

I. SCHOOL INFORMATION AND COVER PAGE

Created Tuesday, July 29, 2014

Updated Friday, October 31, 2014

Page 1

1. SCHOOL NAME

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

331600860975 TEACHING FIRMS OF AMERICA PRO PREP

2. CHARTER AUTHORIZER

NYCDOE-Authorized Charter School

3. DISTRICT / CSD OF LOCATION

NYC CSD 16

4. SCHOOL INFORMATION

PRIMARY ADDRESS	PHONE NUMBER	FAX NUMBER	EMAIL ADDRESS
616 Quincy Street – Brooklyn, NY 11221	718-285-3787	718-919-0486	[REDACTED]

4a. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES

Contact Name	Rafiq Kalam Id-Din
Title	Founder & Managing Partner
Emergency Phone Number (###-###-####)	[REDACTED]

5. SCHOOL WEB ADDRESS (URL)

www.tfoaprofessionalprep.org

6. DATE OF INITIAL CHARTER

2010-01-01 00:00:00

7. DATE FIRST OPENED FOR INSTRUCTION

2011-08-01 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

 K

 1

 2

 3**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)	616 Quincy Street – Brooklyn, NY 11221	718-285-3787	CSD 16	K-3	No	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	Rafiq R. Kalam Id-Din II	[REDACTED]	[REDACTED]	[REDACTED]

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)		Yes	2014	No		No

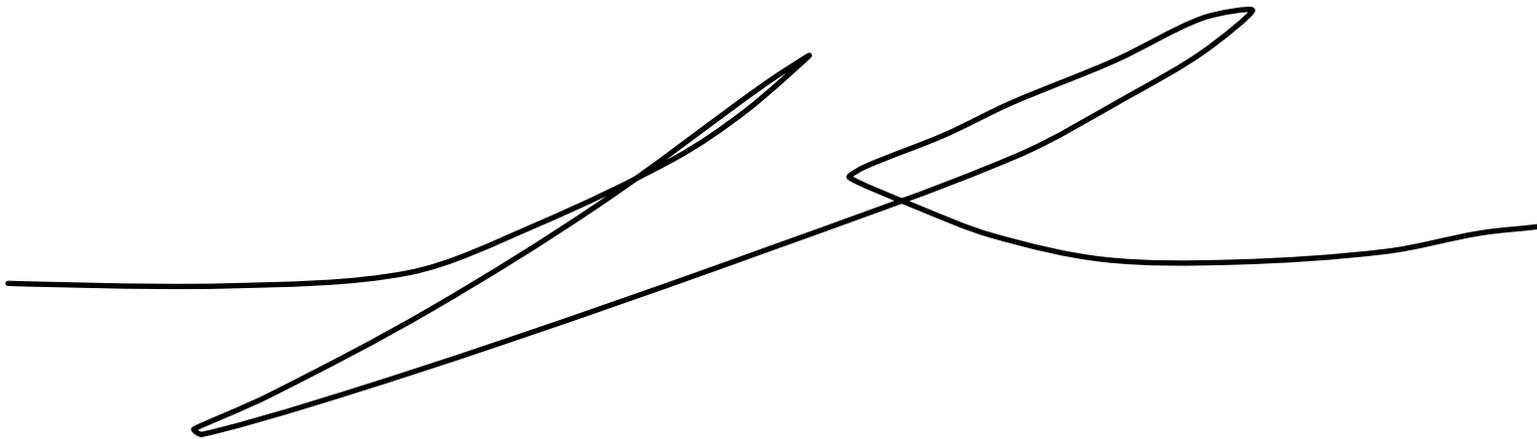
14. Were there any revisions to the school's charter during the 2013-2014 school year? (Please include both those that required authorizer approval and those that did not require authorizer approval).

No

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 stylus on your mobile device to sign your name).

• Yes

Signature, Head of Charter School

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

Signature, President of the Board of Trustees

A handwritten signature in black ink, featuring a large, stylized initial 'S' followed by several loops and a long horizontal stroke.

Thank you.

Appendix A: Progress Toward Goals

Created Friday, October 31, 2014

Updated Saturday, November 01, 2014

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Charter School Name: 331600860975 TEACHING FIRMS OF AMERICA PRO PREP

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).

<http://data.nysed.gov/profile.php?instid=800000067236>

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	For the 2013-14 school year, at least 75 percent 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.	Met? No: SY2013-14: 19% of 3rd graders performed at or above Level 3 on the ELA Examination; 28% of 3rd graders performed at or above Level 3 on the Math Examination.	Please note that our charter goals were established prior to the adoption of the Common Core and the shift to the new assessments. Our performance is consistent with or better than our peer schools in our CSD. We should also note that we do not engage in any test preparation during our school day. Notwithstanding these caveats, we will continue our efforts to focus on the development of critical thinking and other higher order thinking skills demanded by the Common Core and expect to continue to improve on these results.
Academic Goal 2	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	N/A	

	will perform at or above Level 3 on the New York State ELA and Math examinations.		
Academic Goal 3	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.	N/A	
Academic Goal 4	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 Level 3 on the New York State Science examinations.	N/A	
Academic Goal 5	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.	N/A	
Academic Goal 6	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.	Met? Yes: 3rd Grade data from the CTP 4 (at or above the national average) was as follows; Reading Comprehension 79% , Math 80%, Verbal Reasoning 85% , Quantitative Reasoning 70%, auditory comprehension 78%, writing concepts and skills 68%.	Please note that the Terra Nova exam was not Common Core aligned, and therefore we switched to the CTP 4 assessment offer by ERB (which is Common Core aligned). The results presented are from the CTP 4 assessments.
Academic Goal 7	Each year, the percent of students performing at or above Level 3 on the State ELA exam in each tested grade will place the school in the top quartile of all similar schools.	Met? Yes: As compared with our peer schools in CSD 16, our 3rd grade students performed well above the top quartile in ELA: TFOA: 20% at or above Level 3; CSD 16: 16% at or above Level 3	
Academic Goal 8	Each year, the percent of students performing at or above Level 3 on the State Math exam in each tested grade will place the school in the top quartile of all similar schools.	Met? Yes: As compared with our peer schools in CSD 16, our 3rd grade students performed well above the top quartile in Math: TFOA: 29% at or above Level 3; CSD 16: 14% at or above Level 3	

2a1. Do have more academic goals to add?

Yes

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 9	For years 3 through 5 of the proposed charter, grade-level cohorts of the same students (i.e. students who are in the school for two years in a row), will reduce by one-half the gap between the percent at or above Level 3 on the previous year's State ELA exam and 75 percent at or above Level 3 on the current year's State ELA exam.		N/A	
Academic Goal 10	Each year, TFOA will earn a score sufficient to place it in the 75th percentile of all schools on the "Progress" section of the citywide Progress Report.		Results not yet available.	

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	Each year, the school will have a daily student attendance rate of at least 95%.	Attendance records	Met? No. Average yearly attendance 92%	While we are very close to the achieving the goal, we will increase outreach to families specifically on the subject of attendance.
Org Goal 2	Each year, student enrollment will be within 15% of full enrollment.		Met? Yes-enrollment is within 15% of full enrollment.	
Org Goal 3	Each year, at least 95 percent of all students enrolled during the course of the year will return the following September		Met? No. Retention from Y3 to Y4, 94% (17 students did not return in September 2014)	While we are very close to the achieving the goal, we will increase engagement of parents to ensure we are being responsive to concerns that result in student attrition.
Org Goal 4	School Suspensions: each year we will keep school suspensions below the suspension rates for peer schools.		Met? Yes: we had a total of 10 suspensions (4%) throughout the year. As we continue to grow we have maintained a consistently low suspension rate due in large part to our holistic behavior management approach practiced by our staff.	
Org Goal 5	School Suspensions			We had a total of 10 suspensions (4%) throughout the year. As we continue to grow we have maintained a consistently low suspension rate due in large part to our holistic approach practiced by our staff.

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	TFOA's leadership will be formally reviewed on an annual basis by the Board.		Met? Yes: The Board of Trustees evaluated the Partners and awarded the Partners a bonus following their annual review.	The Board of Trustees awarded the Partners a bonus following our annual review.

