



Office of School Design and Charter Partnerships
2014-2015

**OPPORTUNITY CHARTER SCHOOL
ANNUAL COMPREHENSIVE REVIEW REPORT**

2014 – 2015 SCHOOL YEAR

Part 1: School Overview

Charter Authorization Profile

Opportunity Charter School	
Authorized Grades	Grades 6-12
Authorized Enrollment	420
School Opened For Instruction	2004-2005
Charter Term Expiration Date	June 30, 2017
Last Renewal Term Type	Full Term (5 years)

School Information for the 2014-2015 School Year

Opportunity Charter School	
Board Chair(s)	June Smith
School Leader(s)	Allison Mutzel (MS), Asya Johnson (HS)
District(s) of Location	NYC Community School District 3
Borough(s) of Location	Manhattan
Physical Address(es)	240 West 113 Street, New York, NY 10026
Facility Owner(s)	DOE
School Type	Middle/High School
Grades Served 2014-2015	Grades 6-12
Enrollment in 2014-2015*	474
Charter Universal Pre-Kindergarten Program	No

* Enrollment data as of October 1, 2014

Enrollment Policies (School Year 2014-2015)*	
Primary Grade Level(s) for Which Student Applications for Admission are Accepted	Grade 6
Additional Grade Level(s) for Which Student Applications for Admission are Accepted	Grades 7-12
Does School Enroll New Students Mid-Year	Yes
Number of Applicants for Admission	2,815
Number of Students Accepted via the Charter Lottery	172
Lottery Preferences (School Year 2014-2015)**	
Attends a Failing School	No
Does Not Speak English at Home	No
Receives SNAP or TANF Benefits	No
Eligible for Free or Reduced-Price Lunch	No
Has IEP and/or Receives Special Education Services	Yes
Homeless or Living in Shelter or Temporary Residence	No
Lives in New York City Housing Authority Housing	No
Unaccompanied Youth	No

* Enrollment policy information is based on self-reported data from the 2014-2015 DOE Annual Charter School Survey.
 ** Preferences were recorded from the NYC Charter School Center's Online Application. For schools that do not participate in the Common Application, their preferences were self-reported from the 2014-2015 DOE Annual Charter School Survey. If a field is marked "N/A", the school did not provide the information.

Management or Support Organization (If Applicable)	
Charter Management Organization (if applicable)	N/A
Other Partner(s)	N/A

For the self-reported mission of this charter school, please see their NYC Charter School Directory listing at <http://schools.nyc.gov/community/planning/charters/Directory.htm>.

School Reported Current Key Design Elements	
Key Design Element	Description
Rigorous Standards-Based Curriculum	Opportunity Charter School's (OCS) curriculum was developed by teachers, is aligned to Common Core Learning Standards (CCLS), and uses the Understanding By Design (UBD) model. Standards are used to select complex texts, formulate tiered unit vocabulary, and create performance tasks, exemplars, and unit assessments. Each unit meets the school's criteria for rigor, as judged by its attention to inquiry, questioning techniques, assessments, and performance tasks. The units follow the instructional shifts of the CCLS and build on higher-order thinking skills.
Student-Led Instruction	Students follow the inquiry model of instruction in class. In middle school, teachers introduce class discussion that is led by students through Depth of Knowledge (DOK) questioning techniques. In high school, student experience the process of gradual release of responsibility.
Excellent Teaching	Teachers become knowledgeable about their students' instructional needs and work to ensure that students are performing at their highest potential. Teachers facilitate student learning by engaging them in rigorous and meaningful discussions about the content. Teachers submit weekly lesson plans early so principals can review and offer feedback. After each observation, teachers are provided with targeted and specific feedback based on school's priority areas.
College Focus	All students are reminded that they can go to college. In middle school, students engage in Career Day and discuss college goals in a Finance Park class. In high school, students attend advisory classes weekly to help them prepare for college and also get individualized college counseling with the college counselor and career coordinator. In high school, students visit two and four year institutions in upstate New York. Students also explore Career and Technical Education programs within New York City.
Citizenship	The school follows a Positive Behavior Intervention and Supports (PBIS) system named TORRCH. The acronym stands for the five expectations of the school: tolerance, organization, responsibility, respect, cooperation, and hard work. In middle school, students are also grouped in team building Houses to incorporate these expectations into community service. In high school, students have advisory, which serves as a vehicle for developing students' character and assisting them with being productive citizens.
Teacher Training and Growth	Teachers work in Professional Learning Communities (PLCs) to develop and strengthen their pedagogical skills. Teachers focus specifically on prioritizing school-wide initiatives, implementing strategies, and collecting and analyzing student work using specific protocols. PLCs read and share professional literature, watch instructional videos and conduct inter-visitations. Learning teams create goals, monitor progress and plan for adjustments in their curriculum.

