



I. SCHOOL INFORMATION AND COVER PAGE (To be Completed By All Charter Schools)

Created: 07/28/2015

Last updated: 07/31/2015

Please be advised that you will need to complete this task first (including signatures) before all of the other tasks assigned to you by your authorizer are visible on your task page. While completing this task, please ensure that you select the correct authorizer or you may not be assigned the correct tasks.

Page 1

1. SCHOOL NAME AND AUTHORIZER

(Select name from the drop down menu)

OPPORTUNITY CS (NYC CHANCELLOR) 310300860871

2. CHARTER AUTHORIZER

(For technical reasons, please re-select authorizer name from the drop down menu).

NYCDOE-Authorized Charter School

3. DISTRICT / CSD OF LOCATION

NYC CSD 3

4. SCHOOL INFORMATION

	PRIMARY ADDRESS	PHONE NUMBER	FAX NUMBER	EMAIL ADDRESS
	Opportunity Charter 240 W. 113th Street 4th Floor New York, NY 10026	212-866-6137	212-665-7436	.

4a. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES

Contact Name	Anthony Rivera
Title	Operations Manager
Emergency Phone Number (###-###-####)	

5. SCHOOL WEB ADDRESS (URL)

www.opportunitycharter.org

6. DATE OF INITIAL CHARTER

2004-05-01 00:00:00

7. DATE FIRST OPENED FOR INSTRUCTION

2004-08-01 00:00:00

8. FINAL VERIFIED BEDS ENROLLMENT FOR THE 2014-15 School Year as reported to Department's Office of Information and Reporting Services (via the NYC DOE for charter schools in NYC) in August.

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9. GRADES SERVED IN SCHOOL YEAR 2014-15

Check all that apply

Grades Served	6, 7, 8, 9, 10, 11, 12, Ungraded
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10. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION?

	Yes/No	Name of CMO/EMO
	No	

Page 2**11. FACILITIES**

Will the School maintain or operate multiple sites?

No, just one site.

12. SCHOOL SITES

Please list the sites where the school will operate in 2015-16.

	Physical Address	Phone Number	District/CSD	Grades Served at Site	School at Full Capacity at Site	Facilities Agreement
Site 1 (same as primary site)	240 W. 113th 4th Floor New York, NY 10026	212-866-6137	CSD 3	6-12	Yes	DOE space
Site 2						
Site 3						

12a. Please provide the contact information for Site 1 (same as the primary site).

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Leonard Goldberg			
Operational Leader	Anthony Rivera			
Compliance Contact	Leonard Goldberg			
Complaint Contact	Aaron Hawn			

13. Are the School sites co-located?

Yes

13a. Please list the terms of your current co-location.

	Date School will leave current co-location	Is school working with NYCDOE to expand into current space?	If so, list year expansion will occur.	Is school working with NYCDOE to move to separate space?	If so, list the proposed space and year planned for move	School at Full Capacity at Site
Site 1 (primary site)	N/A			No		Yes
Site 2						
Site 3						

Page 3

14. Were there any revisions to the school's charter during the 2014-2015 school year? (Please include both those that required authorizer approval and those that did not require authorizer approval).

No

15. Name and Position of Individual(s) Who Completed the 2014-15 Annual Report.

Jen Pasek, Consultant

16. Our signatures below attest that all of the information contained herein is truthful and accurate and that this charter school is in compliance with all aspects of its charter, and with all pertinent Federal, State, and local laws, regulations, and rules. We understand that if any information in any part of this report is found to have been deliberately misrepresented, that will constitute grounds for the revocation of our charter. Check **YES if you agree and use the mouse on your PC or the stylist on your mobile device to sign your name).**

Responses Selected:

Yes

Signature, Head of Charter School

A handwritten signature consisting of two intersecting lines forming an 'X' shape, located on a light gray rectangular background.

Signature, President of the Board of Trustees

A handwritten signature consisting of two intersecting lines forming an 'X' shape, located on a light gray rectangular background.

Thank you.



Appendix A: Link to the New York State School Report Card

Last updated: 07/28/2015

Page 1

Charter School Name:

1. NEW YORK STATE REPORT CARD

Provide a direct URL or web link to the most recent New York State School Report Card for the charter school (See <https://reportcards.nysed.gov/>).

(Charter schools completing year one will not yet have a School Report Card or link to one. Please type "URL is not available" in the space provided).

<http://data.nysed.gov/profile.php?instid=800000057639>



Appendix A: Progress Toward Goals

Created: 07/28/2015

Last updated: 11/01/2015

Page 1

Charter School Name:

1. NEW YORK STATE REPORT CARD

Provide a direct URL or web link to the most recent New York State School Report Card for the charter school (See <https://reportcards.nysed.gov/>) which captures school-level enrollment and demographic information, staff qualifications, electronic student records, and attendance rates, as prescribed by New York State statute (8 NYCRR 119.3).

(Charter schools completing year one will not yet have a School Report Card or link to one. Please type "URL is not available" in the space provided).

<http://data.nysed.gov/profile.php?instid=800000057639>

2. APPENDIX A: PROGRESS TOWARD CHARTER GOALS

The following tables reflect formatting in the online portal required for Board of Regents-authorized charter schools and NYCDOE-authorized charter schools only. Schools should list Progress Toward Charter Goals by August 1, 2015. If the goals are based on student performance data that the school will not have access to before August 1, 2015 (e.g., the NYS Assessment results), explain this in the "2014-2015 Progress Toward Attainment of Goal" column. The information can be updated when available. Appendix A must be fully completed no later than November 1, 2015.

2a. ACADEMIC STUDENT PERFORMANCE GOALS

2014-15 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	2014-2015 Progress Toward Attainment of Goal - Met, Partially Met, or Not Met	If Not Met, Describe Efforts School Will Take
Academic Goal 1	Middle School (MS): The school will be deemed "In Good Standing" on NY State Reporting metrics.	Focus Charter	Not Met	Unfortunately, the nature of this State accountability category makes it difficult for an alternative model school such as OCS, which serves a high percentages of Special Education students from high needs settings, to consistently be deemed "In Good Standing".
Academic Goal 2	MS: OCS will score a B or higher on the Student Progress portion of the NYCDOE Progress Report.	Measure no longer available.	Not Applicable: This Progress Report Measure was replaced in 2013-14.	