Org Goal 7	Each year, parents will express satisfaction with the school's program, based on the NYCDOE Learning Environment Survey in which the school will receive an average score of 7.5 or higher in each of the four survey domains: Academic Expectations, Communication, Engagement, and Safety and Respect, with a survey participation rate of at least 65%.	Met? Yes. Our parents reported well over 90% satisfaction on the new NYCDOE Learning Environment Survey: 98% in Instructional Core; 95% in Systems for Improvement; 97% for School Culture. Our parent response rate was 68% and the city average was 54%.	Met? Yes. Our parents reported well over 90% satisfaction on the new NYCDOE Learning Environment Survey: 98% in Instructional Core; 95% in Systems for Improvement; 97% for School Culture. Our parent response rate was 68% and the city average was 54%.
Org Goal 8	Students in Grade 5 will express satisfaction with the school's program, based on the NYCDOE Learning Environment Survey (or a substantially similar survey) in which the school will receive an average score of 7.5 or higher in each of the four survey domains: Academic Expectations, Communication, Engagement, and Safety and Respect, with a survey participation rate of at least 65%.	Although we do not yet have 5th graders, we administered our own internal student survey (response rate was 89%) to our Kindergarten, 1st, 2nd, and 3rd grade students and found the following results; 94% reported liking school, 92% feel safe in school, and 96% view themselves as citizen leaders.	Although we do not yet have 5th graders, we administered our own internal student survey (response rate was 89%) to our Kindergarten, 1st, 2nd, and 3rd grade students and found the following results; 94% reported liking school, 92% feel safe in school, and 96% view themselves as citizen leaders.
Org Goal 9	Each year, teachers will express satisfaction with school leadership and professional development opportunities as determined by the teacher section of the NYCDOE Learning Environment Survey in which the school will receive an average score of 7.5 or higher in each of the four survey domains: Academic Expectations, Communication, Engagement, and Safety and Respect, with a survey participation rate of at least 65%.	Met? Yes. Our teachers reported well over 80% satisfaction on the new NYCDOE Learning Environment Survey: 84% in Instructional Core; 86% in Systems for Improvement; 87% for School Culture. Our parent response rate was 71% and the city average was 83%.	Met? Yes. Our teachers reported well over 80% satisfaction on the new NYCDOE Learning Environment Survey: 84% in Instructional Core; 86% in Systems for Improvement; 87% for School Culture. Our parent response rate was 71% and the city average was 83%.
Org Goal 10	DOE Survey we will receive an average score of 7.5 or higher in each of the four survey domains.	Met? Yes. our total (Citywide average)-Instructional Core: 91% (92%); Systems for Improvement: 91% (89%); School Culture: 92% (92%)	
Org Goal 11	Enroll high needs students in percentages comparable with peer schools in the following areas: FRPL (Free and Reduced Price Lunch) Students with disabilities (IEP's) Limited English Proficiency (ELLs) Highly qualified teachers	Met? Yes: Met FRPL? Yes: 93% (exceeds our peers schools in our CSD) Met Students with disabilities (IEPs)? No: 13% (lags our peer schools in our CSD)	93% (35 students representing...13%) (22 students represent ...8%) Met? Yes

Org Goal 12	Each year, the TFOA will comply with all applicable laws, rules, regulations and contract terms including, but not limited to, the New York Charter Schools Act, the New York Freedom of Information Law, the New York Open Meetings Law, the federal Individuals with Disabilities Education Act, and federal Family Educational Rights and Privacy Act.	Met? Yes. we have faithfully and materially complied with all applicable laws, rules and regulations.	Met? Yes. we have faithfully complied with all applicable laws, rules and regulations.
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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	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.		Met? Yes. For the 2013-2014 school year we underwent an independent financial audit that resulted in an unqualified conclusion/opinion and no major findings. See attached financial audit.	Met? Yes. For the 2013-2014 schoolyear we underwent an independent financial audit that resulted in an unqualified conclusion/opinion and no major findings. See attached financial audit.
Financial Goal 2	Each year, the school will operate on a balanced budget and maintain a stable cash flow.		Met? Yes. For the 2013-2014 we operated on a balanced budget and maintained a stable cash flow. See attached financial audits.	Met? Yes. For the 2013-2014 we operated on a balanced budget and maintained a stable cash flow. See attached financial audits.

Appendix B: Total Expenditures and Administrative Expenditures per Child

Created Tuesday, July 29, 2014
Updated Friday, October 31, 2014

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Charter School Name: 331600860975 TEACHING FIRMS OF AMERICA PRO PREP

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	4457375
1. Total Expenditures Per Child Line 2: BEDS Day Pupil Count	249
1. Total Expenditures Per Child Line 3: Divide Line 1 by Line 2	17901

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)	236122
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)	111571
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	347693
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	249
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	1396

Thank you.

Audited Financial Statement Checklist

Created Friday, October 31, 2014

Updated Saturday, November 01, 2014

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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)	Yes
CSP Agreed Upon Procedures (if applicable)	Not Applicable
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	No
CSP Agreed Upon Procedures Report	No
Management Letter	No

Thank you.



KOCH GROUP & COMPANY, LLP

CERTIFIED PUBLIC ACCOUNTANTS

333 Seventh Avenue

New York, NY 10001

(212) 631-0700 FAX (212) 631-0109

October 31, 2014

To the Board of Directors

Teaching Firms of America Professional Preparatory Charter School

We have audited the financial statements of the Teaching Firms of America Professional Preparatory Charter School for the year ended June 30, 2014, and have issued our report thereon dated October 29, 2014. Professional standards require that we provide you with information about our responsibilities under generally accepted auditing standards, as well as certain information related to the planned scope and timing of our audit. We have communicated such information in our letter to you dated October 31, 2014. Professional standards also require that we communicate to you the following information related to the audit.

Significant Audit Findings

Qualitative Aspects of Accounting Practices

Management is responsible for the selection and use of appropriate accounting policies. The significant accounting policies used by Teaching Firms of America Professional Preparatory Charter School are described in Note 2 to the financial statements. No new accounting policies were adopted and the application of existing policies was not changed during the fiscal year ended June 30, 2014. We noted no transactions entered into by the management during the year for which there is a lack of authoritative guidance or consensus. All significant transactions have been recognized in the financial statements in the proper period.

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statement and because of the possibility that future events affecting them may differ significantly from those expected. There were no sensitive estimates affecting the financial statement.

Difficulties Encountered in Performing the Audit

We encountered no significant difficulties in dealing with management in performing and completing our audit.

Corrected and Uncorrected Misstatements

Professional standards require us to accumulate all known and likely misstatements identified during the audit, other than those that are trivial, and communicated them to the appropriate level of management. Management has corrected all such misstatements. In addition, none of the misstatements detected as a result of audit procedures and corrected by management were material, either individually or in the aggregate, to the financial statements taken as a whole.

Disagreements with Management

For purposes of this letter, professional standards define a disagreement with management as a financial accounting, reporting, or auditing matter, whether or not resolved to our satisfaction, that could be significant to the financial statements or the auditor's report. We are pleased to report that no such disagreements arose during the course of our audit.

Management Representations

We have requested certain representations from management that are included in the management representation letter dated October 31, 2014.

Management Consultations with Other Independent Accountants

In some cases, management may decide to consult with other accountants about auditing and accounting matters, similar to obtaining a "second opinion" on certain situations. If a consultation involves application of an accounting principle to the Organization's financial statements or a determination of the type of auditor's opinion that may be expressed on those statements, our professional standards require the consulting accountant to check with us to determine that the consultant has all the relevant facts. To our knowledge, there were no such consultations with other accountants.

Other Audit Finding or Issues

We generally discuss a variety of matters, including the application of accounting principles and auditing standards, with management each prior to retention as the Organization's auditors. However, these discussions occurred in the normal course of our professional relationship and our responses were not a condition to our retention.

This report is intended solely for the information and use of the Board of Directors, and the management of Teaching Firms of America Professional Preparatory Charter School, and is not intended to be and should not be used by anyone other than these specified parties.

