

**Leadership Prep Ocean Hill  
CHARTER SCHOOL**

**2015-16 ACCOUNTABILITY PLAN  
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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Nikhil Kumar (Elementary Academy Director of Operations), Taamiti Bankole, (Middle Academy Director of Operations), and Cliff Campbell (Uncommon Preparatory Charter High School Director of Operations) prepared this 2015-16 Accountability Progress Report on behalf of the school's board of trustees:

<b>Trustee's Name</b>	<b>Board Position</b>
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**Rachel King has served as the Principal of the Elementary Academy since 2015 and Nikhil Kumar has served as the Director of Operations of the Elementary Academy since July 2015. Tim Carey has served as Principal of the Middle Academy since July 2013 and Taamiti Bankole has served as the Director of Operations of the Middle Academy since July 2013. Christine Algozo has served as the Principal of Uncommon Preparatory Charter High School since July 2014 and Cliff Campbell has served as the Director of Operations of Uncommon Preparatory Charter High School since July 2015.**

## INTRODUCTION

### BACKGROUND

In 2010, 28% of 3<sup>rd</sup> graders in Brownsville’s Community School District (CSD) 23 scored Advanced or Proficient on the State ELA exam, and 28% performed at those levels on the State Math exam. Among District 23 8<sup>th</sup> graders, only 25% of them performed at the Advanced or Proficient Level on the State ELA exam, and only 35% did so on the State Math exam.

Leadership Preparatory Ocean Hill Charter School resides in Community School District 23, and expects that many students will enter the school substantially below grade level in reading and math. Students in District 23 schools routinely score below the city and state averages on standardized exams. This achievement gap becomes even more pronounced with 8<sup>th</sup> grade students, as seen in the table below.<sup>1</sup>

Subject/Grade	Community School District 23 (% of Students Earning 3 or 4 in 2010)		State (% of Students Earning 3 or 4 in 2010)	
	3 <sup>rd</sup>	8 <sup>th</sup>	3 <sup>rd</sup>	8 <sup>th</sup>
ELA	28%	25%	56%	47%
Math	28%	35%	60%	60%

In 2000, The National Center for Educational Statistics showed that 27.4% of New York State’s White residents over the age of 25 have a college degree, about twice the percentage of the state’s African-American (15.8%) or Latino (11.5%) residents.<sup>2</sup> Educational inequalities, however, carry grave consequences for an alarming number of African-American males. As of the year 2000, according to the Justice Policy Institute, more African-American men were in jail or prison (791,000) than were enrolled at colleges or universities (603,032).<sup>3</sup>

Given these statistics, parents in this community are eager for high-quality public school options. Charter schools in central Brooklyn, including those in the Uncommon Schools network, have long waiting lists. There is a high need for rigorous, college-preparatory schools like Leadership Prep Ocean Hill in this community.

Leadership Prep Ocean Hill expects most of its students to live in Brooklyn, especially in the predominantly African-American communities in central Brooklyn surrounding Ocean Hill that share its demographic trends and academic under-performance. As of the year 2000, Ocean Hill’s population under 18 years of age was 78% African-American and 19 % Latino.<sup>4</sup> According to the 2000 Census, 81% of District 23 students qualify for free lunch. The median household income is

<sup>1</sup> New York City Department of Education, Department of Assessment and Accountability & New York State Report Cards

<sup>2</sup> The National Center for Education Statistics, *Digest of Educational Statistics 2004*.

<sup>3</sup> Fox Butterfield. “Study Finds Big Increase in Black Men as Inmates since 1980.” *New York Times* (August 28, 2002): p. A14.

<sup>4</sup> New York City Department of City Planning. “Brooklyn Community District 16 Profile.”

\$15,042 and approximately 41% of the population receives income support. Leadership Prep Charter School was founded in Ocean Hill/Brownsville (CSD 23) to address these alarming trends. We opened our doors in August of 2010 to 145 students in Kindergarten and First Grade. The mission of Leadership Prep is to prepare its students to enter, succeed in, and graduate from outstanding high schools and colleges. In pursuit of this mission, the school successfully completed its sixth year of operation in June 2016.

#### **ENROLLMENT & DEMOGRAPHICS**

Leadership Prep will grow to serve over 700 students in grades K through 8. Leadership Prep accepts students by random, public lottery, with preference given to students who live in the school's community school district (CSD 23) and/or who demonstrate that their family household is low-income, based on FRPL and/or public assistance eligibility status. Most of the school's students come from the Ocean Hill/Brownsville neighborhood of Brooklyn, where the school is located. Of the over 600 students enrolled for the 2015-2016 school year:

- 85% were eligible for free or reduced-price lunch;
- 86% were African-American, 11% were Hispanic, and 3% Other/Asian
- 10% had special needs and 2% were ELL.