Academic Goal 3	MS: OCS will score a B or higher on the NYCDOE Progress Report	Measure no longer available.	Not Applicable: This Progress Report Measure was replaced in 2013-14.	
Academic Goal 4	MS: On the NYS ELA exam, OCS will score at 72% or above on the Median Adjusted Growth Percentile as compared to the Peer Range.	NYCDOE Progress Report	Report Not Yet Available	
Academic Goal 5	MS: On the NYS Math exam, OCS will score at 67% or above on the Median Adjusted Growth Percentile as compared to the Peer Range.	NYCDOE Progress Report	Report Not Yet Available	
Academic Goal 6	High School (HS): The school will be deemed "In Good Standing" on NY State Reporting metrics.	Focus Charter	Not Met	Unfortunately, the nature of this State accountability category makes it difficult for an alternative model school such as OCS, which serves a high percentages of Special Education students from high needs settings, to consistently be deemed "In Good Standing".
Academic Goal 7	HS: 45% of students in each four year graduation cohort who scored a level 1 on 8th grade ELA exam will have scored at least 65 on the English Regents by the end of their 4th year.	School Testing Records	Not Met 32 percent of OCS students who scored a level 1 on the 8th grade ELA exam scored a 65+ on the English Regents by the end of their fourth year.	In order to achieve this goal, both the middle and high school have increased the time allotted for skill-based grouping and remediation efforts. A new common-core aligned reading program in the high school will support both more intensive progress monitoring efforts, as well as more frequent formative assessment in English. In the middle school, after initial piloting in 2014-15, students at the appropriate level will receive more intensive instruction with both Orton-Gillingham and Achieve 3000 reading programs.
Academic Goal 8	HS: 75% of students who scored above a level 2 on the 8th grade NYS ELA exam will have scored at least a 65 on the English Regents by the end of their 4th year.	School Testing Records	Met 100 percent of OCS students who scored a level 2 on the 8th grade ELA exam scored a 65+ on the English Regents by the end of their fourth year.	

2a1. Do have more academic goals to add?

Yes

2014-15 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Measure Used to Evaluate Progress Toward Attainment of Goal - Met, Partially Met, Not Met	If Not Met, Describe Efforts School Will Take
Academic Goal 9	HS: 55% of students who scored above a level 2 on the 8th grade NYS ELA exam will have scored at least a 75 on the English Regents by the end of their 4th year.	School Testing Records	Met 75 percent of OCS students who scored a level 2 on the 8th grade ELA exam scored a 75+ on the English Regents by the end of their fourth year.	
Academic Goal 10	HS: 45% of students in each for year graduation cohort who scored a level 1 on the 8th grade NYS Math exam will have scored at least a 65 on a Math Regents by the end of their 4th year.	School Testing Records	Not Met 21 percent of OCS students who scored a level 2 on the 8th grade Math exam scored a 65+ on a Math Regents by the end of their fourth year.	More frequent summative and formative assessments will be conducted in high school to insure that students who are off-track for scoring a 65 on the Algebra Common Core Regents are identified earlier. Increased remediation efforts in the middle school will also impact high school performance. Students whose math scores are close to failing will be required to attend mandatory afterschool tutoring. In addition skill-based, remediation courses will include more staff, for an improved teacher-student ratio.
Academic Goal 11	HS: 75% of students who scored above a level 2 on the 8th grade NYS Math exam will have scored at least a 65 on a Math Regents by the end of their 4th year.	School Testing Records	Met 100 percent of OCS students who scored a level 2 on the 8th grade Math exam scored a 65+ on a Math Regents by the end of their fourth year.	
Academic Goal 12	HS: 60% of students who scored above a level 2 on the 8th grade NYS Math exam will have scored at least an 80 on a Math Regents by the end of their 4th year.	School Testing Records	Not Met 27 percent of OCS students who scored above a level 2 on the 8th grade NYS Math exam scored an 80+ on a Math Regents by the end of their 4th year.	Increased use of formative assessment and increased tracking of summative assessments will provide greater ability to target students capable of achieving an 80 on Math Regents exams. Increased use of skill-based assignments and fluency-building exercises will also focus instruction and lead to growth on math regents.
Academic Goal 13	HS: 75% of students enrolled in grades 9-11 will accumulate at least 10 credits towards graduation	School Records	Goal Met 75% of students enrolled in grades 9-11 accumulated at least 10 credits.	

Academic Goal 14	HS: 45% of students will enroll in a two- or four-year college or university as calculated by the NYCDOE progress report.	NYCDOE Progress Report	Measure Not Yet Available	
Academic Goal 15	HS: Annually, at least 65% of each cohort will graduate after four years.	Graduation Rates	Met As of August 1, 66 percent of OCS students graduated after four years in the cohort. This number may increase pending August results.	
Academic Goal 16	HS: Annually, at least 72% of each cohort will graduate after six years.	Graduation Rates	Met As of August 1, 73 percent of OCS students graduated after six years in the cohort. This number may increase pending August results.	

2a2. Do have more academic goals to add?

Yes

2014-15 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	2014-15 Progress Toward Attainment of Goal - Met, Partially Met, Not Met	If Not Met, Describe Efforts School Will Take
Academic Goal 17	HS: OCS will score 9% or higher on the College Readiness Index.	NYCDOE Progress Report	Report Not Yet Released	
Academic Goal 18				
Academic Goal 19				
Academic Goal 20				
Academic Goal 21				
Academic Goal 22				
Academic Goal 23				
Academic Goal 24				
Academic Goal 25				
Academic Goal 26				
Academic Goal 27				
Academic Goal 28				
Academic Goal 29				
Academic Goal 30				

2014-15 Progress Toward Attainment of Organizational Goals

	Organizational Goal	Measure Used to Evaluate Progress	2014-15 Progress Toward Attainment	If Not Met, Describe Efforts School Will Take
Org Goal 1	Each year, parents will express satisfaction with Opportunity Charter School's program, based on the NYCDOE Learning Environment Survey in which the school will receive scores of 7.5 or higher in each of the four survey domains: Academic Expectations, Communication, Engagement, and Safety and Respect. The goal for parent participation in the survey is 75%.	Measure No Longer Available	Not Applicable: Survey format has changed.	
Org Goal 2	Each year, teacher's will express satisfaction with Opportunity Charter School's leadership and professional development opportunities as determined by the teacher section of the NYCDOE Learning Environment Survey in which the school will receive scores of 7.5 or higher in each of the four survey domains: Academic Expectations, Communication, Engagement, and Safety and Respect. The goal for staff participation in the survey is 85%.	Measure No Longer Available	Not Applicable: Survey format has changed.	
Org Goal 3	Each year, Opportunity Charter School will retain at least 70% of staff.	School Records	Met 70% Staff Retention	
Org Goal 4	Each year, students will express satisfaction with Opportunity Charter School's program, based on the NYCDOE Learning Environment Survey in which the school will receive scores of 7.5 or higher in each of the four survey domains: Academic Expectations, Communication, Engagement, and Safety and Respect. The goal for student participation in the survey is 90%.	Measure No Longer Available	Not Applicable Survey format has changed.	

Org Goal 5	Each year, teachers will express that order and discipline are established at Opportunity Charter School, based on the NYCDOE Learning Environment Survey in which 80% or above of teachers will agree or strongly agree that "Order and Discipline are maintained at my school."	Measure no longer available in its previous form. Answer options have changed.	Not Applicable: Survey format has changed.	
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2b.1 Do you have more organizational goals to add?

No

2c. FINANCIAL GOALS

2014-15 Progress Toward Attainment of Financial Goals

	Financial Goals	Measure Used to Evaluate Progress	2014-2015 Progress Toward Attainment	If Not Met, Describe Efforts School Will Take
Financial Goal 1				
Financial Goal 2				
Financial Goal 3				
Financial Goal 4				
Financial Goal 5				



Appendix B: Total Expenditures and Administrative Expenditures per Child

Last updated: 07/31/2015

Page 1

Charter School Name:

B. Financial Information

This information is required of ALL charter schools. Provide the following measures of fiscal performance of the charter school in Appendix B (Total Expenditures and Administrative Expenditures Per Child):

1. Total Expenditures Per Child

To calculate '**Total Expenditures per Child**' take total expenditures (from the unaudited 2014-15 Schedule of Functional Expenses) and divide by the year end per pupil count. (Integers Only. No dollar signs or commas).

