



**2007-2008**

**Annual Report**

for

**The Opportunity Charter School**  
**240 West 113<sup>th</sup> Street**  
**New York, NY 10026**

**The State Education Department**  
The University of the State of New York

**Office of Instructional Support and Development**  
Public School Choice Programs  
462 EBA  
Albany, New York 12234  
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*Charter School Annual Report*  
*2007 - 2008*

**Charter School Information and Cover Page**

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School \_\_\_\_\_ The Opportunity Charter School \_\_\_\_\_

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BEDS  
# \_\_\_\_\_ 310300860870 \_\_\_\_\_

District/CSD of  
Location \_\_\_\_\_ 3 \_\_\_\_\_

Charter Entity \_\_\_\_\_ New York City Department of Education \_\_\_\_\_

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## **SECTION I**

### **Student Assessment Data**

## **SECTION I**

### **A. STUDENT ASSESSMENT CHARTS**

*Student Assessment Data  
New York State Assessment Results  
Grades 3 – 8 ELA and Math  
2007-08 Annual Report*

Name of Charter School: The Opportunity Charter School

**Grades 3 – 8 State ELA Assessments Results**

<i>Year of Test</i>	Grade 3				Grade 4				Grade 5				Grade 6				Grade 7				Grade 8			
	L1	L2	L3	L4																				
2007-08													8	80	12	0	2	84	14	0	35	62	3	0
2006-07													14	82	4	0	35	56	9	0	39	57	4	0
2005-06													43	40	17	0	42	52	6	0	42	54	4	0

**Grades 3 – 8 State Math Assessments Results**

<i>Year of Test</i>	Grade 3				Grade 4				Grade 5				Grade 6				Grade 7				Grade 8			
	L1	L2	L3	L4																				
2007-08													26	59	15	0	15	66	19	0	49	42	9	0
2006-07													31	31	38	0	48	44	7	0	48	50	2	0
2005-06													52	39	9	0	50	44	6	0	78	22	0	0

*New York State Assessment Results*

		<i>Total Tested</i>	<i>% Scoring:</i>				<i>Total Tested</i>	<i>% Scoring:</i>				<i>Total Tested</i>	<i>% Scoring at or above:</i>				
			<i>&lt;54</i>	<i>55-64</i>	<i>65-84</i>	<i>&gt;85</i>		<i>&lt;54</i>	<i>55-64</i>	<i>65-84</i>	<i>&gt;85</i>		<i>&lt;54</i>	<i>55-64</i>	<i>65-84</i>	<i>&gt;85</i>	
Comprehensive English	2007-08																
	2006-07																
	2005-06																
Math A	2007-08																
	2006-07	36	67	19	14	0	17	59	24	18	0	19	74	16	11	0	
	2005-06																
Math B	2007-08																
	2006-07																
	2005-06																
Global History & Geography	2007-08	34	91	6	3	0	17	88	6	6	0	17	94	6	0	0	
	2006-07																
	2005-06																
US History & Gov't	2007-08																
	2006-07																
	2005-06																
Living Environ.	2007-08	32	66	22	13	0	14	64	14	21	0	18	67	28	6	0	
	2006-07																
	2005-06																
Phys. Setting/ Earth Sci.	2007-08	40	93	5	3	0	26	92	4	4	0	14	93	7	0	0	
	2006-07																
	2005-06																
Phys. Setting/ Chemistry	2007-08																
	2006-07																
	2005-06																
Phys. Setting/ Physics	2007-08																
	2006-07																
	2005-06																
Integrated-Algebra	2007-08	41	76	17	7	0	23	70	17	13	0	18	83	17	0	0	

*New York State Assessment Results*

		% Scoring:				% Scoring:				% Scoring at or above:					
	Total Tested	% Scoring:				Total Tested	% Scoring:				Total Tested	% Scoring at or above:			
		<54	55-64	65-84	≥85		<54	55-64	65-84	≥85		<54	55-64	65-84	≥85
Mathematics	2007-08														
	2006-07														
	2005-06														
Science	2007-08	11*	11	0	0	0	0	0	0	0	11	11	0	0	0
	2006-07														
	2005-06														
Reading	2007-08														
	2006-07														
	2005-06														
Writing	2007-08														
	2006-07														
	2005-06														
Global Studies	2007-08														
	2006-07														
	2005-06														
US History & Gov't.	2007-08														
	2006-07														
	2005-06														

\* According to the Answer Key provided by the State (Restricted Form Z), the passing score for RCT Science is a raw score of 46. When based on this scoring procedure, 5 students passed RCT Science and 6 students failed. All 11 students are students with disabilities.

*Other Student Assessment Data*  
2007-08

Name of Charter School: The Opportunity Charter School

Name of Test: New York State Intermediate-Level Science Test Subtest:

Grade	Date of Test (DOT)	# Enrolled in Grade on DOT	# Absent on Grade on DOT	# Exempted in Grade by IEP	# Exempted in Grade by ELL Status	# Students Assessed in Grade*	Score (Indicate Type of Score, e.g., NCE)	Qualitative Level and Percent Attaining*	Other ***
8	04 / 30 / 08	54	0	0	0	54	Not received		

\* This number should equal the number of students enrolled on the day of the test, minus the number absent and the number exempted by either their IEP or their ELL status.

\*\*If the assessment provides qualitative levels of achievement, e.g., "with honors," indicate the applicable levels and the percent of students who took the test in each grade who attained each level. If not applicable, enter "NA."

\*\*\* For any other evaluative data that describe the performance of your students on the assessments given. If not applicable, enter "NA."

Scores are not available yet at the time of reporting, and they will be sent as an addendum once became available in ATS.

*Other Student Assessment Data*  
2007-08

Name of Charter School: The Opportunity Charter School

Name of Test: New York State Intermediate-Level Social Studies      Subtest:

Grade	Date of Test (DOT)	# Enrolled in Grade on DOT	# Absent on Grade on DOT	# Exempted in Grade by IEP	# Exempted in Grade by ELL Status	# Students Assessed in Grade*	Score (Indicate Type of Score, e.g., NCE)	Qualitative Level and Percent Attaining*	Other ***
8	06 / 3, 4 / 08	54	3	0	0	51	Not received		

\* This number should equal the number of students enrolled on the day of the test, minus the number absent and the number exempted by either their IEP or their ELL status.

\*\*If the assessment provides qualitative levels of achievement, e.g., "with honors," indicate the applicable levels and the percent of students who took the test in each grade who attained each level. If not applicable, enter "NA."

\*\*\* For any other evaluative data that describe the performance of your students on the assessments given. If not applicable, enter "NA."

Scores are not available yet at the time of reporting, and they will be sent as an addendum once became available in ATS.

The following ELA and MATH data charts are necessary components in illustrating your school's annual progress and thus, are **not optional**.

Directions: Please compare the percent of students in the two-year cohort who scored at Levels 3 & 4 to the percent of those same students who scored proficient the previous year. Please submit only data from students who have been tested in two successive years at your school. For an example, please refer to the Annual Reporting Guidelines 2007-2008 document.

ELA - TWO-YEAR COHORT				
Grade (2007-08)	Number of Students in Two- year cohort*	Percent at Levels 3 and 4		
		2007 (cohort's results from previous year)	2008 (cohort results from current year)	Change
4	XX	XX	XX	#VALUE!
5	XX	XX	XX	#VALUE!
6	XX	XX	XX	#VALUE!
7	43	4.7%	14.0%	9%
8	40	10.0%	2.5%	-8%

MATH - TWO-YEAR COHORT				
Grade (2007-08)	Number of Students in Two- year cohort*	Percent at Levels 3 and 4		
		2007 (cohort's results from previous year)	2008 (cohort results from current year)	Change

4	XX	XX	XX	XX	XX	#VALUE!
5	XX	XX	XX	XX	XX	#VALUE!
6	XX	XX	XX	XX	XX	#VALUE!
7	43	41.9%	18.6%	18.6%	-23%	
8	40	10.0%	10.0%	10.0%	0%	

GENERAL	
Year-End Enrollment	268
2007-08 Attendance Rate	90.0%
Parent Satisfaction	90.0%
Staff Satisfaction	75.0%
DEMOGRAPHIC	
% Free and Reduced Lunch	80.0%
% Special Education	54.0%
% ELL	4.0%

Please enter the following data respective to your school's year-end demographics. Although the data is available in ATS, our office trusts that you know your school on a more current status than reflected online. Please check your current data with ATS and update where incongruous.

The following "Alt. Assessment" sheets are optional and should be filled with any data that illustrates change from the previous testing year. Please include data that illustrates change from the previous testing year.

ALTERNATE ASSESSMENT DATA ARE INCLUDED IN THE BODY OF THE ANNUAL REPORT.

data from alternative assessments that you would like to include in your annual report.