#### **SCHOOL PROGRAM**

Leadership Prep seeks to equip its scholars with the academic skills and personal characteristics that will prepare them for success in college and beyond. Leadership Prep has the following attributes:

- a college-preparatory mission;
- high standards for academics and character;
- a highly structured learning environment;
- a longer school day and longer school year;
- a focus on accountability and data-driven instruction; and
- a faculty of committed teachers and leaders

Leadership Prep provides its students with every possible opportunity to learn. This means that we not only have a longer school day that begins at 7:15 AM and ends at 4:00 PM, but we also have a longer school year. Over the course of the school year, this is equivalent to at least 25% more instructional time than the New York City Department of Education's minimum requirements.

In the Elementary Academy, each day consists of over 2.5 hours of literacy instruction, 90 minutes of math instruction, a daily class in social studies or science, a class devoted to character development, and either dance, fitness, or performing arts.

In the Middle Academy, each day consists of more than 2 hours of literacy instruction, 90 minutes of math instruction, 1 hour of science and history instruction, 30 minutes of independent reading and a daily advisory session. Students participate in fitness, music, and art activities in an end-of-day enrichment session.

Because we understand that literacy is the key to all future knowledge, the Leadership Prep program has a strong focus on literacy instruction:

- In the early grades, scholars have nearly 3 hours of reading instruction each day, which includes a systematic decoding program (Reading Mastery), a teacher-designed reading comprehension curriculum, the use of the STEP Assessment<sup>5</sup>, and daily read alouds;
- All classrooms are staffed with two teachers, in order to ensure that the student-to-teacher ratio never exceeds 15:1;
- Students are expected to read for at least 15-20 minutes at home each night in Kindergarten and 1<sup>st</sup> grade, and for at least 30 minutes each night starting in 2<sup>nd</sup> grade;
- Students write in every class, and use the Writer's Workshop method to cultivate creativity and voice.

Even when students leave for the day, the learning continues. Each student, including each Kindergarten student, takes home at least 20 minutes of homework, every evening – including weekends and holidays. In the Middle Academy, scholars take home at least 2 hours of homework, every evening. Parents/guardians review and sign each evening's assignment upon completion. Families and scholars are expected to read together for 20 minutes each night as well.

#### **FACULTY**

In the Elementary Academy, one Lead Teacher and one Teacher are assigned to each classroom and provide differentiated instruction in small groups and individually. In 2015-2016, every teacher held a Bachelor's Degree and 95% either held or were working toward a Master's Degree. In the Middle Academy, each teacher teaches a specialized subject area, with one teacher in each classroom.

At Leadership Prep, though, we know that more instructional time and rigorous instruction is not enough to get all of our scholars to college. We understand that we need to instill in our students the character attributes that will allow them to persevere, work hard, always try their best, respect their community, and grow into leaders, so that they can successfully travel the long road to college.

We hold students to high standards in behavior to maximize learning time. To maintain an energetic, orderly, and productive environment where teachers can focus on teaching and students can focus on learning, the school implements a strict code of conduct, provides explicit daily instruction in core values, and enforces a dress code.

Additionally, routines and rituals constantly reinforce our expectations, core values, and mission. This process begins before students even enter the building. Every morning, the school Leadership Team meets students outside the school's front door to greet each student by name and shake each student's hand as the student crosses the threshold.

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<sup>5</sup> The STEP (Strategic Teaching and Evaluation Progress) Literacy Assessment provides a set of tools, tightly aligned with scientifically established milestones in reading development, to follow students' progress from kindergarten through third grade. These tools are organized into a developmentally sequenced set of tasks that can help a teacher understand the developmental status of individual students and a class of students at any given point. They also help a teacher analyze students' progress over time

Each week ends with a Friday Community Circle for the elementary academy. Community Circles are centered around the Core Values of the school: *L.E.A.D: Love, Enjoy, Achieve, and Dream*. Role Models from our history who embody the Core Values are referenced in Community Meetings throughout the year and serve as role models for the other scholars. The Core Values and the corresponding role models shared at Community Circles are seen and heard throughout the entire school, from classrooms, where scholars sing chants and songs that embody the messages of the Core Values, to hallways that are lined with inspirational quotes, pictures, and messages from strong role models from both inside and outside of the school building. On Fridays, the middle academy also holds a community meeting called Stampede, where the Middle Academy’s values, T.U.S.K.S.: Tenacity, Understanding, Scholarship, Kindness, and Self-Discipline are celebrated through various activities.