Loch Group + Company, LLP
Certified Public Accountants

New York, New York
October 31, 2014

TEACHING FIRMS OF AMERICA PROFESSIONAL
PREPARATORY CHARTER SCHOOL

FINANCIAL STATEMENTS
WITH INDEPENDENT AUDITOR'S REPORT

JUNE 30, 2014
(With Comparative Totals as of June 30, 2013)

TEACHING FIRMS OF AMERICA PROFESSIONAL
PREPARATORY CHARTER SCHOOL

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KOCH GROUP & COMPANY, LLP

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INDEPENDENT AUDITOR'S REPORT

To the Board of Trustees
Teaching Firms of America Professional Preparatory Charter School

Report on the Financial Statements

We have audited the accompanying financial statements of Teaching Firms of America Professional Preparatory Charter 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.

Auditor's 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 from 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 Teaching Firms of America Professional Preparatory Charter School as of June 30, 2014, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Report on Summarized Comparative Information

We have previously audited Teaching Firms of America Professional Preparatory Charter School's 2013 financial statements, and our report dated October 29, 2013 expressed an unmodified opinion on those audited financial statements. In our opinion, the summarized comparative information presented herein as of June 30, 2013 is consistent, in all material respects, with the audited financial statements from which it has been derived.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated October 29, 2014, on our consideration of Teaching Firms of America Professional Preparatory Charter 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 the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Teaching Firms of America Professional Preparatory Charter School's internal control over financial reporting and compliance.

New York, New York
October 29, 2014

Koch Group + Company, LLP
Certified Public Accountants

TEACHING FIRMS OF AMERICA PROFESSIONAL
PREPARATORY CHARTER SCHOOL

STATEMENT OF FINANCIAL POSITION

JUNE 30, 2014

(With Comparative Totals as of June 30, 2013)

ASSETS

	2014	2013
CURRENT ASSETS		
Cash and cash equivalents	\$ 607,531	\$ 508,949
Restricted cash	75,044	50,021
Grants and contracts receivable	163,795	39,524
Prepaid expenses	99,886	31,747
Total Current Assets	946,256	630,241
PROPERTY AND EQUIPMENT, at cost, less accumulated depreciation	423,935	376,741
Total Assets	\$ 1,370,191	\$ 1,006,982

LIABILITIES AND NET ASSETS

CURRENT LIABILITIES		
Accounts payable	\$ 44,361	\$ 41,448
Accrued expenses	556,466	231,804
Loan payable	-	17,310
Total Current Liabilities	600,827	290,562
NET ASSETS - UNRESTRICTED	769,364	716,420
Total Liabilities and Net Assets	\$ 1,370,191	\$ 1,006,982

See notes to financial statements.

TEACHING FIRMS OF AMERICA PROFESSIONAL
PREPARATORY CHARTER SCHOOL

STATEMENT OF ACTIVITIES

YEAR ENDED JUNE 30, 2014
(With Comparative Totals for the year ended June 30, 2013)

	2014	2013
OPERATING REVENUE AND OTHER SUPPORT		
State and local per pupil	\$ 4,292,743	\$ 3,120,561
Grants and Contracts		
State and local	23,270	15,560
Federal	189,212	322,675
Interest and other income	5,094	25
Total Operating Revenue and Other Support	4,510,319	3,458,821
EXPENSES		
Program Expenses		
Regular education	3,269,191	2,328,796
Special education	752,872	442,373
	4,022,063	2,771,169
Supporting Services		
Management and general	409,926	323,942
Fundraising	25,386	172
Total Expenses	4,457,375	3,095,283
CHANGE IN NET ASSETS	52,944	363,538
UNRESTRICTED NET ASSETS		
Beginning of year	716,420	352,882
End of year	\$ 769,364	\$ 716,420

See notes to financial statements.

TEACHING FIRMS OF AMERICA PROFESSIONAL
PREPARATORY CHARTER SCHOOL

STATEMENT OF CASH FLOWS

YEAR ENDED JUNE 30, 2014
(With Comparative Totals for the year ended June 30, 2013)

	2014	2013
CASH FLOWS FROM OPERATING ACTIVITIES		
Change in Net Assets	\$ 52,944	\$ 363,538
ADJUSTMENTS TO RECONCILE INCREASE IN NET ASSETS TO NET CASH PROVIDED BY OPERATING ACTIVITIES		
Depreciation and amortization	139,455	74,180
Loss on disposal of equipment	1,067	3,570
Changes in Assets and Liabilities		
Restricted cash	(25,023)	(25,013)
Grants and contracts receivable	(124,271)	95,475
Prepaid expenses	(68,139)	12,887
Accounts payable	2,913	(67,647)
Accrued expenses	324,662	(18,298)
Refundable advances	-	(5,214)
Net cash provided by operating activities	303,608	433,478
CASH FLOWS FROM INVESTING ACTIVITIES		
Acquisition of fixed assets	(187,716)	(103,941)
Net cash used in investing activities	(187,716)	(103,941)
CASH FLOWS FROM FINANCING ACTIVITIES		
Loan payable	(17,310)	(29,119)
Net cash used in financing activities	(17,310)	(29,119)
NET INCREASE IN CASH AND CASH EQUIVALENTS	98,582	300,418
CASH AND CASH EQUIVALENTS		
Beginning of year	508,949	208,531
End of year	\$ 607,531	\$ 508,949
SUPPLEMENTAL DISCLOSURE OF CASH FLOW INFORMATION		
Cash Paid for Interest	\$ 75	\$ 880

See notes to financial statements.

TEACHING FIRMS OF AMERICA PROFESSIONAL
PREPARATORY CHARTER SCHOOL

STATEMENT OF FUNCTIONAL EXPENSES

YEAR ENDED JUNE 30, 2014
(With Comparative Totals for the year ended June 30, 2013)

	Regular Education	Special Education	Total Programs	Management & General	Fundraising	Total 2014	Total 2013
<u>Personnel Expenses</u>							
Salaries and wages	\$ 2,048,180	\$ 490,955	\$ 2,539,135	\$ 236,122	\$ 17,928	\$ 2,793,185	\$ 1,937,078
Payroll taxes and fringe benefits	539,822	129,397	669,219	62,233	4,725	736,177	418,195
Total Personnel Expenses	<u>2,588,002</u>	<u>620,352</u>	<u>3,208,354</u>	<u>298,355</u>	<u>22,653</u>	<u>3,529,362</u>	<u>2,355,273</u>
<u>Operating Expenses</u>							
Professional fees	-	-	-	13,500	-	13,500	13,413
Professional development	86,093	12,156	98,249	544	-	98,793	99,501
Outside services - consultants	65,433	11,696	77,129	30,968	218	108,315	121,904
Student field trips	27,951	3,946	31,897	-	-	31,897	26,450
Office expenses and supplies	20,823	4,991	25,814	35,764	182	61,760	47,444
Food services	20,856	4,999	25,855	2,404	183	28,442	19,243
Information and technology	41,261	9,890	51,151	4,757	361	56,269	51,184
Telephone and internet	25,176	6,035	31,211	2,902	220	34,333	72,229
Insurance	22,682	5,437	28,119	2,615	199	30,933	25,011
Instructional materials	115,500	21,891	137,391	-	-	137,391	69,747
Furniture and equipment	35,311	4,985	40,296	-	-	40,296	25,393
Classroom supplies	31,310	4,421	35,731	-	-	35,731	21,479
Conferences	2,773	391	3,164	-	-	3,164	6,368
Postage and shipping	2,286	548	2,834	264	20	3,118	2,274
Repairs and maintenance	18,289	4,384	22,673	2,108	160	24,941	6,402
Licenses and permits	5,037	1,207	6,244	581	44	6,869	9,730
Advertising and recruiting	57,367	10,843	68,210	3,210	244	71,664	43,608
Loss on disposal of equipment	782	188	970	90	7	1,067	3,570
Interest expense	-	-	-	75	-	75	880
Depreciation and amortization	102,259	24,512	126,771	11,789	895	139,455	74,180
Total Operating Expenses	<u>681,189</u>	<u>132,520</u>	<u>813,709</u>	<u>111,571</u>	<u>2,733</u>	<u>928,013</u>	<u>740,010</u>
TOTAL EXPENSES	<u>\$ 3,269,191</u>	<u>\$ 752,872</u>	<u>\$ 4,022,063</u>	<u>\$ 409,926</u>	<u>\$ 25,386</u>	<u>\$ 4,457,375</u>	<u>\$ 3,095,283</u>

See notes to financial statements.