Grade-Level Enrollment (School Year 2014-2015)		
Grade Level	Number of Students	Section Count
Grade 6	78	4
Grade 7	73	4
Grade 8	71	4
Grade 9	74	4
Grade 10	70	4
Grade 11	40	4
Grade 12	68	4
Total Enrollment	474	28

* Enrollment data as of October 1, 2014

Part 2: Annual Review Process Overview

Rating Framework

The New York City Department of Education (NYC DOE) Office of School Design and Charter Partnerships (OSDCP) performs a comprehensive review of each NYC DOE Chancellor-authorized charter school to investigate three primary questions: is the school an academic success; is the school a fiscally sound, viable organization; and is the school in compliance with its charter and all applicable laws and regulations? To ascertain matters of sustainability and strategic planning, OSDCP also inquires about the school's plans for its next charter term.

This review is conducted by analyzing student performance data and collecting and evaluating school-submitted documents during school year 2014-2015. The report outlines evidence found during this review.

As per the school's monitoring plan, the NYC DOE may also conduct a visit to a school. Visits may focus on academic outcomes, governance, organizational structure, operational compliance, fiscal sustainability or any combination of these as necessary.

Essential Questions

Is the school an academic success?

To assess whether a school is an academic success, the NYC DOE considers performance measures, including, but not limited to the following (as appropriate for grades served):

- New York State ELA and math assessment absolute results; New York State Regents exams passage rates;
- Comparative proficiency for elementary and middle schools, including growth rates for ELA and math proficiency;
- Comparative graduation rates and Regents completion rates for high schools;
- Closing the achievement gap performance relative to CSD or New York City public schools;
- New York State Alternate Assessment (NYSAA) or other approved alternate assessments; and
- Performance data pertaining to college and career readiness.

Is the school a fiscally sound, viable organization?

To assess whether a school is a fiscally and operationally sound, viable organization, OSDCP focuses on three areas: Governance Structure & Organizational Design, School Climate & Community Engagement, and Financial Health. This includes an analysis of the school's audited financial statements, based on the National Association of Charter School Authorizers' Core Performance Framework.¹

OSDCP considers a variety of supporting materials and data, including but not limited to the following:

- Board of Trustee bylaws;
- Board of Trustee meeting minutes;
- Annual Reports submitted by schools to New York State Education Department (NYSED);
- NYC DOE School Surveys;
- Data collection sheets provided by schools;
- Student, staff, and Board turnover rates;
- Audits of authorized enrollment numbers; and
- Annual financial audits.

Is the school compliant with its charter and all applicable law and regulations?

As it pertains to compliance, the NYC DOE identifies areas of compliance and noncompliance with relevant laws and regulations as identified in the NYC DOE OSDCP Accountability Framework.

¹ Please refer to the following website for more information:
http://nacsa.mycrowdwisdom.com/diweb/catalog/item/id/126547/q/%20q=performance*20framework&c=82

Part 3: Summary of Findings

Essential Question 1: Is the school an academic success?

Overview of School-Specific Data Since 2012-2013

ES/MS students scoring at or above Level 3 on NYS assessments, compared to CSD, NYC and State averages

% Proficient in English Language Arts		
	2012-2013	2013-2014
Opportunity Charter School	5.9%	4.4%
CSD 3	38.1%	41.4%
Difference from CSD 3 *	-32.2	-37.0
NYC	24.8%	27.0%
Difference from NYC *	-18.9	-22.6
New York State **	31.1%	30.6%
Difference from New York State	-25.2	-26.2
% Proficient in Mathematics		
	2012-2013	2013-2014
Opportunity Charter School	4.9%	3.3%
CSD 3	37.2%	38.0%
Difference from CSD 3 *	-32.3	-34.7
NYC	26.5%	28.9%
Difference from NYC *	-21.6	-25.6
New York State **	31.1%	36.2%
Difference from New York State	-26.2	-32.9

* All comparisons to either the CSD or NYC take into account only grades the school itself served.

** New York State proficiency rates were taken from data.nysed.gov.

Student improvement on the state tests compared to other students

Median Adjusted Growth Percentile - English Language Arts		
	2012-2013	2013-2014
Opportunity Charter School - All Students	68.5%	68.0%
Peer Percent of Range - All Students	51.0%	62.6%
City Percent of Range - All Students	63.2%	66.4%
Opportunity Charter School - School's Lowest Third	91.0%	83.0%
Peer Percent of Range - School's Lowest Third	66.9%	55.5%
City Percent of Range - School's Lowest Third	92.9%	72.5%
Median Adjusted Growth Percentile - Mathematics		
	2012-2013	2013-2014
Opportunity Charter School - All Students	71.5%	57.0%
Peer Percent of Range - All Students	68.4%	36.1%
City Percent of Range - All Students	74.6%	39.0%
Opportunity Charter School - School's Lowest Third	85.0%	71.0%
Peer Percent of Range - School's Lowest Third	68.1%	31.6%
City Percent of Range - School's Lowest Third	82.3%	43.6%

A comparison range consists of all possible results within two standard deviations of the average. A peer/city percent of range of 50% represents the position of the average and can be interpreted as a school outperforming 50% of their peer group/city.