## **SECTION I**

### **B. PROGRESS TOWARDS GOAL ATTAINMENT**

B. Progress Toward Goal Attainment

Progress Toward Goals  
2007-08

Charter School Name: Opportunity Charter School

School Year: 2007-2008

Goal/Objective: Desired Level of Attainment	Actual Result: Observed Level of Attainment	Measure Used To Indicate Attainment of The Goal/Objective	Was the Goal/ Objective Met? (Y/N)	Explanation if Not Met
<b>Goal #1: Students will meet or exceed all New York State and New York City standards (a score of 3 or 4)</b>	ELA Grades 6-8 <sup>th</sup> 10% of continuously enrolled students scored at Level 3	2008 NYS ELA test	No	On average, students enter OCS far below grade-level in both ELA and math. While students at OCS, progress at a faster rate than during their previous years of schooling, this progress is not fast enough to bring them to grade-level performance during the middle school years. The additional years of high school are needed to prepare students to meet state standards at graduation.
	Math Grades 6-8 <sup>th</sup> 15% of continuously enrolled students scored at Level 3	2008 NYS Math test	No	

**Goal #1: Narrative and Explanation**

	<p><b>Goal #1: Students will meet or exceed all New York State and New York City standards (a score of 3 or 4) and assessments.</b></p>
<p><b>Measures</b></p>	<p><b>1. New York City and State standardized testing:</b></p> <ul style="list-style-type: none"> <li>● NYS ELA tests for 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grades</li> <li>● NYS Math tests for 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grades</li> <li>● NYS Social Studies test for 8<sup>th</sup> grade</li> <li>● NYS Science Test for 8<sup>th</sup> grade</li> <li>● NYSESLAT to ELL students.</li> <li>● NYS Regents Exams</li> </ul> <p><b>2. Wilson charting/WADE:</b> Students in the lowest-level reading groups are assessed weekly using the Wilson program, but formally twice a year using the WADE.</p> <p><b>3. Language! assessment:</b> All OCS students were assessed using the Language! assessments for placement and to progress in the Sopris West reading intervention program. The following assessments were administered.</p> <ul style="list-style-type: none"> <li>● The Degrees of Reading Power (DRP), an untimed, group-administered, criterion-referenced test for reading comprehension.</li> <li>● The Test of Silent Word Reading Fluency, a three-minute, group-administered, nationally-normed measure of reading efficiency.</li> <li>● Spelling Inventory, a 30-item spelling inventory to measure word encoding.</li> </ul> <p><b>4. Scantron Performance Series:</b> In this pilot year, most students were administered a computer adaptive, norm-referenced test in Reading and Math. The Scantron Test has the benefit of providing a vertical scale, measuring students' accomplishment of State Standards from second to past 10<sup>th</sup> grade.</p> <p><b>5. Scantron Achievement Series:</b> As a pilot, in the last few months of school, students were administered short-cycle formative assessments in Math and Language Arts. Feedback from this pilot has been used to design the formative testing program for the 2008-09 school year.</p>

While the ultimate goal of having all students achieve state standards has yet to be met, OCS has made strong progress in moving students towards the successful completion of state standards. Considering the entering academic levels of students at OCS and the difficulty of bringing them to grade level within the middle school period, the school chooses to focus on measures of student progress as more accurate indicators for the evaluation of the school. In fact, the 2006-07 New York City Department of Education Progress Report confirmed that OCS was working with, almost literally, the lowest-performing middle school students in the city. While most schools in the Department of Education were compared to a "Peer Horizon" of schools in which they were the central school of a cohort of forty, with twenty schools both above and below on the Peer Index, OCS was compared to only twenty schools, all whose entering student body demonstrated stronger performance than that of OCS.

Viewed in this context, the gains attributed to OCS in the City Progress Report take on new meaning. For example, the “OCS Average Change in Student Proficiency” for ELA was 0.05, higher than 27% of schools in the Peer Horizon. With the lowest performing students in the Peer Horizon, OCS outperformed more than 27% of the schools. The OCS “Average Change in Student Proficiency” in math was also 0.5, better progress than 33% of the Peer Horizon, from its lowest performing students.

The other categories of progress in the City Progress Report bear closer scrutiny as well. Interestingly, the category “Percentage of Students Making at Least 1 Year of Progress” excludes the progress made by any students who do not achieve at least a Level 2 on the ELA or math test. A student could, not only match his or her previous score, but exceed it by 100 points and still be counted by the Progress Report as not making a year of progress. While the ability of the New York State Tests to accurately measure progress in the Level 1 range may, in fact, be doubtful, to automatically assume no progress on the part of these lowest performing students unfairly penalizes any school accepting a higher percentage of Level 1 students, of which OCS is a strong example. The chart below illustrates the total percentage of OCS students whose progress was automatically counted as less than a year.

Current Grade 2007-08	ELA 2005-06 % of Level 1	ELA 2006-07 % of Level 1	ELA 2007-08 % of Level 1
6 <sup>th</sup>			8%
7 <sup>th</sup>		14%	2%
8 <sup>th</sup>	43%	33%	39%
9 <sup>th</sup>	41%	40%	
10 <sup>th</sup>	42%		
Total % of School automatically counted as not making a year of progress	40%	29%	16%

Even though the percentage of Level 1 students continues to decline at OCS, a school whose mission is to serve those students performing at the lowest levels requires a valid and comprehensive means of accountability for itself and for its students.

In an attempt to more comprehensively view progress at OCS as indicated by the New York State Tests, the following chart follows, as closely as possible, the same procedures as the 2006-07 New York City Progress Report in determining the “Percentage of Students Making at Least 1 Year of Progress,” except for two changes: (1) Students making a year of progress by the city’s definition, but still scoring within the Level 1 range **are included** in the count and (2) the 2007-08 Progress Report Procedure of adding 0.2 to the proficiency ratings of Special Education Students has been applied retroactively to the 2006-07 percentages.

E.L.A.	Year	DOE Progress Report	Opportunity Charter School Report		
			Total	SpEd	GenEd
Percentage of Students Making at Last 1 Year of	2006-2007	38.7%	62.3% *	80.0% *	46.1% *

Progress	2007-2008	62.6%	71.2% **	82.9% **	57.7% **
Percentage of Students in the School's Lowest Third Making 1 Year of Progress	2007-008	77.8%	96.4% **	95.2% **	100% **
Average Change in Student Proficiency	2006-2007	0.05	0.05	0.10	-0.01
	2007-2008 for Level 1/2	0.16	0.18 ***	0.30 ***	0.05
	2007-2008 for Level 3/4	-0.16	-0.14 ***	-0.03 ***	-0.21

\* Level 1 students who made a year of progress are included and SpEd student proficiency rates are adjusted with 0.2.

\*\* Level 1 students who made a year of progress are included and students who were listed as GE students in DOE PR Report but are enrolled as SpEd students are given the 0.2 adjustment.

\*\*\* Students who were listed as GE students in DOE PR Report but are enrolled as SpEd students are given the 0.2 adjustment.

As seen above, the effect of including the progress of Level 1 students and retroactively applying the Department of Education's correction for Special Education Students to the 2006-07 Progress Report is to raise the percentage of students making one year of progress at OCS to more than 60% for both evaluation periods and "The Percentage of Students in the School's Lowest Third Making at Least 1 Year of Progress" to more than 95%. When the progress of all students is counted, and a large percentage of Level 1 students is not automatically penalized, the student gains at OCS are clear.

A similar difference can be seen in regard to math. When the progress of all students at OCS is factored into the Progress Report, the percentage of students making at least 1 year of progress increases by 30%.

MATH	Year	DOE Progress Report	Opportunity Charter School Report		
			Total	SpEd	GenEd
Percentage of Students Making at Last 1 Year of Progress	2006-2007	34.2%	64% *	64% *	57% *
Average Change in Student Proficiency	2006-2007	0.05	0.13	0.15	0.11

In fact, these gains are confirmed by the other measures OCS has implemented. OCS has attempted to estimate the progress of continuously enrolled OCS students through all available Grade Level Estimates and then to compare these students' progress at OCS against their previous academic progress. The results of the analysis, summarized below, were encouraging and, if anything, underestimate student progress at OCS for two

reasons: (1) available testing sometimes represents gain over less than a student's full tenure at OCS and (2) years of prior education for all students are estimated at either six (for 6<sup>th</sup> – 9<sup>th</sup> graders) or seven (for 10<sup>th</sup> graders): any grades repeated by OCS students, of which there are many, are not factored into the analysis.

Two key questions for any school are considered in the chart below: (1) How much progress have students made and (2) Are they making more progress than they were before. The answer to the first question is that, on average, continuously enrolled OCS students have made about a year of progress for every year they attended OCS. (the exception, seen below, is the current 9<sup>th</sup> Grade). While one year of progress per year is less than many OCS students will need to catch up to grade level and less than OCS hopes to make, that amount of progress is, for some grades, almost double their average gain before arriving at OCS. In other words, OCS has, as a general rule, accepted students who took six years to achieve a Level 3 GLE (Grade Level Estimate/Equivalent) in reading and almost doubled their yearly gain.