TEACHING FIRMS OF AMERICA PROFESSIONAL
PREPARATORY CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2014

1. Organization

Teaching Firms of America Professional Preparatory Charter School (the “School”), a 501(c)(3) tax-exempt organization, is a public charter school located in Brooklyn, New York. The School was granted a five-year charter on January 12, 2010 and commenced operating classes for kindergarten and first grade in August 2011. Second and third grades were added in 2012 and 2013. The School’s mission is to prepare students to become the future professionals (lawyer, doctors, scientists, entrepreneurs, etc) who will lead our global society in the 21st Century. The School’s vision is to provide a fun, “college-successful”, community-centered, culturally rich and relevant preparatory school experience to their students, where they will be nurtured, challenged and cultivated into highly intelligent, creative and critically thinking young leaders.

2. Summary of Significant Accounting Policies

a) Basis of Accounting

The accompanying financial statements are prepared on the accrual basis of accounting in accordance with accounting principles generally accepted in the United States of America.

b) Financial Statement Presentation

The School reports information regarding its financial position and activities according to three classes of net assets: unrestricted, temporarily restricted, and permanently restricted.

- i) Unrestricted net assets – Net assets that are not subject to grant or donor-imposed stipulations.
- ii) Temporarily restricted net assets – Net assets subject to donor-imposed stipulations that may or will be met, either by actions of the School and/or passage of time. When a restriction expires, temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statement of activities as net assets released from restrictions. There are no temporarily restricted net assets at June 30, 2014.
- iii) Permanently restricted net assets – Net assets subject to grantor or donor-imposed stipulations that they be maintained permanently by the School to use all or part of the assets for general or specific purposes. There are no permanently restricted net assets at June 30, 2014.

Furthermore, The School is required to segregate program service expenses from support expenses.

TEACHING FIRMS OF AMERICA PROFESSIONAL
PREPARATORY CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2014

2. Summary of Significant Accounting Policies (Continued)

c) Cash and Cash Equivalents

The School maintains its cash in bank deposit accounts, which, at times, may exceed federally insured limits. The School has not experienced any losses in such accounts. The School believes it is not exposed to significant credit risk on cash and cash equivalents.

For the purposes of the statement of cash flows, the School considers all highly liquid debt instruments purchased with a maturity of three months or less to be cash equivalents.

d) Grants and Contributions Receivable

Unconditional promises to give that are expected to be collected within one year are recorded as grants and contribution receivable at net realizable value. Unconditional promises to give that are expected to be collected in future years are recorded at the present value of their estimated future cash flows. The discounts on those amounts are computed using interest rates applicable to the years in which the promises are received. Conditional promises to give are not included as support until the conditions are substantially met.

e) Contributions

Contributions received are recorded as unrestricted, temporarily restricted, or permanently restricted net assets depending on the existence or nature of any donor restrictions. However, if a restriction is fulfilled in the same period in which the contribution is received, the School reports the support as unrestricted.

f) Donated Services

No amounts are reflected in the financial statements for donated services, as the services do not meet the specialized skill requirements prescribed under accounting principles generally accepted in the United States of America.

g) Functional Allocation of Expenses

Costs and expenses of various programs and other activities have been analyzed on a functional basis. Accordingly, all costs and expenses incurred have been allocated among the programs and supporting services benefited.

TEACHING FIRMS OF AMERICA PROFESSIONAL
PREPARATORY CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2014

2. Summary of Significant Accounting Policies (Continued)

h) Property and Equipment

Purchase of property and equipment are capitalized at cost. Donated assets are capitalized at the estimated fair value at date of receipt. The cost of maintenance and repairs is charged to expense as incurred; significant improvements are capitalized. The School capitalizes additions and significant improvements in excess of \$1,500. Depreciation is computed using the straight-line method over estimated useful lives of 3 to 10 years.

i) Income Taxes

On February 1, 2012 Teaching Firms of America Professional Preparatory Charter School filed and received approval of its application for tax exempt status from the Internal Revenue Service under section 501(c) (3) of the Internal Revenue code and has been classified as a publicly supported organization as described in Internal Revenue Code section 509 (A)(1) and 170 (B)(1)(A)(II).

Management has determined that the School has no uncertain tax positions that would require financial statement recognition. The School is no longer subject to income tax examination by federal, state or local tax authorities for years before 2011, which is the standard statute of limitations look-back period.

j) Comparative Financial Information

The June 30, 2014 financial statements include certain prior year summarized comparative information in total but not by net asset class. In addition, only certain of the notes to the financial statements for June 30, 2013 are presented. As a result, the June 30, 2013 comparative information does not include sufficient detail to constitute a presentation in conformity with accounting principles generally accepted in the United States of America. Accordingly, such June 30, 2013 information should be read in conjunction with the Organization's financial statements for the year ended June 30, 2013, from which the summarized information was derived.

k) Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect certain reported amounts and disclosures. Accordingly, actual results could differ from those estimates.

TEACHING FIRMS OF AMERICA PROFESSIONAL
PREPARATORY CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2014

2. Summary of Significant Accounting Policies (Continued)

l) Advertising

Advertising costs are expensed as incurred.

3. Restricted Cash

Under the provisions of its charter, the School established an escrow account to pay for legal and audit expenses that would be associated with a dissolution should it occur. Per the School's authorizer, an escrow account of \$75,000 is required to be funded over a 3-year period.

4. Revenue Recognition

Revenue from the state and local government resulting from its charter school status is based on the number of students enrolled and is recorded when services are performed in accordance with the charter agreement.

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

5. Accrued Expenses

Accrued expenses consist of employee bonuses and payroll taxes. Employees are eligible to receive a bonus based on a performance evaluation. For the year ended June 30, 2014, employee bonuses were \$444,950 of which \$40,000 was for an under accrual in 2013.

6. Retirement Plan

The School offers a 401(k) plan for all qualifying employees. Under the plan, the school will matches employee contributions up to 5% of annual compensation. The amount charged for matching contributions was \$66,477 for the year ended June 30, 2014.

TEACHING FIRMS OF AMERICA PROFESSIONAL
PREPARATORY CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2014

7. Property and Equipment

At June 30, 2014 and 2013, property and equipment consisted of the following:

	<u>2014</u>	<u>2013</u>	<u>Estimated Useful Life</u>
Building improvements	\$350,834	\$269,834	3-10 years
Furniture and fixtures	48,431	31,378	7 years
Computer equipment	112,133	74,118	3 years
Office and telephone equipment	154,944	149,791	3 - 7 years
Software	<u>56,432</u>	<u>11,482</u>	3 years
	722,774	536,603	
Less: Accumulated depreciation	<u>(298,839)</u>	<u>(159,862)</u>	
Total	<u>\$423,935</u>	<u>\$376,741</u>	

Depreciation expense for the years ended June 30, 2014 and 2013 was \$139,455 and \$74,180, respectively.

8. Loan Payable

Loan payable to The New York City Charter School Center in the amount of \$60,000 bears interest at 2.00% per annum. The loan was paid off in January 2014.

9. Revenue Concentration

The School receives a substantial portion of its support and revenue from the New York City Department of Education. If the charter school laws were modified, reducing or eliminating these revenues the School's finances could be materially adversely affected.

10. Food Services

The New York City Department of Education provides free lunches directly to some of the School's students. Such costs are not included in these financial statements. The School covers the cost of lunches for children not entitled to the free lunches.

TEACHING FIRMS OF AMERICA PROFESSIONAL
PREPARATORY CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2014

11. Contingency

The School participates in a number of federal and state programs. These programs require that the School comply with certain requirements of laws, regulations, contracts, and agreements applicable to the programs in which it participates. All funds expended in connection with government grants and contracts are subject to audit by government agencies. While the ultimate liability, if any, from such audits of government and contracts by government agencies is presently not determinable, it should not, in the opinion of the management, have a material effect on the financial position or results of operations. Accordingly, no provision for any such liability that may result has been made in the accompanying financial statements.

12. School Facility

The School shares space with a New York City public school. The School is not responsible for rent, utilities, custodial services, maintenance and school safety services other than the security related to the School's programs that take place outside the district's school day.

13. Subsequent Events

Management has evaluated subsequent events through October 29, 2014, the date that the financial statements were available to be issued. No significant subsequent events have been identified that would require adjustment or disclosure in the accompanying financial statements.



