2008-2009

Annual Report

for

The Opportunity Charter School
240 West 113th 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
518-474-1762

Charter School Annual Report
2008 - 2009
Charter School Information and Cover Page

Name of Charter School **The Opportunity Charter School**

Address **240 West 113th Street, Fourth Floor**

New York, NY 10026

Telephone **(212) 866-6137** **Fax** **(212) 665-6038**

BEDS # **310300860870**

District/CSD of Location **Three**

Charter Entity **New York City Department of Education**

Head of School (Contact Person) **Mr. Leonard Goldberg**
(print name)

E-mail address of contact person **lgoldberg@opportunitycharter.org**

President, Board of Trustees **Joseph P. Merlino, M.D, MPA**
(print name)

E-mail address and Phone Number of Board President: **(917) 334-7379**
merlinojp@gmail.com

President, Board of Trustees **Mr. Philip Pallone (Co chair)**
(print name)

E-mail address and Phone Number of Board President: **(212) 902-9316**
philip.pallone@gs.com

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SECTION I

A. STUDENT ASSESSMENT DATA CHARTS

Student Assessment Data
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2008-09 Annual Report

Name of Charter School: The Opportunity Charter School

Grades 3 – 8 State ELA Assessments Results

Year of Test	Grade 3				Grade 4				Grade 5				Grade 6				Grade 7				Grade 8			
	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4
2008-09													**0**	**89**	**11**	**0**	**2**	**69**	**30**	**0**	**8**	**76**	**15**	**0**
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

Year of Test	Grade 3				Grade 4				Grade 5				Grade 6				Grade 7				Grade 8			
	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4	L1	L2	L3	L4
2008-09													**4**	**46**	**48**	**2**	**15**	**50**	**33**	**2**	**10**	**54**	**36**	**0**
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

Regents Exam	*Year*	*All Students*					*General Education Students*					*Students with Disabilities*				
		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*
Comprehensive English	**2008-09**	**29**	**72**	**7**	**17**	**3**	**19**	**68**	**11**	**16**	**5**	**10**	**80**	**0**	**20**	**0**
	2007-08															
	2006-07															
	2005-06															
Math A	**2008-09**															
	2007-08															
	2006-07	36	67	19	14	0	17	59	24	18	0	19	74	16	11	0
	2005-06															
Math B	**2008-09**															
	2007-08															
	2006-07															
	2005-06															
Global History & Geography	**2008-09**	**71**	**80**	**7**	**13**	**0**	**39**	**79**	**5**	**15**	**0**	**32**	**81**	**9**	**9**	**0**
	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.	**2008-09**	**32**	**53**	**25**	**19**	**3**	**15**	**53**	**27**	**20**	**0**	**17**	**53**	**24**	**18**	**6**
	2007-08															
	2006-07															
	2005-06															
Living Environ.	**2008-09**	**62**	**39**	**24**	**37**	**0**	**38**	**37**	**32**	**32**	**0**	**24**	**42**	**13**	**46**	0
	2007-08	37	62	24	14	0	16	63	13	25	0	21	62	33	5	0
	2006-07															
	2005-06															

Regents Exam	*Year*	*All Students*					*General Education Students*					*Students with Disabilities*				
		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*
Phys. Setting/ Earth Sci.	**2008-09**	**25**	**88**	**4**	**8**	**0**	**15**	**87**	**0**	**13**	**0**	**10**	**90**	**10**	**0**	**0**
	2007-08	35	86	6	9	0	21	81	5	14	0	14	93	7	0	0
	2006-07															
	2005-06															
Phys. Setting/ Chemistry	**2008-09**															
	2007-08															
	2006-07															
	2005-06															
Phys. Setting/ Physics	**2008-09**															
	2007-08															
	2006-07															
	2005-06															
Integrated Algebra	**2008-09**	**95**	**64**	**21**	**15**	**0**	**51**	**63**	**20**	**18**	**0**	**44**	**66**	**23**	**11**	**0**
	2007-08	48	71	15	15	0	27	67	15	19	0	21	76	14	10	0
	2006-07															
	2005-06															
Geometry	**2008-09**	**43**	**93**	**7**	**0**	**0**	**26**	**92**	**8**	**0**	**0**	**17**	**94**	**6**	**0**	**0**
	2007-08															
	2006-07															
	2005-06															

New York State Assessment Results

Regents Exam	*Year*	*All Students*					*General Education Students*					*Students with Disabilities*				
		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*
Comp. French	**2008-09**															
	2007-08															
	2006-07															
	2005-06															
Comp. German	**2008-09**															
	2007-08															
	2006-07															
	2005-06															
Comp. Hebrew	**2008-09**															
	2007-08															
	2006-07															
	2005-06															
Comp. Italian	**2008-09**															
	2007-08															
	2006-07															
	2005-06															
Comp. Latin	**2008-09**															
	2007-08															
	2006-07															
	2005-06															
Comp. Spanish	**2008-09**															
	2007-08															
	2006-07															
	2005-06															