Current Grade 2007-08	Average Yearly Gain in Reading, Pre-Opportunity Charter (GLE) (based on entering GLEs in Reading)	Average yearly gain in reading at Opportunity Charter (GLE)
6 <sup>th</sup> Grade	0.56	0.88
7 <sup>th</sup> Grade	0.59	0.98
8 <sup>th</sup> Grade	0.51	0.94
9 <sup>th</sup> Grade	0.51	0.71
10 <sup>th</sup> Grade	0.52	0.9

A more exacting analysis of constant measures over the last two years, confirms the progress of the continuously enrolled cohort. Additionally, through the TOSWRF, a test of sight word fluency, and the DRP, a holistic test of reading comprehension, OCS can be sure that students are progressing in two key areas of reading.

	Average TOSWRF Gain/ Year Enrolled 2006 – 2008 (GLE)	Average DRP Gain/ Year Enrolled 2006 – 2008 (GLE)
6 <sup>th</sup> Grade	3.3	0.8
7 <sup>th</sup> Grade	2.1	0.9
8 <sup>th</sup> Grade*	1.1	0.8
9 <sup>th</sup> Grade*	1.4	0.7
10 <sup>th</sup> Grade*	2.2	0.8

TOSWRF: Test of Silent Word Reading Fluency, DRP: Degrees of Reading Power

\*8<sup>th</sup>, 9<sup>th</sup>, and 10<sup>th</sup> grade progress does not include the 2004-05 or the 2005-06 school year when the TOSWRF and DRP were not administered.

Unfortunately, the collection of math data at OCS has not been as developed as the collection of ELA data. Though OCS successfully completed a baseline this year for student performance in math, using the Scantron Performance Series, the Post-test was administered too late in the year to provide reliable progress data. Testing dates in June, planned to provide a long-term measure of progress, became unworkable due to

absences, field trips, special projects, Regents Testing, and general end-of-year excitement. Next year, the math Scantron will be administered in the fall, mid year, and in mid May to avoid end of year conflicts.

### **Comparative Analysis**

Aside from the earlier comparison to the Peer Horizon, two other comparisons seem relevant. Both attempt to illuminate the performance of Level 3 students at OCS. Although OCS has been tremendously successful in raising the academic performance of the school's lower grade-level earners, in a troubling trend, the Level 3 students of the current 8<sup>th</sup> grade cohort have shown a decline in ELA over the past two years. While OCS recognizes the progress of its higher performing students as a pressing challenge, a comparison with New York City test results, clarifies this decline as a city-wide trend. As a general trend on the ELA in New York City, the percent of Level 3s and 4s for the current 8<sup>th</sup> grade cohort has fallen each year, for General Education from 55.1% in 2006 to 49.1% in 2008 and for Special Education from 11.5% in 2006 to 8.9% in 2008. It appears that OCS was not immune from the larger testing issues at play. While on the surface the loss of 3s in the 8<sup>th</sup> grade cohort is troubling, and an action plan for higher-performing students will be discussed later, the average proficiency rating of the 8<sup>th</sup> grade cohort has increased from 2.26 to 2.38, or 0.12, aprx 8 points.

OCS' Peer Horizon from the New York City Progress Report also provides an interesting basis of comparison. While a more appropriate comparison would be the actual value-added progress of a comparable low-income, African-American, Special Education population, the fluctuating test scores of the Special Education populations of schools within the same Peer Horizon provide a valuable context. A quick survey of schools with sizable Special Education populations (20-30 students) closest to OCS in the Peer Horizon (7X151, 7X203, 7X224, 7X296, and 9X229) finds **no school** with more than one Level 3 Special Education student in ELA and most with none. For math the numbers are slightly higher with an average of two Level 3 students. While the city-wide percentages for Special Education performance are higher, it appears that in the subset of Special Education defined by the OCS peer horizon, lack of and fluctuating numbers of Level 3 students is a constant. OCS predicts that an explicit focus on inference in reading and on using details from the text in writing will give Level 2 students the boost they need to move to Level 3.

### **Summary and Action Plan**

OCS continues to make steady progress with a struggling population, consolidating gains for lower-performing students. The challenge of providing the same progress to "higher-performing" students also continues to be a challenge for OCS.

During the 2007-08 school year, OCS implemented three changes to better support the progress of those students performing near grade level:

1. A extracurricular test prep program was implemented, with Coach test prep materials and monetary rewards promised to those students who scored a three or higher on the ELA or Math test. Student attendance in the extracurricular program proved a problem, suggesting that the delayed reward of money after receiving a Level 3 score may not have been as effective as more short-term rewards for participation in a test prep program. The textbook based quality of the instruction may have also added to lack of student participation.
2. A commitment was made to smaller class sizes for near grade level students, matching those of lower-performing students. Unfortunately, the resignation of an excellent Language Arts Teacher during the first quarter and a lack of candidates for additional Language Arts positions led to continued larger class sizes for near grade level students.

3. Early in the school year, a decision was made to cut in half the time allotted to the Language! Intervention program for all students reading above a third grade level to two years below Grade Level, the remaining class time was devoted to Guided Reading. For those students scoring within two years of Grade Level on the DRP measure, the Language! program was eliminated altogether in favor of a Balanced Literacy approach. Justification for the change was based on introducing more trade books into Language Arts classrooms. A particularly strong Language Arts teacher, implemented a rich Balanced Literacy program for 8<sup>th</sup> grade students within two years of grade level. The failure of the students in this group, with a strong teacher and a full Balanced Literacy program, to move to Level 3 raises serious issues about the point at which more intensive intervention can be suspended. Overall, the decision to mix an Intervention program (in only its second year of implementation) and a less defined Guided Reading approach, makes it difficult to make informed decisions about the effectiveness of either approach. Though, an actual drop in Level 3 performance after a year of Balanced Literacy implementation points to the need for more intensive support for even near grade level students.

<p><b>Action Plan</b></p>	<p><b>To reorganize the OCS Department of Teaching and Learning</b></p> <p>For each major curricular area, a Department Chair has been appointed, who will run departmental meetings, serve as curriculum mentors within the Department, and report to the Director of Instruction.</p> <p><b>To implement the newly created position of Director of Instruction a.</b></p> <p>For the 2008-2009 school year, OCS will be piloting the position of Director of Instruction. This person will be responsible solely for teaching and learning, without the distraction of infrastructure and operational demands.</p> <p><b>Leverage of Assessment for Instruction</b></p> <p>The Opportunity Charter School assessment program will continue to aid curricular clarity and consistency.</p> <ul style="list-style-type: none"> <li>• Math and ELA Teachers will collaborate in the development of six-week formative assessments of State benchmarks, which include a variety of performance, short answer, and multiple choice items.</li> <li>• The development of formative assessments will continue to leverage the unification of school curricula and create clear expectations for students and teachers.</li> <li>• Long-cycle, computer adaptive assessments will identify student strengths and weaknesses on the spectrum of state benchmarks in reading and math from 2<sup>nd</sup> to 12<sup>th</sup> grade</li> <li>• Additional reading assessments will continue to measure a variety of reading skills (holistic comprehension, fluency, sight word recognition, decoding, etc.) to pinpoint areas for improvement.</li> </ul> <p>Assessment results will be used by teachers and administrators in a variety of decision-making processes:</p> <ul style="list-style-type: none"> <li>• Creating skill-based class groupings</li> </ul>
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- Assigning extra skill-based work
- Creating ELA classes based on reading skills
- Identifying content areas for whole class review, and identifying those students in need of both more intensive remediation and those students who can be challenged with more advanced coursework.
- Assessment results will also made available to students and parents in regular reports, to increase ownership in and motivation for learning.

#### **Focus on Standards**

Use of Scantron Performance series for all students will provide snapshots of student performance on key standards. Mastery of these standards will be reassessed throughout the year.

#### **Intensive focus on Math**

- Teachers who improve student performance by a minimum of 50% of students improving 10 points on their raw scores on the 2008 state Math test will be asked to provide mentoring support to struggling teachers and offered afterschool employment tutoring struggling learners.
- The math department, under the guidance of the department chair will closely monitor progress towards achievement of the standards, problem solve, support struggling teachers, devise strategies for struggling learners, and advise the director of instruction on implementation of the program.
- Ann Burgunder, a math specialist from NYU has been contracted to work with the OCS math department for the 2008-2009 school year. She will support the math department by conducting in class observations, demonstrate mini-demo lessons for teachers and have individual conferences with teachers to discuss their individual professional needs.

#### **English Language Arts**

During the last quarter of the 2007-08 school year, the English Department collaborated on a vertical, consistent curriculum for OCS English Language Arts. This curriculum, with book choices appropriate and interesting to OCS students,

will be implemented in 2008-09 for near grade level students and includes extensive supports for teacher planning and particularly for writing.

Students in need of more intensive intervention will receive that intervention through a consistent implementation and monitoring of the Language! program. Student motivation for the program will be addressed by increased use of group work strategies and consistent use of low-level, high-interest classroom libraries for independent reading.

