

**Ocean Hill Collegiate  
CHARTER SCHOOL**

**2014-15 ACCOUNTABILITY PLAN  
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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By Will Herman

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Will Herman, Interim Director of Operations, prepared this 2014-15 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
John Greenstein	Treasurer, Finance Committee
Bob Howitt	Trustee, Executive Committee
Eileen Shy	Trustee, Accountability Committee
Linton Mann III	Chair, Executive, Accountability, Joint High School Committees
Julie Kennedy	Trustee, Executive Committee
Stuart Linde	Trustee, Finance, Joint High School Committees
St. Claire Gerald	Trustee, Executive Committee
Ian Sacks	Trustee, Joint High School Committee
Ekwutozia Nwabuzor	Trustee, Finance, Accountability Committees

**Hannah Solomon has served as the Principal since 2010, Kristen Ross served as the Director of Operations in 2014-15, and Will Herman has served as the Interim Director of Operations since 2015.**

## INTRODUCTION

The mission of Ocean Hill Collegiate Charter School (OHC) is to prepare each student for college. Ocean Hill Collegiate Charter School opened on August 31, 2010. The school opened with 5<sup>th</sup> grade and will grow to serve students in grades 5-12 over time.

Ocean Hill Collegiate Charter School's school design includes seven core components.

**Focus on Literacy.** Many of our students beginning in grade 5 are reading substantially below grade level. If a school does not address this dramatic and central issue immediately, students will be at a huge disadvantage in all subjects in high school and college. The ultimate academic success of OHC students, therefore, is tied to mastering this fundamental skill. In 2014-15, OHC provided explicit instruction in literacy skills and inculcated the reading habit through:

- Two hours and a half of daily literacy instruction;
- Guided reading groups for every student with fluency and comprehension practice;
- Requiring students to read reading level-appropriate books during the summer;
- Requiring graded, written work in every class, including math; and
- Requiring students to carry a silent reading book, checked out from our Library, to make better use of transition time in the hallways and other periods of downtime throughout the school day.

**Target Curriculum Focused on Basic Skills.** OHC does not use an off-the-shelf curriculum. Rather, OHC develops curriculum directly from the New York State Learning Standards that ensures students master a core set of basic academic skills before they can master higher-level, abstract material.

OHC teachers pay particularly close attention to the topics, sequence, and performance standards outlined in the New York State standards. This ensures that students are mastering the same material as their peers throughout New York State. At the same time, we trust teachers to adapt the subject topics and performance standards according to their professional expertise. OHC teachers create a comprehensive curriculum for their subject, saved on the school's shared drive, with a year-long scope and sequence, individual unit plans, daily lesson plans, and assessment materials. Not only does this provide the school with a record of individual course instruction but this also serves as a valuable curricular planning resource for returning and future teachers.

**Assess Early and Often to Drive the Instructional Program.** The most effective schools use assessment to diagnose student needs, measure instructional impact, and build a culture of continuous reflection and improvement. In addition to the New York State Social Studies, Mathematics, and English Language Arts exams, OHC administered four internally-aligned Interim Assessments and one Final Exam in Math, English Language Arts, Science and History. These tests assessed ongoing student mastery of Math, Reading/Writing, Science and History skills and standards throughout the year and provided immediate data on individual student and class growth. OHC teachers, with the support of the Principal, used this data to identify standards mastered and standards in need of re-teaching so that lesson plans could be continuously adjusted.

OHC also utilized the information to target content- and skills-driven tutoring and small-group instruction afterschool and on Saturdays.

**Make More Time.** In order to provide students with a comprehensive, college preparatory education, Ocean Hill Collegiate has an extended school day and school year. For most students, the regular school day began at 7:15 AM and ended at 4:00 PM. For those receiving tutoring and homework help, the day ended at 5:30 PM.

With hour-long periods four days a week and 40 minute periods on Wednesdays to allow for significant staff meeting and professional development time, all students at Ocean Hill Collegiate received the following weekly:

- 10 periods of Mathematics
- 10 periods of English Language Arts (Reading and Writing)
- 4 periods of Guided Reading
- 5 periods of Social Studies
- 5 periods of Science
- 3 periods of Enrichment

Ocean Hill Collegiate students extended their learning beyond the school day completing, on average, one-and-a-half to two hours of homework every night.

**Emphasis on College.** For too many at-risk students, college only exists in the abstract. For Ocean Hill Collegiate students, freshman year of college will be a natural extension of their educational experience at OHC.

Ocean Hill Collegiate students began talking about college on the first day of school as their advisories are named after the alma maters of their teachers. Through informal conversations in advisory and in classes, students learned about the college application process, financial aid, dorm-life, selecting a major, and other important aspects of college survival. Our 5<sup>th</sup> grade students visited Harvard University and Columbia University on field trips during the school year. Our 6<sup>th</sup> graders visited Princeton University and our 7<sup>th</sup> graders visited Syracuse.

During the regular school day, from 2:55 to 3:50 PM four days per week, OHC offers a variety of rotating electives, including:

- African Dance
- Journalism
- French
- Step
- Running Club
- Drama

During cycles throughout the year, from 4:00 to 5:00 PM, OHC offers subject-specific tutoring.

OHC's school culture is based on its five core CREST values of "Curiosity," "Respect," "Empathy," "Scholarship," and "Teamwork." Ocean Hill Collegiate students are expected to consistently

demonstrate these values wherever they find themselves and are rewarded with merits when they model these values well or go above and beyond. Students earning merits receive the opportunity to represent the school on merit trips and trade their merits at Merit Auctions for tangible rewards. Every other month, by participating in merit-earned trips either with a group of the top merit earners or one-on-one/two-on-one with staff members, merit winners develop the more abstract skills necessary for true college preparation (trying new activities, demonstrating leadership and professionalism, and participating in community service).

**Provide Structure and Order.** Students need a safe and orderly environment to be productive. In 2014-15, OHC created a calm, composed, and disciplined environment to maximize the amount of time on-task. Strategies included:

- strictly enforced school dress code;
- merit system that defined clear expectations of and immediate responses to positive behavior;
- demerit and detention system that defined clear expectations of and immediate responses to negative or inappropriate behavior;
- rubric system that provided immediate feedback to classes at the end of each class each day; and
- Common Blackboard Configuration (BBC) consisting of a Do Now, Aim, Agenda, and Homework.

**Insist on Family Involvement.** OHC’s educational program is structured so that families must be involved in their child’s academic pursuits. In 2014-15, OHC families:

- picked up their child’s report card in person at the school three times;
- met with teachers and staff on dozens of occasions to formally and informally discuss their child’s academic and behavioral performance;
- maintained an open line of communication with their child’s teachers through in-person meetings, weekly dashboards, semi-monthly progress reports, advisory calls and e-mails;
- were called at home or at work each day if their child earned a detention;
- attended Family Involvement Committee meetings throughout the year to better understand the curricular program, learn about summer camp opportunities, and talk about how to communicate with their pre-teen;
- were asked to offer input on the school on mid-year and year-end surveys, grading the school on how it was doing;
- were offered the opportunity to participate in a potluck and watch their children perform in their chosen Enrichment activity at two public performances during the course of the year

**School Enrollment by Grade Level and School Year**

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2009-10														
2010-11						79								79

2011-12						72	63							135
2012-13						82	62	56						200
2013-2014						79	74	50	53					256
2014-2015						82	71	72	47	39				311

**ENGLISH LANGUAGE ARTS**

**Goal 1: English Language Arts**  
 Students will be proficient readers and writers of the English language.

**Background**

Reading instruction at Ocean Hill Collegiate continues to be based around shared, whole-class novels. The curriculum develops reading comprehension skills, comprehension strategies and vocabulary. Whole-class novels are selected for each grade that are appropriately leveled for the majority of students in that grade. The whole-class novels should be accessible for students with the appropriate scaffolding.

Another major component of our Reading instruction is our Guided Reading program. In an effort to improve the rate at which our students grow in their literacy skills, in 2014-15, Ocean Hill Collegiate continued to use our discrete Guided Reading block in our daily schedule. Using this model, students who were above or below grade level would have an opportunity 4 days a week to practice fluency and comprehension using a text at their level. In this model, students have an opportunity to read books specifically for their reading level while still reserving a full 60 minutes for their Reading class.

In Writing classes at Ocean Hill Collegiate, students learn the essential skills of grammar and writing. Writing class explicitly supports the work that students are doing in Reading class, as students learn to write strong responses to literature in short answer and essay formats and use weekly vocabulary words from Reading class in their daily writing assignments.

Ocean Hill Collegiate Charter School uses data from the following assessments to ensure student proficiency in English Language Arts:

- Criterion-referenced New York State exams in English Language Arts
- Internally developed Interim Assessments in English Language Arts
- Internally developed Final Examination in English Language Arts.

Ocean Hill Collegiate Charter School administered four internally developed and aligned Interim Assessments in English Language Arts (Reading and Writing) during the 2014-15 school year, including one Final Exam. These assessments were created to reflect the school’s scope and sequence in Reading and Writing, and to mirror the style and scope of the New York State English Language Arts exams. They were also revised to include our understanding of the Common Core Curriculum and to reflect the increased rigor.

After the tests were administered, OHC teachers graded each exam and OHC administrative staff entered individual performance data into a shared template for detailed test analysis. With the individual student, whole class, and whole grade data, OHC teachers analyzed the data and developed strategic plans to re-teach specific standards to individuals, small groups, and classes. OHC also utilized the information to target content- and skills-driven tutoring and re-teaching after school and on Saturdays.

**Goal 1: Absolute Measure**

Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State English language arts examination for grades 3-8.<sup>1</sup>

**Method**

The school administered the New York State English Language Arts exam to students in grades 5 through 8 grades in April 2014. Each student’s raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year’s test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year.

**2014-15 State English Language Arts Exam  
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested <sup>2</sup>			Total Enrolled
		IEP	ELL	Absent	
3					
4					
5	82				82
6	71				71
7	72				72
8	47				47
All	272				272

**Results**

<sup>1</sup> Because of the state’s new 3-8 testing program, aligned to its high school college and career readiness standards, the Institute is no longer using Time Adjusted Level 3 cut scores. Please report results for previous years using the state’s published results for scoring at proficiency.