New York State Assessment Results

Regents Competency Test	*Year*	*All Students*					*General Education Students*					*Students with Disabilities*				
		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	**2008-09**	**49**	**45**	**12**	**37**	**6**	**0**	**0**	**0**	**0**	**0**	**49**	**45**	**12**	**37**	**6**
	2007-08															
	2006-07															
	2005-06															
Science	**2008-09**	**52**	**65**	**19**	**15**	**0**	**0**	**0**	**0**	**0**	**0**	**52**	**65**	**19**	**15**	**0**
	2007-08	19	42	21	37	0	0	0	0	0	0	19	42	21	37	0
	2006-07															
	2005-06															
Reading	**2008-09**															
	2007-08															
	2006-07															
	2005-06															
Writing	**2008-09**															
	2007-08															
	2006-07															
	2005-06															
Global Studies	**2008-09**	**9**	**89**	**11**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**9**	**89**	**11**	**0**	**0**
	2007-08															
	2006-07															
	2005-06															
US History & Gov't.	**2008-09**															
	2007-08															
	2006-07															
	2005-06															

New York State Assessment Results

Second Language Proficiency Exams	*Year*	*All Students*					*General Education Students*					*Students with Disabilities*				
		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*
French	**2008-09**															
	2007-08															
	2006-07															
	2005-06															
German	**2008-09**															
	2007-08															
	2006-07															
	2005-06															
Italian	**2008-09**															
	2007-08															
	2006-08															
	2005-06															
Latin	**2008-09**															
	2007-08															
	2006-07															
	2005-06															
Spanish	**2008-09**															
	2007-08															
	2006-07															
	2005-06															

New York State Assessment Results

NYS English as a Second Language Achievement Test	*Year*	*All Students*					*General Education Students*					*Students with Disabilities*				
		Total Tested	*% Scoring: * See note below*				*Total Tested*	*% Scoring: * See note below*				*Total Tested*	*% Scoring at or above: * See note below*			
			≤54	*55- 64*	*65-84*	*≥85*		*≤54*	*55-64*	*65-84*	*≥85*		*≤54*	*55-64*	*65-84*	*≥ 85*
Listening & Speaking (Gr. K-1)	**2008-09**															
	2007-08															
	2006-07															
	2005-06															
Reading &Writing (Gr. K-1)	**2008-09**															
	2007-08															
	2006-07															
	2005-06															
Listening & Speaking (Gr. 2-4)	**2008-09**															
	2007-08															
	2006-07															
	2005-06															
Reading &Writing (Gr. 2-4)	**2008-09**															
	2007-08															
	2006-07															
	2005-06															
Listening & Speaking (Gr. 5-6)	**2008-09**	**2**	**0**	**0**	**100**	**0**	**0**	**0**	**0**	**0**	**0**	**2**	**0**	**0**	**100**	**0**
	2007-08															
	2006-07															
	2005-06															
Reading & Writing (Gr. 5-6)	**2008-09**	**2**	**0**	**50**	**50**	**0**	**0**	**0**	**0**	**0**	**0**	**2**	**0**	**50**	**50**	**0**
	2007-08															
	2006-07															
	2005-06															

NYS English as a Second Language Achievement Test	*Year*	*All Students*					*General Education Students*					*Students with Disabilities*				
		Total Tested	*% Scoring: * See note below*				*Total Tested*	*% Scoring: * See note below*				*Total Tested*	*% Scoring at or above: * See note below*			
			≤54	*55- 64 **	*65-84*	*≥85*		*≤54*	*55-64*	*65-84*	*≥85*		*≤54*	*55-64*	*65-84*	*≥ 85*
Listening & Speaking (Gr. 7-8)	**2008-09**	7	0	0	71	29	1	NA	NA	NA	NA	6	NA	NA	NA	NA
	2007-08															
	2006-07															
	2005-06															
Reading &Writing (Gr. 7-8)	**2008-09**	7	29	71	0	0	1	NA	NA	NA	NA	6	NA	NA	NA	NA
	2007-08															
	2006-07															
	2005-06															
Listening & Speaking (Gr. 9-12)	**2008-09**	1	0	100	0	0	0	0	0	0	0	1	0	100	0	0
	2007-08															
	2006-07															
	2005-06															
Reading &Writing (Gr. 9-12)	**2008-09**	1	0	100	0	0	0	0	0	0	0	1	0	100	0	0
	2007-08															
	2006-07															
	2005-06															

Note: % Scoring for all groups are based on nySTART NYSESLAT Performance reports where the percentages of students' performance level are categorized by Beginning, Intermediate, Advanced and Proficient. On this Assessment Results Chart, ***≤54*** corresponds to Beginning, ***55- 64*** for Intermediate, ***65-84*** for Advanced, and ***≥85*** for Proficient.