Closing the Achievement Gap

Percent in the 75th Growth Percentile - English Language Arts		
	2012-2013	2013-2014
Students with Disabilities *	66.2%	55.2%
English Language Learner Students	62.5%	44.4%
Students in the Lowest Third Citywide	53.3%	55.6%
Percent in the 75th Growth Percentile - Mathematics		
	2012-2013	2013-2014
Students with Disabilities *	67.5%	38.2%
English Language Learner Students	56.3%	17.9%
Students in the Lowest Third Citywide	53.4%	40.0%

* Defined as students with a placement in Self-Contained, ICT, or SETSS.

HS Performance Compared to Peer and NYC Averages

4-year Graduation Rate		
	2012-2013	2013-2014
Opportunity Charter School	56.4%	46.8%
NYC *	66.0%	68.4%
Difference from NYC	-9.6	-21.6
6-year Graduation Rate		
	2012-2013	2013-2014
Opportunity Charter School	63.6%	45.5%
NYC *	73.0%	72.7%
Difference from NYC	-9.4	-27.2
College and Career Preparatory Course Index **		
	2012-2013	2013-2014
Opportunity Charter School	3.6%	1.6%
Peer Percent of Range	9.3%	4.4%
City Percent of Range	4.7%	2.1%

* The New York State graduation rate calculation method was first adopted in NYC for the Cohort of 2001 (Class of 2005). The cohort consists of all students who first entered ninth grade in a given school year (e.g., the Cohort of 2005 entered ninth grade in the 2005-2006 school year). Graduates are defined as those students earning either a Local or Regents diploma and exclude those earning either a special education (IEP) diploma or GED.

** A comparison range consists of all possible results within two standard deviations of the average. A peer/city percent of range of 50% represents the position of the average and can be interpreted as a school outperforming 50% of their peer group/city.

Credit Accumulation

% 1st-Year Students Earning 10+ Credits		
	2012-2013	2013-2014
Opportunity Charter School	53.7%	57.4%
Peer Percent of Range	35.8%	28.5%
City Percent of Range	0.0%	4.3%
% 2nd-Year Students Earning 10+ Credits		
	2012-2013	2013-2014
Opportunity Charter School	59.6%	56.7%
Peer Percent of Range	56.3%	41.4%
City Percent of Range	22.3%	18.6%
% 3rd-Year Students Earning 10+ Credits		
	2012-2013	2013-2014
Opportunity Charter School	62.7%	68.8%
Peer Percent of Range	65.4%	76.2%
City Percent of Range	31.5%	44.8%

A comparison range consists of all possible results within two standard deviations of the average. A peer/city percent of range of 50% represents the position of the average and can be interpreted as a school outperforming 50% of their peer group/city.

Regents Pass Rates

Opportunity Charter School		
	2012-2013	2013-2014
Integrated Algebra	26.4%	49.5%
Algebra 2 / Trigonometry	-	-
Comprehensive English	40.3%	54.5%
U.S. History	25.9%	42.9%
Chemistry	-	-
Physics	-	-
Living Environment	24.5%	36.7%
Language Other Than English	-	-

Closing the Achievement Gap

4-year Weighted Diploma Rate*		
	2012-2013	2013-2014
Students with Disabilities **	208.0%	104.8%
English Language Learner Students	-	142.9%
Students in the Lowest Third Citywide	146.7%	91.7%
College and Career Preparatory Course Index		
	2012-2013	2013-2014
Students in the Lowest Third Citywide	3.3%	0.0%

* The weighted diploma rate assigns a weight to each type of diploma based on the relative level of proficiency and college and career readiness indicated by the diploma type and based on certain student demographic characteristics.