<sup>2</sup> Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

On the 2014-15 NYS ELA exam, 28% of students in their second year at Ocean Hill Collegiate scored proficient or advanced. When looking at all students, including those that have been at Ocean Hill Collegiate for less than 2 years, 28% of students scored proficient or advanced.

**Performance on 2014-15 State English Language Arts Exam  
By All Students and Students Enrolled in At Least Their Second Year**

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient or Advanced	Number Tested	Percent Proficient or Advanced	Number Tested
3				
4				
5	20.7%	82	0%	5
6	33.8%	71	39%	57
7	25%	72	24%	66
8	29.7%	47	19%	31
All	28%	272	28%	159

**Evaluation**

In the third year of the administration of the NYS Common Core exam in English Language Arts, the school did not meet this measure. It is still the school’s goal to see that at least 75% of students reach proficiency or advanced on the Common Core exam, and we are looking forward to implementing a higher level of rigor in our English Language Arts classes going forward to better prepare our students to meet this bar.

**Additional Evidence**

Though we have seen scores drop with the advent of the Common Core English Language Arts exam, we continue to feel energized by the rigor that the new exams present for our students as we work to prepare them for college. While this year’s overall data is disappointing, we have seen that students who are enrolled longer at Ocean Hill Collegiate are more likely to score proficient or advanced on the NYS ELA exams. We look forward to seeing these numbers continue to increase in the coming years as we continue revising curriculum and work to ensure all students are prepared for the rigor of the new exams. We feel positive about the momentum we have seen over the past few years in terms of student growth in English Language Arts.



## English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency									
	2010-11		2011-12		2012-13		2013-2014		2014-2015	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3										
4										
5			70%	10	9%	11	0%	8	0%	5
6			93%	61	7%	59	25%	67	39%	57
7					51%	55	22%	50	24%	66
8							57%	53	19%	31
All			90%	71	21%	125	32%	178	28%	159

### Goal 1: Absolute Measure

Each year, the school's aggregate Performance Level Index (PLI) on the State English language arts exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

### Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in English Language Arts. To achieve this measure, all tested students must have a Performance Level Index (PLI) value that equals or exceeds the 2014-15 English language arts AMO of 97. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.<sup>3</sup>

### Results

Ocean Hill Collegiate scored a Performance Level Index of 104 for the 2014-15 school year.

#### English Language Arts 2014-15 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
272	23	50	20	7

$$\begin{array}{rcccccccc}
 \text{PI} & = & 50 & + & 20 & + & 7 & = & 77 \\
 & & & & 20 & + & 7 & = & 27 \\
 & & & & & & \text{PLI} & = & 104
 \end{array}$$

<sup>3</sup> In contrast to SED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

## Evaluation

Ocean Hill Collegiate's Performance Level Index of 104 exceeds the 2014-15 English Language Arts AMO of 97. We plan to continue working to improve our curriculum and instruction so that our PLI will increasingly exceed the AMO.

### Goal 1: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of all students in the same tested grades in the local school district.

## Method

A school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.<sup>4</sup>

## Results

Ocean Collegiate outperformed Community School District 23 on the third administration of the Common Core English Language Arts exam by 14 percentage points. The school outperformed District 23 in all grades—6<sup>th</sup> grade most notably by 27 points—except for 5<sup>th</sup> grade (most likely significantly insignificant due to the small sample size in OHC grade 5).

**2014-15 State English Language Arts Exam  
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3				
4				
5	0%	5	8.4%	798
6	39%	57	11.7%	855
7	24%	66	14.7%	977
8	19%	31	15.9%	975
All	28%	159	13.9%	3605

## Evaluation

<sup>4</sup> Schools can acquire these data when the State Education Department releases its Access database containing grade level ELA and math test results for all schools and districts statewide. The SED announces the release of the data on its [News Release webpage](#).

Overall, Ocean Hill Collegiate significantly outperformed District 23. While there is still a lot of work to be done to improve OHC’s overall performance, we are encouraged by this data in that it indicates we are being successful in educating our scholars in comparison to similar scholars in the neighborhood.

**English Language Arts Performance of Charter School and Local District  
by Grade Level and School Year**

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students							
	2010-11		2011-12		2012-13		2013-2014	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
3								
4								
5	N/A	35%	20%	33%	9%	10%	0%	9%
6			80%	32%	7%	13%	25%	11%
7					51%	15%	22%	16%
8							57%	16%
All								

**Goal 1: Comparative Measure**  
 Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for economically disadvantaged students among all public schools in New York State.<sup>5</sup>

**Method**

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school’s performance to demographically similar public schools state-wide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school’s actual performance to the predicted performance of public schools with a similar economically disadvantaged percentage. The difference between the schools’ actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3 or performing higher than expected to a small degree is the requirement for achieving this measure.

<sup>5</sup> The Institute will begin using *economically disadvantaged* instead of *eligibility for free lunch* as the demographic variable in 2012-13. Schools should report previous year’s results using reported free-lunch statistics.

Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2014-15 analysis is not yet available. This report contains 2013-14 results (using free-lunch eligible percentage), the most recent Comparative Performance Analysis available.

## Results

The table below shows that the school’s overall comparative performance **is higher than expected to a large degree**. Students at Ocean Hill Collegiate in grades 6, 7 and 8 performed better than predicted based on their free lunch status on the 2013-14 ELA exam, with a significant effect size in grades 6 and 8. Students in grade 5 however had an almost negligible effect size. Overall, the table below shows that, in general, students enrolled at Ocean Hill Collegiate perform higher than expected on the NYS ELA exam the longer they are enrolled at the school.

### 2013-14 English Language Arts Comparative Performance by Grade Level

Grade	Percent of Economically Disadvantaged Students	Number of Students Tested	Percent of Students at Proficiency		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3						
4						
5	84.4	79	19	18.9	0.1	0.01
6	89.2	74	27	14.8	12.2	1.03
7	81.5	51	22	17.8	4.2	0.29
8	75.9	54	55	23.9	31.1	1.98
All	83.4	258	29.4	18.5	10.9	0.77

School’s Overall Comparative Performance:
Higher than expected to a meaningful degree

## Evaluation

As a school, Ocean Hill Collegiate met the intended comparative performance metric averaging an effect size of .77 between all grades. While OHC narrowly missed the goal of an effect size of .3 in grade 6—which scored an effect size of .29—our effect size of .01 in grade 5 is where we require the most significant improvement. Grade 5 consists of students new to the school who have been enrolled for less than one year before taking the NYS ELA exam.

### English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2009-10						
2010-11	5	80	79	73.4	51.6	1.11

2011-12	5-6	67.6	59.4	59.4	44.5	0.97
2012-13	5-7	82.3	200	24	18.4	0.41

**Goal 1: Growth Measure<sup>6</sup>**

Each year, under the state’s Growth Model, the school’s mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the state’s unadjusted median growth percentile.

**Method**

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2013-14 and also have a state exam score in 2012-13 including students who were retained in the same grade. Students with the same 2012-13 scores are ranked by their 2012-13 scores and assigned a percentile based on their relative growth in performance (mean growth percentile). Students’ growth percentiles are aggregated school-wide to yield a school’s mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

**Results**

Ocean Hill Collegiate earned an overall mean growth percentile (MGP) of 55.9 in English Language Arts. More specifically, OHC earned the following MGP in each grade:

Grade	Mean Growth Percentile
5 <sup>th</sup> Grade	49.43
6 <sup>th</sup> Grade	53.98
7 <sup>th</sup> Grade	64.70

**Summary of the English Language Arts Goal**

Ocean Hill Collegiate achieved four of the five relevant English Language Arts goals based on results of the 2012-13 and 2013-14 state exams. We are proud that overall our students continue to outperform the district in ELA and that our students are exceeding predicted performance based on free lunch status. However, we know that we still have a long way to go and much work to do in terms of absolute performance and that the new rigorous common core standards will provide us with an opportunity to work harder to improve student performance in ELA

<sup>6</sup> See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state English language arts exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2011-12 school district results.)	Achieved
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	Achieved

### **Action Plan**

The school is energized by the challenge that the more rigorous Common Core standards present. Beginning last year, Uncommon Brooklyn Middle School ELA Department Coordinators worked with principals, the Associate Managing Director, and the Director of Staff Development to begin modifying the Uncommon Brooklyn Middle School scope and sequence documents for ELA and Math (and the accompanying Interim Assessments), incorporating many of the Common Core Learning Standards. In 2012-2013, the Department Coordinators completed the modifications to the Uncommon Brooklyn Middle School ELA and Math scope and sequence documents and Interim Assessments, ensuring that each Common Core Learning Standard is taught and assessed and now have outsourced the creation of the Interim Assessments to an external company that will ensure the tests have no teacher bias, are appropriately rigorous, and well aligned to the Common Core. Having these assessments at the start of the 2015-16 school year gives us confidence that our teachers will be able to backwards plan effectively for ELA instruction this year.

In addition, a more rigorous set of grade level common texts was chosen across grades at the end of last year, and Ocean Hill Collegiate reading teachers (as well as all other Uncommon middle school teachers) will now be teaching these more rigorous texts. For example, several texts were moved down a grade level or two to account for the more rigorous text expectations and texts formerly taught in 8<sup>th</sup> grade will be taught in 6<sup>th</sup>.

On a school level, Ocean Hill Collegiate will:

- Continue to keep our guided reading program as a discrete period, in addition to the hour-long Reading class, ensuring additional accountability and time preserved for Reading. Our students will continue to have 2.5 hours daily (with the exception of Wednesdays) of ELA instruction.