New York State Alternate Assessment Results

NYS Alternate Assessments	*Year*	*All Students*				
		Total Tested	*% Scoring:*			
			L1	*L2*	*L3*	*L4*
ELA	**2008-09**	**3**	**0**	**33**	**0**	**67**
	2007-08					
	2006-07					
	2005-06					
Mathematics	**2008-09**	**3**	**0**	**0**	**33**	**67**
	2007-08					
	2006-07					
	2005-06					
Secondary Level Social Studies	**2008-09**	**1**	**0**	**0**	**0**	**100**
	2007-08					
	2006-07					
	2005-06					
Secondary Level Science	**2008-09**	**1**	**0**	**0**	**100**	**0**
	2007-08					
	2006-07					
	2005-06					

High School Completion Rates: OCS has not yet graduated a 12th grade class

High School Completion	*Year*	*All Students*		*General Education Students*		*Students with Disabilities*	
		Number Of Students	*Percent Of Graduates*	*Number Of Students*	*Percent Of Graduates*	*Number Of Students*	*Percent of Graduates*
Total Graduates	**2008-09**						
	2007-08						
	2006-07						
	2005-06						
Rec'd. a Regents Diploma	**2008-09**						
	2007-08						
	2006-07						
	2005-06						
Rec'd. a Regents Diploma w/Adv. Designation	**2008-09**						
	2007-08						
	2006-07						
	2005-06						
Rec'd. IEP Diploma	**2008-09**						
	2007-08						
	2006-07						
	2005-06						
To 4-Year College	**2008-09**						
	2007-08						
	2006-07						
	2005-06						
To 2-Year College	**2008-09**						
	2007-08						
	2006-07						
	2005-06						

High School Completion	*Year*	*All Students*		*General Education Students*		*Students with Disabilities*	
		Number Of Students	*Percent Of Graduates*	*Number Of Students*	*Percent Of Graduates*	*Number Of Students*	*Percent of Graduates*
To Other Post-Secondary	**2008-09**						
	2007-08						
	2006-07						
	2005-06						
Dropped Out	**2008-09**						
	2007-08						
	2006-07						
	2005-06						
Entered Approved HS Equivalency Prep Program	**2008-09**						
	2007-08						
	2006-07						
	2005-06						
Total Non-Completers	**2008-09**						
	2007-08						
	2006-07						
	2005-06						

Other Student Assessment Data
2008-09

Name of Charter School: The Opportunity Charter School

Name of Test: New York State Intermediate-Level Science **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	4 / 30 / 09	59	0	0	0	59	NA **** *See note below*	NA	NA

* 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 nySTART.

Other Student Assessment Data
2008-09

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	6 / 2 / 09 6 / 3 / 09	59	0	0	0	59	NA **** ***See note below***	NA	NA

* 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 nySTART

SECTION I

B. PROGRESS TOWARDS GOAL ATTAINMENT

B. Progress Toward Goal Attainment

Progress Toward Goals
2008-09

Charter School Name:_Opportunity Charter School_____ **School Year:__**2008-2009**_____**

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
Goal #1: Students will meet or exceed all New York State and New York City standards (a score of 3 or 4)	ELA Grades 6-8th 19.3% of students scored at Level 3 or 4	2009 NYS ELA test	No	OCS demonstrated large gains in student performance this year, more than doubling the previous percentage of students at proficiency. On average, students enter almost three years 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 6-8th 40.6% of students scored at Level 3 or 4	2009 NYS Math test	No	

	Goal #1 (cont.): Students will meet or exceed all New York State and New York City standards (a score of 3 or 4) and assessments.

While the ultimate goal of having all students achieve state standards has yet to be met, OCS made tremendous progress during the 2008-09 school year in moving students towards the successful completion of state standards. Overall Student Performance measures showed huge increases this year, while Student Progress continues to climb. These tremendous gains were made by a student population, which the 2007-08 New York City Department of Education Progress Report confirmed as the lowest-performing middle school grouping of students in the city, prior to their entrance to OCS.

The Charts below illustrate the exciting progress at OCS over the last three years. In virtually every year and every category, OCS has shown steady improvement in Student Performance and Student Progress. From 2006-07 to 2008-09 Student Performance has improved by as much as 25 Percentage Points, with Median Student Proficiency increasing by half a level in ELA and three quarters of a level in math.