KOCH GROUP & COMPANY, LLP

CERTIFIED PUBLIC ACCOUNTANTS

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INDEPENDENT AUDITOR'S 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
Teaching Firms of America Professional Preparatory 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 Teaching Firms of America Professional Preparatory Charter 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 29, 2014.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered Teaching Firms of America Professional Preparatory Charter 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 Teaching Firms of America Professional Preparatory Charter School's internal control. Accordingly, we do not express an opinion on the effectiveness of the Teaching Firms of America Professional Preparatory Charter 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 Teaching Firms of America Professional Preparatory Charter School's financial statements are free of 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 audits, 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 organization'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 organization's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Koch Group & Company, LLP
Certified Public Accountants

New York, New York
October 29, 2014

Teaching Firms of America - Professional Preparatory Charter School

PROJECTED BUDGET FOR 2014-2015

July 1, 2014 to June 30, 2015

Assumptions

DESCRIPTION OF ASSUMPTIONS - Please note assumptions when applicable

Please Note: The student enrollment data is entered below in the Enrollment Section beginning in row 155. This will populate the data in row 10.

	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
Total Revenue	4,614,208	35,871	-	-	-	4,650,079
Total Expenses	2,431,412	2,202,918	-	-	-	4,634,330
Net Income	2,182,796	(2,167,047)	-	-	-	15,749
Actual Student Enrollment	330	-	-	-	-	-
Total Paid Student Enrollment	330	-	-	-	-	330

PROGRAM SERVICES SUPPORT SERVICES

REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
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REVENUE

REVENUES FROM STATE SOURCES

	CY Per Pupil Rate	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
Per Pupil Revenue							
District of Location	\$13,777.00	4,587,741	-	-	-	-	4,587,741
School District 2 (Enter Name)		-	-	-	-	-	-
School District 3 (Enter Name)		-	-	-	-	-	-
School District 4 (Enter Name)		-	-	-	-	-	-
School District 5 (Enter Name)		-	-	-	-	-	-
		4,587,741	-	-	-	-	4,587,741
Special Education Revenue		-	-	-	-	-	-
Grants							
Stimulus		26,467	-	-	-	-	26,467
Other		-	-	-	-	-	-
Other State Revenue		-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES		4,614,208	-	-	-	-	4,614,208

REVENUE FROM FEDERAL FUNDING

IDEA Special Needs		-	35,871	-	-	-	35,871
Title I		-	-	-	-	-	-
Title Funding - Other		-	-	-	-	-	-
School Food Service (Free Lunch)		-	-	-	-	-	-
Grants							
Charter School Program (CSP) Planning & Implementation		-	-	-	-	-	-
Other		-	-	-	-	-	-
Other Federal Revenue		-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES		-	35,871	-	-	-	35,871

LOCAL and OTHER REVENUE

Contributions and Donations, Fundraising		-	-	-	-	-	-
Erate Reimbursement		-	-	-	-	-	-
Interest Income, Earnings on Investments,		-	-	-	-	-	-
NYC-DYCD (Department of Youth and Community Developmt.)		-	-	-	-	-	-
Food Service (Income from meals)		-	-	-	-	-	-
Text Book		-	-	-	-	-	-
Other Local Revenue		-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		-	-	-	-	-	-

TOTAL REVENUE

REGULAR EDUCATION	4,614,208	35,871	-	-	-	4,650,079
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EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS

	No. of Positions	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
Executive Management	1.00	70,000	-	-	-	-	70,000
Instructional Management		-	-	-	-	-	-
Deans, Directors & Coordinators		-	-	-	-	-	-
CFO / Director of Finance		-	-	-	-	-	-
Operation / Business Manager		-	-	-	-	-	-
Administrative Staff	5.00	263,700	-	-	-	-	263,700
TOTAL ADMINISTRATIVE STAFF	6	333,700	-	-	-	-	333,700

INSTRUCTIONAL PERSONNEL COSTS

Teachers - Regular	15.00	600,000	-	-	-	-	600,000
Teachers - SPED	15.00	-	1,090,000	-	-	-	1,090,000
Substitute Teachers		-	-	-	-	-	-
Teaching Assistants		-	-	-	-	-	-
Specialty Teachers	4.00	180,000	-	-	-	-	180,000
Aides	8.00	-	160,000	-	-	-	160,000

List exact titles and staff FTE's (Full time equivalent)

Teaching Firms of America - Professional Preparatory Charter School

PROJECTED BUDGET FOR 2014-2015

July 1, 2014 to June 30, 2015

Please Note: The student enrollment data is entered below in the Enrollment Section beginning in row 155. This will populate the data in row 10.

PROJECTED BUDGET FOR 2014-2015							Assumptions
July 1, 2014 to June 30, 2015							DESCRIPTION OF ASSUMPTIONS - Please note assumptions when applicable
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
Total Revenue	4,614,208	35,871	-	-	-	4,650,079	
Total Expenses	2,431,412	2,202,918	-	-	-	4,634,330	
Net Income	2,182,796	(2,167,047)	-	-	-	15,749	
Actual Student Enrollment	330	-	-	-	-	-	
Total Paid Student Enrollment	330	-	-	-	-	330	
PROGRAM SERVICES							
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
Therapists & Counselors	6.00	305,000	-	-	-	305,000	
Other	-	-	-	-	-	-	
TOTAL INSTRUCTIONAL	48	780,000	1,555,000	-	-	2,335,000	
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	-	-	-	-	-	-	
Librarian	-	-	-	-	-	-	
Custodian	-	-	-	-	-	-	
Security	-	-	-	-	-	-	
Other	-	-	-	-	-	-	
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	
SUBTOTAL PERSONNEL SERVICE COSTS	54	1,113,700	1,555,000	-	-	2,668,700	
PAYROLL TAXES AND BENEFITS							
Payroll Taxes	107,315	217,883	-	-	-	325,198	
Fringe / Employee Benefits	193,204	392,264	-	-	-	585,468	
Retirement / Pension	18,603	37,771	-	-	-	56,374	
TOTAL PAYROLL TAXES AND BENEFITS	319,122	647,918	-	-	-	967,040	
TOTAL PERSONNEL SERVICE COSTS	1,432,822	2,202,918	-	-	-	3,635,740	
CONTRACTED SERVICES							
Accounting / Audit	15,000	-	-	-	-	15,000	
Legal	5,000	-	-	-	-	5,000	
Management Company Fee	20,000	-	-	-	-	20,000	
Nurse Services	-	-	-	-	-	-	
Food Service / School Lunch	-	-	-	-	-	-	
Payroll Services	7,700	-	-	-	-	7,700	
Special Ed Services	-	-	-	-	-	-	
Titlement Services (i.e. Title I)	5,000	-	-	-	-	5,000	
Other Purchased / Professional / Consulting	-	-	-	-	-	-	
TOTAL CONTRACTED SERVICES	52,700	-	-	-	-	52,700	
SCHOOL OPERATIONS							
Board Expenses	2,000	-	-	-	-	2,000	
Classroom / Teaching Supplies & Materials	41,250	-	-	-	-	41,250	
Special Ed Supplies & Materials	63,200	-	-	-	-	63,200	
Textbooks / Workbooks	12,000	-	-	-	-	12,000	
Supplies & Materials other	7,500	-	-	-	-	7,500	
Equipment / Furniture	55,750	-	-	-	-	55,750	
Telephone	33,000	-	-	-	-	33,000	
Technology	99,500	-	-	-	-	99,500	
Student Testing & Assessment	12,000	-	-	-	-	12,000	
Field Trips	15,000	-	-	-	-	15,000	
Transportation (student)	20,000	-	-	-	-	20,000	
Student Services - other	82,750	-	-	-	-	82,750	
Office Expense	106,785	-	-	-	-	106,785	
Staff Development	103,750	-	-	-	-	103,750	
Staff Recruitment	44,900	-	-	-	-	44,900	
Student Recruitment / Marketing	34,000	-	-	-	-	34,000	
School Meals / Lunch	9,000	-	-	-	-	9,000	
Travel (Staff)	2,200	-	-	-	-	2,200	
Fundraising	30,000	-	-	-	-	30,000	
Other	23,325	-	-	-	-	23,325	
TOTAL SCHOOL OPERATIONS	797,910	-	-	-	-	797,910	
FACILITY OPERATION & MAINTENANCE							
Insurance	38,980	-	-	-	-	38,980	