	<b>Goal #2: All 8<sup>th</sup> graders will go to high school.</b>
<b>Measures</b>	<ol style="list-style-type: none"> <li>1. Number of 8<sup>th</sup> graders attending 9<sup>th</sup> grade at OCS</li> <li>2. Number of 8<sup>th</sup> graders applying to and choosing high schools other than OCS and acceptance rates.</li> <li>3. Number of 8<sup>th</sup> grade students who dropped out of school</li> </ol>
<b>Method</b>	Students and guardians were polled by 8 <sup>th</sup> grade social worker. Those who asked to apply to other high schools were given guidance help in choosing the appropriate high schools. Before applications were submitted, students and guardians were consulted again, at which time some choose to withdraw their applications. One student ultimately chose to follow through with process.
<b>Results</b>	<ol style="list-style-type: none"> <li>1. 44 of 8<sup>th</sup> grade students chose to remain at OCS.</li> <li>2. Ten students will be attending other high schools that have a specific focus in areas that these students are primarily interested in, such as humanities or a career in education.</li> </ol>
<b>Analysis</b>	The Opportunity Charter School met the goal of all 8 <sup>th</sup> graders attending high school.
<b>Summary</b>	OCS gave all 8 <sup>th</sup> graders the opportunity to apply to New York City high schools and gave them the appropriate guidance in making their decision. Because of the wider array of choices of new high schools in New York City, OCS students had more options for high school choice.
<b>Action Plan</b>	<ul style="list-style-type: none"> <li>• OCS will continue to maintain the high instructional, behavioral, and social standards that make it possible for students with a wide range of abilities and disabilities to stay in school, progress, and thrive</li> <li>• The OCS 8<sup>th</sup> grade social worker will continue to guide students towards high school placements that fit their needs so that they will remain in school.</li> </ul>

	<b>Goal #3: All 12<sup>th</sup> grade students will have the ability to go on to higher educational institutions, as tracked by school counselors during transitional planning.</b>
<b>Measures</b>	<ol style="list-style-type: none"> <li>1. All IEPs and Educational Plans will include transition plans and/or vocational assessments for students who are either 1) 14 years of age or older, or 2) in 9<sup>th</sup> grade</li> <li>2. The appropriateness of the transition plans for each student will be reviewed and/or revised each year.</li> </ol>
<b>Method</b>	<ol style="list-style-type: none"> <li>1. IEPs. <ul style="list-style-type: none"> <li>• Transition plans are required by law for every student who is 14 years of age or older. These plans should ideally be written on an individual level in collaboration with the student and the student's parent/guardian with the grade level social worker. Transition services must be based on the student's <b>strengths</b>, as well as their preferences and interests. The development of transition goals should focus on and build upon what the student <b>can</b> do. Activities developed as part of transition services must be designed to be within a "<b>results-oriented</b>" process and must focus on improving the academic and functional achievement of the student to facilitate movement from school to post-school activities.</li> <li>• The IEP includes detailed academic and social performance observations and accommodations/ interventions/objectives based on hunches about students' strengths and weaknesses in the neurodevelopmental constructs.</li> </ul> </li> <li>2. Educational Plans: <ul style="list-style-type: none"> <li>• Educational plans that are written for general education students will include detailed academic and social performance observations and accommodation/interventions/objectives based on hunches about students' strengths and weaknesses in the neurodevelopmental constructs.</li> <li>• Transition plans for general education students will be discussed in terms of their interests and strengths and the data will be tracked by the guidance counselor.</li> </ul> </li> <li>3. Vocational-Educational Assessments. <ul style="list-style-type: none"> <li>• Vocational/Educational Assessments are conducted for every student age 14 and older. These assessments should ideally be completed in collaboration with the parent/guardian, grade level social worker, and outside agencies where appropriate.</li> <li>• High school students are required to attend trips during the academic school year which expose them to higher education/post-secondary school options.</li> </ul> </li> <li>4. Co-Op Tech High School <ul style="list-style-type: none"> <li>• High School students who were at least 16 years old visited Co-Op Tech to explore options for classes for the coming year in areas</li> </ul> </li> </ol>

	of strengths and interests.
<b>Results</b>	<p>1. IEPs</p> <ul style="list-style-type: none"> <li>• All IEPs for students 14 years of age or older included transition plans. These plans were written by the grade level social worker based on their deep understanding of each student whom they worked with. The plans were simple and included basic educational/vocational goals that focused on the transition to a higher educational institution.</li> <li>• Planning did include consultation with other agencies, such as rehabilitative services or post-secondary education, where appropriate, as part of the transition planning process.</li> <li>• OCS 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade social workers conducted transition planning sessions with most of their students who are 14 years or older and receiving special education services. Planning included consultation with parents/guardians who were available.</li> <li>• OCS 9<sup>th</sup> and 10<sup>th</sup> grade social workers conducted transition planning sessions with every 9<sup>th</sup> and 10<sup>th</sup> grade student who receives special education services. Planning involved development of individual post-secondary goals related to training, education, employment and independent living skills.</li> </ul> <p>2. Educational Plans</p> <ul style="list-style-type: none"> <li>• Because it is not a requirement of the school, completed educational plans did not include transitional planning.</li> <li>• OCS 6<sup>th</sup> grade social worker conducted transition planning sessions in collaboration with the vocational/educational counselor with his general education students who are 14 years or older. Planning did not consistently include consultation with parents/guardians.</li> </ul> <p>3. Vocational-Educational Services</p> <ul style="list-style-type: none"> <li>• A full-time vocational/educational counselor was hired to work with high school students. 9<sup>th</sup> and 10<sup>th</sup> grade students met regularly with the vocational/educational counselor to further explore and develop post-secondary goals.</li> <li>• All 9<sup>th</sup> and 10<sup>th</sup> grade students attended a minimum of 2 trips exposing them to higher education/post-secondary options. Planning also incorporated participation in classroom workshops regarding student required courses of study needed to reach individual goals.</li> <li>• A vocational-educational committee was formed to provide students with opportunities and exposure to transition planning/post-secondary goal development.</li> <li>• A Career Day was held for all high school students. Students were exposed to an array of careers ranging from culinary arts to police. Students asked questions and gathered information about possible careers that they may be interested in.</li> </ul> <p>4. Co-Op Tech High School Program</p> <ul style="list-style-type: none"> <li>• 15 OCS students were chosen to attend this program for the coming school year in which they will get certified in a trade/skill that they are interested in, such as training as an EMT, automotive repair, computer repair, and culinary arts.</li> </ul>
<b>Analysis</b>	OCS met guidelines for transition plans for special education students 14 and over and included outside agencies in planning as deemed necessary. Educational plans for general education students did not include transition planning. Some transitional planning sessions for

	general education students 14 and older was conducted.
<b>Summary</b>	OCS met the federal guidelines for transition plans for all special education students who were 14 years of age or older. OCS did not include transition plans in all of the completed educational plans for general education students and did not regularly involve parents in the planning process.
<b>Action Plan</b>	<ul style="list-style-type: none"> <li>● The OCS 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade social workers and/or vocational/educational counselor will conduct transition planning sessions with all students and their parents/guardians who are 14 or older.</li> <li>● The OCS 9<sup>th</sup>, 10<sup>th</sup> and 11<sup>th</sup> grade social workers will conduct transition planning sessions with every 9<sup>th</sup>, 10<sup>th</sup> and 11<sup>th</sup> grade student and his/her parent or guardian. Outside agencies must be involved in the planning as well. These plans must include: <ul style="list-style-type: none"> <li>○ The development of appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills; and</li> <li>○ The development of a statement of transition services (including courses of study) needed to assist the child in reaching those goals.</li> </ul> </li> <li>● All written educational plans for general education students age 14 years and older will include a transition plan with the above-mentioned criteria.</li> <li>● The 15 students chosen to attend Co-Op Tech for training in a skill of their choice, based on strengths, will begin in the Fall of 2008. These students will take their core courses at OCS each morning and then travel by bus to Co-Op Tech daily for a three hour training program in which they will become certified at the end of the training program. These students are a mix of students with special needs and general education students.</li> </ul>