ELA	2006-07	2007-08	2008-09	**TOTAL IMPROVEMENT**
Student Performance				
Percentage of Students at Proficiency	5.8%	8.2%	19.3%	**Improved by 13.5 Percentage Points**
Median Student Proficiency	2.26	2.50	2.77	**Improved by 0.51 Index Points**
Student Progress				
Percentage of Students Making at least 1 Year of Progress	38.7%	62.6%	71.8%	**Improved by 33.1 Percentage Points**
Percentage of Students in School's Lowest 1/3 Students Making at Least 1 Year of Progress	NA	77.8%	83.9%	**Improved by 6.1 Percentage Points**
Average Change in Student Proficiency for Level 1 and Level 2 Students	NA	0.16	0.21	**Improved by 0.05 Index Points**
Average Change in Student Proficiency for Level 3 and Level 4 Students	NA	(0.16)	(0.02)	**Improved by 0.14 Index Points**

OCS demonstrated especially strong gains in math, in response to afterschool math programs for middle school targeting those students approaching Level 3. Percentage of Students Making at Least 1 Year of Progress shot up by more than 26 percentage points, more than 40 more students who made at least a year of progress.

MATH	2006-07	2007-08	2008-09	
Student Performance				
Percentage of Students at Proficiency	16%	14.7%	40.6%	**Improved by 24.6 Percentage Points**
Median Student Proficiency	2.15	2.46	2.90	**Improved by 0.75 Index Points**
Student Progress				
Percentage of Students Making at least 1 Year of Progress	34.2%	48.0%	74.5%	**Improved by 40.3 Percentage Points**
Percentage of Students in School's Lowest 1/3 Students Making at Least 1 Year of Progress	NA	61.5%	81.8%	**Improved by 20.3 Percentage Points**
Average Change in Student Proficiency for Level 1 and Level 2 Students	NA	0.20	0.35	**Improved by 0.15 Index Points**
Average Change in Student Proficiency for Level 3 and Level 4 Students	NA	(0.28)	(0.02)	**Improved by 0.26 Index Points**

While average student proficiency increased for all students, it is interesting to note that Level 3 and Level 4 students at OCS showed an even greater average improvement than Level 1 and Level 2 students at OCS. During 2008-09, in response to NYCDOE concerns about the progress of higher-performing students, OCS implemented interventions for this population of students, which, judging from NYSTP scores, have been successful. While, clearly, OCS is not satisfied with an average negative gain for Level 3 and Level 4, context is important: the average improvement in ELA for Level 3 and Level 4 students in the entire New York City Horizon ranged in 2007-08 from (0.27) to 0.02. In 2007-08, OCS outperformed roughly 40% of the City in this category and in 2008-09 appears to

have outperformed an even larger percentage of city schools. With an action plan in place for Level 3 and 4 students for the upcoming year, these students will continue to advance from an average city rate of progress to an above average rate of progress.

Final Peer and City Horizon comparative data were unavailable from NYCDOE at the time of this report; however, according to the Progress Report Modeler provided to all schools by the NYDOE, OCS outperformed more than 50% of the Peer Horizon Schools in all categories and outperformed 70% of Peer Horizon Schools in 6 categories. In terms of the City Horizon, OCS outperformed more than 60% of schools in 6 categories.

The percentage of Level 1 students continues to decline at OCS, a school whose mission includes service to those students performing at the lowest levels.

In order to bring about this progress, OCS implemented several programs and changes to better support student achievement during the 2008-09 school year.

- Extracurricular test prep was continued for math during the afterschool program, delivered by a special education certified classroom teacher
- Time was specifically allocated in math and ELA during the school day towards test prep on a weekly basis.
- Several experienced math and ELA teachers were hired, with either special education experience or certification.
- All ELA and math teachers were engaged in curriculum development work, aligning standards to a newly chosen Holt Elements of Literature Program.
- A unified curriculum was developed for middle school, using Prentice Hall materials for all grade levels.
- Instructional Working Groups raised the priority of teacher fluency with Standards-based units and lessons.
- Classroom libraries and processes for independent reading were more fully developed.
- Writing workshop was instituted in several classes.
- Small group tutoring in ELA was implemented by the Director of Instruction.
- Students' Scantron testing scores were utilized as a tool for goal setting between teachers and students.