- Continue to have our veteran teachers with significant classroom experience serve as instructional leaders and coach other teachers to ensure that our curriculum is rigorous and is reflective of the Common Core standards.
- Include more reading and writing focused activities in subjects such as math and science.
- Incorporate more non-fiction reading in all of our classes.
- Continue to increase opportunities for students to participate in independent reading this year. We will roll-out our expanded, school-wide, leveled library. We have a staff member who will check out books to students from the library each day during Advisory and who will hold students accountable to reading each book.
- We have formalized the responsibilities and roll out of the Accelerated Reader program to ensure active participation and enjoyment.
- Hire one additional Special Education teacher to help our students with IEPs and students at risk of academic failure receive more pull-out support through targeted guided reading groups. This brings the total number of staff members on our Special Education team to three.
- Continue to formalize our training of guided reading teachers (including the Dean of Students), including the use of video to model effective guided reading techniques, co-observations of teachers to provide feedback on guided reading instruction, goal-setting (moving at least a level each assessment) and a shared scope and sequence of objectives and books to be taught across leveled books.
- Continue to target students who scored a 1 or 2 on State ELA Exams through Saturday School, lunch and after-school tutoring to help remediate students' basic skills and better prepare them for the myriad skills they will need to demonstrate proficiency on the state exam and beyond. In preparation for next year's state exams, these students will be prioritized for additional pre-State Exam tutoring.

## **MATHEMATICS**

### **Goal 1: Mathematics**

Students will demonstrate competency in the understanding and application of mathematical computation and problem solving.

### **Background**

We believe our students should be able to compute numbers quickly and accurately, apply appropriate math procedures in single- and multi-step problems, and speak and write fluently and clearly about math problem solving and procedures, using accurate mathematical vocabulary. For this reason, our students take two hours of math per day, during which students review concepts for procedural fluency, explore conceptual understanding of old and new content through guided instruction and partner work, and engage in rigorous problem solving requiring the application of skills and the extension of learned content. Basically, we double the time dedicated to math instruction each day to ensure that students can compute and problem solve.

Ocean Hill Collegiate Charter School uses data from the following assessments to ensure student proficiency in Mathematics:

- Criterion-referenced New York State exams in Mathematics
- Internally developed Interim Assessments in Mathematics
- Internally developed Final Examination in Mathematics

Ocean Hill Collegiate Charter School administered 4 internally developed and aligned Interim Assessments, including a Final Exam in Math during the 2014-15 school year. These assessments were created to reflect the school’s scope and sequence in Math, and to mirror the style and scope of the New York State Math exams. The assessments focused primarily on the most recently covered standards, with a smaller focus on cumulative skills and standards covered in previous units.

After the tests were administered, OHC teachers graded each exam and entered individual performance data into a shared template for detailed test analysis. With the individual student, whole class, and whole grade data, OHC teachers analyzed the data and developed strategic plans to re-teach specific standards to individuals, small groups, and classes. OHC also utilized the information to target content- and skills-driven tutoring after school and on Saturdays.

**Goal 1: Absolute Measure**

Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State mathematics examination for grades 3-8.<sup>7</sup>

**Method**

The school administered the New York State Testing Program mathematics assessment to students in grades 5 through 7 in April 2015. Each student’s raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year’s test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year.

**2014-15 State Mathematics Exam  
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested <sup>8</sup>			Total Enrolled
		IEP	ELL	Absent	
3					
4					

<sup>7</sup> Because of the state’s new 3-8 testing program, aligned to its high school college and career readiness standards, the Institute is no longer using Time Adjusted Level 3 cut scores. Please report results for previous year’s using the state’s published results for scoring at proficiency.

<sup>8</sup> Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.



5	82				82
6	71				71
7	72				72
8	0				0
All	272				272

## Results

On the 2014-15 NYS Math exam, 54% of students in their second year at Ocean Hill Collegiate scored advanced or proficient. When looking at all students, including those that have been at Ocean Hill Collegiate for less than 2 years, 47% of students scored advanced or proficient.

### Performance on 2013-14 State Mathematics Exam By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient or Advanced	Number Tested	Percent Proficient or Advanced	Number Tested
3				
4				
5	38%	82	60%	5
6	54%	71	54%	57
7	50%	72	53%	66
8	NA	0	NA	0
All	47%	225	54%	128

## Evaluation

In the third year of the administration of the NYS Common Core exam in Mathematics, the school did not meet this measure. It is still the school's goal to see that at least 75% of students reach proficiency on the Common Core exam. We are looking forward to implementing a higher level of rigor in our Math classes going forward to better prepare our students to meet this bar.

## Additional Evidence

Though we have not met the measure, similar to our ELA results, we feel energized by the rigor that the new exams present for our students as we work to prepare them for college. We have seen that students who are enrolled longer at Ocean Hill Collegiate are more likely to score proficient on the NYS ELA exams. We look forward to seeing these numbers increase in the coming years as we

revise curriculum and work to ensure all students are prepared for the rigor of the new exams, but we feel positive about the momentum we have seen over the past few years in terms of student growth in Math.

During the 2011-2012 school year, 99% of students in at least their second year performing at or above the Time Adjusted Level 3 cut scores, Notably, 100% of students in their second year at Ocean Hill Collegiate in the 6<sup>th</sup> grade cohort performed at our above the Time Adjusted Level 3 cut scores. This is significant growth for this cohort, which during the 2010-11 school year had 91% of students (all in their first year) perform at or above the cut scores. This demonstrates that although there is much work to do prepare our students for the increased rigor of the Common Core, we are on a trajectory of growth.

### Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency									
	2010-11		2011-12		2012-13		2013-14		2014-15	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3										
4										
5			70%	10	0	11	0%	8	60%	5
6			98%	61	41%	59	57%	67	54%	57
7					62%	55	57%	50	53%	66
8							87%	53	NA	0
All			94%	71	34%	125	63%	178	54%	128

#### Goal 1: Absolute Measure

Each year, the school's aggregate Performance Level Index (PLI) on the State mathematics exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

#### Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in mathematics. To achieve this measure, all tested students must have a Performance Level Index (PLI) value that equals or exceeds the 2014-15 mathematics AMO of 94. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.<sup>9</sup>

#### Results

<sup>9</sup> In contrast to NYSED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

Ocean Hill Collegiate scored a PLI of 133 for the 2014-15 school year.

**Mathematics 2014-15 Performance Level Index (PLI)**

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
225	14	39	30	17

$$\begin{aligned}
 \text{PI} &= 39 + 30 + 17 = 86 \\
 &30 + 17 = 47 \\
 \text{PLI} &= 133
 \end{aligned}$$

**Evaluation**

Ocean Hill Collegiate scored at PLI of 133 which exceeds the mathematics AMO of 94 by 39 points.

**Goal 1: Comparative Measure**

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of all students in the same tested grades in the local school district.

**Method**

A school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.<sup>10</sup>

**Results**

Ocean Hill Collegiate’s percentage of students scoring proficient or advanced on the NYS Mathematics exam exceeded the percentage of students in Community School District 23 scoring proficient or advanced proficient on the exam in the same grades by 41.9 percentage points overall.

<sup>10</sup> Schools can acquire these data when the State Education Department releases its Access database containing grade level ELA and math test results for all schools and districts statewide. The SED announces the release of the data on its [News Release webpage](#).

**2014-15 State Mathematics Exam  
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3				
4				
5	60%	5	11.7%	801
6	54%	57	15.9%	862
7	53%	66	12.1%	979
8	NA	0	8.9%	930
All	54%	128	12.1%	3573

**Evaluation**

Once again, Ocean Hill Collegiate met its comparative measure with its percentage of students scoring proficient or advanced (54%) far exceeding the percentage of students in CSD 23 scoring proficient or advanced (12.1%) across grades 5-7. In all grades that OHC administered the exam, students scoring proficient or advanced was triple (or higher) that of District 23 as a whole. Ocean Hill Collegiate’s performance exceeded the district’s performance by 41.9 percentage points, an increase over last year’s 23 percentage points. With that said, Ocean Hill Collegiate is still not satisfied with our performance. We will continue to work to have all students reach proficiency as quickly as possible.

**Additional Evidence**

Despite changes to the NYS Math exam, Ocean Hill Collegiate students continue to outperform the district average for math and has done so for the past two years. In the 2015-16 school year, the school plans to continue working tirelessly to provide a viable program that is truly preparing all students for college level mathematics.

**Mathematics Performance of Charter School and Local District  
by Grade Level and School Year**

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students									
	2010-11		2011-12		2012-13		2013-14		2014-15	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
3										
4										
5	N/A	42%	70%	44%	0%	8%	0%	13%	60%	11.7%
6			98%	40%	41%	15%	57%	14%	54%	15.9%
7					62%	11%	57%	15%	53%	12.1%

8							87%	15%	NA	8.9%
All		42%	94%	41%	34%	11%	63%	14%	54%	12.1%

**Goal 1: Comparative Measure**

Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for economically disadvantaged students among all public schools in New York State.<sup>11</sup>

**Method**

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school’s performance to demographically similar public schools state-wide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school’s actual performance to the predicted performance of public schools with a similar economically disadvantaged percentage. The difference between the schools’ actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3 or performing higher than expected to a small degree is the requirement for achieving this measure.

Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2014-15 analysis is not yet available. This report contains 2013-14 results (using free-lunch eligible percentage), the most recent Comparative Performance Analysis available.

**Results**

The chart below displays how Ocean Hill Collegiate students in each grade performed compared to students in public schools in New York State with the same grade and a similar population of free-lunch-eligible students. As evidenced in the chart, Ocean Hill Collegiate students performed better than predicted in grades 6, 7 and 8. Furthermore, the effect size in these grades was significantly larger than .3.

**2013-14 Mathematics Comparative Performance by Grade Level**

Grade	Percent of Economically Disadvantaged Students	Number of Students Tested	Percent of Students at Proficiency		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3						
4						
5	84.4	79	28	27.4	0.6	0.03
6	89.2	74	57	21.7	35.3	1.89
7	81.5	50	54	19.8	34.2	1.81
8	75.9	53	87	16.5	70.5	3.46

<sup>11</sup> The Institute will begin using *economically disadvantaged* instead of *eligibility for free lunch* as the demographic variable in 2012-13. Schools should report previous year’s results using reported free-lunch statistics.

All	83.5	256	53.7	22.0	31.7	1.63
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<b>School's Overall Comparative Performance:</b>
Higher than expected to a large degree

**Evaluation**

Once again, Ocean Hill Collegiate met and exceeded this measure with a significant overall positive effect size.