Line 1: Total Expenditures	8409218
Line 2: Year End Per Pupil Count	420
Line 3: Divide Line 1 by Line 2	20022

2. Administrative Expenditures per Child

To calculate '**Administrative Expenditures per Child**' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the unaudited 2014-15 Schedule of Functional Expenses) and divide by the year end per pupil count. The relevant portion that must be included in this calculation is defined as follows:

Administrative Expenditures: Administration and management of the charter school includes the activities and personnel of the offices of the chief school officers, the treasurer, the finance or business offices, the purchasing unit, the employee personnel offices, the records management offices, or a public information and services offices. It also includes those administrative and management services provided by other organizations or corporations on behalf of the charter school for which the charter school pays a fee or other compensation.

Please note the following:

- Do not include the FTE of personnel dedicated to administration of the instructional programs.
- Do not include Employee Benefit costs or expenditures in the above calculations.
- A template for the Schedule of Functional Expenses is provided on page 20 of the 2014-15 Annual Report Guidelines to assist schools identify the categories of expenses needed to compute the two per pupil calculations. This template does not need to be completed or submitted on August 1st as it will be submitted November 1st as part of the audited financial statements. Therefore schools should use unaudited amounts for these per pupil calculations. (See the 2014-15 Annual Report Guidelines in "Resources" area of your portal task page).

To calculate '**Administrative Expenditures per Child**' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2014-15 Schedule of Functional Expenses) and divide by the year end per pupil count. (Integers Only. No dollar signs or commas).

Line 1: Relevant Personnel Services Cost (Row)	286134
Line 2: Management and General Cost (Column)	465759
Line 3: Sum of Line 1 and Line 2	751893
Line 4: Year End Per Pupil Count	420
Line 5: Divide Line 3 by the Year End Per Pupil Count	1790

Thank you.

Opportunity Charter School

Financial Report
June 30, 2015

Contents

Independent Auditor's Report	1-2
<hr/>	
Financial Statements	
Statement of financial position	3
Statement of activities	4
Statement of functional expenses	5
Statement of cash flows	6
Notes to financial statements	7-11
<hr/>	
Independent Auditor's Report on Internal Control Over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance With <i>Government Auditing Standards</i>	12-13
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RSM US LLP

Independent Auditor's Report

To the Board of Directors
Opportunity Charter School
New York, New York

Report on the Financial Statements

We have audited the accompanying financial statements of Opportunity Charter School (the Charter School), which comprise the statement of financial position as of June 30, 2015, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the Charter School as of June 30, 2015, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Report on Summarized Comparative Information

We have previously audited the Charter School's 2014 financial statements, and we expressed an unmodified audit opinion on those audited financial statements in our report dated October 29, 2014. In our opinion, the summarized comparative information presented herein as of and for the year ended June 30, 2014, is consistent, in all material respects, with the audited financial statements from which it has been derived.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated October 27, 2015 on our consideration of the Charter School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the Charter School's internal control over financial reporting and compliance.

RSM US LLP

New York, New York
October 27, 2015

Opportunity Charter School

Statement of Financial Position

June 30, 2015

(with summarized comparative information for the year ended June 30, 2014)

	2015	2014
Assets		
Cash and Cash Equivalents	\$ 2,638,487	\$ 2,514,119
Accounts Receivable	195,950	258,890
Prepaid Expenses and Other	127,820	92,610
Property and Equipment, Net	315,286	236,650
Total assets	\$ 3,277,543	\$ 3,102,269
Liabilities and Net Assets		
Liabilities		
Accounts payable and accrued expenses	\$ 965,553	\$ 977,200
Capital lease obligations	51,999	15,740
Total liabilities	1,017,552	992,940
Net Assets		
Unrestricted	2,259,991	2,109,329
Total net assets	2,259,991	2,109,329
Total liabilities and net assets	\$ 3,277,543	\$ 3,102,269

See Notes to Financial Statements.

Opportunity Charter School

Statement of Activities

Year Ended June 30, 2015

(with summarized comparative information for the year ended June 30, 2014)

	2015			2014
	Unrestricted	Temporarily Restricted	Total	Summarized Comparative Total
Operating Revenue				
State and local per pupil operating revenue	\$ 9,960,297	\$ -	\$ 9,960,297	\$ 9,660,301
Government grants	398,992	-	398,992	457,169
Total operating revenue	10,359,289	-	10,359,289	10,117,470
Operating Expenses				
Program services:				
General education	3,701,582	-	3,701,582	3,708,292
Special education	5,619,115	-	5,619,115	5,390,151
General and administrative	999,827	-	999,827	1,050,438
Total operating expenses	10,320,524	-	10,320,524	10,148,881
Excess (Deficit) on school operations from government funding	38,765	-	38,765	(31,411)
Support and Other Revenue (Expenses)				
Contributions	35,175	-	35,175	36,269
Event income	-	50,745	50,745	32,055
Net assets released from restrictions - satisfaction of purpose restriction	50,745	(50,745)	-	-
Other income	48,879	-	48,879	40,325
Fundraising expenses	(22,902)	-	(22,902)	(17,781)
Total support and other revenue	111,897	-	111,897	90,868
Change in net assets	150,662	-	150,662	59,457
Net Assets				
Beginning	2,109,329	-	2,109,329	2,049,872
Ending	\$ 2,259,991	\$ -	\$ 2,259,991	\$ 2,109,329

See Notes to Financial Statements.

Opportunity Charter School

Statement of Functional Expenses

Year Ended June 30, 2015

(with summarized comparative information for the year ended June 30, 2014)

	2015							2014 Summarized Comparative Total
	Program Services			Supporting Services				
	General Education	Special Education	Total Program Services	General and Administrative	Fundraising	Total Supporting Services	Total	
Salaries	\$ 2,357,261	\$ 3,771,229	\$ 6,128,490	\$ 349,388	\$ 17,342	\$ 366,730	\$ 6,495,220	\$ 6,685,578
Employee Benefits and Payroll Taxes	743,989	1,192,623	1,936,612	143,665	5,560	149,225	2,085,837	1,815,000
Classroom Supplies and Other Instructional Materials	106,041	116,481	222,522	130	-	130	222,652	213,425
Texts and Instructional Materials	53,507	57,965	111,472	-	-	-	111,472	118,410
Professional Development	70,958	80,171	151,129	3,721	-	3,721	154,850	151,781
Accounting and Financial Audit	-	-	-	116,197	-	116,197	116,197	148,268
Computer and Other Consultants	252,426	273,462	525,888	7,403	-	7,403	533,291	408,483
Insurance	1,756	1,902	3,658	98,837	-	98,837	102,495	81,390
Legal and Other Filing Fees	3,024	3,276	6,300	97,199	-	97,199	103,499	103,695
Meetings and Conferences	1,901	2,059	3,960	921	-	921	4,881	6,508
Office Equipment and Other Supplies	658	713	1,371	114,396	-	114,396	115,767	95,279
Postage and Delivery	9,054	9,809	18,863	992	-	992	19,855	17,140
Student and Teacher Recruitment	21,957	23,786	45,743	2,348	-	2,348	48,091	44,636
Facility Costs and Utilities	41,082	44,506	85,588	6,941	-	6,941	92,529	96,197
Interest Expense	960	1,041	2,001	105	-	105	2,106	1,554
Depreciation and Amortization	37,008	40,092	77,100	57,584	-	57,584	134,684	179,318
	\$ 3,701,582	\$ 5,619,115	\$ 9,320,697	\$ 999,827	\$ 22,902	\$ 1,022,729	\$ 10,343,426	\$ 10,166,662

See Notes to Financial Statements.