Summary 2008-09	**In 2008-09, OCS showed huge gains for both lower- and higher-performing students. With, literally, the lowest scoring group of students in the middle school category, OCS demonstrated more progress than over 70% of New York City Schools.**

Action Plan 2009-2010	**For its Renewal Report, OCS has created an extensive Action Plan for 2009-2010. Below are a few items from this plan.** • **To hire fulltime Literacy and Math Coaches/Co-teachers** Fulltime coaching staff will support teachers on an ongoing basis, while modeling instruction and developing teacher practice in a co-teaching environment. • **To implement more Integrated Co-teaching** More certified teachers will co-teach to provide more intensive differentiation to classes. • **To create an Enrichment Period** By shortening other classes and streamlining homeroom time, OCS will be offering an extra enrichment period for all students, during which all students will receive targeted instruction. • **To implement a Team-based Pay for Performance program based on standardized testing results** Grade team teachers will be financially rewarded for the performance of their students on standardized testing in Math, ELA, Science, and Social Studies. • **To focus on Standards** Use of Scantron Performance series and periodic testing for all students will provide snapshots of student performance on key standards. Mastery of these standards will be reassessed throughout the year. • **To leverage assessment for Instruction** The Opportunity Charter School assessment program will continue to aid curricular clarity and consistency. • Math, ELA, Social Studies, and Science Teachers will collaborate in the development of nine-week formative assessments of State benchmarks, which include a variety of performance, short answer, and multiple choice items. • The development of formative assessments will continue to leverage the unification of school curricula and create clear expectations for students and teachers. • Long-cycle, computer adaptive assessments will identify student strengths and weaknesses on the spectrum

	of state benchmarks in reading and math from 2nd to 12th grade. • 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. Assessment results will be used by teachers and administrators in a variety of decision-making processes: • Creating skill-based class groupings • 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 be made available to students and parents in regular reports, to increase ownership in and motivation for learning. • Providing evaluative student data for Response to Intervention (RTI) Processes.

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
Goal #2: All 8th graders will go to high school.	Forty-four 8th grade students will be attending 9th grade at OCS.	9th grade enrollment at OCS	Yes	NA
	Fifiteen 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.	9th grade enrollment at other high schools as forecast by ATS and Social Worker interviews	Yes	

	Goal #2: All 8th graders will go to high school.
Summary 2008-09	OCS gave all 8th graders the opportunity to apply to New York City high schools and gave them the appropriate guidance in making their decision.
Action Plan 2009-10	• 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. • The OCS 8th grade social worker in collaboration with the newly established middle school Guidance Counselor position will continue to guide students towards high school placements that fit their needs so that they will remain in school. • While new, more stringent, Attendance and Promotion Policies have made passage to the 9th grade more rigorous, a Promotion in Doubt Summer Program, piloted in 2008-09 will continue in 2009-2010 to prepare 8th graders with identified need for work on 9th grade standards.

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
Goal #3: All 12th grade students will have the ability to go on to higher educational institutions, as tracked by school counselors during transitional planning.	All IEPs will include transition plans and/or vocational assessments for students who are either 1) 14 years of age or older; or 2) in 9th grade.	IEP Transition Planning	Yes	While the hiring of a vocational counselor greatly expanded the transitional planning and vocational planning for all high school students, formalized transition plans were not created for all general education students.
	Transition plans were not completed for all general education students .	General Education Transition Plans	No	

	Goal #3: All 12th grade students will have the ability to go on to higher educational institutions, as tracked by school counselors during transitional planning.
Method	**1. IEPs:** • 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 and Learning Specialist. Transition services must be based on the student's strengths, as well as their preferences and interests. The development of transition goals should focus on and build upon what the student can do. Activities developed as part of transition services must be designed to be within a "results-oriented" process and must focus on improving the academic and functional achievement of the student to facilitate movement from school to post-school activities. • The IEP includes detailed academic and social performance observations and accommodations/

	interventions/objectives based on students' strengths and weaknesses in the neurodevelopmental constructs. **2. Educational Plans:** • 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. **3. Vocational-Educational Assessments:** • 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. • High school students are required to attend trips during the academic school year which expose them to higher education/post-secondary school options. • Middle school 6th and 7th graders attended a "Job Club" offered through a partnership with the Carrera Program to begin transitional and vocational education at an earlier age. **4. Co-Op Tech High School** • 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 of strengths and interests.
Results	**1. IEPs:** • **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. • Planning did include consultation with other agencies, such as rehabilitative services or post-secondary education, where appropriate, as part of the transition planning process. • OCS 6th, 7th and 8th 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. • OCS 9th and 10th grade social workers conducted transition planning sessions with every 9th and 10th grade student who receives special education services. Planning involved development of individual post-secondary goals related to training, education, employment and independent living skills. **2. Educational Plans** • Completed educational plans did not always include transitional planning. • OCS 6th 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. **3. Vocational-Educational Services** • A full-time vocational/educational counselor was hired to work with high school students. 9th and 10th grade students met regularly with the vocational/educational counselor to further explore and develop post-secondary goals. • All 9th and 10th 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. • A vocational-educational committee was formed to provide students with opportunities and exposure to transition planning/post-secondary goal development. • 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. 4. **Co-Op Tech High School Program** • 15 OCS students attended this program in which they took classes in a trade/skill that they were interested in, such as training as an EMT, automotive repair, computer repair, and culinary arts.
Summary 2008-09	**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.