	<b>Goal #4: All students will behave in a socially acceptable manner as evidenced by a tracking system, conducted by a dean, appropriate and inappropriate behaviors over time.</b>
<b>Measures</b>	<ol style="list-style-type: none"> <li>1. School-wide referrals and critical incident reports School Wide Information System Database (SWIS)</li> <li>2. Efficacy of behavior plans and individual students.</li> <li>3. Efficacy of the Positive Behavior Intervention System (PBIS)</li> <li>4. Use of conduct cards.</li> <li>5. Number of in-school suspensions and out-of-school suspensions</li> <li>6. Number of students expelled.</li> </ol>
<b>Method</b>	<ol style="list-style-type: none"> <li>1. <b>School-wide referrals and critical incident reports</b> collected and input into our School Wide Information System (SWIS) Database. Referrals were written by all staff members to track any behavior that does not meet the expectations of the school. This was the first year the school has used this database. The database is used to drive the efficacy of all behavior plans for students. It is also used as a way to track and all behaviors that students exhibit that need modification.</li> <li>2. <b>Behavior plans are written for students on the basis of individual need for stronger intervention.</b> Teachers, behavior specialists, social workers, students, and parents/guardians all collaborate to write plans that identify the students' weaknesses by leveraging their strengths. Plans are periodically assessed by the team to determine their efficacy, and then are re-written and implemented to reflect the students' behavioral progress. This year, all of the information collected in SWIS was used in determining the specific plans that were written for students.</li> <li>3. <b>The Positive Behavior Intervention System (PBIS)</b> began implementation in the 2007-2008 school year. In the beginning of the school year the staff was trained in this reward system and were given sets of PBIS cards. The cards outlined the expectations of the school; be tolerant, be hardworking, be cooperative, be respectful and be hardworking. Students could receive a PBIS card if they demonstrated to a staff member any of the mentioned expectations of the school, at any time. Once a student received the card they were allowed to place it in a box located in the main office. If the student's card were selected, they would be eligible for the following rewards: <ul style="list-style-type: none"> <li>• <b>Student of the Day</b></li> <li>• <b>Student of the Week</b></li> <li>• <b>Student of the Month</b></li> </ul> <p>These expectations were announced daily over the PS system each morning to the entire student body. Posters were mounted in all classrooms and halls to give students a visual reminder at any point during the day about the</p> </li> </ol>

	<p>expectations of the school</p> <p><b>4. Conduct cards are a measure of an individual student's behavior throughout a given day and over a period of time.</b> Teachers rate the student's behaviors on a scale of 1-5 ("5" as the most positive). Students who have been assigned to a conduct card are monitored throughout each class period. This year, with the data from SWIS combined with current patterns of behavior that are revealed through the conduct cards, clearer patterns of behavior are observed and pinpointed as to the times of the day in which the student is having difficulty. These patterns are then used to "demystify" the student and school staff as to why a child might be having difficulty during a particular class period, and which targeted interventions and accommodations will be most useful.</p> <p><b>5. Number of in-school suspensions and out-of-school suspensions.</b></p> <p><b>6. Number of students expelled.</b></p>
<b>Results</b>	<p>The number of referrals submitted this year dramatically increased. This increase was due to the administrative directive requiring staff to document all behaviors that were deemed socially unacceptable or that interfered in the learning process. Because of the introduction of the SWIS system, it was decided that any behaviors that interrupted the learning process would be documented for the purposes of refining the data, and being able to pinpoint specifically any and all behaviors as to when, where and why they were occurring. At times, the written referral may have resulted in the student's removal from the classroom. However, there is no correlation between the number of referrals written and the number of students who were removed from their classes. One student was expelled. This expulsion was warranted based on the violent nature of the students' behaviors and alternative instruction was provided. Having posed a danger to himself and others, expulsion was deemed the most appropriate form of accountability. There were twenty out-of-school suspensions this year and alternative instruction was provided. There was also a decrease in the amount of students referred to Safe Space. There were three in-school-suspensions this year.</p>
<b>Analysis</b>	<p>This school year The Opportunity Charter School adopted two new systems to track behavior and provide positive rewards to encourage socially acceptable behaviors. The Opportunity Charter School is committed to creating a school culture that prides itself on positive behaviors reflected in the classrooms and the hallways. The data that has been generated has allowed the behavior and clinical teams to work on deepening the levels of intervention to assist students socially and emotionally. Although there was an increase in the amount of referrals, this is the first year this amount of data has been collected. The data generated has also helped the Administration drive its professional development in the areas of instruction and classroom management. The school received exemplary status for the initial stages of implementation of the PBIS system. The student who was expelled could not have his needs met based on the level of psychiatric treatment needed. Ultimately, the decision for expulsion was made based on an</p>

	<p>excessive amount of referrals. The referrals reflected high levels of physical aggression to both students and staff. While the student was suspended, alternative instruction was provided. The student was referred to the CSE for evaluation and appropriate placement. In reflection, the 2007-2008 school year exhibited a greater need for staff to receive training in the TCI program. Staff who had professional development in TCI did not have a high amounts of referrals submitted. Teaching staff hired in this school year did not receive the proper training to manage their classrooms effectively. Along with PBIS, TCI will provide the framework for teaching staff to help students realize their full academic and social potential. Professional development will provide the opportunity for staff to embrace and adopt these ideals and maximize their implementation in successful classroom management. TCI will be delivered in a more structured and consistent format in the 2008-2009 school year. It is clear the combination of PBIS and TCI will support the culture and provide the staff techniques to maximize the students' potential both academically and socially.</p>
<b>Summary</b>	<p>The PBIS initiative in collaboration with our Therapeutic Crisis Intervention system of modification is a successful model. It provides our staff with the necessary tools and guidelines for confronting students' behaviors. Upon providing professional development opportunities for our instructional staff to adopt this methodology into their classrooms, our success rate will continue to exceed the previous year. When teaching staff truly believes in this positive culture, they will have a greater support network upon which to rely. In addition, engaging the students in their instructional goals and meeting state standards for content area excellence will be fostered as teachers employ both the TCI approach to behavioral management as well as the PBIS system that promotes and acknowledges exemplary student behaviors and facilitates the positive energy of the learning environment. The staff teaches the students to take ownership in their behaviors and choices; both positive and negative. Through these systems we are able to implement effective accountability and reward structures. Staff teaches the students to realize that behaviors are driven by their needs. Once these needs are addressed and met, the outcome can be a learning experience and a means to move forward. The referral of negative student behaviors has been our avenue to give students the opportunity to recognize the choices they have made and determine a positive course of action in the future. Communication of behaviors and needs is key to maintaining this positive school culture.</p>
<b>Action Plan</b>	<ol style="list-style-type: none"> <li>1. Staff will continue to hold students accountable for negative behaviors.</li> <li>2. Staff will continue to praise students and reward positive behaviors.</li> <li>3. Referrals will serve as a means of communication to allow behavioral staff to address concerns.</li> <li>4. PBIS will continue to be a model for students. The values of this initiative will be implemented into every classroom environment.</li> <li>5. Consistency will be maintained when addressing behavioral concerns.</li> </ol>

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|  | <ol style="list-style-type: none"><li>6. Behavioral staff will continually update and communicate the philosophies and practices of effective behavioral modification.</li><li>7. The behavioral staff will continue to support the instructional staff in any student interactions.</li><li>8. Staff will receive weekly TCI Professional Development.</li><li>9. PBIS committee will continue to provide analysis of the data generated by the SWIS database.</li><li>10. A student will be added to the PBIS committee to add another perspective into developing a positive peer culture.</li></ol> |
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	<b>Goal #5: All students will be self-aware and be able to understand and discuss their own areas of academic and social/emotional strengths and weaknesses.</b>
<b>Measures</b>	<ol style="list-style-type: none"> <li>1. Social workers and behavior specialists work collaboratively to discuss and monitor student behavior and needs.</li> <li>2. Social workers will meet the mandated counseling sessions as specified on IEPs.</li> <li>3. Behavior plans will be written and revised for students in need.</li> <li>4. Grade level team meetings will be held each week with the teachers, teaching assistants (when possible), grade level social workers and student managers, related service providers, and whoever else is responsible for a particular child.</li> <li>5. Educational plans and IEPs will include social/emotional levels of performance and specify goals, accommodations, interventions, and objectives to meet those needs.</li> <li>6. The goals, accommodations, interventions, and objectives will be carried out and revised on a consistent basis.</li> <li>7. Demystifications of the neurodevelopmental constructs and students' strengths and weaknesses will be held with students and parents/guardians.</li> </ol>
<b>Method</b>	<ol style="list-style-type: none"> <li>1. Clinical Director and Deans supervised and monitored level of collaboration between social workers and behavior specialists.</li> <li>2. Social workers kept attendance records on meetings with students.</li> <li>3. Behavior plans were filed with the Clinical and Behavior Departments.</li> <li>4. The Director of Professional Development and Clinical Director kept track of grade-level team attendance and topics discussed.</li> <li>5. The Clinical Director and Director of Professional Development supervised the writing of Educational Plans and IEPs for students with disabilities.</li> <li>6. The Clinical Director, Director of Professional Development, Dean, speech/language teacher, and social workers did formal and informal class observations.</li> <li>7. The Director of Professional Development monitored number of student demystifications.</li> </ol>
<b>Results</b>	<p><b>1. Social workers and behavior managers were assigned as teams to work with grade-level cohorts:</b></p> <ul style="list-style-type: none"> <li>● The 6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup> grade teams met informally daily to discuss students, meet regarding crises, meet with parents/guardians, update each other on students' needs, and to write, implement, and revise behavior plans.</li> </ul>

- The teams contributed to educational plans and IEPs
- The social workers and behavior specialists also met with teachers on a regular basis to help them problem-solve classroom management and student behavioral and social/emotional issues

**2. Social workers met the mandated counseling sessions as specified in IEPs.**

**3. Behavior plans were written and sometimes revised for students in need.**

- Behavior managers and social workers met with students and parents/guardians to write targeted, simple, and doable behavior plans for students whose behavior warranted extra intervention.
- Plans were explained and disseminated to other relevant school staff.
- When a plan appeared not to be working, the teams met again to revise plans and/or initiated a referral for a Functional Behavior Assessment; approximately 2 students per month are referred.