** Defined as students with a placement in Self-Contained, ICT, or SETSS.

Progress Towards Attainment of Academic Goals in 2013-2014²

Academic Goals	
Authorizer Mandated Goals	2013-2014
1. The school must demonstrate improved student achievement by meeting or exceeding the goals of their Performance Plan for the new charter period (see below).	Not Met
2. The Board must demonstrate a plan for sound oversight and evaluation of school leadership and will submit a written plan for sound oversight and evaluation of school leadership to the NYC DOE by March 15, 2012.	Met
Performance Plan Goals	2013-2014
1. Each year, the school will be deemed "In Good Standing."	Not Met
2. Each year, the school will score a B or higher on the Student Progress portion of the NYC DOE Progress Report.	N/A
3. Each year, the school will score at 60% or above on the Median Adjusted Growth Percentile for the NYS ELA Exam as compared to the Peer Range.	Met
4. Each year, the school will score at 60% or above on the Median Adjusted Growth Percentile for the NYS Math Exam as compared to the Peer Range.	Not Met
5. Each year, 40% of students in each four year graduation cohort who scored a level 1 on the eighth grade NYS ELA Exam will have scored at least 65 on the NYS English Regents Exam by the end of their fourth year.	Not Met
6. Each year, 70% of students who scored above a level 1 on the eighth grade NYS ELA Exam will have scored at least a 65 on the NYS English Regents Exam by the end of their fourth year.	Not Met
7. Each year, 60% of students who scored above a level 2 on the eighth grade NYS ELA Exam will have scored at least a 75 on the NYS English Regents Exam by the end of their fourth year.	Not Met
8. Each year, 40% of students in each four year graduation cohort who scored a level 1 on the eighth grade NYS Math Exam will have scored at least a 65 on the NYS Math Regents Exam by the end of their fourth year.	Not Met
9. Each year, 70% of students who scored above a level 1 on the eighth grade NYS Math Exam will have scored at least a 65 on the NYS Math Regents Exam by the end of their fourth year.	Not Met
10. Each year, 60% of students who scored above a level 2 on the eighth grade NYS Math Exam will have scored at least an 80 on the NYS Math Regents Exam by the end of their fourth year.	Not Met
11. Each year, 65% of students enrolled in grades nine through eleven will accumulate at least 10 credits towards graduation.	Partially Met
12. Each year, 50% of students will enroll in a two- or four-year college or university as calculated by the NYC DOE Progress Report.	N/A
13. Each year, at least 75% of each cohort will graduate after six years.	Not Met
14. Each year, the school will score 10% or higher on the College Readiness Index.	Not Met

² Goals were self-reported by the school in the school's 2013-2014 Annual Report documentation submitted to NYSED. It should be noted that beginning with the 2013-2014 school year, due to a change in state regulation, the NYC DOE will not evaluate goals that are related to standardized assessments for students in grades kindergarten through two. Further, due to the elimination of the accountability instrument, the DOE will not evaluate goals related to NYC DOE Progress Report grades beginning with the 2013-2014 school year.

Self-Reported Responsive Education Program & Learning Environment³

Curriculum Changes and/or Adjustments

- Opportunity Charter School reported that a stronger, teacher-created curriculum has been added in the middle school to strengthen instruction and further align it to the Common Core.
- To see stronger results from its intervention classes, Achieve 3000 was added to support reading comprehension and the Orton-Gillingham reading program was expanded so that all students reading at a fourth-grade level or below receive targeted intervention at least twice a week without missing other classes.
- Math Skills classes continued throughout the 2014-2015 school year, but students were grouped by identified areas of need to provide more targeted remediation.
- The high school implemented an advisory program to meet the social-emotional and academic needs of its students.
- An Assistant Principal of School Culture, a Director of College and Career Guidance, a College Counselor, and a Career Development Coordinator were hired.
- The high school extended its school day by an additional 50 minutes daily.
- All students are enrolled in mandatory tutoring classes twice a week. Students in eleventh grade received weekly SAT Prep and twelfth grader students began taking Advanced Placement English Composition in 2014-2015.
- The school purchased two additional laptop carts for students and is piloting Google Classroom. "PM" classes are offered to students in need of credit recovery.

Interim Assessments

- Assessments used at the school include the following:
 - three periodic assessments each in Math and ELA are given to middle school students;
 - Scantron Performance Series Reading and Math tests are given a minimum of twice per year to middle school students;
 - Content Area Regents exams are given to high school students three times per year; and
 - SAT and Advanced Placement practice exams are provided twice each year to high school students.

Approach to Data-Driven Instruction

- Teachers are trained on the use of both informal and formal data to guide instruction and planning.
- Instructors use grade-wide data from interim assessments to develop curriculum. In addition, teachers meet in Professional Learning Communities (PLCs) to analyze data from student performance tasks and unit assessments to create instructional goals and implementation plans.
- Teachers design data walls to showcase student progress on performance tasks and this information, in addition to daily informal observations during independent student work times, is also used in developing lesson plans.
- In high school, teachers use a variety of formative assessment during instruction to drive their instruction. High school teachers use 3-2-1 protocols, exit tickets, Cornell Note summaries, etc., to determine the number of students in their class that achieved the day's learning target. Teachers use this information to determine if they have to reteach another strategy to the whole group or a specific student or students.