Action Plan 2009-10	• The OCS 6th, 7th, and 8th 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.
	• The OCS 9th, 10th, 11th, and 12th grade social workers/Guidance Counselors will conduct transition planning sessions with every 9th, 10th, 11th, and 12th grade student and his/her parent or guardian. Outside agencies must be involved in the planning as well. These plans must include:
	  ○ 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
	  ○ The development of a statement of transition services (including courses of study) needed to assist the child in reaching those goals.
	• All written educational plans for general education students age 14 years and older will include a transition plan with the above-mentioned criteria.
	• A newly developed guidance department, including one guidance counselor for both the high school and middle school will offer vocational/transitional classes to high school students and work in collaboration with the Carrera program to further vocational planning in the middle school. The vocational counselor will continue to develop community partnerships and vocational training opportunities for all students.
	• In the Middle School, the new Job Club course piloted by the Carrera Program will be expanded to 6th, 7th, and 8th grade with the goal of building job awareness and school relevancy.

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
<u>Goal #4</u>: All students will behave in a socially acceptable manner as evidenced by a tracking system, conducted by a dean, of appropriate and inappropriate behaviors over time.	The number of referrals decreased from 2007-08 by more than half.	1. School-wide referrals and critical incident reports.	Yes	The significant drop in behavior referrals and negative incidents from 2007-08 by students at OCS proves that students are on their way to behaving in a socially and academically appropriate manner. At the same time, in response to parent and staff feedback, OCS has intensified use of suspensions and expulsions for extreme behavior issues. This new policy will be evaluated next year for its overall effect on school culture and behavior.
	The number of suspensions and expulsions increased significantly	2. Numbers of in-school suspensions and out-of-school suspensions. 3. Number of students expelled.	No	

	<u>Goal #4</u>: All students will behave in a socially acceptable manner as evidenced by a tracking system, conducted by a dean, of appropriate and inappropriate behaviors over time.
Method	**1. School-wide referrals and critical incident reports are collected and used by the behavior team to guide decisions about stronger intervention in the form of behavior plans.** **2. Behavior plans are written for those students whose behavior indicates a need for stronger intervention.** 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. **3. In-school and out-of-school suspensions are tracked.**

	4. The number of students expelled is tracked.
Summary 2008-09	**The significant drop in referrals to Safe Space and negative incidents from 2007-08 by students at OCS proves that students are on their way to behaving in a socially and academically appropriate manner.**
Action Plan 2009-10	**The following actions will be taken in 2009-2010 to achieve the educational goal of every student behaving in a socially appropriate manner.** • OCS will move into the third year of its implementation of the Positive Behavior Intervention System (PBIS) to promote and reward positive behaviors. • The Instructional, Clinical, and Behavior teams will unite their efforts under a common Response to Intervention (RTI) Framework, including a unified plan for student interventions. • Members of the behavior team will continue to meet on a weekly basis with their grade cohorts to develop a clear understanding of the needs of the students and staff. • PBIS education sessions, teaching the five OCS expectations in context will be integrated into the general curriculum. • The PBIS Database will continue to track all behaviors and help staff to develop an understanding of any patterns in student behavior over the school day, week, month, and school year. This database will also assist in staff training. • OCS will track all referrals from staff to determine which staff are having the most issues and determine a level of consistency in their program. These results will be included in teacher professional development and evaluation.

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
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.	IEPs continue to include social/emotional goals and interventions when appropriate. These interventions continue to be implemented.	1. Educational plans and IEPs will include social/emotional levels of performance and specify goals, accommodations, interventions, and objectives to meet those needs. 2. The goals, accommodations, interventions, and objectives will be carried out and revised on a consistent basis.	Yes	NA
	Teachers utilize their training in and knowledge of neurodevelopmental constructs during parent/teacher conferences at least twice a year.	7. Demystifications of the neurodevelopmental constructs and students' strengths and weaknesses will be held with students and parents/guardians.	Yes	

	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.
Action Plan 2009-10	• Social workers, behavior specialists, and Special Education certified Learning Specialists will continue to be assigned to work with grade-level cohorts.

	• 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. • All staff will receive ongoing training in neurodevelopmental constructs. • A team of teachers will develop a set of mini-lessons for teacher use in developing student knowledge of the neurodevelopmental constructs.