Opportunity Charter School

Statement of Cash Flows

Year Ended June 30, 2015

(with summarized comparative information for the year ended June 30, 2014)

	2015	2014
Cash Flows From Operating Activities		
Change in net assets	\$ 150,662	\$ 59,457
Adjustments to reconcile change in net assets to net cash provided by operating activities:		
Depreciation and amortization	134,684	179,318
Donated equipment	(8,300)	-
Gain on disposal of equipment	(833)	-
Changes in operating assets and liabilities:		
Decrease (increase) in accounts receivable	62,940	(105,108)
(Increase) decrease in prepaid expenses and other	(35,210)	176,668
Decrease in accounts payable and accrued expenses	(11,647)	(230,934)
Net cash provided by operating activities	292,296	79,401
Cash Flows Used In Investing Activity - Acquisition of Property and Equipment	(154,603)	(183,302)
Cash Flows Used In Financing Activity - Payment on Capital Lease Obligations	(13,325)	(13,316)
Net increase (decrease) in cash and cash equivalents	124,368	(117,217)
Cash and Cash Equivalents		
Beginning	2,514,119	2,631,336
Ending	\$ 2,638,487	\$ 2,514,119
Supplemental Disclosure of Cash Flow Information		
Cash paid during the year for interest	\$ 2,106	\$ 1,554
Supplemental Schedule of Noncash Investing and Financing Activities		
Additions to property and equipment from capital lease	\$ 56,624	\$ -

See Notes to Financial Statements.

Opportunity Charter School

Notes to Financial Statements

Note 1. Principal Business Activity

Opportunity Charter School (the Charter School) is an educational corporation that operates a charter school in the borough and county of Manhattan, New York. The Charter School was granted a charter valid for a term of five years from May 18, 2004 that is renewable by the Board of Regents of the University of the State of New York. In May 2012, the Charter School was awarded its third renewal, which is a five-year renewal and expires on June 30, 2017. The Charter School was established to prepare underserved middle and high school students for higher education, civic involvement and lifelong success through a structured, caring environment of high academic expectations. The Charter School is unique in that each year it accepts an incoming grade of students, more than half of whom have been classified by their previous schools as requiring special education services. Fostering true democratic principles, the Charter School successfully educates all students together in a general education setting.

In fiscal year 2015, the Charter School operated classes for students in grades six through twelve.

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

Note 2. Summary of Significant Accounting Policies

Basis of presentation: The financial statements of the Charter School have been prepared on the accrual basis of accounting in conformity with accounting principles generally accepted in the United States of America. Accordingly, net assets are classified as unrestricted, temporarily restricted or permanently restricted based on the designation of donors.

The statement of activities includes certain prior-year summarized comparative information in total but not by functional and net asset classification. In addition, the statement of functional expenses includes certain prior-year summarized comparative information in total but not by its functional classification. Such statements do not include sufficient detail to constitute a presentation in conformity with accounting principles generally accepted in the United States of America. Accordingly, such information should be read in conjunction with the Charter School's 2014 financial statements from which the summarized information was derived.

Accounting estimates: The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosures of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenue and expenses during the reporting period. Actual results could differ from those estimates.

Cash and cash equivalents: For the purposes of the statement of cash flows, cash and cash equivalents consist of money market accounts and any short-term investments with maturity of 30 days or less (at the time purchased).

The Charter School maintains cash in bank deposit accounts which, at times, may exceed federally insured limits. The Charter School has not experienced any losses in such accounts.

The Charter School maintains a separate account, pursuant to its charter agreement, with a balance of \$75,748 and \$75,635 at June 30, 2015 and 2014, respectively, to pay off expenses in the event of dissolution of the Charter School.

Opportunity Charter School

Notes to Financial Statements

Note 2. Summary of Significant Accounting Policies (Continued)

Property and equipment: Property and equipment is recorded at cost and donated assets at their fair values. Additions and improvements in excess of \$1,000 with an estimated useful life of more than one year are capitalized. Depreciation and amortization is computed using the straight-line method over the estimated useful lives of the respective assets. During the year ended June 30, 2015, the Charter School received donated equipment of \$8,300.

Revenue recognition: Contributions are recognized as revenue in the year the pledge is received and documented. Contributions and unconditional promises to give are considered to be available for unrestricted use unless specifically restricted by the donor. Amounts received that are designated for future periods or restricted by the donor for specific purposes are reported as temporarily restricted support, which increases that net asset class. When the specified purpose of donor-restricted contributions is met, the net asset is released from restrictions and transferred to unrestricted net assets. Contributions of assets other than cash are recorded at their estimated fair value. Revenue from the state and local governments resulting from the Charter School's charter status and based on the number of students enrolled is recorded when services are performed in accordance with the charter agreement. Federal funds obligated under a government grant agreement are recorded by the Charter School when the expenditures are incurred and billable to the government or when required services have been provided.

All the Charter School's accounts receivable are expected to be collected within one year. The Charter School estimates an allowance for bad debts based on historical bad debt factors related to the donor's ability to pay and current economic trends. As of June 30, 2015 and 2014, there was no allowance.

Contributed services that create or enhance nonfinancial assets, or that require specialized skills, are provided by individuals possessing those skills, and would typically need to be purchased if not provided by donation, are recorded at fair value in the period received. The fair value of donated services amounted to \$35,000 for both years ended June 30, 2015 and 2014.

Functional expenses: The Charter School's program services consist of both general education and special education costs. General education includes costs incurred directly in connection with the Charter School providing a rigorous extended-year college preparatory middle school and high school education. Special education includes costs incurred for the Charter School to provide certain students with additional assistance.

Certain costs and expenses are allocated between program and supporting services.

Income taxes: The Charter School is exempt from federal income taxes under Section 501(c)(3) of the Internal Revenue Code. The Charter School is not classified as a private foundation. The Charter School is subject to taxes on unrelated business income (UBIT), if applicable. For the tax years ended June 30, 2015 and 2014, the Charter School did not owe any UBIT.

Management evaluated the Charter School's tax positions and concluded that the Charter School had taken no uncertain tax positions that require adjustment to the financial statements.

Reclassification: Certain 2014 account balances have been reclassified to conform with the 2015 financial statement presentation. The reclassifications had no effect on the 2014 total assets, total liabilities, total net assets and changes in net assets.

Subsequent events: The Charter School evaluates events occurring after the date of the financial statements to consider whether or not the impact of such events needs to be reflected and/or disclosed in the financial statements. Such evaluation is performed through the date the financial statements are available to be issued, which was October 27, 2015 for these financial statements.