**4. Grade level team meetings were not scheduled on a weekly basis. Grade team meetings were replaced weekly IEP and Educational Plan meetings to discuss students' needs and planning. Grade-level team meetings were informally held as needed.**

**5/6. Individualized Educational Plans (IEPs) were written for 140 of the 142 students with special education services.**

- All staff collaborated on writing accommodations, interventions, and goals that were reasonable and met students' needs.
- Accommodations, interventions, and objectives were not consistently implemented across the school.

**7. Demystifications of the Educational Plans were held as Annual Reviews.**

- Demystifications of a sort were held during annual reviews for students with IEPs, but did not follow the Schools Attuned protocol. Students and parents/guardians did attend the meetings with the grade-level teams at a very high rate and learned about student strengths, needs, and goals.
- Demystifications were held for students in general education who had been identified as having academic and/or

socio-emotional needs impacting on their ability to function in the classroom setting

**Analysis**

**1. Social workers and behavior managers were assigned as teams to work with grade-level cohorts:**

- This teamwork approach resulted in students having more people who were connected to them, who understood their issues, and whom they could trust. In addition, teamwork resulted in a more consistent approach to student behavior and discontinued the “splitting” students will resort to.

**2. Social workers met the mandated counseling sessions as specified in IEPs.**

- Social workers were able to meet mandates due to the size of the department (1 social worker for 54 students, about 20 of whom are mandated)

**3. Behavior plans were written and sometimes revised for students in need.**

- Again, the teamwork approach to behavior plans resulted in meaningful plans that were enforceable and met student needs. Due to the crisis nature of the plans, it was often difficult to assemble the entire team (including teachers, teaching assistant, and parents/guardians) to participate, however, plans were distributed to all involved staff members and sent home to parents if they were unable to attend the meetings.
- Based on SWIS data, students with high numbers of referrals were identified as needing PBIS Level II interventions. This involved social workers and teachers submitting written observations, social workers collecting family history and other relevant data to share with student, guardian and staff in order to develop a comprehensive behavior plan, possibly resulting in further services through the CSE.

**4. IEP and Educational Plan Meetings were held on a weekly basis.**

- The planning meetings took place on a consistent basis and were most useful when they were organized ahead of time as to the students who would be discussed and staff came prepared with data and/or student work to discuss.

**5/6. Educational Plans were written and translated into IEPs for 140 of the 142 students with special education services.**

- Accommodations, interventions, and objectives were not consistently implemented across the school because it was so much work just to produce the plans in a collaborative, thoughtful, and timely manner.
- Educational plans for general education students are not mandated and were assigned as deemed necessary by the

	<p>Director of Professional Development. Data was collected, stored, and available for viewing for these students on the Schools' Attuned Website but was infrequently compiled into finalized plans.</p> <p><b>7. Demystifications of Educational Plans were not regularly held once Educational Plans were completed.</b></p> <ul style="list-style-type: none"> <li>• Teachers received professional development in demystifying students but it was difficult to find the time to schedule them.</li> <li>• Students, parents/guardians, and grade level teams attended most of the annual reviews and described to students the strengths and weaknesses they noted.</li> </ul>
<b>Summary</b>	<p>The grade level social work/behavior specialist teams met on a regular basis to identify those students who were in need of help. The five grade-level counselors met their counseling mandates and in addition, counseled a wide-range of OCS students in groups and using the push-in model. Annual review "demystifications" were held on a regular basis and although not specifically to Schools Attuned protocols, students and their parents/guardians did have a better understanding of their strengths and weaknesses. The school-wide implementation of PBIS, in collaboration with social work counseling, assisted students in identifying and understanding which behaviors contributed to their own areas of academic and social/emotional success.</p>
<b>Action Plan</b>	<p><b>1. Social workers and behavior specialists will continue to be assigned to work with grade-level cohorts and/or school teams along with a newly hired special education teacher for each grade</b></p> <ul style="list-style-type: none"> <li>• Social workers and the special education teacher assigned to that particular grade will continue to work with their respective grade cohort.</li> <li>• Social workers and behavior specialists will have scheduled meetings each week to address issues, and will attend grade-level meetings every time along with the assigned special education teacher.</li> </ul> <p><b>2. Social workers will continue to meet the mandated counseling sessions as specified in IEPs as well as the social/emotional needs of their entire grade cohort of 54 students.</b></p> <ul style="list-style-type: none"> <li>• OCS has hired social workers to cover the 6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup>, 9<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup> grades with a Senior Social Worker to supervise and mentor them.</li> <li>• Social workers will do more push-in services in the classrooms to better meet the needs of their students, both academically and socially. In addition, this will help them collaborate with teacher and create a stronger team.</li> </ul>

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- Social workers will continue to develop clinical skills through participation in post-graduate programs, in-house professional development and/or outside professional conferences.
- Social workers will deliver professional development to staff regarding clinical issues.

**3. The Senior Social Worker will coordinate all Functional Behavior Assessments and Behavior Intervention Plans.**

- Every effort will be made to write behavior plans with grade level teams, students, and parent/guardians.
- Plans will be reviewed and revised for their efficacy at pre-determined intervals.
- Plans will be attached to IEPs when appropriate.
- Functional Behavior Assessments will refer those students deemed in need of additional educational support to the Committee on Special Education.

**4. Weekly grade-level meetings will be facilitated by the Senior Social Workers and concentrate on one to three students per week.**

- Grade level teams will be required to attend meetings, where they will discuss students in detail and begin preparation of educational plans and IEPs.
- The Director of Instruction/Deans will prepare agendas and summarize action plans to be followed by the teams.

**5/6/7. Educational Plans will continue to be written, reviewed, and revised for identified general education students, and for all those students with special education services educational plans will be translated into IEPs.**

- The Director of Instruction will continue to deliver high-quality staff development in the neurodevelopmental constructs and in the writing of Educational Plans.
- The Director of Instruction will schedule the observation, team collaboration, and monitor the writing of plans and will teach staff how to translate them into IEPs.
- The Director of Instruction will supervise general education demystifications and prepare staff to "demystify" during annual reviews.

**8. The hiring of a special education consultant teacher for each grade**

- This teacher will help the teachers and teaching assistants in their grade understand how to write effective IEP's

and develop a deeper understanding of Schools Attuned

- This teacher will co-conduct the Grade Team meetings with the grade level social worker .
- This teacher will loop up with the students each year, as the social worker and behavior specialist does.
- This teacher will help all staff better understand how to implement the accommodations and interventions that are referenced in the students' IEP's.

## **Narrative analysis of selected other qualitative indicators**

**Other qualitative indicators included in the charter are referenced below.**

### **1. OCS will maintain an overall attendance rate of over 90% in a given year.**

A. OCS achieved an overall attendance rate of 90% for 2007-08. This count is lowered somewhat by the perpetual absence of three students still included on the OCS roster because of age or special education status.

B. In addition to the new attendance plan that was initiated this past year, OCS is hiring an "attendance teacher" who will streamline all procedures and keep up to date, by period, attendance for the entire school.

- An attendance/data committee will address attendance issues, develop approaches to improve attendance, and monitor the school attendance program.
- The incentive program that was developed to recognize and encourage excellent and improved attendance will be expanded and enhanced.
- Grade-level social workers will continue to track and address excessive tardiness and absences for their grades.
- Staff members will be strategically posted in the many stairwells during all transitions so that students cannot leave the building.
- Parents/guardians will continue to be called, letters will be sent, home visits, meetings, and planning interviews/attendance plans will be held in order to support parents in their efforts to help their child's attendance issues.

### **2. OCS will nurture a strong, committed, and involved parent body.**

OCS continues to experience strong parental satisfaction with the school.

- A staff parent involvement committee was formed during this school year and will continue in the coming year.
- Of the parents responding to the parent satisfaction survey, 91% are satisfied with the education their child has received this year. 89% believe that the school communicates well with them. 91% of the parents believe they are provided opportunities to be involved in their child's education and 98% believe their children are safe at OCS.

### **3. OCS students will participate in community service.**

A. The Pioneer Leaders Academy group, run by a Behavior Specialist, continues to attract a strong group of committed OCS students. To date, this group has:

- Met daily to address female issues ranging from interactions with others to issues specific to women. Currently, the program has fifty members registered for the beginning of the 08-09 school year.

- Initiated and performed community services within the school (office help, tutoring, making lunches, bake sales) and outside the school (nursing home visits and Hale House).

B. OCS students are working during the summer, providing clerical assistance to the school.

C. OCS students helped organize and run the school Talent Show, Thanksgiving Dinner and Staff Appreciation festivities.

D. OCS classrooms participated in a food drive.

E. OCS students participated again in the annual AIDS walk.

F. OCS students formed both middle and high school student councils and a staff committee was designed to specifically support these councils. These councils helped students develop their leadership skills and supported the students in having a voice within the school. They have been actively involved in decision making this past year. Currently, the student council is in discussion about building a student leadership class into the high school schedule.