**Additional Evidence**

Ocean Hill Collegiate continues to exceed predicted performance in mathematics across all grades where the majority of students have been enrolled for 2 years or more. Similar to its results in ELA, Ocean Hill Collegiate students who have spent more time at the school, fare better each year in exceeding predicted performance. Our overall effect size has increased by .15 since the previous year's data with both years demonstrating "a higher than expected to a large degree" performance.

**Goal 1: Growth Measure<sup>12</sup>**

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.

**Method**

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2013-14 and also have a state exam score in 2012-13 including students who were retained in the same grade. Students with the same 2012-13 scores are ranked by their 2013-14 scores and assigned a percentile based on their relative growth in performance (mean growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

**Results**

Ocean Hill Collegiate earned an overall mean growth percentile (MGP) of 74.2 in Mathematics. More specifically, OHC earned the following MGP in each grade:

Grade	Mean Growth Percentile
5 <sup>th</sup> Grade	73.06
6 <sup>th</sup> Grade	71.93

<sup>12</sup> See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

7 <sup>th</sup> Grade	77.95
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**Summary of the Mathematics Goal**

While Ocean Hill Collegiate students have consistently demonstrated strong performance in math over the past 2 years, the Common Core standards presented a new level of rigor that fewer students were able to meet this year. Despite this more rigorous exam, the school met four of its five accountability plan goals. Student performance in math at Ocean Hill Collegiate continues to exceed the performance of students in the local district and the performance of similar students across the state based on free lunch eligibility. The school did not meet its absolute goal this year, however, of at least 75% of students scoring proficient or advanced proficient on the Common Core math exam; 34% of students in at least their second year at OHC scored proficient or advanced.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state mathematics exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2011-12 school district results.)	Achieved
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	Achieved

**Action Plan**

The absolute performance across all grades in mathematics on the 2014-15 Common Core mathematics exam has demonstrated that we need to put more careful thought into what we are doing to increase the rigor of the school's math program. The school, along with other Uncommon Schools across Brooklyn, will be outsourcing its Interim Assessments. We have worked extremely closely with the company that will be producing the assessment questions and are confident that this choice will add a needed level of rigor to our program. The school will also be working with other Uncommon Schools to streamline instructional materials across schools and make sure that teachers are not reinventing the wheel, but instead are using the best instructional materials available for each objective they teach so that their time can be spent on the highest leverage instructional activities like assessing students, tutoring, and differentiating instruction.

## SCIENCE

### Goal 3: Science

Students will demonstrate proficiency in the understanding and application of scientific principles.

#### Background

The Science curriculum at OHC has been designed to provide a solid foundation for students in the essential understandings of Middle Grades Science as outlined in the New York State standards. Our fifth, sixth and seventh grade science curriculum is designed to equip students for more in-depth studies of Biology, Chemistry, and Physics in high school. During the 2012-2013 school year, OHC students completed units of study on the Scientific Method and Measurement, Motion and Forces, Chemicals and Reactions, Matter and Energy, Living Things, Ecology and Genetics. Students participated in hands-on science activities or demonstrations on a weekly basis, usually adapted from FOSS Science kits that align with our science content. Instruction consistently reinforced both math and reading comprehension skills, and our science teachers frequently worked closely with both our math and English Language Arts teachers to ensure that common approaches and language were used to reinforce cross-curricular content. For example, during the Scientific Method and Measurement unit, students worked with units of measurement, tools of measurement, and conversions between units of measure, reinforcing important skills from the math curriculum. In terms of supporting literacy, planning time was dedicated to determining how to best expose students to nonfiction texts during science class each week and how to encourage them to access and use scientific texts for their own learning and study. This exposure to nonfiction provided an important opportunity for students to practice and continue to develop their reading comprehension and vocabulary skills.

### Goal 3: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State science examination.

#### Method

The school administered the NYS Living Environment Regents exam to its 8<sup>th</sup> graders in June 2015.

#### Results

Our students did not take the New York State Science exam. Instead, we opted to take the New York State Living Environment Regents. Of all 33 8<sup>th</sup> grade students that took the exam, 81% passed.

#### **Charter School Performance on 2014-15 State Science Exam By All Students and Students Enrolled in At Least Their Second Year**

Grade	Percent of Students at Proficiency	
	Charter School Students In At Least 2 <sup>nd</sup> Year	All District Students



	Percent	Number Tested	Percent	Number Tested
4				
8	81	33	NA	NA

**Evaluation**

N/A

**Additional Evidence**

N/A

**Goal 3: Comparative Measure**

Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state science exam will be greater than that of all students in the same tested grades in the local school district.

**Method**

The school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students in at least their second year and the results for the respective grades in the local school district.

**Results**

N/A

**Evaluation**

N/A

**Additional Evidence**

N/A

<b>Goal 3: Optional Measure</b>
N/A
<b>Method</b>
<b>Results</b>
<b>Evaluation</b>
<b>Additional Evidence</b>

**Summary of the Science Goal**

We will not have data for these measures until our students reach the 8<sup>th</sup> grade in the 2013-2014 school year. In the meantime, however, we are measuring their mastery of Science standards through our own internally developed Interim Assessments, which show that our students are making progress in science. By the final round of Interim Assessments, 5<sup>th</sup> through 8<sup>th</sup> grade mastery average was at or above 75%.

<b>Type</b>	<b>Measure</b>	<b>Outcome</b>
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.	Achieved
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the local school district.	N/A

**Action Plan**

To maintain our rate of progress along this goal, we intend to do the following things:

- Continue to our science curriculum to provide students with the essential understandings and skills that will prepare them for more in-depth study of Chemistry, Biology, and Physics during eighth grade;
- Continue to encourage collaboration between science and reading teachers so that comprehension and vocabulary strategies taught in reading class are incorporated into science class. Science teachers will be responsible for teaching all textbook features through science instruction. These skills will then be reinforced by the reading teacher while reading non-fiction texts.
- Continue to schedule observation periods in which OHC science teachers are able to visit and observe science teachers within the Uncommon network.

- Encourage teachers to share best practices at quarterly Collegiate Science Department meetings on topics such as the instruction of scientific method, questioning in the science classroom and the reinforcement of college-readiness standards into science class.
- Guarantee that students continue to participate in as many hands-on science lessons and activities during science classes as is appropriate and possible.
- Ensure that our new 8<sup>th</sup> grade science teacher works in close collaboration with our returning 5<sup>th</sup> -7<sup>th</sup> grade science teachers to ensure consistency from grade to grade and class to class.

**NCLB**

**Goal 5: NCLB**  
The school will make Adequate Yearly Progress

**Goal 5: Absolute Measure**  
Under the state’s NCLB accountability system, the school’s Accountability Status is in good standing: the state has not identified the school as a Focus School nor determined that it has met the criteria to be identified as a local-assistance-plan school.

**Method**

Since *all* students are expected to meet the state's learning standards, the federal No Child Left Behind legislation stipulates that various sub-populations and demographic categories of students among all tested students must meet state proficiency standards. New York, like all states, established a system for making these determinations for its public schools. Each year the state issues School Report Cards which indicate each school’s status under the state’s No Child Left Behind (NCLB) accountability system.

**Results**

The State Education Department has determined that Ocean Hill Collegiate is In Good Standing for the 2014-15 school year.

**Evaluation**

The State Education Department made this determination based on our 2013-14 assessment data.

**Additional Evidence**

**NCLB Status by Year**

Year	Status
2010-11	Good Standing
2011-12	Good Standing
2012-13	Good Standing

2013-14	Good Standing
2014-15	Good Standing

## **APPENDIX A: HIGH SCHOOL GOALS AND MEASURES**

**In keeping with College and Career Readiness Standards, the Institute has revised many of the high school measures.**

**These measures are in effect for any school that was renewed in 2013 or thereafter. (See the Institute’s 2013 Guidelines.) Only high schools with Accountability Plans based on the Institute’s 2013 Guidelines need report on the measures flagged below with the symbol “(§)” and reflecting college and career readiness standards. They *may* report on the other measures as optional measures.**

**The Institute encourages all high schools to report on the flagged (§) measures, as they represent the college and career readiness standards and will be the measures used in the high school’s next Accountability Period.**

*Note: Add the following section following the School Enrollment section on page 4.*

## **High School Cohorts**

### **Accountability Cohort**

The state’s Accountability Cohort consists specifically of students who are in their fourth year of high school after the 9<sup>th</sup> grade. For example, the 2011 state Accountability Cohort consists of students who entered the 9<sup>th</sup> grade in the 2011-12 school year, were enrolled in the school on the state’s annual enrollment-determination day (BEDS day) in the 2014-15 school year, and either remained in the school for the rest of the year or left for an acceptable reason. (See New York State Education Department’s website for its accountability rules and cohort definitions: [www.p12.nysed.gov/accountability/](http://www.p12.nysed.gov/accountability/))

The following table indicates the number of students in the Accountability Cohorts who are in their fourth year of high school and were enrolled on BEDS Day in October and on June 30<sup>th</sup>.

**Fourth-Year High School Accountability Cohorts**

Fourth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort’s Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30 <sup>th</sup>
2012-13	2009-10	2009	N/A	N/A	N/A
2013-14	2010-11	2010	N/A	N/A	N/A
2014-15	2011-12	2011	N/A	N/A	N/A

### **Total Cohort for Graduation**

Students are included in the Total Cohort for Graduation also based on the year they first enter the 9<sup>th</sup> grade. Prior to 2012-13, students who have enrolled at least five months in the school after entering the 9<sup>th</sup> grade are part of the Total Cohort for Graduation; as of 2011-12 (the 2008 cohort), students who have enrolled at least one day in the school after entering the 9<sup>th</sup> grade are part of the school's Graduation Cohort. If the school has discharged students for one of the following acceptable reasons, it may remove them from the graduation cohort: if they transfer to another public or private diploma-granting program with documentation, transfer to home schooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S. or die.