Opportunity Charter School

Notes to Financial Statements

Note 2. Summary of Significant Accounting Policies (Continued)

Recently adopted accounting pronouncement: In October 2012, the Financial Accounting Standards Board (the FASB) issued Accounting Standards Update (ASU) 2012-04, Technical Corrections and Improvements. The amendments in this update cover a wide range of topics including technical corrections and improvements to the Accounting Standards Codification (ASC) and conforming amendments related to fair value measurements. The amendments in this update will generally be effective for fiscal periods beginning after December 15, 2013 for nonpublic entities, except for amendments in this update where there was no transition guidance and which were immediately effective upon issuance. The adoption of ASU 2012-04 did not have an impact on the 2015 financial statements of the Charter School.

Note 3. Property and Equipment, Net

Property and equipment, net, at cost, consists of the following at June 30:

	2015	2014	Estimated Useful Life
Computer equipment	\$ 548,525	\$ 459,764	3 years
Classroom furniture	188,417	186,422	5 years
Musical instruments	20,776	20,776	5 years
Nonclassroom equipment	574,708	552,532	3 to 5 years
Nonclassroom furniture	56,645	56,645	5 years
Equipment obtained under capital leases	139,240	129,170	5 years
Building improvement	374,857	324,887	5 years
	1,903,168	1,730,196	
Less accumulated depreciation and amortization	(1,587,882)	(1,493,546)	
	<u>\$ 315,286</u>	<u>\$ 236,650</u>	

Note 4. Employee Benefit Plan

The Charter School is a participating employer in the Teachers' Retirement System of the City of New York (the Plan), a cost-sharing multiple-employer public employee retirement system that provides pension benefits for all the teachers and administrative personnel employed by the Department of Education and certain employees of Charter Schools and the City University of New York. As a participating employer of the Plan, the School is not permitted to withdraw from the Plan.

Employer contributions to the Plan are determined by the Plan's Chief Actuary of the Office of the Actuary in accordance with the State statutes and City laws, and include amounts to reduce the Plan's underfunding. During the years ended June 30, 2015 and 2014, the Charter School contributed \$777,022 and \$584,070, respectively, to the Plan.

Opportunity Charter School

Notes to Financial Statements

Note 4. Employee Benefit Plan (Continued)

The audited financial statements of the Plan, as of and for the year ended June 30, 2014, reported total assets of \$72,117,653,000. The funded status of the Plan as of June 30, 2012, the most recent actuarial valuation date, is as follows:

	Amounts (in Thousands)
Actuarial value of assets	\$ 33,871,180
Actuarial accrued liability	58,783,399
Unfunded actuarial accrued liability	<u>\$ (24,912,219)</u>
Funded status	<u>57.6%</u>

Note 5. Temporarily Restricted Net Assets

As of June 30, 2015 and 2014, there were no balances in temporary restricted net assets.

During the fiscal years 2015 and 2014, the Charter School released \$50,745 and \$35,155, respectively, from temporarily restricted net assets for various school programs.

Note 6. Obligations Under Capital Lease

The Charter School leased a copier and the lease agreement was set to expire in August 2015 however the Charter School terminated that lease agreement in fiscal year 2015 for a new lease agreement for a new copier. The new copier lease agreement expires in March 2020. At June 30, 2015, the lease requires a monthly payment of \$1,050. The original cost of the copier under capital lease was \$56,625 with accumulated depreciation of \$5,393. The imputed rate of interest is 6%.

The Charter School also leases certain equipment that expired in May 2015. The lease required monthly payments of \$900. The original cost of the equipment under capital lease was \$10,640 with accumulated depreciation of \$10,640. The imputed rate of interest was 9.17%.

The future minimum payments under the above-mentioned leases are as follows:

Year Ending June 30,

2016	\$ 12,600
2017	12,600
2018	12,600
2019	12,600
2020	<u>9,450</u>
	59,850
Less interest portion	<u>(7,851)</u>
Obligations under capital lease	<u>\$ 51,999</u>

Opportunity Charter School

Notes to Financial Statements

Note 7. Facilities

As part of the New York City Chancellor's Charter School Initiative, the NYC Department of Education has committed space to charter schools within existing public schools. Beginning with fiscal year 2007, the Department of Education has facilitated Shared Use Agreements with charter schools outlining services and facility offerings to charter schools for a five-year period. Beginning with fiscal year 2012, the Department of Education renewed the Shared Use Agreements for a five-year period to expire on June 30, 2017. The Charter School currently shares space at a public school building and utilizes approximately 20,000 square feet at no cost to the Charter School. During the years ended June 30, 2015 and 2014, the Charter School paid approximately \$4,000 and \$12,000 for charges in accordance with the Shared Use Agreements.

Note 8. Contingencies

Certain grants and contracts may be subject to audit by the funding sources. Such audits might result in disallowances of costs submitted for reimbursement. Management is of the opinion that such cost disallowances, if any, will not have a material effect on the accompanying financial statements. Accordingly, no amounts have been provided in the accompanying financial statements for such potential claims.

Various claims and regulatory reviews arise in the ordinary course of the Charter School's activities. Based upon information currently available, management believes that any liability arising therefrom will not materially affect the financial position or operations of the Charter School.

**Independent Auditor's Report on Internal Control Over Financial Reporting and
on Compliance and Other Matters Based on an Audit of Financial Statements
Performed in Accordance With *Government Auditing Standards***

To the Board of Directors
Opportunity Charter School
New York, New York

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Opportunity Charter School (the Charter School), which comprise the statement of financial position as of June 30, 2015, the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated October 27, 2015.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the Charter School's internal control over financial reporting (internal controls) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Charter School's internal control. Accordingly, we do not express an opinion on the effectiveness of the Charter School's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the Charter School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of This Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

RSM US LLP

New York, New York
October 27, 2015



Audited Financial Statement Checklist

Last updated: 10/30/2015

Page 1

Charter School Name:

1. Please check each item that is included in the 2014-15 Audited Financial Statement submitted for your charter school.

	Yes/No
Audited Financial Statements (including report on compliance and report on internal control over financial reporting)	Yes
Single Audit (if applicable)	No
CSP Agreed Upon Procedures (if applicable)	No
Management Letter	No
Report on Extracurricular Student Activity Accounts (if applicable)	No
Corrective Action Plans for any Findings	No

2. Please indicated if there is a finding(s) noted in any of the following sections of your charter school's 2014-15 Audited Financial Statement.

	Yes/No
Report on Compliance	No
Report on Internal Control over Financial Reporting	No
Single Audit	No
CSP Agreed Upon Procedures Report	No
Management Letter	No

Thank you.



Appendix E: Disclosure of Financial Interest Form

Last updated: 10/30/2015

Page 1

All trustees who served on an education corporation governing one or more charter schools during the 2014-2015 school year must complete the form in Appendix E (Disclosure of Financial Interest Form). [The Disclosure of Financial Interest Forms are due on November 1, 2015. A link to a safe and secure form that each Trustee must complete by the November 1, 2015 deadline will be provide here by September 1, 2015 or sooner.](#)

ALL charter schools or merged education corporations must complete the Board of Trustees Membership Table within the online portal in Appendix F (Board of Trustees Membership Table). The Board of Trustees Membership Table must be submitted by August 1, 2015.