**4. OCS established and regularly uses a comprehensive database system, to track a wide range of data from attendance to behavior referrals to assessments, etc.**

OCS now tracks all referrals made and allows information to be disaggregated in many different formats, therefore providing staff and students highly specific information about students behaviors. For example, OCS can track in which months, days, or periods students have more behavioral issues. OCS can track which teachers have more behavioral issues in their classes. This has allowed staff and students to see on paper when and where the difficulties are with regard to student behavior which then allows staff to better plan and be proactive in their planning for specific students based on this information. The use of Scantron has provided the school with measures of long term and/or specific academic growth, formative short cycle assessments and provides the school with a nationally normed diagnostic test which measures student competency in New York state standards in reading, math and language arts.

**5. OCS established a partnership with Co-Op Tech so that many of the students in grade 11 will be able to spend their afternoons getting trained in a skill based on their interests and strengths. These students will take their core courses in the morning and then travel to Co-Op Tech for a one or two year program in which they can get training in areas such as automotive repair, computer repair, EMT training, and culinary arts.**

## **SECTION II**

### **Attrition Rates for Students and Teachers**

**Charter School Student Attrition Rates  
2007-08**

<b>Student Attrition Rates</b>			
	<b>2007-2008</b>	<b>2006-2007</b>	<b>2005-2006</b>
Number of students leaving for lack of transportation	0	0	0
Number of students leaving for geographic reasons (e.g., out of state/district relocation)	9	1	3
Number of students leaving for more restrictive special education setting	5	7	7
Number of students leaving due to parental choice (e.g., school transfer closer to residence, local elementary school, parent convenience)	17	13	10
Number leaving for other reasons (undetermined)	3	2	0
Total number of students leaving	34	23	20
Highest Number Enrolled <i>(July 1 – June 30)</i>	303	241	183
<b>Total Percent Attrition</b>	<b>11.2</b>	<b>9.5</b>	<b>10.9</b>

**Charter School Teacher Attrition Rates  
2007-08**

	<b>2007-2008</b>	<b>2006-2007</b>	<b>2005-2006</b>
Number of Classroom Teachers	23	16	12
Number of Special Area Teachers	5	4	3
Total Number of Teachers	28	20	15
Total Number of Teachers Leaving	12	3	5
<b>Total Percent Attrition</b>	<b>43%</b>	<b>15%</b>	<b>33%</b>

## **SECTION III**

**Annual Report for Fiscal Performance for  
2007-2008**

THE UNIVERSITY OF THE STATE OF NEW YORK  
 THE STATE EDUCATION DEPARTMENT  
 OFFICE OF ELEMENTARY, MIDDLE,  
 SECONDARY AND CONTINUING EDUCATION  
 CHOICE PROGRAMS  
 ROOM 462, EDUCATION BUILDING ANNEX  
 ALBANY, NEW YORK 12234

CHARTER SCHOOL ANNUAL  
 REPORT OF FISCAL PERFORMANCE  
 FOR THE SCHOOL YEAR ENDED 6/30/08

Charter School Code:

310300860971

Charter School Name: Opportunity Charter School

Contact Person: Leonard Goldberg

Phone:

REVENUES

A. STATE SOURCES	<u>296,829.00</u>
B. FEDERAL SOURCES	<u>132,203.00</u>
C. PUBLIC SCHOOL DISTRICTS	
1. BASIC OPERATING REVENUES	<u>6,020,190.18</u>
2. STATE AID-PUPILS WITH DISABILITIES	_____
3. FED. AID-PUPILS WITH DISABILITIES	_____
4. OTHER REV FROM PUB SCH DISTRICTS	_____
D. ALL OTHER REVENUES	<u>624,117.07</u>
E. TOTAL REVENUES FROM ALL SOURCES	<u><u>7,071,339.25</u></u>

S. ENROLLMENT	<u>266,5750</u>
T. EXPENDITURES PER PUPIL	<u>25,921.00</u> (R/S)

EXPENDITURES

SALARIES

OTHER

TOTAL

F. GENERAL ADMINISTRATION	<u>383,507.61</u>	<u>126,043.54</u>	<u>509,551.15</u>
G. INSTRUCTIONAL SUPERVISION	<u>475,763.24</u>	<u>41,754.50</u>	<u>517,517.74</u>
H. ALL OTHER INSTRUCTION	<u>1,780,146.42</u>	<u>370,897.75</u>	<u>2,151,044.17</u>
I. PUPIL SERVICES	<u>700,795.85</u>	<u>61,504.07</u>	<u>762,299.92</u>
J. PUPILS WITH DISABILITIES	<u>1,195,449.09</u>	<u>319,582.85</u>	<u>1,515,031.94</u>
K. TRANSPORTATION	<u>0.00</u>	<u>0.00</u>	<u>0.00</u>
L. COMMUNITY SERVICE	<u>38,000.16</u>	<u>3,335.01</u>	<u>41,335.17</u>
M. OPERATION & MAINTENANCE	<u>40,000.08</u>	<u>3,510.53</u>	<u>43,510.61</u>
N. EMPLOYEE BENEFITS			<u>1,129,897.14</u>
O. DEBT SERVICE			<u>0.00</u>
P. SCHOOL LUNCH			<u>54,418.71</u>
Q. CAPITAL EXPENSE			<u>185,188.50</u>
R. GRAND TOTAL EXPENDITURES			<u><u>6,909,795.05</u></u>

COMPLETED FORM MUST BE RETURNED  
 NO LATER THAN AUGUST 1, 2008

Signature: \_\_\_\_\_

Chief School Officer

Date: \_\_\_\_\_

7/29/08

## **SECTION IV**

### **Audited Financial Statements**

**The Audit for 2007-2008  
will be submitted by November 1, 2008.**

## **SECTION V**

### **Disclosure of Financial Interest**

Section V

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee  
Annual Report 2007-08

Name (print) JOSEPH P. MERLINO, M.D.

Name of Charter School OPPORTUNITY CHARTER SCHOOL

Charter Entity NYC DOE

Home Address 205 EAST 78<sup>th</sup> STREET, N.Y., N.Y. 10075

Business Address QUEENS HOSPITAL CENTER, JAMAICA, N.Y. 11432

Daytime Phone 718-883-4027 917-334-7379

E-Mail Address MERLINJO@NYCHHC.ORG

1. List all positions held on board (e.g., chair, treasurer, parent representative):

CHAIR

2. Is the trustee an employee of the School?  Yes  No

3. If you checked Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

\_\_\_\_\_

Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six month period prior to such service. If there has been no such financial interest or transaction, write **none**. Please note that if you answered **yes** to Question 2, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
	NONE		

Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the School **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the School that is doing business with the School through a management or services agreement, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **none**.

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
	NONE		

Signature J. P. M. [unclear] ms

Date 7/29/08

Section V

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee  
Annual Report 2007-08

Name (print) Leonard Goldberg

Name of Charter School Opportunity Charter School

Charter Entity NYC DoE

Home Address 416 W 261<sup>st</sup>, Bronx, NY 10471

Business Address 240 W 113<sup>th</sup> St, NY NY 10026

Daytime Phone (212) 866-6137

E-Mail Address lgoldberg@opportunitycharter.org

1. List all positions held on board (e.g., chair, treasurer, parent representative):

Co-Secretary

2. Is the trustee an employee of the School?  Yes  No

3. If you checked Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

Chief Executive Officer / Head of School / Co-Founder

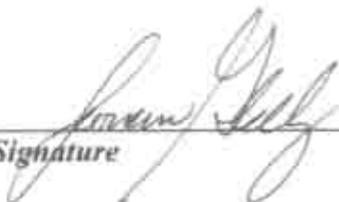
Start date 7/1/07. \$ 136,475.04

Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six month period prior to such service. If there has been no such financial interest or transaction, write **none**. Please note that if you answered **yes** to Question 2, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
5/8 + 6/08 Board Meeting	Salary	Recused from vote + discussion	Self

Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the School **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the School that is doing business with the School through a management or services agreement, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **none**.

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
None			

  
 \_\_\_\_\_  
 Signature

7/23/08  
 \_\_\_\_\_  
 Date

Section V

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee  
Annual Report 2007-08

Name (print) Betty Marsella

Name of Charter School Opportunity Charter School

Charter Entity NYCDOE

Home Address 194 S. Broadway / Tarrytown, ny 10591

Business Address 240 W. 113<sup>th</sup> St. ny, ny 10026

Daytime Phone 212-866-6137

E-Mail Address BMarsella@Opportunitycharter.org

1. List all positions held on board (e.g., chair, treasurer, parent representative): Co-Secretary

2. Is the trustee an employee of the School?  Yes  No

3. If you checked Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

Chief Development Officer + Co-Founder  
Start date was 7/1/04 / current salary is \$136,475.04.

Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six month period prior to such service. If there has been no such financial interest or transaction, write **none**. Please note that if you answered **yes** to Question 2, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
5/08 + 6/09 BA mtg.	Salary	Didn't vote or participate in discussion	self

Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the School **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the School that is doing business with the School through a management or services agreement, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **none**.