#### Fourth Year Total Cohort for Graduation

Fourth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Enrolled on June 30 <sup>th</sup> of the Cohort's Fourth Year (a)	Additional Students Still in Cohort <sup>13</sup> (b)	Graduation Cohort (a) + (b)
2012-13	2009-10	2009	N/A	N/A	N/A
2013-14	2010-11	2010	N/A	N/A	N/A
2014-15	2011-12	2011	N/A	N/A	N/A

#### Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Enrolled on June 30 <sup>th</sup> of the Cohort's Fifth Year (a)	Additional Students Still in Cohort <sup>14</sup> (b)	Graduation Cohort (a) + (b)
2012-13	2008-09	2008	N/A	N/A	N/A
2013-14	2009-10	2009	N/A	N/A	N/A
2014-15	2010-11	2010	N/A	N/A	N/A

### GOAL 1: ENGLISH LANGUAGE ARTS

#### Goal 1: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents English exam by the completion of their fourth year in the cohort.

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED PRIOR TO 2012-13

**(S)** Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career readiness standard (currently scoring 75 on the New York State Regents English exam OR fully meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

<sup>13</sup> Number of students who had been enrolled for at least one day prior to leaving the school and who were not discharged for an acceptable reason.

<sup>14</sup> Number of students who had been enrolled for at least one day prior to leaving the school and who were not discharged for an acceptable reason

**REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED IN 2012-13 OR LATER**

**Method**

The school administered the New York State Regents Comprehensive English exam that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department defines the following pass levels: scoring 65 to meet the graduation requirement for a Regents diploma / 75 to meet the college and career readiness standard.<sup>15</sup> This measure examines the percent of the Accountability Cohort that passed the exam by the completion of their fourth year in the cohort. Students have until the summer of their fourth year to do so.

**Results**

This measure does not yet apply, as 2014 is our oldest cohort of Ocean Hill Collegiate students (they entered 9th grade in 2014-15).

**English Regents Passing Rate with a Score of 65 /75  
by Fourth Year Accountability Cohort<sup>16</sup>**

Cohort Designation	Number in Cohort	Percent Passing with a score of 65 /75
2009	N/A	N/A
2010	N/A	N/A
2011	N/A	N/A

**Evaluation**

N/A

**Additional Evidence**

As this is only Ocean Hill Collegiate’s first year with high school grades, the ELA goals are not yet applicable. 39 out of 39 students in our Ocean Hill Collegiate 9<sup>th</sup> grade cohort took the Common Core English exam this year. Of the 39 students who took the exam, 34 students (87%) received a passing score, with 29 (74%) receiving college and career ready score on their New York State Common Core Regents English exam with a 75% or higher. We expect that we will continue to make progress toward our goal over the next years by continuing to refine our curriculum and offer supports throughout the school day and after school from peers and staff.

**English Regents Passing Rate with a score of 65 / 75 by Cohort and Year**

Cohort	2012-13	2013-14	2014-15

<sup>15</sup> The statewide adaptation of new State Standards includes incorporating college and career readiness performance standards for the English language arts exam. The state has benchmarked student ELA test performance to the likely need for remedial course work when students enter college by comparing student 3-8 test results and Regents results to their post-secondary experience at SUNY and CUNY. Besides raising the cut scores for proficiency in the 3-8 testing program, the state has begun to set college and career readiness standards for passing Regents.

<sup>16</sup> Based on the highest score for each student on the English Regents exam

Designation	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2011	N/A	N/A	N/A	N/A	N/A	N/A
2012	N/A	N/A	N/A	N/A	N/A	N/A
2013	N/A	N/A	N/A	N/A	N/A	N/A
2014	N/A	N/A	N/A	N/A	39	87%

**Goal 1: Absolute Measure**

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on the New York State 8<sup>th</sup> grade English language arts exam will score at least 65 on the New York State Regents English exam by the completion of their fourth year in the cohort.

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED PRIOR TO 2012-13

**(S)** Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8<sup>th</sup> grade English language arts exam will meet the college and career readiness standard (currently scoring 75 on the New York State Regents English exam OR fully meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED IN 2012-13 OR LATER

**Method**

The school demonstrates the effectiveness of its English language arts program by enabling students who were not meeting proficiency standards in the eighth grade to meet the English requirement for graduation with a Regents diploma / the college and career readiness standard.

**Results**

This measure does not yet apply, as 2014 is our oldest cohort of Ocean Hill Collegiate students (they entered 9th grade in 2014-15)

**Goal 1: Absolute Measure**

Each year, the Accountability Performance Level (APL) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.

SAME FOR ALL SCHOOLS

**Method**

In receiving a waiver for its federal No Child Left Behind accountability system, the New York State Education Department now holds high schools accountable for making annual yearly progress towards meeting college and career readiness standards. See page 72 of SED’s ESEA waiver application for the high school AMOs:



[www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver\\_REVISED.pdf](http://www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver_REVISED.pdf)

The AMO continues to be SED's basis for determining if schools are making satisfactory progress toward the annual goal. To achieve this measure, all tested students in the Accountability Cohort must have an Accountability Performance Level (APL) that equals or exceeds the 2014-15 English language arts AMO of **170**.

The APL is calculated by adding the sum of the percent of students in the Accountability Cohort at Levels 2 through 4 to the sum of the percent of students at Level 3 and 4. Thus, the highest possible APL is 200. The Regents exam in Comprehensive English is scored on a scale from 0 to 100; 0 to 64 is Level 1, 65 to 74 is Level 2, 75 to 89 is Level 3, and 90 to 100 is Level 4. The Regents Common Core Examination in English is scored on a scale from 0 to 100; 0 to 64 is level 1, 65 to 78 is level 2; 79 to 84 is level 3, and 85 to 100 is level 4.

## Results

This measure does not yet apply, as 2014 is our oldest cohort of Ocean Hill Collegiate students (they entered 9th grade in 2014-15)

### **Goal 1: Comparative Measure**

Each year, the percent of students in the high school Accountability Cohort passing the Regents English exam with a score of 65 or above will exceed that of the high school Accountability Cohort from the local school district.

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED PRIOR TO 2012-13

**(S)** Each year, the Accountability Performance Level (APL) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the local school district.

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED IN 2012-13 OR LATER

## Method

The school compares the performance of students in their fourth year in the charter school Accountability Cohort to that of the respective cohort of students in the local school district. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.<sup>17</sup>

## Results

This measure does not yet apply, as 2014 is our oldest cohort of Ocean Hill Collegiate students (they entered 9th grade in 2014-15)

### **Summary of the High School English Language Arts Goal**<sup>18</sup>

<sup>17</sup> The New York State Report Card provides the district results for students scoring at or above 65.

<sup>18</sup> If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

This goal does not yet apply to Ocean Hill Collegiate since it had its first class of 9<sup>th</sup> graders in 2014-2015.

However, our 9<sup>th</sup> grade cohort had 87% of students passing the Common Core English Regents exam with a 65 or higher, and 74% passed with a 75 or higher.

Type	Measure (Accountability Plan Prior to 2012-13)	Outcome
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents English exam by the completion of their fourth year in the cohort.	N/A
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will did not score proficient on the New York State 8th grade English language arts exam will score at least 65 on the New York State Regents English exam by the completion of their fourth year in the cohort.	N/A
Absolute	Each year, the Accountability Performance Level (APL) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	N/A
Comparative	Each year, the percent to students in the high school Accountability Cohort passing the Regents English exam with a score of 65 or above will exceed that of the high school Accountability Cohort from the local school district. (Using 2013-14 school district results.)	N/A

Type	Measure (Accountability Plan from 2012-13 or later)	Outcome
Absolute	(§) Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career ready standard (currently scoring 75 on the New York State Regents English exam) by the completion of their fourth year in the cohort.	N/A
Absolute	(§) Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will meet the college and career ready standard (currently scoring 75 on the New York State Regents English exam) by the completion of their fourth year in the cohort.	N/A
Absolute	Each year, the Accountability Performance Level (APL) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	N/A
Comparative	(§) Each year, students in the high school Total Cohort will exceed the predicted pass rate on the Regents English exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all high schools in New York State.	N/A
Comparative	(§) Each year, the Accountability Performance Level (APL) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the local school district. (Using 2013-14 school district results.)	N/A

## Action Plan

Ocean Hill Collegiate is in its first year of serving high school grades and is continuing to refine its English curriculum. Through staff and content development, we continue to determine ways to offer additional supports to students who struggle to reach benchmarks.

## MATHEMATICS

### Goal 2: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents mathematics exam by the completion of their fourth year in the cohort.

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED PRIOR TO 2012-13

(§) Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career readiness standard (currently scoring 80 on a New York State Regents math exam OR fully meeting Common Core expectations on the Regents Algebra I (Common Core) exam) by the completion of their fourth year in the cohort.

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED IN 2012-13 OR LATER

### Method

The school administered the New York State Regents Geometry, Integrated Algebra and Algebra 2 exams. The school scores Regents on a scale from 0 to 100. The State Education Department defines the following pass levels: scoring 65 to meet the graduation requirement for a Regents diploma / scoring 80 to meet the college and career readiness standard.<sup>19</sup> This measure requires students in each Accountability Cohort to achieve the requisite score on any one of the Regents mathematics exams by their fourth year in the cohort. Students may have taken a particular Regents mathematics exam multiple times or have taken multiple mathematics exams. Students have until the summer of their fourth year to pass a mathematics exam.

### Results

This measure does not yet apply, as 2014 is our oldest cohort of Ocean Hill Collegiate students (they entered 9th grade in 2014-15).

#### Mathematics Regents Passing Rate with a Score of 65/80 by Fourth Year Accountability Cohort<sup>20</sup>

Cohort Designation	Number in Cohort	Percent Passing with a score of 65 / 80
2009	N/A	N/A
2010	N/A	N/A

<sup>19</sup> The statewide adaptation of the revised State Standards includes incorporating college and career readiness performance standards for the English language arts exam. The state has benchmarked student mathematics test performance to the likely need for remedial course work when students enter college by comparing student 3-8 test results and Regents results to their post-secondary experience at SUNY and CUNY. Besides raising the cut scores for proficiency in the 3-8 testing program, the state has begun to set college and career readiness standards for passing Regents.