Philosophy on Special Education and English Language Learner Service Provision

- A grade level learning specialist works closely on the development and implementation of Individualized Education Programs (IEPs) for students with disabilities and ensures that IEP goals are aligned to Common Core Learning Standards.
- The grade level learning specialist pushes into classes daily to ensure that student academic management needs are met and to monitor students' progress toward achieving their IEP goals.
- Learning specialists collaborate with content area teachers to suggest additional strategies.

³ Self-reported information from school-submitted ACR self-evaluation form on May 4, 2015.

- The school believes in the impact of co-teaching for struggling learners, as well as push-in supports for students with disabilities, and offers self-contained classes for students with more significant needs in Math and English.
- There are two English-as-a-Second-Language (ESL) teachers, one at the middle school level and the other at the high school level. ESL teachers develop instructional strategies based on the level of their students. ESL teachers also provide push-in instructional support to English Language Learners (ELLs) and also train instructors on best practices for their ELL students.
- Opportunity Charter School has high expectations for all students regardless of need or disability. The school provides the supports needed to ensure that all students are college/career ready when they graduate.

Professional Development Opportunities

- The following professional development opportunities were provided to teachers:
 - Teachers are provided with a minimum of two hours per week of professional development;
 - PLCs, curriculum mapping and revising;
 - Implementing Common Core and providing standards-based student feedback;
 - Effective co-teaching;
 - Differentiating Instruction and Modified Promotional Criteria;
 - Implementing Common Literacy;
 - Gradual Release of Responsibility;
 - Guided Reading; and
 - Argument Writing.

Teacher Evaluation

- Teachers are evaluated on six areas of their job performance: planning and preparation, classroom management, delivery of instruction, family and community outreach, professional responsibilities, and assessment.
- Each teacher's supervisor conducts frequent informal observations and between one and three formal observations per year to evaluate classroom management, delivery of instruction, and assessment.
- Assessment is also measured through performance tasks and unit assessments submitted by teachers.
- Planning and preparation is measured through evaluation of weekly submitted lesson plans.
- Family and community outreach is tracked through parent-teacher relationships and documented teacher outreach.
- Professional responsibilities are measured through regular submission of lesson plans and professional behavior.

Differentiated Instruction

- Teachers are trained early and often on how to provide multiple entry points for learning.
- Tasks and texts are scaffolded as part of the planning process to support all learners.
- Teachers meet with the learning specialists twice a month to review student IEPs and needed interventions.
- In high school, teachers differentiate the content, the process, and the product. Teachers in high school also utilize aspects of a framework to ensure students can express mastery in various ways.

Adjustments Based on 2013-2014 Data

- Based on data the school collected or received for the 2013-2014 school year, the school did the following during the 2014-2015 school year:
 - Created and implemented Common Core Learning Standards (CCLS) aligned curriculum in all core subjects;
 - Implemented targeted intervention reading groups to close the gaps in middle school comprehension and fluency;
 - Math Skills classes that met twice per week;
 - Provided job-embedded coaching for high school teachers;

- Implemented real-world problem solving in math and science;
- Purchased Common Core curriculum in English, which includes a digital component and resources for ELLs and students with disabilities;
- Integrated the Gradual Release of Responsibility Framework (I do, We do, You do it together, You do it alone);
- Implemented Common Core instructional shifts and feedback using the tri-state rubric; and
- Provided an Advanced Placement course in English Literature and Composition.

Learning Environment

- In middle school, students are divided into three houses.
 - Each house competes for positive points based on the school-wide TORRCH expectations.
 - Each house meets monthly for town-hall style meetings to discuss important topics.
 - Students are provided with a safe and nurturing environment to meet their social-emotional needs.
- In high school, students are provided with monthly incentives based on standard criteria developed by each grade team.
 - Students are provided with age-appropriate incentives, awarded for their achievement.
 - Advisories with the highest averages are provided with quarterly pizza parties to celebrate their academic success.
 - High school students instituted a healthy-eating campaign in 2014-2015, sponsored by the Food Bank of New York. Selected students, enrolled in the Food Bank's internship, train their peers in how to change one thing in their daily eating routine.