Regents-authorized charter schools must upload a complete set of board of trustee Meeting Minutes from July 2014-June 2015 into Appendix G (Board Minutes). Board of Trustee Meeting Minutes must be submitted by August 1, 2015.

Yes, each member of the school's Board of Trustees will receive a link to the Disclosure of Financial Interest Form.

Yes

Thank you.



Appendix F: BOT Membership Table

Last updated: 07/28/2015

Page 1

1. Current Board Member Information

	Trustee Name	Email Address	Committee Affiliation(s)	Voting Member? (Y/N)	Area of Expertise, and/or Additional Role and School (parent, staff member, etc.)	Number of Terms Served and Length of Each (Include election date and term expiration)
1	June Smith		Chair/Board President	Yes	Academic Publishing	5; 1 year terms; 9/10; annually
2	Alice Cutler		Vice Chair/Vice President	Yes	Management	9; 1 year terms; 9/06; annually
3	Robert Zellner		Treasurer	Yes	Finance	9; 1 yr terms; 9/06; annually
4	Philip Pellone		Trustee/Member	Yes	Finance	7; 1 yr terms; 9/08; annually
5	Peggy Culver		Trustee/Member	Yes	Fundraising	5; 1 yr terms; 6/10; annually
6	Julie McGee		Trustee/Member	Yes	Academic Publishing	3; 1 year terms; 5/12; annually
7	Mark Alter		Trustee/Member	Yes	Academics	2.5; 1 year terms; 3/13; annually
8	Jerry Schwartz		Trustee/Member	Yes	Public Relations	2.5; 1 year terms; 3/13; annually
9	Maxcel Hardy		Trustee/Member		Culinary Arts	1; 1 year terms; 9/14; annually
10						
11						
12						
13						
14						
15						
16						
17						
18						
19						
20						

2. Total Number of Members Joining Board during the 2014-15 school year

1

3. Total Number of Members Departing the Board during the 2014-15 school year

0

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

15

5. How many times did the Board meet during the 2014-15 school year?

12

6. How many times will the Board meet during the 2015-16 school year?

12

Thank you.

OCS Annual Report 2014-15

Appendix H. Enrollment and Retention Efforts

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

As a consideration of renewal, charter schools are required to “to meet or exceed enrollment and retention targets” for SWDs, ELLs, and students who are eligible for FRPL.

In school year 2014-2015, Opportunity Charter School served:

- a higher percentage of students qualifying for Free or Reduced Price Lunch compared to its SED-derived enrollment target for students qualifying for Free or Reduced Price Lunch;
- a higher percentage of English Language Learner students compared to its SED-derived enrollment target for English Language Learner students; and
- a higher percentage of students with disabilities than its SED-derived enrollment target for students with disabilities.

Enrollment of Special Populations

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



Appendix I: Teacher and Administrator Attrition

Last updated: 07/28/2015

Report changes in teacher and administrator staffing.

Page 1

Charter School Name:

Instructions for completing the Teacher and Administrator Attrition Tables

ALL charter schools should provide, for teachers and administrators only, the full time equivalent (FTE) of staff on June 30, 2014, the FTE for added staff from July 1, 2014 through June 30, 2015, and the FTE for any departed staff from July 1, 2014 through June 30, 2015 using the two tables provided.

2013-14 Teacher Attrition Table

	FTE Teachers on June 30, 2014	FTE Teachers Additions 7/1/14 – 6/30/15	FTE Teacher Departures 7/1/14 – 6/30/15
	36	27	21

2013-14 Administrator Position Attrition Table

	FTE Administrator Positions On 6/30/2014	FTE Administrator Additions 7/1/14 – 6/30/15	FTE Administrator Departures 7/1/14 – 6/30/15
	6	3	2

Thank you



Appendix J: Uncertified Teachers

Last updated: 07/28/2015

"thirty per centum or 5 teachers, whichever is less"

To comply with NYS Education Law Section 2854(3)(a-1), please report the (FTE) count of uncertified and certified teaching staff as of the last day of school for the 2014-15 school year.

Page 1

Charter School Name:

Note Definition of FTE:

Full-time equivalent employees equal the number of employees on full-time schedules plus the number of employees on part-time schedules converted to a full-time basis. The number of full-time equivalent employees in each industry is the product of the total number of employees and the ratio of average weekly hours per employee for all employees to average weekly hours per employee on full-time schedules. An industry's full-time equivalent employment will be less than the number of its employees on full- and part-time schedules, unless it has no part-time employees (U.S. Commerce--Bureau of Economic Analysis at: http://www.bea.gov/faq/index.cfm?faq_id=368#sthash.8Rbj89kq.dpuf)

How many **UNCERTIFIED** Full-Time Equivalent Teachers were employed in the charter school as of last day of school in 2014-15?

For each applicable category (i-iv), input the relevant full time equivalent (FTE) count of teachers.

	FTE - (June 30, 2015)
(i) uncertified teachers with at least three years of elementary, middle or secondary classroom teaching experience	
(ii) individuals who are tenured or tenure track college faculty	
(iii) individuals with two years satisfactory experience through Teach for America	
(iv) individuals who possess exceptional business, professional, artistic, athletic, or military experience	1
FTE count of uncertified teachers who do not fit into any of the four statutory categories	3
Total	4.0

How many **CERTIFIED** Full-Time Equivalent Teachers were employed in the charter school as of the last day of school in 2014-15?

38

Thank you.

Board of Trustees

**Opportunity Charter School
CEO/Head of School**

Executive Assistant
to the CEO/Head of
Schools

School Secretary
Support Service Aide

Director of
Assessment

Coordinator of
Academic
Technology and
Information System

Technology Aide

Director of Special
Education

Learning Specialists
School aide

Operations
Manager

School Aides

High School
Principal

High School Asst. Principal
Behavioral Specialists
Adm. Assistant to Principal
Teachers
Teacher Assistants
Social Workers

Assistant Head of
School

Middle School
Principal

Middle School Asst. Principal
Behavioral Specialists
Adm. Assistant to Principal
Teachers
Teacher Assistants
Social Workers

Senior Accountant

Director of Human
Resources

HR Coordinator

Supervisor of
Admissions and
Pupil Accounting

Admissions & Alumni
Liaison
Alumni & Admissions
Liaison
Pupil Accounting
Secretary

Director of College
& Career Guidance

College & Career Counselors
College Associate
Career Development Manager
Internship Coordinator

Mission:

At Opportunity Charter School, we welcome all students in grades 6 through 12, regardless of previous academic success: students who are yearning to learn, students who have fallen behind, students who have been told their aspirations are beyond reach.

Through a positive belief in every student’s promise, we are committed to bringing their potential to life.

We provide staff and students with a safe, supportive environment in which to pursue personal development through an individualized plan tailored to their unique needs.

We nurture intellectual and personal growth. Students receive differentiated instruction in every curricular area from our highly-trained staff, with the goal of expanding their higher cognitive functioning.

Our school culture is performance-driven and results-oriented. Students graduate having achieved a clearly demonstrated academic and social foundation, as well as a deep understanding of their own strengths and weaknesses.