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
none			

Betty Marsella  
Signature

July 23, 2008  
Date

Section V

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee  
Annual Report 2007-08

Name (print) Yolanda Santiago

Name of Charter School Opportunity

Charter Entity Opportunity Charter School

Home Address 4033 Bell Avenue, Bronx, N.Y. 10466

Business Address \_\_\_\_\_

Daytime Phone 917-886-7484

E-Mail Address ENTER-YES@GMAIL.COM

1. List all positions held on board (e.g., chair, treasurer, parent representative):

Vice Chair  
Co-Chair of Curriculum & Co-Chair of Salary Com.

2. Is the trustee an employee of the School? Yes  No

3. If you checked Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

\_\_\_\_\_

Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six month period prior to such service. If there has been no such financial interest or transaction, write **none**. Please note that if you answered **yes** to Question 2, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
none	None	none	none

Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the School and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the School that is doing business with the School through a management or services agreement, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **none**.

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
None	None	None	None

*Melanda Santiago*  
 Signature

*July 26, 2008*  
 Date

Section V

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee  
Annual Report 2007-08

Name (print) Alice Cutler

Name of Charter School Opportunity Charter School

Charter Entity New York City D.O.E.

Home Address 215 W. 90 St., PH A, N.Y., N.Y. 10024

Business Address 1501 Broadway, #515, N.Y., N.Y. 10036

Daytime Phone 212-675-7722

E-Mail Address acutter@alicut.com

1. List all positions held on board (e.g., chair, treasurer, parent representative):

Co-Chair Development Committee  
Member Finance Committee

2. Is the trustee an employee of the School?  Yes  No

3. If you checked Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six month period prior to such service. If there has been no such financial interest or transaction, write **none**. Please note that if you answered **yes** to Question 2, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself

Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the School **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the School that is doing business with the School through a management or services agreement, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **none**.

<b>Organization Conducting Business with the School</b>	<b>Nature of Business Conducted</b>	<b>Approximate Value of the Business Conducted</b>	<b>Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest</b>

Alice Cutler  
Signature

7/23/08  
Date

Section V

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee  
Annual Report 2007-08

Name (print) Leonard Barham

Name School Opportunity Charter School Charter

Charter Entity Chancellor of the NYCDOE

Home Address 340 Riverside Dr NY NY 10025

Business Address \_\_\_\_\_

Daytime Phone 212 222 6740

E-Mail Address lenbar48@aol.com

1. List all positions held on board (e.g., chair, treasurer, parent representative): \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Is the trustee an employee of the School?  Yes  No

3. If you checked Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six month period prior to such service. If there has been no such financial interest or transaction, write **none**. Please note that if you answered **yes** to Question 2, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
none			

Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the School **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the School that is doing business with the School through a management or services agreement, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **none**.

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
none			

Leonard Barber  
Signature

7/22/08  
Date

Section V

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee  
Annual Report 2007-08

Name (print): Edward Rivera

Name of Charter School: The Opportunity Charter School

Charter Entity: Chancellor of the NYC Dept of Education

Home Address: 8 D Charles Lane, NY, NY, 10014

Business Address: JPMorgan Chase Bank, NA, 4 New York Plaza, NY, NY, 10004

Daytime Phone: 646-318-8163

E-Mail Address: edrivera11@hotmail.com

1. List all positions held on board (e.g., chair, treasurer, parent representative):  
Treasurer and Chair of Financial Committee

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Is the trustee an employee of the School?  Yes  No

3. If you checked Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date. Not Applicable

\_\_\_\_\_  
\_\_\_\_\_

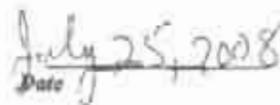
Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six month period prior to such service. If there has been no such financial interest or transaction, write none. Please note that if you answered yes to Question 2, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
	None		

Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the School and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the School that is doing business with the School through a management or services agreement, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write none.

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
None			

  
Signature

  
Date

Section V

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee  
Annual Report 2007-08

Name (print) Deneen L. Borelli

Name of School Opportunity Charter School Charter

Charter Entity Chancellor of the NYC Dept of Education

Home Address 173 Oakland Avenue, Eastchester, NY 10709

Business Address Same

Daytime Phone 914.216.4759

E-Mail Address deneen528@yahoo.com

1. List all positions held on board (e.g., chair, treasurer, parent representative):

Chair, Development Committee

2. Is the trustee an employee of the School?  Yes  No

3. If you checked Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

\_\_\_\_\_

Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six month period prior to such service. If there has been no such financial interest or transaction, write **none**. Please note that if you answered **yes** to Question 2, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
NONE			

Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the School **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the School that is doing business with the School through a management or services agreement, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **none**.

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
NONE			

*Doreen L. Corvelli*  
 \_\_\_\_\_  
 Signature

7/21/08  
 \_\_\_\_\_  
 Date

Section V

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee  
Annual Report 2007-08

Name (print) PHILIP T. PALLONE

Name of Charter School OPPORTUNITY CHARTER SCHOOL

Charter Entity CHANCELLOR OF NYC DEPT OF ED.

Home Address 32 GRAMERCY PARK SOUTH, 6M NY NY 10003

Business Address 85 BROAD ST, NY, NY 10004

Daytime Phone 212-902-1316

E-Mail Address philip.pallone@gs.com

1. List all positions held on board (e.g., chair, treasurer, parent representative):

NA

2. Is the trustee an employee of the School?  Yes  No

3. If you checked Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

NA

Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six month period prior to such service. If there has been no such financial interest or transaction, write **none**. Please note that if you answered **yes** in Question 2, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
NONE			

Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non profit organization, or other organization or group of people doing business with the School and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the School that is doing business with the School through a management or services agreement, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **none**.

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
NONE			

Philip J. Pallone  
Signature

7/28/08  
Date

Section V

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee  
Annual Report 2007-08

Name (print) Robert Zellner

Name of Charter School Opportunity Charter School

Charter Entity \_\_\_\_\_

Home Address 3103 Fairfield Ave. Apt. 8C Bronx NY 10463

Business Address 9 W. 57th St. 25th floor New York NY 10019

Daytime Phone 212-634-7317

E-Mail Address rzellner@corbincapital.com

1. List all positions held on board (e.g., chair, treasurer, parent representative):  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Is the trustee an employee of the School?  Yes  No

3. If you checked Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.  
\_\_\_\_\_  
\_\_\_\_\_

Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six month period prior to such service. If there has been no such financial interest or transaction, write **none**. Please note that if you answered **yes** to Question 2, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
NONE			

Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the School **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the School that is doing business with the School through a management or services agreement, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **none**.

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
NONE			

  
 \_\_\_\_\_  
 Signature

7/28/08  
 \_\_\_\_\_  
 Date

# OCS SCHOOL CALENDAR

## 2007

September 4 (Tuesday)	All students report to school
Sept. 13, 14 (Thurs. and Fri.)	Rosh Hashanah, no school
October 8 (Monday)	Columbus Day observed, no school
November 6 (Tuesday)	Election Day, no school for students
November 12, (Monday)	Veterans Day, no school
November 21-23. (Wednesday-Friday)	Thanksgiving Recess
December 24-January 1 (Monday- through and including Jan. 1, Tuesday)	Winter Recess(including Christmas and New Years Day) students return to Wednesday, Jan.2)

## 2008

January 21 (Monday)	Dr. MLK, Jr. Day, no school
February 18 (Monday)- February 22 (Friday)	Midwinter Recess (including Washington's Birthday)
March 20 (Thursday)	Staff Development Day
March 21, (Friday)	Good Friday, no school
April 21 (Monday)- April 25 (Tuesday)	Spring Recess
May 5 (Tuesday)	Staff Development day, no school for students
May 23(Fri.)-26(Mon.)	Memorial Day, no school
June 27 (Friday)	Last day of school

Hours of Operation for the regular school year: 7:30 a.m. – 4:00 p.m.

Afterschool program: 4:00 p.m. – 6:00 p.m.

Summer School Hours of Operation: 8:00 a.m. – 12:00 p.m.

**Statement that all applicable leases, certificates and approvals necessary to operate the school at the school building are in full force and effect.**

N/A

**The Opportunity Charter School is housed in a Department of Education facility.**

## **STATEMENT OF ASSURANCES**

*Statement of Assurances*

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.

Betty Marsella  
Print Name, Head of Charter School

Betty Marsella  
Signature and Date



Atiya S. Latef 7-28-08  
Notary Public Signature and Seal

Atiya S Latef  
Notary Public - State of New York  
No. 01LA6167639  
Qualified in Westchester County  
My Commission Expires: June 4, 2011

Joseph P. MERLINO, M.D.  
Print Name, President, Board of Trustees

Joseph P. Merlino  
Signature and Date

Atiya S. Latef 7-28-08  
Notary Public, Signature and Seal

Atiya S Latef  
Notary Public - State of New York  
No. 01LA6167639  
Qualified in Westchester County  
My Commission Expires: June 4, 2011