NYC DOE School Visit

Representatives of the OSDCP team visited the school on May 7, 2015. Based on discussion, document review, and observation, the following was noted:

School Leadership Team

- In math, skill classes are grouped by students' current math levels.
- The school measures high school success by Regents pass rates; the school reported that 27 students are currently on track to receive an Advanced Regents Diploma. If accurate, this would mark a drastic change from prior years. In 2012-2013 only 35% of graduating students earned a Regents Diploma; the following year, in 2013-2014, only 29% of students earned a Regents Diploma.
- After having reviewed SUNY and CUNY requirements for testing out of remedial courses, the school is encouraging students to retaking their Algebra Regents exams.
- Students at Opportunity Charter School who are not bound for traditional college settings are being connected to Career and Technical Education (CTE) programs.
- Opportunity Charter School wants to provide more training on CCLS in order to help meet the needs of its students.
- Teachers are working on the gradual release of responsibility, developing a collaborative practice, and Universal Design for Learning (UDL).
- The school leadership reported that students participate in Drop Everything and Read (DEAR) classes; students are awarded for reading more books than their peers and/or for demonstrating significant improvement.
- The school leadership reported that students are motivated through the TORRCH programs and advisory incentives.
- Opportunity Charter School's partnership with the Children's Aid Society provides social and emotional support to students.
- The school has a medical and dental coordinator that connects each student with medical and dental services.
- Opportunity Charter School offers a two-week professional development session for new staff and a one-week session for veteran staff. The school has hired consultants to provide professional

development for teachers around specific content areas. School leadership reports that teachers also receive professional development from Charter Essentials, the NYC Charter School Center.

Classroom Observations

- Ten classrooms were observed, and the majority of classes had only one teacher present.
- In the majority of classes, students were aware of rules and expectations. A safe and respectful atmosphere was observed in the majority of classrooms. Orderly transitions were observed in half of the classrooms.
- The majority of classes were taught using a single instructor lead. Many classrooms followed question and answer format, with students then participating in some independent practice.
- Differentiation of materials and tasks was observed in one classroom out of ten classrooms.

Teacher Interviews

- Of the teachers interviewed, some received two formal evaluations in 2014-2015, though others reported receiving only one formal evaluation during the 2014-2015 school year.
- Three teachers reported participating in weekly professional development sessions; one of these three teachers reported being somewhat satisfied about the quality of professional development offered.

Essential Question 2: Is the school a fiscally sound, viable organization?

Governance Structure & Organizational Design

School Leadership Team (School Year 2014-2015)		
Title	Name	Number of Years With the School
1. CEO/Head of School	Leonard Goldberg	10
2. Assistant Head of School	Emily Samuels	9
3. High School Principal	Asya Johnson	5
4. Middle School Principal	Allison Mutzel	6
5. Special Education Supervisor	Jessica Marcu	6
6. Assistant Principal	Shomar Burroughs	1
7. Assistant Principal	Desiree DeIGrosso	3

Board of Trustees (School Year 2014-2015)		
Board Member Name	Position – <i>Committee(s)</i>	Was all Documentation Submitted to OSDCP? Was Board Member Approved by OSDCP?
1. June Smith	Chair - <i>Career Development, Academic</i>	Yes
2. Alice Cutler	Vice-Chair - <i>Career Development</i>	Yes
3. Robert Zellner	Sect./Treasurer - <i>Finance/Audit</i>	Yes
4. Philip Pallone	<i>Finance/Audit</i>	Yes
5. Margaret Culver	<i>Academic</i>	Yes
6. Julia McGee	<i>Academic</i>	Yes
7. Mark Alter	<i>Academic</i>	Yes
8. Jerry Schwartz	<i>Career Development</i>	Yes
9. Maxcel Hardy	<i>Career Development</i>	Yes

Board of Trustees Committees (School Year 2014-2015)		
Committee Name	Is This an Active Committee?	Evidence of Committee Activity (Roster, Committee Meeting Minutes, etc.)
1. Academic	Yes	Yes
2. Finance/Audit	Yes	Yes
3. Career Development	Yes	Yes

School Climate & Community Engagement

Opportunity Charter School	
Instructional Staff Turnover (School Year 2013-2014)*	53.8%
Instructional Staff Turnover (School Year 2014-2015)**	9.1%
Number of Instructional Staff Members Not Returning from the Previous Academic Year*	28
Does the School have a Parent Organization?	Yes
<ul style="list-style-type: none"> If Yes, how many times did it meet (School Year 2013-2014)? 	8
<ul style="list-style-type: none"> If Yes, how many parents attended these meetings? 	20
Average Daily Attendance Rate (School Year 2013-2014)***	91.4%

* Reflects 2013-2014 instructional staff who did not return to the school, either by choice or request, at the start of the 2014-2015 school year or who left the school during the 2013-2014 school year.