Teaching Firms of America - Professional Preparatory 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 155. This will populate the data in row 10.							
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
Total Revenue	4,614,208	35,871	-	-	-	4,650,079	
Total Expenses	2,431,412	2,202,918	-	-	-	4,634,330	
Net Income	2,182,796	(2,167,047)	-	-	-	15,749	
Actual Student Enrollment	330	-	-	-	-	-	
Total Paid Student Enrollment	330	-	-	-	-	330	
	PROGRAM SERVICES			SUPPORT SERVICES			
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
Janitorial	-	-	-	-	-	-	
Building and Land Rent / Lease	-	-	-	-	-	-	
Repairs & Maintenance	109,000	-	-	-	-	109,000	
Equipment / Furniture	-	-	-	-	-	-	
Security	-	-	-	-	-	-	
Utilities	-	-	-	-	-	-	
TOTAL FACILITY OPERATION & MAINTENANCE	147,980	-	-	-	-	147,980	
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-	
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	-	-	-	-	-	
TOTAL EXPENSES	2,431,412	2,202,918	-	-	-	4,634,330	
NET INCOME	2,182,796	(2,167,047)	-	-	-	15,749	
ENROLLMENT - *School Districts Are Linked To Above Entries*	REGULAR EDUCATION	SPECIAL EDUCATION	TOTAL ENROLLED				
District of Location	330	-	330				
School District 2 (Enter Name)			-				
School District 3 (Enter Name)			-				
School District 4 (Enter Name)			-				
School District 5 (Enter Name)			-				
TOTAL ENROLLMENT	330	-	330				
REVENUE PER PUPIL	13,982	-	-				
EXPENSES PER PUPIL	7,368	-	-				

Appendix E: Disclosure of Financial Interest Form

Created Tuesday, July 29, 2014

Updated Friday, October 31, 2014

Page 1

331600860975 TEACHING FIRMS OF AMERICA PRO PREP

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 Tuesday, July 29, 2014

Updated Friday, October 31, 2014

Page 1

331600860975 TEACHING FIRMS OF AMERICA PRO PREP

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	Latoya Massey	Chair/President	Yes	Education	2.5 terms (5 years; elected to board 2/2009; current term expires: Jan 2015)	Executive Committee
2	Shahidah Kalam Id-Din	Chair/President	Yes	Education	3.5 terms (7 years; elected to board 11/2007; current term expires: Nov 2015)	Executive Committee
3	Tadashi "Todd" Dumas	Treasurer	Yes	Law; Finance	2.5 terms (5 years; elected to board 2/1/09; current term expires: Jan 2015)	Executive Committee; Finance Committee
4	Daniel Reynolds	Secretary	Yes	Law; Finance; Real Estate; Economic Development; Local & State Government	0.5 term (1 year; elected to board 8/2013; current term expires: July 2015)	Executive Committee; Finance Committee
5	Tamecca Tilliard	Member	Yes	Economic Development; Organizational Development; Community Relations; Local & State Government	2 terms (4 years; elected to board 2/1/09; current term expires: Sept 2016)	
6	Harry "Hank" Simmions III	Member	Yes	Finance; Organizational Development; Technology	0.5 term (1 year; elected to board 8/2013; current term expires: July 2015)	
7	Renee LaRoche-Morris	Member	Yes	Finance; Organizational Development	0.5 term (1 year; elected to board 8/2013; current term expires: July 2015)	

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

3

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

4

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

no max

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

10

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

10

Thank you.



Appendix H

2013-14 Enrollment & Retention

As we were highly successful in our recruitment and retention in 2013-2014, we implemented the same strategies and approach for the 2012-2013 school year. To that end, 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. 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 English Language Learners and children with disabilities (e.g. looping, two-highly qualified teachers in every classroom, ongoing professional development for teachers to support serving the wide spectrum of students in the inclusion setting, a team of special education specialists and social workers to support students and teaching staff, 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 (with two highly qualified teacher in every classroom), ongoing professional development for teachers to support serving the wide spectrum of students in the inclusion setting, a team of special education specialists and social workers to support students and teaching staff, 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 modified Response to Intervention (RTI) process, that positions us to differentiate





to students' needs and 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 team 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.

Results and Forward Strategy for SY2014-15

Our recruitment and retention efforts are intensive, community based, and we believe highly successful, yielding the following demographics for the 2014-5 school year: 14% students with IEPs; 10% English Language Learners; and 93% FRPL. We anticipate that these percentages will grow next school year 2015-16. Our retention of these students in each of these categories was greater than 90%. We will use the attached detailed report on our outreach efforts to inform and continue to improve our recruitment and retention efforts in these areas.



Teaching Firms of America
Field Recruitment Report: January – March 2014
Submitted by Oma S. Holloway
April 11, 2014

Summary

On January 8, 2014, Teaching Firms of America (TFOA) retained the consulting services of ADENA Consulting Group, headed by Oma S. Holloway to assist the TFOA staff with their outreach and recruitment plan to attain applications for Professional Preparatory Charter School 's upcoming lottery for open slots for Kindergarten, 1st and 2nd Grade classes. The contract period was January 8, 2014 to March 31, 2014 and anticipated deliverables were as follows:

- Contact at least 60 organizations in School Districts 13, 16, 17, 32 including: Head Start programs, daycare centers, community centers, community centers, shelters, churches, libraries, and other CBOs that serve rising kindergarteners, 1st and 2nd graders.
- Continue to develop relationships with Site Directors and Key Personnel.
- Drop off TFOA applications and informational literature.
- Schedule and execute tablings.
- Promote open house.
- Execute storefront visibility campaign – hang 30 – 40 posters with tabs.
- Determine whether there are opportunities for TFOA school leadership to speak with large numbers of parents, and if so, schedule appointments (minimal).
- Create Google Documents of findings.

TFOA assigned Raquel Isles, TFOA Operations Associate, as the primary contact for the coordination of the outreach initiatives. Former consultant to TFOA, Jordan Thomas, provided the outline and list of contacts from his 2013-2014 outreach efforts.

During the contract period, over 60 daycare centers and community based organizations in School Districts 13, 16, 17, and 32 that serve children in pre-Kindergarten, Kindergarten and/or 1st grade were contacted. The community based organizations contacted included Beacon and Cornerstone Centers (NYCHA Housing), shelters, libraries, community development and/or resource centers, preventive services centers, and WIC office centers. The contact list was updated and new organizations were added to the spreadsheet. For new contacts, applications were dropped off and/or scheduling/tabling was scheduled.

There was an effort to identify centers or organizations that provide early childhood services for children with special needs. Adaptive Solutions is a new contact that specializes in providing early childhood learning and support services to pre-school children with IEPs.

Posters and palm cards promoting the open house for Professional Preparatory Charter School were displayed at local grocery stores, community centers in NYCHA housing, Brooklyn Public Libraries in Bedford Stuyvesant and Bushwick communities, Laundromats, cash station centers, Community Board 3 office (and meetings in February and March), churches and a few local merchants on Fulton Avenue, Gates and Lewis Avenues.

In addition to dissemination of application materials, posters, and fliers, TFOA Managing Director had an opportunity to participate on an Education Forum panel on March 13th. The Education Forum was sponsored by the Education and Youth Community of the Community Board 3. In January 2014, TFOA staff presented and

tabled at the Transition to Kindergarten event sponsored by the Bedford Stuyvesant Early Childhood Development Center (HEAD START) and attended parent meetings to outreach to parents. Tabling was conducted at numerous sites. At a few sites, tabling was done twice to cover the morning and afternoon. This was done to maximum touch point with parents and guardians dropping off and/or picking up their children.

There were requests from sites, and individuals, for applications sent electronically. When appropriate, an electronic copy was sent with the link to the TFOA website to encourage online submission of the application. In March, an article on the DNA blog profiling Professional Preparatory Charter School was sent electronically to all sites that provided email addresses. During the final weeks of the recruitment period, messages and reminders to submit applications to TFOA were placed on FACEBOOK.

The contact list of sites visited last year had to be updated. There were numerous changes with regards to ownership of daycare centers and key staff members. Relationship building and ascertaining the key staff member (decision maker) at the Centers required numerous contacts (at least 2-3 calls and 1 visit). However, a good relationship as established with key representatives and clustered centers such as Adrianna McNeil, Director, Bedford Stuyvesant ECDC and Jorge Ortiz, Bushwick United. Other connections were made with Lutheran Services and Brooklyn Kindergarten Society.