SECTION II

Attrition Rates for Students and Teachers

Charter School Student Attrition Rates
2008-09

	2008-09	**2007-08**	**2006-07**	**2005-06**
Number of students leaving for lack of transportation	**0**	0	0	0
Number of students leaving for geographic reasons (e.g., out of state/district relocation)	**6**	9	1	3
Number of students leaving for more restrictive special education setting	**9**	5	7	7
Number of students leaving due to parental choice (e.g., school transfer closer to residence, local elementary school, parent convenience)	**29**	17	13	10
Number leaving for other reasons (undetermined)	**5**	3	2	0
Total number of students leaving.	**49**	34	23	20
Highest Number Enrolled *(July 1 – June 30)*	**375**	303	241	183
Total Percent Attrition	**13.0**	11.2	9.5	10.9

Charter School Teacher Attrition Rates
2008-09

	2008-09	2007-08	2006-07	2005-06
Number of Classroom Teachers	30	23	16	12
Number of Special Area Teachers	9	5	4	3
Total Number of Teachers	39	28	20	15
Total Number of Teachers Leaving	13*	12	3	5
Total Percent Attrition	**33%**	**43%**	**15%**	**33%**

*Two of these classroom teachers have been promoted to non-teaching positions within school leadership and three others will be serving as Teaching Assistants. Accounting for these five positions, the Teacher attrition rate would be 21%.

SECTION III

Annual Report for Fiscal Performance for 2008-2009

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

CHARTER SCHOOL ANNUAL REPORT OF FISCAL PERFORMANCE FOR THE SCHOOL YEAR ENDED 6/30/09

Charter School Code:

3	1	0	3	0	0	8	6	0	8	7	0

Charter School Name: The Opportunity Charter School

Contact Person: Mr. Leonard Goldberg | **Phone: 212-866--6137**

REVENUES

A. STATE SOURCES	
B. FEDERAL SOURCES	185,254
C. PUBLIC SCHOOL DISTRICTS	
1. BASIC OPERATING REVENUES	4,128,571
2. STATE AID-PUPILS WITH DISABILITIES	4,248,950
3. FED. AID-PUPILS WITH DISABILITIES	115,261
4. OTHER REV FROM PUB SCH DISTRICTS	
D. ALL OTHER REVENUES	363,769
E. TOTAL REVENUES FROM ALL SOURCES	$ 9,041,805
S. ENROLLMENT	329.85
T. EXPENDITURES PER PUPIL	$ 27,848 (R/S)

EXPENDITURES

	SALARIES	OTHER	TOTAL
F. GENERAL ADMINISTRATION	288,743	474,388	763,132
G. INSTRUCTIONAL SUPERVISION	414,348	37,526	451,874
H. ALL OTHER INSTRUCTION	1,296,693	121,989	1,418,682
I. PUPIL SERVICES	783,609	83,637	867,246
J. PUPILS WITH DISABILITIES	3,216,528	227,347	3,443,875
K. TRANSPORTATION	-	-	-
L. COMMUNITY SERVICE	57,833	-	57,833
M. OPERATION & MAINTENANCE	291,696	5,004	296,701
N. EMPLOYEE BENEFITS			1,650,210
O. DEBT SERVICE			-
P. SCHOOL LUNCH			60,001
Q. CAPITAL EXPENSE			175,991
R. GRAND TOTAL EXPENDITURES			$ 9,185,543

COMPLETED FORM MUST BE RETURNED NO LATER THAN AUGUST 3, 2009

Signature:_____
Chief School Officer

Date:_____

SECTION IV

Audited Financial Statements

The Audit for 2008-2009
will be submitted by November 1, 2009.

SECTION V

Disclosure of Financial Interest

Section V

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2008-09

Name (print) **Dr. Leonard Barham**

Name of Charter School **Opportunity Charter School**

Charter Entity

Home Address [redacted]

Business Address [redacted]

Daytime Phone [redacted]

E-Mail Address [redacted]

List all positions held on board (e.g., chair, treasurer, parent representative): **Trustee Chair, Curriculum Committee.**

Is the trustee an employee of the School? ____**Yes** __X__**No**

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

Is the trustee an employee or agent of the management company? ____**Yes** __X__**No**

Is the trustee an employee or agent of any institutional partner of the School? __**Yes** _X**No**

Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six month period prior to such service. 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 Barham 7/23/09

Signature ***Date***

Subscribed and sworn to before me this 23rd day of July, 2009

Notary Public Kathy A Schweizer

KATHY-ANNE SCHWEIZER-ELLIS
Notary Public, State of New York
Columbia County, #01SC5049981
Commission Expires 9/25/2009

Section V

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2008-09

Name (print) **Alice Cutler**

Name of Charter School **Opportunity Charter School**

Charter Entity

Home Address

Business Address

Daytime Phone

E-Mail Address

1. List all positions held on board (e.g., chair, treasurer, parent representative): **Trustee, Co-Chair Development Committee**