** Reflects 2014-2015 instructional staff left the school between July 1, 2014 and April 1, 2015.

*** Attendance was taken from ATS.

NYC School Survey Results

Percent of Respondents that Agree or Strongly Agree				
Survey Question		Opportunity Charter School		Citywide Average
		2012-2013	2013-2014	2013-2014
Students*	Most of my teachers make me excited about learning.**	69%	65%	62%
	Most students at my school treat each other with respect.	48%	57%	60%
	I feel safe in the hallways, bathrooms, locker room, cafeteria, etc.	78%	77%	79%
Parents	I feel satisfied with the education my child has received this year.	90%	70%	95%
	My child's school makes it easy for parents to attend meetings.	95%	79%	94%
	I feel satisfied with the response I get when I contact my child's school.	96%	76%	95%
Teachers	Order and discipline are maintained at my school.	69%	45%	80%
	The principal at my school communicates a clear vision for our school.	73%	47%	88%
	School leaders place a high priority on the quality of teaching.	76%	68%	92%
	I would recommend my school to parents.	61%	24%	81%

* Students in grades kindergarten through five do not participate in the NYC School Survey.

** This question was phrased as "My teachers inspire me to learn" in the 2012-2013 School Survey.

NYC School Survey Response Rates			
		2012-2013	2013-2014
Students*	Opportunity Charter School **	93%	92%
	NYC	83%	83%
Parents	Opportunity Charter School	46%	56%
	NYC	54%	53%
Teachers	Opportunity Charter School	95%	88%
	NYC	83%	81%

Financial Health

Short-Term Financial Health				
	Indicator	Benchmark	School's Measure	Status
Cash Position	Number of days of operating expenses the school can cover without an infusion of cash	60 days (2 months)	105 days	Strong
Liabilities	School's position to meet liabilities expected over the next 12 months	Current assets sufficient to cover current liabilities (ratio should be greater than or equal to 1.00)	3.00	Strong
Projected Revenues	Actual enrollment for 2014-2015 is compared to projected enrollment for 2014-2015 to allow for accounts receivable of budgeted per pupil revenues	Actual enrollment within 15% of authorized enrollment (ratio should be greater than or equal to 0.85)	1.00	Strong
Debt Management	School debts as provided in audited financial statements, as well as payments on those debts	School is meeting all current debt obligations	Not in Default	Strong

Long-Term Financial Sustainability				
	Indicator	Benchmark	School's Measure	Status
Total Margin	Did the school operate at a surplus or deficit during the previous fiscal years?	Value should be greater than 0.00	0.01	Strong
	Did the school operate at a surplus or deficit during the past three fiscal years?	Value should be greater than 0.00	0.04	Strong
Ratios	Debt to Asset Ratio	Ratio should be less than 1.00	0.32	Strong
	Debt Service Coverage Ratio	Ratio should be greater than 1.00	2.50	Strong
Cash Flow	Most recent fiscal year's cash flow	Value should be greater than 0.00	\$(117,217)	Weak
	Trend of cash flow over the past three fiscal years	Value should be greater than 0.00	\$1,046,857	Strong

An independent audit performed for fiscal year 2014 (FY14) showed no material findings.

Essential Question 3: Is the school in compliance with its charter and all applicable laws and regulations?

Board Compliance

Board of Trustee Compliance*	
Total Number of Board Members as of April 1, 2015	9
Number of Board Members Required per the Bylaws	5-15
Number of Board Members Who Either Did Not Return Following the 2013-2014 School Year or Who Left During the 2014-2015 School Year:	0
Number of Board Members Who Joined the Board Prior to or During the 2014-2015 School Year	1
Board Meeting Minutes From Most Recent Meeting Posted on the School's Website?	Yes
Number of Board Meetings in the 2014-2015 School Year with a Quorum of Board Members Present / Number Meetings Required per Bylaws**	7 / 12

* All data presented above is as of April 1, 2015.

** Section 2851(2)(c) of the NYS Charter School Act states that charter schools shall have a "procedure for conducting and publicizing monthly board of trustee meetings at each charter school..."

School Compliance

Based on a document review and based on information provided elsewhere in this report, the school is in compliance with:

Compliance Area	Compliance
Teacher Certification ⁴	Yes
Employee Fingerprinting	Yes
Safety Plan/Emergency Drill	Yes
Immunization Record ⁵	Yes
Insurance	Yes
Lottery	Yes
Annual Report Submitted to SED	Yes
Financial Audit Posted	No

⁴ The Charter Schools Act prohibits more than five staff members or more than 30% of the teaching staff from not being certified in accordance with requirements applicable to other public schools.

⁵ The Department of Health standards require an immunization rate of 99%.