Leadership Prep is led jointly by three Principals, one for the Elementary Academy, one for the Middle Academy, and one for the Sigh School, who oversee teaching and learning in the school, and three Directors of Operations, who manage all non-instructional components of the schools. This dual leadership model allows the school to maintain a constant, unwavering focus on measurable student achievement while it grows as an effective, sustainable organization. All school leaders benefit from extensive training and ongoing support from Uncommon Schools.

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

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2010-11	85	58												143
2011-12	86	83	58											227
2012-13	90	90	83	55										318
2013-14	89	87	88	80	54	79								475
2014-15	89	87	87	83	80	81	84							594
2015-16	90	90	89	86	90	94	85	74		77	70			845

\*Data is of BEDS Day

## **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>. Please note that because our High School has only been open for two years, we do not yet have fourth year cohorts.

**Fourth-Year High School Accountability Cohorts**

<b>Fourth Year Cohort</b>	<b>Year Entered 9<sup>th</sup> Grade Anywhere</b>	<b>Cohort Designation</b>	<b>Number of Students Enrolled on BEDS Day in October of the Cohort's Fourth Year</b>	<b>Number Leaving During the School Year</b>	<b>Number in Accountability Cohort as of June 30<sup>th</sup></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
2015-16	2012-13	2012	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>6</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
2015-16	2012-13	2012	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>7</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
2015-16	2011-12	2011	N/A	N/A	N/A

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<sup>6</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>7</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

## ENGLISH LANGUAGE ARTS

### **Goal 1: English Language Arts**

All students at Leadership Prep Ocean Hill will be proficient readers and writers of the English language.

### **Background**

The Leadership Prep Ocean Hill English Language Arts curriculum reflects our understanding that literacy is the foundation upon which all future knowledge is built. We provide our scholars with 160 minutes of reading instruction each day. Our reading program overcomes our scholars' early literacy deficits by aggressively accelerating them through a coherent set of curricula that addresses five components of early literacy: phonemic awareness, phonics, vocabulary, fluency, and comprehension. The foundation of our reading curriculum lies in four complementary, research-based programs – Direct Instruction (Reading Mastery); Riverdeep Destination Reading Program (computer program); reading comprehension instruction based on the lesson plans of other Uncommon Schools teachers; guided reading instruction based on the STEP assessment, and explicit vocabulary instruction through Text Talk (designed by noted vocabulary expert Isabel Beck). We incorporate these five components of early literacy to provide a rigorous reading education.

All Leadership Prep Ocean Hill Elementary Academy scholars start the day with a 25-minute Read Aloud, where they sit on the rug, listen to their teacher read to them from a text taken from the Text Talk Program or a teacher-selected text, and answer questions that increase their reading comprehension skills and vocabulary base. Teachers select texts which allow them to teach particular comprehension concepts that are being taught during Reading Comprehension.

The Reading Mastery program, which Elementary Academy teachers use as the curriculum for one of the daily 45-minute reading blocks, has an extremely strong research base. It is particularly effective in building the core decoding and fluency skills of students; moreover, the program is designed in a very linear, sequential manner. Students are not allowed to move on until they show mastery of the reading material. The Leadership Prep Ocean Hill program gives scholars five 45-minute Reading Mastery lessons a week in order to rapidly accelerate them to mastery.

Scholars spend three 45-minute blocks each week doing Reading Comprehension. During this time, scholars delve into authentic literature and practice independent reading strategies.

Scholars spend two 45-minute blocks each week doing Guided Reading using the STEP assessment. During this time, teachers use the assessment data as tools that are organized into a developmentally sequenced set of tasks that can help them understand the developmental status of individual students and a class of students at any given point. They also help a teacher analyze students' progress over time.

Scholars spend their third 45-minute reading block each day of the week on the classroom computers using the Riverdeep Destination Reading Program, which provides engaging individualized early literacy instruction that reinforces both phonics and comprehension skills.

Because we have two teachers in each classroom, all Leadership Prep Ocean Hill Elementary Academy scholars are able to rotate through the above-mentioned three 45-minute reading blocks each day in groups of 10-11 scholars, following the below schedule. Between each reading group, scholars engage in a fun and energizing transition routine (e.g. singing the “Look at how I move! Dance to get from the desks to the rug”).

Leadership Prep Ocean Hill administers several different assessments throughout the year for various grade levels. Commercial assessments include the STEP Program (see “Summary of ELA Goal” section). School-created assessments include: bimonthly writing compositions and quarterly Interim Assessments. A full-time Learning Support Coordinator helps the Principal develop and lead extensive and intensive professional development to ensure that Leadership Prep Ocean Hill’s English Language Arts Goals are met.