Key Positive Recruitment Points

- Parents did recognize the school application/brand and acknowledged that they received the application at home and/or picked it up at the center or another location.
- “Looping” and teachers living in the community resonates with parents.
- Positive co-location.
- Services provided and welcoming environment for children with IEPs
- Emphasis on culture and curriculum
- Two teacher in each class; all administrators teach a class

Frequently Asked Questions

- What is the relationship with the public school?
- How are the test scores?
- Do you provide bus service?
- Do you have after school programming? Is it free?
- Do you accept siblings?
- (in response to recent news accounts) Will the charter school be kicked out?
- What if we live in a shelter?
- Will you have a Middle School?
- Do I live in the District that will have priority in the lottery?

Challenges

- **Increment Weather.** During this recruitment period, there were a record number of snowstorms that tremendously impacted the number of presentations and tabling opportunities. As a result, there were numerous cancellations and rescheduling.
- **Scheduling for Key Parent Meeting Dates:** Most of the larger daycare centers schedule parent meetings or “transition” meetings early in January (some in December) and/or during the first week of the months – January through March. Charter schools like Uncommon, Leadership Prep, Success Academy start early, booking these key dates and table a few times during the months of January - March. It appears

that the strategy is to make presentations at these coordinated transition meetings then attend regularly scheduled parent meetings. As more charters start recruiting at these sites, it is imperative to get on the calendar as soon as possible.

- **Spanish Speaker for Tabling and Presentations.** For most tabling events, especially in Bushwick (District 17, 32), it is imperative to have a Spanish speaker available for tabling and presentation. Fortunately, the TFOA application in both English and Spanish was very helpful in situations where a TFOA representative was not available.
- **Identifying the “right” staff person.** Change in staff can become a challenge when setting up appointments. In most cases, the Director is the sole decision maker and contact person for scheduling presentations and tabling. For many sites, it is the Family Advocate, School Readiness Coordinator, or Administrative Assistant. To be avoided: Interns and front desk/receptionist.
- **Anti-Charter School sentiment:** Due to the recent Mayoral election, the issue of Charter schools “versus” traditional Public Schools was at the forefront of many discussions with parents and many providers. There are daycare centers like Nelwark, Joyful Minda, and Albany Avenue that are hostile to charter schools and direct their parents to enroll in neighboring Public Schools. For many parents and providers, all Charter schools are associated with Success Academy or Achievement First. Messages is critical to inform parents that TFOA is an independent Charter School and it is a public charter school.
- **Myths about the enrollment process.** Some of the comments about Charter Schools:
 - Charter Schools require students to take a test.*
 - Charter Schools do not accept children with IEPs/ special needs.*
 - Charter Schools are stealing space and resources for public schools/students*
 - Charter Schools have no PTAs and do not want parents involved.*
 - Charter Schools are exclusive and do not want diversity.*
 - Charter Schools are private schools.*
- **Paper versus Online Application:** Parents received applications and information from various touch points: via mail, daycare centers and other CBOs, email, etc. More parents are considering applying online and some representatives from other schools have strongly encouraged parents to apply online only. There are advantages and disadvantages to this approach but it should be noted that supporting parents to apply online should be encouraged during some tabling events.

Recommendations and What Went Well

- **TFOIA Staff Liaison:** Raquel Isles was an excellent contact person and liaison. It was extremely important to have a designated person at TFOA who is accessible, professional, and organized as a partner to achieve the outreach and recruitment goals. The weekly tally of applications submitted was very helpful to evaluate and redeploy outreach efforts.
- **Materials to reflect diversity.** The pictures of Professional Preparatory students should be updated to capture the diversity of the population especially since there was a concerted effort to outreach to predominately Hispanic communities. However, the application in Spanish and English was well received.

- **Social Media and Email Marketing.** Utilizing social media and email marketing that includes the application to daycare centers and prospective parents should be included in the outreach strategy. There were a few centers that requested information via email or wanted links to TFOA website before setting an appointment.
- **Outreach Early.** Many centers are setting their calendars a month in advance. Since Public Schools have an earlier application enrollment date, Centers are hosting “transition to kindergarten” orientations and meetings in December or early January. In addition, it can take numerous calls and/or visits to reach the right contact person to confirm a date. At the centers with at least 2 UPK classes, it is strongly recommended to do on site tabling as a follow up. Ask site staff what time is best for tabling – morning or evening. Other venues for outreach and recruitment should include local churches, NYCHA community centers, ACS and resource centers such as Brooklyn Movement Center, Brooklyn Perinatal Network, health centers, and Community Education Councils.
- **Charter School Fair.** The Charter School Center did not host a Charter School Fair in Brooklyn this year. As the Coalition for Independent Charter Schools becomes more cohesive as a network, hosting Charter School Fairs may be a good opportunity to reach out to parents. This may be imperative as the UPK expands in Public Schools. For UPK programs in Public Schools, Charter Schools are not usually welcomed to outreach to parents. TFOA will need to use partnerships in the community to reach those parents and participate in more community events that highlight TFOA or Charter Schools could be an alternative.
- **Relationship Building with Daycare Center Clusters.** Target outreach to key centers that have over 25 UPK classes or part of “daycare” clusters (Head Start) early and often. These include the Bedford Stuyvesant Early Childhood Development Centers, Bushwick United, New Life Development Center, ACE Integration, Lutheran Services, New Life Development Centers, and Brooklyn Kindergarten Society.

Appendix I: Teacher and Administrator Attrition

Created Saturday, November 01, 2014

Page 1

Charter School Name: 331600860975 TEACHING FIRMS OF AMERICA PRO PREP

Instructions for completing the Teacher and Administrator Attrition Tables
ALL 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
18	6	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
5	1	1

Thank you

Appendix J: Uncertified Teachers

Created Friday, October 31, 2014

Page 1

Charter School Name: 331600860975 TEACHING FIRMS OF AMERICA PRO PREP

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)

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.

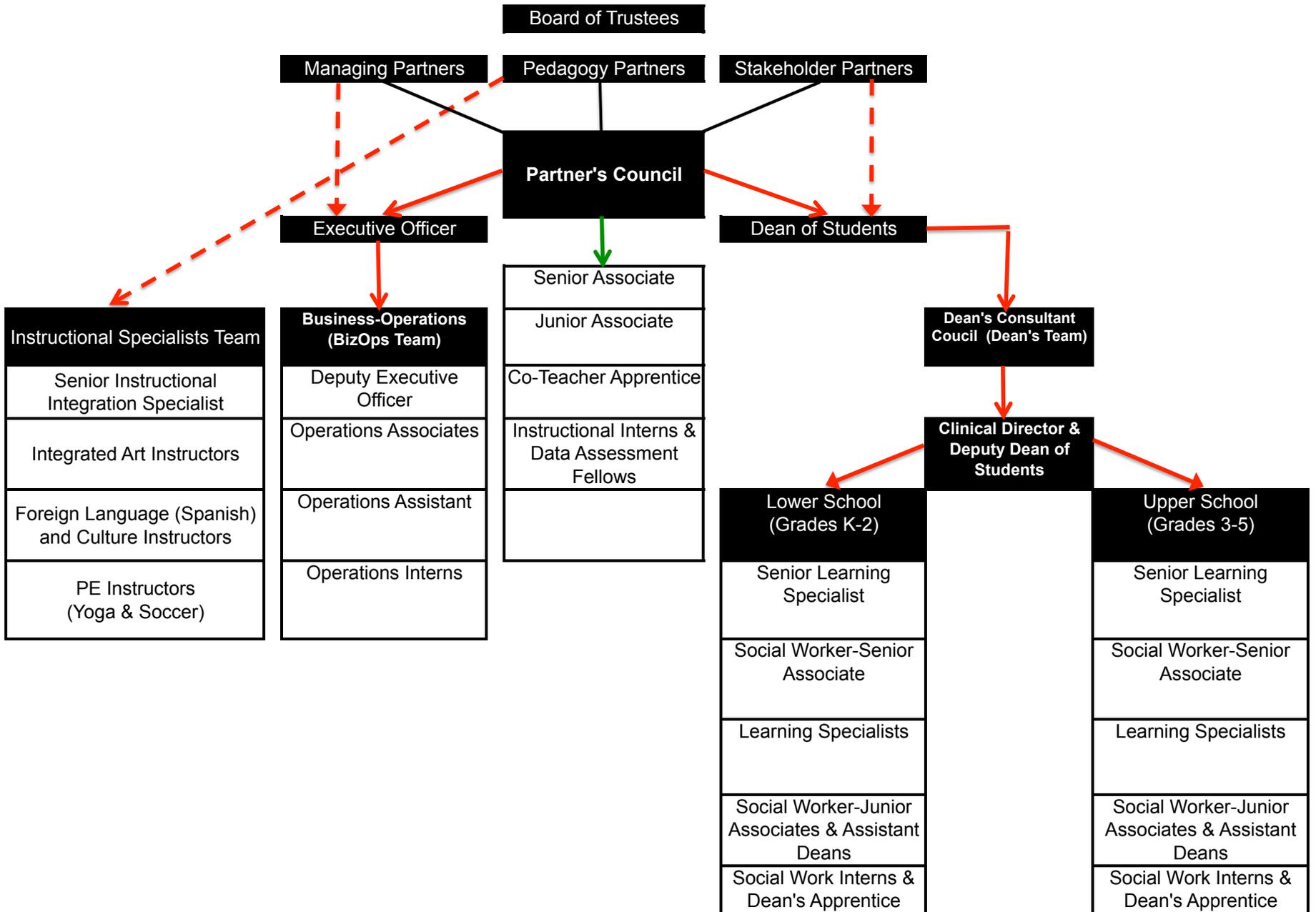
	FTE
Total FTE (Sum of all Uncertified Teaching Staff)	0