Key Design Element	Description
Rigorous Standards-Based Curriculum	Opportunity Charter School’s (OCS) curriculum was developed by teachers, is aligned to Common Core Learning Standards (CCLS), and uses the Understanding By Design (UBD) model. Standards are used to select complex texts, formulate tiered unit vocabulary, and create performance tasks, exemplars, and unit assessments. Each unit meets the school’s criteria for rigor, as judged by its attention to inquiry, questioning techniques, assessments, and performance tasks. The units follow the instructional shifts of the CCLS and build on higher-order thinking skills.
Student-Led Instruction	Students follow the inquiry model of instruction in class. In middle school, teachers introduce class discussion that is led by students through Depth of Knowledge (DOK) questioning techniques. In high school, student experience the process of gradual release of responsibility.
Excellent Teaching	Teachers become knowledgeable about their students’ instructional needs and work to ensure that students are performing at their highest potential. Teachers facilitate student learning by engaging them in rigorous and meaningful discussions about the content. Teachers submit weekly lesson plans early so principals can review and offer feedback. After each observation, teachers are provided with targeted and specific feedback based on school’s priority areas.
College Focus	All students are reminded that they can go to college. In middle school, students engage in Career Day and discuss college goals in a Finance Park class. In high school, students attend advisory classes weekly to help them prepare for college and also get individualized college counseling with the college counselor and career coordinator. In high school, students visit two and four year institutions in upstate NewYork. Students also explore Career and Technical Education programs within New York City.
Citizenship	The school follows a Positive Behavior Intervention and Supports (PBIS) system named TORRCH. The acronym stands for the five expectations of the school: tolerance, organization, responsibility, respect, cooperation, and hard work. In middle school, students are also grouped in team building

Opportunity Charter School
Annual Report 2014-15 Appendix L

	Houses to incorporate these expectations into community service. In high school, students have advisory, which serves as a vehicle for developing students' character and assisting them with being productive citizens.
Teacher Training and Growth	Teachers work in Professional Learning Communities (PLCs) to develop and strengthen their pedagogical skills. Teachers focus specifically on prioritizing school-wide initiatives, implementing strategies, and collecting and analyzing student work using specific protocols. PLCs read and share professional literature, watch instructional videos and conduct inter-visitations. Learning teams create goals, monitor progress and plan for adjustments in their curriculum.

Required Form: 2014-15 Appendix E - Trustee Disclosure of Financial Interest Form

Created Thursday, October 08, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export//s/Regents-Appendix-E-BOT-Form/2a4d7737c21d3fb57a>

Page 1

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

1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	Julie	McGee

2. *Your Home Address:

2. *Your Home Address: Street Address	
2. *Your Home Address: City/State	
2. *Your Home Address: Zip	

3. *Your Business Address

3. *Your Business Address Street Address	
3. *Your Business Address City/State	
3. *Your Business Address Zip	

4. *Daytime Phone Number:

--

5. *E-mail Address:

--

6. I am a Trustee of a parent education corporation listed below which governs one or more charter schools.

No, I am not.

7. Select the name of the education corporation that operates a single charter school.

OPPORTUNITY CS (NYC CHANCELLOR) 310300860871

8. Select all positions you have held on the Board:

(check all that apply)

-
- Other, please specify...: Trustee
-

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

No

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

No

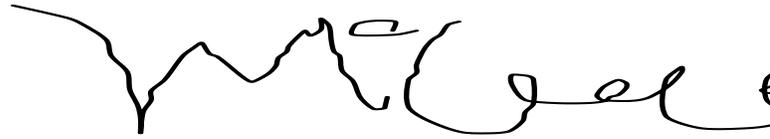
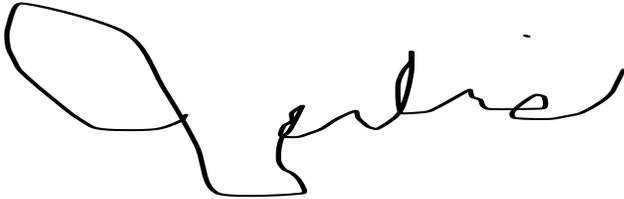
11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

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

No

Signature of Trustee



Thank you.

Required Form: 2014-15 Appendix E - Trustee Disclosure of Financial Interest Form

Created Thursday, October 01, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export//s/Regents-Appendix-E-BOT-Form/cda9f4e575f6696614>

Page 1

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

1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	Mark	Alter

2. *Your Home Address:

2. *Your Home Address: Street Address	
2. *Your Home Address: City/State	
2. *Your Home Address: Zip	

3. *Your Business Address

3. *Your Business Address Street Address	
3. *Your Business Address City/State	
3. *Your Business Address Zip	

4. *Daytime Phone Number:

--

5. *E-mail Address:

--

6. I am a Trustee of a parent education corporation listed below which governs one or more charter schools.

<i>No, I am not.</i>

7. Select the name of the education corporation that operates a single charter school.

<i>OPPORTUNITY CS (NYC CHANCELLOR) 310300860871</i>

8. Select all positions you have held on the Board:

(check all that apply)

-
- Other, please specify...: member
-

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

No

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

No

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

No

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

No

Signature of Trustee

A handwritten signature in black ink, consisting of a stylized first name 'Mark' followed by the last name 'Alter'.

Thank you.

Required Form: 2014-15 Appendix E - Trustee Disclosure of Financial Interest Form

Created Thursday, October 08, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export//s/Regents-Appendix-E-BOT-Form/c1dcde3981e40510f6>

Page 1

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

1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	Gerald	Schwartz

2. *Your Home Address:

2. *Your Home Address: Street Address		
2. *Your Home Address: City/State		
2. *Your Home Address: Zip		

3. *Your Business Address

3. *Your Business Address Street Address		
3. *Your Business Address City/State		
3. *Your Business Address Zip		

4. *Daytime Phone Number:

--

5. *E-mail Address:

--

6. I am a Trustee of a parent education corporation listed below which governs one or more charter schools.

<i>No, I am not.</i>

7. Select the name of the education corporation that operates a single charter school.

<i>OPPORTUNITY CS (NYC CHANCELLOR) 310300860871</i>

8. Select all positions you have held on the Board:

(check all that apply)

-
- Other, please specify...: trustee
-

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

No

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

No

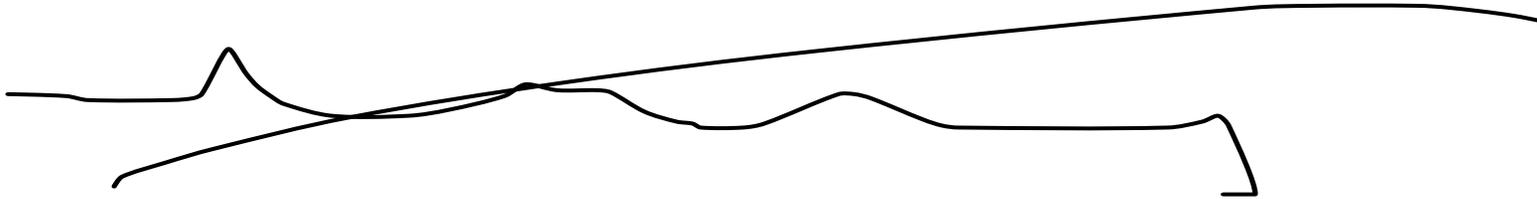
11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

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

No

Signature of Trustee

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

Thank you.