<sup>20</sup> Based on the highest score for each student on the Mathematics Regents exam

2011	N/A	N/A
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**Evaluation**

N/A

**Additional Evidence**

Even though this goal does not yet apply to Ocean Hill Collegiate, our students have showed strong progress towards meeting this measure’s target. In our 2014 cohort, 36 of 39 (92%) of students took the Geometry Regents Exam, with 28 students (72%) meeting the graduation requirement of scoring a 65 or higher (8 students scored between a 50 and a 65, and 0 scored below 50). 3 of 39 students took the Common Core Algebra exam, with 1 (33%) scoring above 65%. We hope to build upon these results as students take more Regents exams in their high school career. We also will continue to provide opportunities and the necessary academic supports for students to re-take exams that they have not succeeded on.

**Mathematics Regents Passing Rate with a score of 65 / 80 by Cohort and Year**

Cohort Designation	2012-13		2013-14		2014-15	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2011	N/A	N/A	N/A	N/A	N/A	N/A
2012	N/A	N/A	N/A	N/A	N/A	N/A
2013	N/A	N/A	N/A	N/A	N/A	N/A
2014	N/A	N/A	N/A	N/A	39	95%

**Goal 2: Absolute Measure**

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on the New York State 8<sup>th</sup> grade mathematics exam will score at least 65 on a New York State Regents mathematics exam by the completion of their fourth year in the cohort.

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED PRIOR TO 2012-13

**(S)** Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8<sup>th</sup> grade math exam will meet the college and career ready standard (currently scoring 80 on a New York State Regents math exam) by the completion of their fourth year in the cohort.

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED IN 2012-13 OR LATER

**Method**

The school demonstrates the effectiveness of its mathematics program by enabling students who were not meeting proficiency standards in the eighth grade to meet the mathematics requirement for graduation with a Regents diploma / the college and career readiness standard.

**Results**

This measure does not yet apply, as 2014 is our oldest cohort of Ocean Hill Collegiate students (they entered 9th grade in 2014-15)

**Goal 2: Absolute Measure**

Each year, the Accountability Performance Level (APL) on a Regents mathematics exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.

SAME FOR ALL SCHOOLS

**Method**

In receiving a waiver for its federal No Child Left Behind accountability system, the State Education Department now law holds high schools accountable for making annual yearly progress towards meeting college and career readiness standards. See page 72 of SED’s ESEA waiver application for the high school AMOs:

[http://www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver\\_REVISED.pdf](http://www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver_REVISED.pdf)

The AMO continues to be SED’s basis for determining if schools are making satisfactory progress toward the annual goal. To achieve this measure, all tested students in the Accountability Cohort must have an Accountability Performance Level (APL) that equals or exceeds 2014-15 mathematics AMO of 154.

The APL is calculated by adding the sum of the percent of students in the Accountability Cohort at Levels 2 through 4 to the sum of the percent of students at Level 3 and 4. Thus, the highest possible APL is 200. The Regents exams are scored on a scale from 0 to 100; 0 to 64 is Level 1, 65 to 79 is Level 2, 80 to 89 is Level 3, and 90 to 100 is Level 4. The Regents Common Core exams in mathematics are scored on a scale from 0 to 100; 0 to 64 is level 1; 65 to 73 is level 2, 74 to 84 is level 3, and 85 to 100 is level 4.

**Results**

This measure does not yet apply, as 2014 is our oldest cohort of Ocean Hill Collegiate students (they entered 9th grade in 2012-13)

**Goal 2: Comparative Measure**

Each year, the percent to students in the high school Accountability Cohort passing a Regents mathematics exam with a score of 65 or above will exceed that of the high school Accountability Cohort from the local school district.

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED PRIOR TO 2012-13

**(S)** Each year, the Accountability Performance Level (APL) in mathematics of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the local school district.

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED IN 2012-13 OR LATER

## Method

The school compares the performance of students in their fourth year in the charter school Accountability Cohort to that of the respective cohort of students in the local school district. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.<sup>21</sup>

## Results

This measure does not yet apply, as 2014 is our oldest cohort of Ocean Hill Collegiate students (they entered 9th grade in 2014-15)

### Summary of the High School Mathematics Goal<sup>22</sup>

Although our oldest Ocean Hill Collegiate cohort only entered 9<sup>th</sup> grade in 2014-15, 95% have already met the goal of passing a New York State Regents mathematics exam, all in their 9<sup>th</sup> grade year. From this, we know that our students are understanding and applying mathematical computation and problem solving to a degree that shows competency and college readiness.

Type	Measure (Accountability Plan Prior to 2012-13)	Outcome
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents mathematics exam by the completion of their fourth year in the cohort.	N/A
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will did not score proficient on the New York State 8th grade mathematics exam will score at least 65 on a New York State Regents mathematics exam by the completion of their fourth year in the cohort.	N/A
Absolute	Each year, the Accountability Performance Level (APL) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	N/A
Comparative	Each year, the percent to students in the high school Accountability Cohort passing a New York State Regents mathematics exam with a score of 65 or above will exceed that of the high school Accountability Cohort from the local school district. (Using 2013-14 school district results.)	N/A

Type	Measure (Accountability Plan from 2012-13 or later)	Outcome
Absolute	(§) Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career ready standard (currently scoring 80 on a New York State Regents mathematics exam) by the completion of their fourth year in the cohort.	N/A
Absolute	(§) Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam will meet the college and career ready standard (currently scoring 80 on a New York State Regents mathematics exam) by the completion of their fourth year in the cohort.	N/A
Absolute	Each year, the Accountability Performance Level (APL) on the Regents	N/A

<sup>21</sup> The New York State Report Card provides the district results for students scoring at or above 65.

<sup>22</sup> If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

	English exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.	
Comparative	(§) Each year, students in the high school Total Cohort will exceed the predicted pass rate on a New York State Regents mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all high schools in New York State.	N/A
Comparative	(§) Each year, the Accountability Performance Level (APL) on a New York State Regents mathematics exam of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the local school district. (Using 2013-14 school district results.)	N/A

**Action Plan**

- Students will continue to receive 50-100 minutes of math instruction each day.
- The High School instructional team will continue to review teacher lesson plans, observe classroom instruction and provide feedback to teachers on instruction.
- The school’s leadership team continues to identify areas for growth. From these areas, extensive professional development programs will continue to be refined and implemented to meet the needs of both the school and individual teachers.
- School leaders will continue to work with master teachers at the school to research and develop curriculum modifications that will ensure increased levels of student achievement. Leaders will also continuously monitor these modifications for their effectiveness.
- Ocean Hill Collegiate Charter School will continue to offer Regents/AP/SAT preparation classes on Saturdays beginning in the 9<sup>th</sup> grade.
- Ocean Hill Collegiate will continue to provide professional development before the school year, during the school year, and following the school year, during which teachers can review and discuss results.

**SCIENCE**

**Goal 3: Absolute Measure**  
 Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents science exam by the completion of their fourth year in the cohort.

**Method**

New York State administers multiple high school science assessments; current Regent exams are Living Environment, Earth Science, Chemistry and Physics. The school administered Living Environment, Earth Science, Chemistry and Physics. It scores Regents on a scale from 0 to 100; students must score at least 65 to pass. This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort. Students may have taken a particular Regents science exam multiple times or have taken multiple science exams. Students have until the summer of their fourth year to pass a science exam.

**Results**

This measure does not yet apply, as 2014 is our oldest cohort of Ocean Hill Collegiate students (they entered 9th grade in 2014-15)

**Science Regents Passing Rate with a Score of 65  
by Fourth Year Accountability Cohort<sup>23</sup>**

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2009	N/A	N/A
2010	N/A	N/A
2011	N/A	N/A

**Evaluation**

N/A

**Additional Evidence**

This measure does not yet apply, as 2014 is our oldest cohort of Ocean Hill Collegiate students (they entered 9th grade in 2014-15) and have not taken any Science Regents in 9<sup>th</sup> grade.

**Science Regents Passing Rate with a score of 65 by Cohort and Year**

Cohort Designation	2012-13		2013-14		2014-15	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2011	N/A	N/A	N/A	N/A	N/A	N/A
2012	N/A	N/A	N/A	N/A	N/A	N/A
2013	N/A	N/A	N/A	N/A	N/A	N/A
2014	N/A	N/A	N/A	N/A	N/A	N/A

**Goal 3: Comparative Measure**

Each year, the percent to students in the high school Total Cohort passing a Regents science exam with a score of 65 or above will exceed that of the high school Total Cohort from the local school district.

**Method**

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the local school district. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available district results.

**Results**

<sup>23</sup> Based on the highest score for each student on any science Regents exam



This measure does not yet apply, as 2014 is our oldest cohort of Ocean Hill Collegiate students (they entered 9th grade in 2014-15)

**Science Regents Passing Rate  
of the High School Total Cohort by Charter School and School District**

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2009	N/A	N/A	N/A	N/A
2010	N/A	N/A	N/A	N/A
2011	N/A	N/A	N/A	N/A

**Evaluation**

N/A

**Additional Evidence**

N/A

**SOCIAL STUDIES**

**Goal 4: Social Studies**

Students will demonstrate an understanding of key geographical, economic, and governmental concepts, as well as major historical ideas and developments in the United States, New York and the world.

**Goal 4: Absolute Measure**

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents U.S. History exam by the completion of their fourth year in the cohort.

**Method**

New York State administers two high school social studies assessments: U.S. History and Global History. In order to graduate, students must pass both of these Regents exams with a score of 65 or higher. This measure requires students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort. Students may have taken the exams multiple times and have until the summer of their fourth year to pass it. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

**Results**

This measure does not yet apply, as 2014 is our oldest cohort of Ocean Hill Collegiate students (they entered 9th grade in 2014-15)

**U.S. History Regents Passing Rate with a Score of 65  
by Fourth Year Accountability Cohort<sup>24</sup>**

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2009	N/A	N/A
2010	N/A	N/A
2011	N/A	N/A

**Evaluation**

N/A

**Additional Evidence**

N/A

**U.S. History Regents Passing Rate with a score of 65 by Cohort and Year**

Cohort Designation	2012-13		2013-14		2014-15	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2011	N/A	N/A	N/A	N/A	N/A	N/A
2012	N/A	N/A	N/A	N/A	N/A	N/A
2013	N/A	N/A	N/A	N/A	N/A	N/A
2014	N/A	N/A	N/A	N/A	N/A	N/A

**Goal 4: Comparative Measure**

Each year, the percent to students in the high school Total Cohort passing the Regents U.S. History exam with a score of 65 or above will exceed that of the high school Total Cohort from the local school district.