Teachers (School Year 2014-2015)						
Number of Teachers:	Number of NYS Uncertified Teachers:	Percent NYS Uncertified Teachers:	Number of Highly Qualified Teachers:	Percent Highly Qualified Teachers:	Number of Teachers without Fingerprint Clearance:	Percent of Teachers Not Fingerprinted:
55	5	9.1%	51	92.7%	0	0.0%

Student Discipline

Based on a document review, the school's discipline policy contains written rules and procedures for:

Compliance Area	Evidence Submitted?	Language of Compliance Evident in the Documents Submitted?
Disciplining students	Yes	Yes
Removing students (i.e., suspending)	Yes	Yes
Procedures for expelling students	Yes	Yes
Notice and opportunities to be heard for Short Term Removals (10 days or fewer)	Yes	No
Notice and opportunities to be heard for Long Term Removals (more than 10 days)	Yes	Yes
Appropriate procedures for providing alternative education to students when students are removed (i.e., suspended)	Yes	Yes
Specifically addresses student discipline policy for students with disabilities	Yes	Yes
Does the school distribute the student discipline policy to all students and/or their families?	Yes	Yes
Number and percentage of students suspended in 2014-2015	In School Suspensions: 0 (0%) Out of School Suspensions: 214 (27%)	

Enrollment and Retention Targets⁶

New York State (NYS) charter schools are required to demonstrate the means by which they will meet or exceed enrollment and retention targets for students with disabilities (SWDs), English Language Learners (ELLs), and students who are eligible for Free or Reduced Price Lunch (FRPL). As per the NYS Charter Schools Act, enrollment and retention targets have been finalized by the Board of Regents (BoR) and the board of trustees of the State University of New York (SUNY). These targets are meant to be comparable

⁶ State enrollment and retention targets were generated by a calculator developed by the State Education Department (SED). The NYC DOE used the calculator posted on the SED website as of April 1, 2015. Once a school's CSD, total enrollment and grade span are entered, the calculator generates a school-specific target. The CSD for a multi-district school is the primary CSD as determined by each school. The enrollment is determined by the total number of students enrolled as of October 1 for each school year. Any school with an unusual grade configuration (i.e. K, 6-9) should use an available grade configuration provided by SED that is most aligned as determined by the DOE, otherwise a school's actual grade span is used. For more information regarding SED's methodology behind the calculation of charter school enrollment and retention targets, please refer to the memo at <http://www.regents.nysed.gov/meetings/2012Meetings/July2012/712brca11.pdf>.

to the enrollment figures of such categories of the Community School District (CSD) in which the charter school is located.

Charter schools are also required to demonstrate “good faith efforts” to attract and retain a comparable or greater enrollment of SWDs, ELLs, and students eligible for FRPL.

As a consideration of renewal, charter schools are required to “to meet or exceed enrollment and retention targets” for SWDs, ELLs, and students who are eligible for FRPL. The amendments further indicate “Repeated failure to comply with the requirement” as a cause for revocation or termination of the charter.

- In school year 2014-2015, Opportunity Charter School served:
 - a higher percentage of students qualifying for Free or Reduced Price Lunch compared to its SED-derived enrollment target for students qualifying for Free or Reduced Price Lunch;
 - a higher percentage of English Language Learner students compared to its SED-derived enrollment target for English Language Learner students; and
 - a higher percentage of students with disabilities than its SED-derived enrollment target for students with disabilities.
- From October 1, 2013 through September 30, 2014, Opportunity Charter School retained:
 - a lower percentage of students qualifying for Free or Reduced Price Lunch compared to its SED-derived retention target for students qualifying for Free or Reduced Price Lunch;
 - a higher percentage of English Language Learner students compared to its SED-derived retention target for English Language Learner students; and
 - a lower percentage of students with disabilities than its SED-derived retention target for students with disabilities.

Enrollment of Special Populations

Special Population		2013-2014	2014-2015
Free and Reduced Price Lunch (FRPL)	Opportunity Charter School	95.8%	95.8%
	Effective Target	64.6%	64.7%
	Difference from Effective Target	+31.2	+31.1
Students with Disabilities (SWD)	Opportunity Charter School	54.1%	52.5%
	Effective Target	12.3%	12.4%
	Difference from Effective Target	+41.8	+40.1
English Language Learners (ELL)	Opportunity Charter School	13.1%	15.8%
	Effective Target	9.0%	9.0%
	Difference from Effective Target	+4.1	+6.8

Retention of Special Populations

Special Population		2013-2014	2014-2015
Free and Reduced Price Lunch (FRPL)	Opportunity Charter School	74.9%	N/A
	Effective Target	82.1%	-
	Difference from Effective Target	-7.2	-
Students with Disabilities (SWD)	Opportunity Charter School	70.8%	N/A
	Effective Target	77.7%	-
	Difference from Effective Target	-6.9	-
English Language Learners (ELL)	Opportunity Charter School	89.8%	N/A
	Effective Target	74.5%	-
	Difference from Effective Target	+15.3	-

Enrollment Information Used to Generate Targets		
	2013-2014	2014-2015
Grades Served	6-12	6-12
Enrollment	449	474
CSD(s)	3	3

Essential Question 4: What are the school's plans for the next charter term?

As reported by the school's leadership, the following is noted:

- Opportunity Charter School does not plan to expand or replicate its school model.