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

(No response)

Thank you.

Teaching Firms of America-
 Professional Preparatory Charter School
 Projected Max Single Site Org Chart



Required Form: 2013-14 Appendix E - Disclosure of Financial Interest Form

Created Friday, October 31, 2014

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/62af6>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. Trustee Name:

Shahidah Kalam Id-Din

2. Charter School Name:

Teaching Firms of America Professional Preparatory Charter School

3. Charter Authorizer:

NYC Department of Education

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

• Chair/President

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

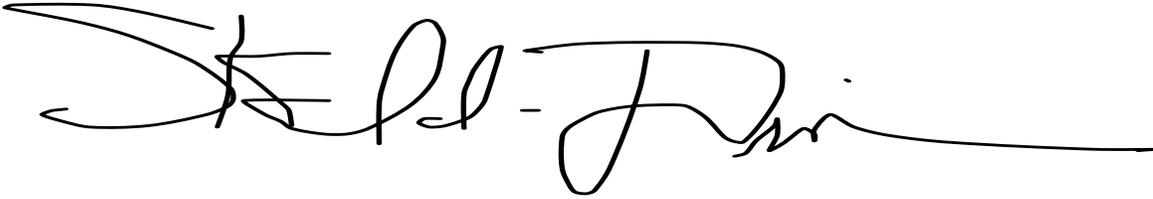
13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

A handwritten signature in black ink, appearing to read "D. P. - J. M.", written in a cursive style.

Required Form: 2013-14 Appendix E - Disclosure of Financial Interest Form

Created Friday, October 31, 2014

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/36aba>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. Trustee Name:

Tamecca Tillard

2. Charter School Name:

Teaching Firms of America Professional Preparatory Charter School

3. Charter Authorizer:

NYC Department of Education

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

• Other, please specify...: Member

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

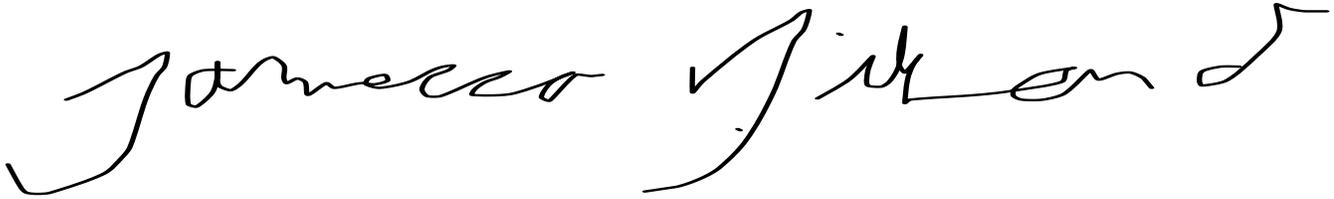
13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

A handwritten signature in black ink, reading "James J. Gilman". The signature is written in a cursive style with a large initial "J" and a distinct "G".

Required Form: 2013-14 Appendix E - Disclosure of Financial Interest Form

Created Friday, October 31, 2014

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/67bba>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. Trustee Name:

Latoya Massey

2. Charter School Name:

Teaching Firms of America Professional Preparatory Charter School

3. Charter Authorizer:

NYC Department of Education

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

- Chair/President

- Other, please specify...: parliamentarian

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

Lacey, Mary

Required Form: 2013-14 Appendix E - Disclosure of Financial Interest Form

Created Friday, October 31, 2014

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/2172a>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. Trustee Name:

Daniel Reynolds

2. Charter School Name:

Teaching Firms of America Professional Preparatory Charter School

3. Charter Authorizer:

NYC Department of Education

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

-
- Secretary
-

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

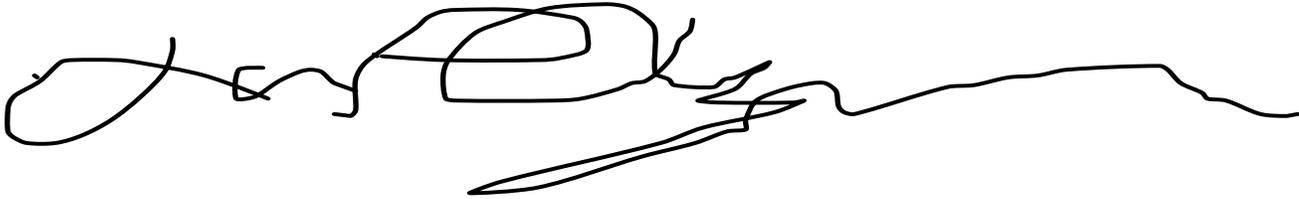
13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

A handwritten signature in black ink, consisting of several loops and a long horizontal stroke at the end.

Required Form: 2013-14 Appendix E - Disclosure of Financial Interest Form

Created Friday, October 31, 2014

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/989e6>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. Trustee Name:

Harry Simmons III

2. Charter School Name:

Teaching Firms of America Professional Preparatory Charter School

3. Charter Authorizer:

NYC Department of Education

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

[REDACTED]

7. *E-mail Address:

[REDACTED]

8. Select all positions you held on Board:

(check all that apply)

• Other, please specify...: Trustee

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

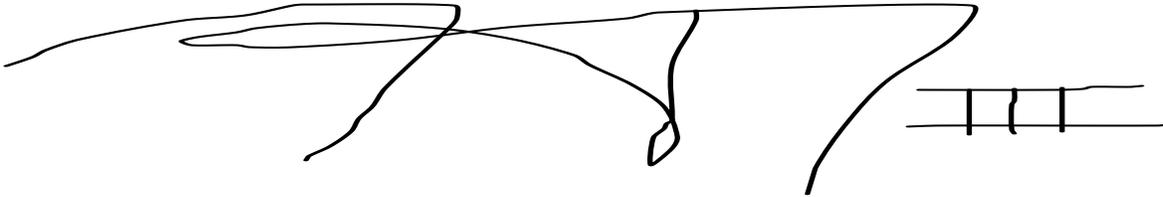
13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

A handwritten signature in black ink. The signature is highly stylized and cursive, starting with a long horizontal stroke on the left, followed by several loops and curves. It ends with a series of three vertical lines on the right side, resembling a stylized 'III' or a similar symbol.

Required Form: 2013-14 Appendix E - Disclosure of Financial Interest Form

Created Friday, October 31, 2014

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/30321>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. Trustee Name:

Todd Dumas

2. Charter School Name:

Teaching Firms of America Professional Preparatory Charter School

3. Charter Authorizer:

NYC Department of Education

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

- Chair/President

- Treasurer

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

A handwritten signature in black ink, enclosed within a large, irregular oval shape. The signature consists of several vertical lines followed by the letters 'L M Y' and a final flourish.