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

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

4. Is the trustee an employee or agent of the management company? ____ **Yes** __X__ **No**

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			

Alice Cutler
Signature

7/22/09
Date

Subscribed and sworn to before me this 22nd day of July, 2009

Notary Public

TERESA CHANG
Notary Public, State of New York
No. 01CH6197097
Qualified in New York County
Commission Expires November 24, 2012

Section V

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2008-09

Name (print) **Philip Pallone**

Name of Charter School **Opportunity Charter School**

Charter Entity

Home Address

Business Address:

Daytime Phone

E-Mail Address

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

2. Is the trustee an employee of the School? ____**Yes** ___**X**_**No**

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

4. Is the trustee an employee or agent of the management company? ____**Yes** __X__**No**

5. Is the trustee an employee or agent of any institutional partner of the School? **Yes** **X**No

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. LaMone 7/30/09

Signature *Date*

Subscribed and sworn to before me this 30th day of July, 2009

Patricia S. Crawley

Notary Public

PATRICIA S. CRAWLEY
Notary Public, State of New York
No. 31-4817132
Qualified in New York County
Commission Expires Jan. 31, 2011

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.

Leonard Goldberg
Print Name, Head of Charter School

Signature and Date

Subscribed and sworn to before me this 3rd day of Aug, 2009

Notary Public

George Grossman
Notary Public, State of New York
X01GR5B7800
Qualified in New York County
Commission Expires 02/18/10

Philip T. Pallone
Print Name, President, Board of Trustees

Philip J. Pallone 7/30/09
Signature and Date

Subscribed and sworn to before me this 30th day of July, 2009

Patricia S. Crawley
Notary Public

PATRICIA S. CRAWLEY
Notary Public, State of New York
No. 31-4817132
Qualified in New York County
Commission Expires Jan. 31, 2011

OCS SCHOOL CALENDAR

2008

September 2 (Tuesday)	All students report to school
Sept. 30 & Oct. 1(Tues. & Wedn.)	Rosh Hashanah, no school
October 9 (Thursday)	Yan Kippur, no school
October 13 (Monday)	Columbus Day observed, no school
November 4 (Tuesday)	Election Day, no school for students
November 11, (Monday)	Veterans Day, no school
November 26-28. (Wedn. - Fri)	Thanksgiving Recess
December 24-January 2 (Wednesday thru and including, Friday)	Winter Recess (including Christmas & New Years Day) students return to school Monday, Jan.5)

2009

January 19 (Monday)	Dr. MLK, Jr. Day, no school
February 16 (Monday thru February 20 Friday)	Midwinter Recess (including Washington's Birthday)
April 9-17 (Thursday thru Fri)	Spring Recess (Including Good Friday, Easter and Passover); Students return to school on Monday, April 20.
May 22 & 25 (Fri & Mon.)	Memorial Day Recess, no school
June 4 (Thursday)	Staff Development Day (NO Students)
June 26 (Friday)	Last day of school

Hours of Operation for the regular school year:	7:50 a.m. – 4:00 p.m.
Afterschool program:	4:00 p.m. – 7:00 p.m.
Summer School Hours of Operation:	8:00 a.m. – 4:00 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.

DATA Template

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 succesive years at your school. For an example, please refer to the Annual Reporting Guidelines 2008-2009 document.

ELA - TWO-YEAR COHORT				
Grade (2008-09)	Number of Students in Two-year cohort*	Percent at Levels 3 and 4		
		2008 (cohort's results from previous year)	2009 (cohort results from current year)	Change
4	XX	XX	XX	#VALUE!
5	XX	XX	XX	#VALUE!
6	XX	XX	XX	#VALUE!
7	42	14.0%	21.4%	7%
8	52	2.5%	13.5%	11%

MATH - TWO-YEAR COHORT				
Grade (2008-09)	Number of Students in Two-year cohort*	Percent at Levels 3 and 4		
		2008 (cohort's results from previous year)	2009 (cohort results from current year)	Change
4	XX	XX	XX	#VALUE!
5	XX	XX	XX	#VALUE!
6	XX	XX	XX	#VALUE!
7	42	18.6%	31.0%	12%
8	52	10.0%	36.5%	27%

GENERAL	# or %
Year-End Enrollment	326
2008-09 Attendance Rate	90.1%
Parent Satisfaction	91.3% *
Staff Satisfaction	72.7% *
DEMOGRAPHIC	**%**
% Free and Reduced Lunch	87.1%
% Special Education	56.4%
% ELL	3.1%

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.

* Parent Satisfaction and Staff Satisfaction are based on ***DOE NYC School Survey 2008-2009 Report*** in the section "How has your school community answered important survey questions?"