Email	Employees/Agents of Management Companies or Institutional Partners (Y/N)	Employee of the School (Y/N)
Todd Dumas	Chair	BNY Mellon 101 Barclay Street, New York NY			No	No
Danielle Purfey	Vice-Chair	American Express, 200 Vesey Street, New York, NY			No	No
Jocelyn M.Gaillot	Co-Treasurer	Georgetown Strategic Capital, Washington DC			No	No
Ayanna C. Wayner	Co-Treasurer	Goldstein Hall PLLC, 44 Wall Street, New York NY			No	No
Latoya Massey	General Member	Oliver Scholars Program, 80 Maiden Lane, New York, NY			No	No
Shaka Philips	General Member	KIPP AMP Charter School, 1224 Park Place, Brooklyn NY			No	No
Manel Silva	General Member	Callen Lorde Community Health Center, 356 West 18 th Street, New York, NY			No	No
Tamecca Tillard	General Member	Qello(.com), 40 West 17 th Street, New York NY			No	No
Christina Grant	General Member	New York Campaign for Achievement Now, 11 N. Pearl Street, Albany NY			No	No

Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six-month period prior to such service: **There are none for any of the Trustees.**

Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship: **There are none for any of the Trustees.**