**Method**

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the local school district. Given that students may take Regents exam up through the summer of their fourth year, school presents the most recently available district results.

**Results**

This measure does not yet apply, as 2014 is our oldest cohort of Ocean Hill Collegiate students (they entered 9th grade in 2014-15).

<sup>24</sup> Based on the highest score for each student on a science Regents exam

**U.S. History Passing Rate  
of the High School Total Cohort by Charter School and School District**

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2009	N/A	N/A	N/A	N/A
2010	N/A	N/A	N/A	N/A
2011	N/A	N/A	N/A	N/A

**Evaluation**

N/A

**Additional Evidence**

N/A

**Goal 4: Absolute Measure**

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents Global History exam by the completion of their fourth year in the cohort.

**Method**

This measure requires students in each Accountability Cohort to pass the Global History exam by the completion of their fourth year in the cohort. Students may have taken the exam multiple times, and had until the summer of their fourth year to pass it. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

**Results**

This measure does not yet apply, as 2014 is our oldest cohort of Ocean Hill Collegiate students (they entered 9th grade in 2014-15).

**Global History Regents Passing Rate with a Score of 65  
by Fourth Year Accountability Cohort<sup>25</sup>**

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2009	N/A	N/A
2010	N/A	N/A
2011	N/A	N/A

<sup>25</sup> Based on the highest score for each student on a science Regents exam

## Evaluation

N/A

## Additional Evidence

N/A

### Global History Regents Passing Rate with a score of 65 by Cohort and Year

Cohort Designation	2012-13		2013-14		2014-15	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2011	N/A	N/A	N/A	N/A	N/A	N/A
2012	N/A	N/A	N/A	N/A	N/A	N/A
2013	N/A	N/A	N/A	N/A	N/A	N/A
2014	N/A	N/A	N/A	N/A	N/A	N/A

#### Goal 4: Comparative Measure

Each year, the percent of students in the high school Total Cohort passing the Regents Global History exam with a score of 65 or above will exceed that of the high school Total Cohort from the local school district.

#### Method

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the local school district. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available district results.

#### Results

This measure does not yet apply, as 2014 is our oldest cohort of Ocean Hill Collegiate students (they entered 9th grade in 2014-15).

### Global History Passing Rate of the High School Total Cohort by Charter School and School District

Cohort	Charter School		School District	
	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort
2009	N/A	N/A	N/A	N/A
2010	N/A	N/A	N/A	N/A
2011	N/A	N/A	N/A	N/A

## Evaluation

N/A

## Additional Evidence

N/A

## HIGH SCHOOL GRADUATION

### **GOAL 6: HIGH SCHOOL GRADUATION**

Students will graduate from high school.

#### **Goal 6: Absolute Measure**

Each year, 75 percent of students in each cohort will pass their core academic subjects by the end of August and the school will promote them to the next grade.

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED PRIOR TO 2012-13

**(S)** Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED IN 2012-13 OR LATER

## **Method**

This measure serves as a leading indicator of the performance of high school cohorts and examines their progress toward graduation based on annual credit accumulation. The measure requires that, based on the school's promotion requirements, the school will promote 75 percent of its students in each cohort to the next grade by the end of August OR that 75 percent of the first and second year high school Total Graduation Cohorts will earn the requisite number of credits.

## **Promotion Policies**

Students who receive a final failing grade (below a 70) for a class do not receive credit for the class. The final grade is based on individual quarter grades and a comprehensive subject-area test.

In subjects that earn 2.0 credits per year (English, Math, Science and History), a student who fails will be required to take an additional class to recover the lost credits. There are two ways this occurs, depending on how many classes a student is failing that academic year:

1. **One class:** The student can recover credit by taking an intensive summer school class in this subject at his/her expense and/or at the school if offered. In order to recover credit, the class must be approved by the school.
2. **Two or more classes:** A student is required to repeat the grade.

In subjects that require less than four years of credits (Foreign Language, Physical Education, Health and Electives), a student must make up the class in a subsequent school year after the school day, during the summer or another time the school deems appropriate (at his/her expense).

Seniors who fail a class but need the credit to graduate must take an intensive summer school class and cannot partake in commencement activities.

Given that Ocean Hill Collegiate has provided tiers of student support throughout the school year – Weekly Progress Reports, Office Hours, and Weekly Check-in Meetings with the Advisor – summer coursework for all subjects is the responsibility of the family, both financially and logistically. Subject-area teachers will supply the directions and expectations for summer research projects.

Students who need summer remediation and do not fulfill all requirements will automatically be retained.

**Graduation Credit Requirements:**

- a) English: 4 years (8 credits)
- b) Math: 3-4 years (6-8 credits)
- c) Science: 4 years (8 credits)
- d) History: 4 years (8 credits)
- e) Foreign Language: 3 years (6 credits)
- f) Electives: 3 years (6 credits)
- g) Physical Education: 2 years (4 credits)

**Results**

This measure does not yet apply, as 2014 is our oldest cohort of Ocean Hill Collegiate students (they entered 9th grade in 2014-15).

**Percent of Students Promoted by Cohort in 2014-15**

Cohort Designation	Number in Cohort	Percent promoted
2011	N/A	N/A
2012	N/A	N/A
2013	N/A	N/A
2014	39	100%

**Evaluation**

Ocean Hill Collegiate met this measure, promoting above 75% of students within each cohort. We promoted 100% of students within our 2014 cohort.

**Additional Evidence**

N/A

**Goal 6: Absolute Measure**

Each year, 75 percent of students in the second year high school Total Graduation Cohort will score 65 on at least three different New York State Regents exams required for graduation.

**Method**

This measure serves as a leading indicator of the performance of high school cohorts and examines their progress towards graduation based on Regents exam passage. The measure requires that 75 percent of students in each cohort have passed at least three Regents exams by their second year in the cohort. In August of 2015, the 2013 cohort will have completed its second year.

**Results**

This measure does not yet apply, as 2014 is our oldest cohort of Ocean Hill Collegiate students (they entered 9th grade in 2014-15).

**Percent of Students in their Second Year Passing Three Regents Exams by Cohort**

Cohort Designation	Number in Cohort	Percent Passing Three Regents
2011	N/A	N/A
2012	N/A	N/A
2013	N/A	N/A

**Evaluation**

N/A

**Additional Evidence**

N/A

**Goal 6: Absolute Measure**

Each year, 75 percent of students in the fourth year high school Total Graduation Cohort and 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.

**Method**

This measure examines students in two high school Graduation Cohorts: those who entered the 9<sup>th</sup> grade as members of the 2011 cohort and graduated four years later and those who entered as members of the 2010 cohort and graduated five years later. At a minimum, these students have passed five Regents exams in English language arts, mathematics, science, U.S. History and Global History. Students have through the summer at the end of their fourth year to complete graduation requirements.

The school's graduation requirements appear above under the graduation goal's first measure pertaining to annual grade-by-grade promotion or credit accumulation.

## Results

N/A

## Evaluation

This measure does not yet apply, as 2014 is our oldest cohort of Ocean Hill Collegiate students (they entered 9th grade in 2014-135).

### Goal 6: Comparative Measure

Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the local school district.

## Method

The school compares the graduation rate of students completing their fourth year in the charter school's Total Graduation Cohort to that of the respective cohort of students in the local school district<sup>26</sup>. Given that students may take Regents exams through the summer of their fourth year, district results for the current year are generally not available at this time.

## Results

N/A

**Percent of Students in the Total Graduation Cohort who Graduate in Four Years Compared to Local District**

Cohort Designation	Charter School		School District	
	Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating
2009	N/A	N/A	N/A	N/A
2010	N/A	N/A	N/A	N/A
2011	N/A	N/A	N/A	N/A

## Evaluation

This measure does not yet apply, as 2014 is our oldest cohort of Ocean Hill Collegiate students (they entered 9th grade in 2014-15).

## Additional Evidence

N/A

## Summary of the High School Graduation Goal

<sup>26</sup> Schools can retrieve district level graduation rates from the SED's Information and Reporting Services office. News releases and an Excel workbook containing these data are available from the [IRS Data Release webpage](#).



In its first year with a high school grade, Ocean Hill Collegiate achieved its goal of 75% of students in the cohort passing their core classes and being promoted to the next grade.

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school Total Graduation Cohort will pass their core academic subjects by the end of August and be promoted to the next grade. Required for Accountability Plans developed prior to 2012-13	Achieved
	(§) Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year. Required for Accountability Plans developed in 2012-13 or later	
Absolute	Each year, 75 percent of students in the high school Total Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.	Achieved
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort and 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	Not Applicable
Comparative	Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the local school district.	Not Applicable

**Action Plan**

- Ocean Hill Collegiate will continue to use an academic model that is largely similar to that of grades 5-8, utilizing practices and approaches that have proven effective in producing significant academic gains at the highest-performing urban public schools in the country. Specifically, the high school will focus around:
  - A College Preparatory Mission
  - High Standards for Academics and Character
  - A Highly Structured Learning Environment
  - A Longer School Day and A Longer School Year
  - A Focus on Accountability and Data-Driven Instruction
  - A Faculty of Committed and Talented Leaders and Teachers

The school has developed a rigorous high school curriculum based on the New York State Learning Standards and the newly adopted Common Core Learning Standards with a special emphasis on preparing students for admission into and success in college. The school is structured so that students will meet the criteria for a Regents or Advanced Regents degree and will be accepted to at least one 4-year college.