Required Form: 2014-15 Appendix E - Trustee Disclosure of Financial Interest Form

Created Friday, October 02, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export//s/Regents-Appendix-E-BOT-Form/7100b25dfdd44ae304>

Page 1

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

1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	Alice	Cutler

2. *Your Home Address:

2. *Your Home Address: Street Address	
2. *Your Home Address: City/State	
2. *Your Home Address: Zip	

3. *Your Business Address

3. *Your Business Address Street Address	
3. *Your Business Address City/State	
3. *Your Business Address Zip	

4. *Daytime Phone Number:

--

5. *E-mail Address:

--

6. I am a Trustee of a parent education corporation listed below which governs one or more charter schools.

No, I am not.

7. Select the name of the education corporation that operates a single charter school.

OPPORTUNITY CS (NYC CHANCELLOR) 310300860871

8. Select all positions you have held on the Board:

(check all that apply)

-
- Vice Chair/Vice President
-

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

No

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

(No response)

10a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date.

[cmoeY.0] 10a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date. Position Held	(No response)
[cmoeY.1] 10a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date. Responsibilities	(No response)
[cmoeY.2] 10a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date. Salary	(No response)
[cmoeY.3] 10a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date. Start Date	(No response)

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

(No response)

11a. 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 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 2-4 above, you need not disclose again your employment status, salary, etc.

Date(s) of Transactions	Nature of Financial Interest/Transaction	Steps Taken to Avoid Conflict of Interest (e.g., did not vote, did not participate in discussion)	Name of Person Holding Interest and Relationship to You
1			
2			
3			
4			
5			

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

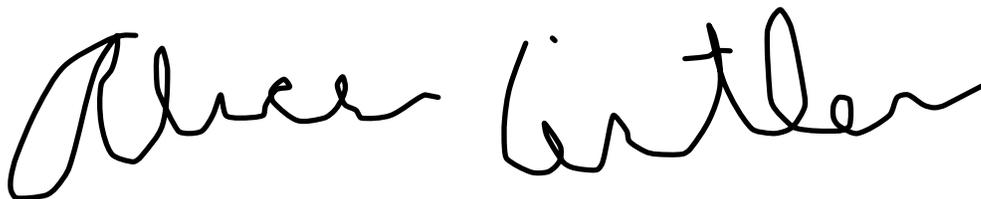
(No response)

12a. 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, 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 and/or Immediate Family Member with Interest	Steps Taken to Avoid Conflict of Interest
1				
2				
3				
4				
5				

Signature of Trustee



Thank you.

Required Form: 2014-15 Appendix E - Trustee Disclosure of Financial Interest Form

Created Wednesday, October 14, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export//s/Regents-Appendix-E-BOT-Form/63d6c2a18fb2205561>

Page 1

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

1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	Philip	Pallone

2. *Your Home Address:

2. *Your Home Address: Street Address	<input type="text"/>
2. *Your Home Address: City/State	<input type="text"/>
2. *Your Home Address: Zip	<input type="text"/>

3. *Your Business Address

3. *Your Business Address Street Address	<input type="text"/>
3. *Your Business Address City/State	<input type="text"/>
3. *Your Business Address Zip	<input type="text"/>

4. *Daytime Phone Number:

5. *E-mail Address:

6. I am a Trustee of a parent education corporation listed below which governs one or more charter schools.

No, I am not.

7. Select the name of the education corporation that operates a single charter school.

OPPORTUNITY CS (NYC CHANCELLOR) 310300860871

8. Select all positions you have held on the Board:

(check all that apply)

- Chair/President
 - Vice Chair/Vice President
-

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

No

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

No

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

No

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

No

Signature of Trustee

A handwritten signature in black ink, appearing to read "Phillip Padon". The signature is written in a cursive style with a large initial "P" and a long horizontal stroke.

Thank you.

Required Form: 2014-15 Appendix E - Trustee Disclosure of Financial Interest Form

Created Tuesday, October 27, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export//s/Regents-Appendix-E-BOT-Form/c4e3146c3f062f74ee>

Page 1

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

1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	Margaret	Culver

2. *Your Home Address:

2. *Your Home Address: Street Address	
2. *Your Home Address: City/State	
2. *Your Home Address: Zip	

3. *Your Business Address

3. *Your Business Address Street Address	
3. *Your Business Address City/State	
3. *Your Business Address Zip	

4. *Daytime Phone Number:

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5. *E-mail Address:

--

6. I am a Trustee of a parent education corporation listed below which governs one or more charter schools.

No, I am not.

7. Select the name of the education corporation that operates a single charter school.

OPPORTUNITY CS (NYC CHANCELLOR) 310300860871

8. Select all positions you have held on the Board:

(check all that apply)

-
- Other, please specify...: Trustee
-

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

No

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

No

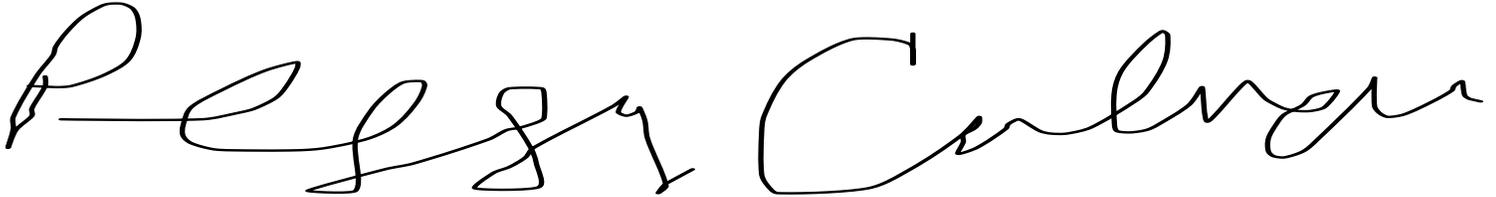
11. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

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

No

Signature of Trustee

A handwritten signature in black ink, appearing to read "P. J. Conlon". The signature is written in a cursive style with a large initial "P" and "C".

Thank you.

Required Form: 2014-15 Appendix E - Trustee Disclosure of Financial Interest Form

Created Thursday, October 01, 2015

<https://nysed.fluidsurveys.com/account/surveys/537586/responses/export//s/Regents-Appendix-E-BOT-Form/d6a885d98e35d3837>

Page 1

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

1. TRUSTEE NAME

	First Name	Last Name
Trustee Name	June	Smith

2. *Your Home Address:

2. *Your Home Address: Street Address	
2. *Your Home Address: City/State	
2. *Your Home Address: Zip	

3. *Your Business Address

3. *Your Business Address Street Address	
3. *Your Business Address City/State	
3. *Your Business Address Zip	

4. *Daytime Phone Number:

--

5. *E-mail Address:

--

6. I am a Trustee of a parent education corporation listed below which governs one or more charter schools.

No, I am not.

7. Select the name of the education corporation that operates a single charter school.

OPPORTUNITY CS (NYC CHANCELLOR) 310300860871

8. Select all positions you have held on the Board:

(check all that apply)

-
- Chair/President
-

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

No

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

No

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

No

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

No

Signature of Trustee

June Smith

Thank you.