- Quarterly Exams will continue to serve as a critical driver of classroom instruction and lesson planning for grades 9-12. The results will provide teachers with ongoing feedback on students’ progress in meeting state standards so they know, at any moment, which students have mastered which skills and which students have not. Armed with this information, teachers will be better prepared to target instruction and make significant content

adjustments throughout the year, without waiting for an end-of-year assessment that shows a student in need.

- Ocean Hill Collegiate Charter School will continue to administer Interim Assessments/Quarterly Exams on a quarterly basis in all five major subjects. Ocean Hill Collegiate Charter School will continue to modify Interim Assessments/Quarterly Exams, ensuring that they measure student progress with respect to the Common Core Learning Standards.
- The high school instructional leadership team will continue to review teacher lesson plans, observe classroom instruction and provide feedback on instruction. The school's leadership team will be responsible for identifying areas for growth and providing an extensive professional development program that meets the needs of both the school and individual teachers.
- The school's leadership team will continue to review the effectiveness of the school's curriculum and making necessary revisions to increase student achievement.
- School leaders will continue to work with master teachers at the school to research and develop curriculum modifications that will ensure increased levels of student achievement and will continuously monitor the effectiveness of those modifications.
- Ocean Hill Collegiate will continue to offer Regents/AP/SAT preparation classes on Saturdays beginning in the 9th grade.

## COLLEGE PREPARATION

### GOAL 7: COLLEGE PREPARATION

Uncommon Charter High School's mission is to prepare all students to enter, succeed in, and graduate from a four year college by instilling in them the discipline, work ethic and passion for learning that will lead to their success.

### Goal 7: Comparative Measure

Each year, the average performance of students in the 10<sup>th</sup> grade will exceed the state average on the PSAT test in Critical Reading and Mathematics.

### Method

This measure tracks student performance one of the most commonly used early high school college prep assessment. Students receive a scale score in critical reading, writing and mathematics. Scale scores range from 200 to 800 on each subsection with 1600 as the highest possible score. As students may choose to take the test multiple times, the school reports only on a student's highest score on each subsection. Compare school averages to the New York State average for all 10<sup>th</sup> grade (sophomore) test takers in the given year.

### Results

This measure does not yet apply, as 2014 is our oldest cohort of Ocean Hill Collegiate students (they entered 9th grade in 2014-15).

### 10<sup>th</sup> Grade PSAT Performance by School Year

School Year	Number of Students in the 10 <sup>th</sup> Grade	Number of Students Tested	Critical Reading		Mathematics	
			School	New York State	School	New York State
2012-13	N/A	N/A	N/A	N/A	N/A	N/A
2013-14	N/A	N/A	N/A	N/A	N/A	N/A
2014-15	N/A	N/A	N/A	N/A	N/A	N/A

#### Evaluation

N/A

#### Additional Evidence

N/A

#### Goal 7: Comparative Measure

Each year, the average performance of students in the 12<sup>th</sup> grade will exceed the state average on the SAT or ACT tests in reading and mathematics.

#### Method

This measure tracks student performance on one of the most commonly used high school college prep assessments. The SAT is a national college admissions examination. Students receive a scale score in reading, writing and mathematics. Scale scores range from 200 to 800 on each subsection with 2400 as the highest possible score. As students may choose to take the test multiple times during the year, the school only reports a student's highest score. The school compares its averages the New York State average for all 12<sup>th</sup> grade test takers in the given year.

#### Results

This measure does not yet apply, as 2014 is our oldest cohort of Ocean Hill Collegiate students (they entered 9th grade in 2014-15).

#### Evaluation

N/A

#### Goal 7: School Created College Preparation Measure

Each Year, the school will demonstrate the preparation of its students for college through at least one measure of its own design. Insert school-developed measure

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED PRIOR TO 2012-13

**(§)** The percent of graduating students that meets the state’s aspirational performance measure (APM), currently defined as the percentage of students in a cohort who graduate with a score of 80 or better on a math Regents exam AND 75 or better on the English Regents exam, will exceed the statewide average.

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED IN 2012-13 OR LATER

### **Method**

Recognizing that remediation rates in New York’s colleges are far too high, the Board of Regents has reviewed data showing the gap between high school expectations and college attainment. They reviewed data comparing the graduation rate for the 2005 cohort with the "college and career ready" graduation rate – defined as the percentage of students in the cohort who graduated with a score 80 or better on a math Regents exam and 75 or better on the English Regents exam. The Regents view these data as an important indicator of future student success. Students who graduate high school – but do so with a score below 80 on a math Regents exam and below 75 on the English exam – are likely to require remediation in college.

### **Results**

This measure does not yet apply, as 2014 is our oldest cohort of Ocean Hill Collegiate students (they entered 9th grade in 2014-15).

### **Evaluation**

N/A

**(§)** The percent of graduating students who graduate with a Regents diploma with Advanced Designation will exceed the local district.

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED IN 2012-13 OR LATER

### **Method**

In establishing measures to be used by schools, districts and parents to better inform them of the progress of their students, the Regents have also set as an additional aspirational measure of achievement the percent of graduating students who earned a Regents diploma with Advanced Designation (i.e., earned 22 units of course credit; passed seven-to-nine Regents exams with a score of 65 or above; and took advanced course sequences in Career and Technical Education, the arts, or a language other than English).

### **Results**

This measure does not yet apply, as 2014 is our oldest cohort of Ocean Hill Collegiate students (they entered 9th grade in 2014-15).

**Evaluation**

N/A

**(§)** Each year, 75 percent of graduating students will demonstrate their preparation for college by passing an Advanced Placement (AP) exam, a College Level Examination Program (CLEP) exam or a college level course.

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED IN 2012-13 OR LATER

**Results**

This measure does not yet apply, as 2014 is our oldest cohort of Ocean Hill Collegiate students (they entered 9th grade in 2014-15).

**Evaluation**

N/A

**Goal 7: School Created College Attendance or Achievement Measure**

Each Year, the school will demonstrate college attendance or achievement through at least one measure of its own design. Insert school-developed measure.

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED PRIOR TO 2012-13

**(§)** Each year, 75 percent of graduating students will matriculate in a college or university in the year after graduation.

REQUIRED FOR ACCOUNTABILITY PLANS DEVELOPED IN 2012-13 OR LATER

**Results**

This measure does not yet apply, as 2014 is our oldest cohort of Ocean Hill Collegiate students (they entered 9th grade in 2014-15).

**Evaluation**

N/A

**Summary of the College Preparation Goal**

We will continue to focus on achievement in PSAT, SAT, and AP exams within our school by bolstering critical reading and math work in all content classes.

Type	Measure (Accountability Plan from 2012-13 or later)	Outcome
Comparative	Each year, the average performance of students in the 10 <sup>th</sup> grade will exceed the state average on the PSAT test in Critical Reading	Not Applicable

	and Mathematics.	
Comparative	Each year, the average performance of students in the 12 <sup>th</sup> grade will exceed the state average on the SAT or ACT tests in reading and mathematics.	Not Applicable
	(§) The percent of graduating students that meets the state’s aspirational performance measure (APM), currently defined as the percentage of students in a cohort who graduate with a score of 80 or better on a math Regents exam AND 75 or better on the English Regents exam, will exceed the statewide average.	Not Applicable
	(§) Each year, 75 percent of graduating students will demonstrate their preparation for college by passing an Advanced Placement (AP) exam, a College Level Examination Program (CLEP) exam or a college level course.	Not Applicable
	(§) Each year, 75 percent of graduating students will matriculate in a college or university in the year after graduation.	Not Applicable
	(§) Each year, 75 percent of graduating students will matriculate in a college or university in the year after graduation.	Not Applicable

**Action Plan**

- Ocean Hill Collegiate will continue to use an academic model that is largely similar to that of grades 5-8, utilizing practices and approaches that have proven effective in producing significant academic gains at the highest-performing urban public schools in the country. Specifically, the high school will focus around:
  - A College Preparatory Mission
  - High Standards for Academics and Character
  - A Highly Structured Learning Environment
  - A Longer School Day and A Longer School Year
  - A Focus on Accountability and Data-Driven Instruction
  - A Faculty of Committed and Talented Leaders and Teachers

The school has developed a rigorous high school curriculum based on the New York State Learning Standards and the newly adopted Common Core Learning Standards with a special emphasis on preparing students for admission into and success in college. The school is structured so that students will meet the criteria for a Regents or Advanced Regents degree and will be accepted to at least one 4-year college.

- Quarterly Exams will continue to serve as a critical driver of classroom instruction and lesson planning for grades 9-12. The results will provide teachers with ongoing feedback on students’ progress in meeting state standards so they know, at any moment, which students have mastered which skills and which students have not. Armed with this information, teachers will be better prepared to target instruction and make significant content adjustments throughout the year, without waiting for an end-of-year assessment that shows a student in need.
- Ocean Hill Collegiate will continue to administer Interim Assessments/Quarterly Exams on a quarterly basis in all five major subjects. Ocean Hill Collegiate will continue to modify Interim Assessments/Quarterly Exams, ensuring that they measure student progress with respect to the Common Core Learning Standards.

- The high school instructional leadership team will continue to review teacher lesson plans, observe classroom instruction and provide feedback on instruction. The school's leadership team will be responsible for identifying areas for growth and providing an extensive professional development program that meets the needs of both the school and individual teachers.
- The school's leadership team will continue to review the effectiveness of the school's curriculum and making necessary revisions to increase student achievement.
- School leaders will continue to work with master teachers at the school to research and develop curriculum modifications that will ensure increased levels of student achievement and will continuously monitor the effectiveness of those modifications.
- Ocean Hill Collegiate will continue to offer Regents/AP/SAT preparation classes on Saturdays beginning in the 9th grade. School leaders will work with master teachers to incorporate more Critical Reading and Mathematics concepts into content work. Students will be provided with more opportunities to improve upon their scores through tailored support and opportunity to re-take exams.

## **APPENDIX C: SUPPLEMENTARY TABLES**

The school may wish to use the following supplemental tables in the **Additional Evidence** sections. They are organized by subject and measure. Table titles need to be adapted to reflect the appropriate subject area, i.e. English language arts, mathematics, etc.