In the Middle Academy, students receive 60 minutes of reading instruction daily, including a Guided Reading meeting with a student to teacher ratio of approximately 10:1. Guided Reading groups are based on students’ reading skill level, as assessed by the Leveled Reading Assessment. In addition, students have between 30 – 80 minutes of independent reading time daily, where they are able to read an independent reading book on their particular level. Their levels are determined by the STAR Reading Assessment 4 times a year.

### **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>8</sup>

### **Method**

The school administered the New York State Testing Program English language arts assessment to students in 3<sup>rd</sup> through 7<sup>th</sup> grade in April 2016. 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.

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<sup>8</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.

**2015-16 State English Language Arts Exam  
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested <sup>9</sup>			Total Enrolled
		IEP	ELL	Absent	
3	85	0	0	0	85
4	89	0	0	0	89
5	91	0	0	0	91
6	82	0	0	0	82
7	73	0	0	0	73
ALL	420				420

**Results**

The 2015-2016 school year was Leadership Prep Ocean Hill’s fourth year administering the NYS ELA exam and the first year administering the exam in the seventh grade. The school administered the New York State Testing Program Common Core English language arts assessment to students in Grades 3, 4, 5, 6 and 7 and roughly 68% of Leadership Prep Ocean Hill’s students enrolled in their second year scored at proficiency on the 2015-2016 NYS ELA Exam.

**Performance on 2015-16 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	Number Tested	Percent	Number Tested
3	92%	85	97%	78
4	83%	89	86%	83
5	52%	91	53%	81
6	46%	82	50%	72
7	48%	73	49%	68
All	65%	420	68%	382

**Evaluation**

This is the fourth year that Leadership Prep Ocean Hill has administered the NYS ELA assessment and the first year administered to the seventh grade, and we surpassed this goal in Grade 3 by roughly 22% and in Grade 4 by roughly 11%. However, overall we fell short of the measure by 7% as a whole school. It is still the school’s goal to see that at least 75% of tested students perform at proficiency on the Common Core exam, and we are looking forward to implementing a higher level of rigor in our English Language Arts instruction going forward to better prepare our students to

<sup>9</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.

meet this bar.

We believe that the steps we have been taking this summer will help to increase student performance on the exam in the coming year.

- We are continuing to strengthen our curriculum's alignment with the Common Core Standards, specifically in regards to Informational Reading, Science, and Social Studies. Over the 2015-16 school year we focused on improving our teaching practice and ensuring that teachers were educated and received professional development on the shift happening with Common Core prior to exams. We look forward to increasing our curricular alignment to the Common Core standards in the coming year, as well as our level of rigor in the classroom.
- Our school will focus more intently on writing instruction, specifically on best teaching practices in writing and the level of feedback on student work. We strongly believe with strengthened written responses more scholars will achieve at or above a Level 3 in the 2016-17 school year.

#### **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 2015-16 English Language Arts AMO of 99. 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>10</sup>

#### **Results**

Leadership Prep Ocean Hill scored 157 on the ELA Performance Index, which exceeds the 2015-16 ELA AMO of 99.

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<sup>10</sup> In contrast to SED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

### English Language Arts 2015-16 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	8	27	42	23

$$\begin{array}{rccccccccc}
 \text{PI} & = & 27 & + & 42 & + & 23 & = & 92 \\
 & & & & 42 & + & 23 & = & \underline{65} \\
 & & & & & & \text{PLI} & = & 157
 \end{array}$$

#### Evaluation

Leadership Prep Ocean Hill exceeded the AMO of 99, scoring a 157 on the Performance Index. We believe that the strengthening of our English Language Arts program will improve student performance and will increase our overall Performance Index.

#### 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>11</sup>

#### Results

Leadership Prep Ocean Hill students in at least their second year outperformed peers in Community School District 23 by 50 percentage points. 97% of Leadership Prep Ocean Hill’s 3<sup>rd</sup> grade students, who were at least in their second year, scored “Proficient” (level 3) or “Advanced Proficient” (level 4) on the state ELA exam exceeding CSD 23 3<sup>rd</sup> graders by 75 percentage points. 22% of 3<sup>rd</sup> graders in District 23 scored “Proficient” (level 3) or “Advanced Proficient” (level 4). Additionally, 86% of Leadership Prep Ocean Hill’s 4<sup>th</sup> graders who were at least in their second year, scored “Proficient” (level 3) or “Advanced Proficient” (level 4) exceeding CSD 23 4<sup>th</sup> graders by 65 percentage points. 21% of 4<sup>th</sup> graders in CSD 23 scored “Proficient” (level 3) or “Advanced Proficient” (level 4). In fifth grade, Leadership Prep Ocean Hill students outperformed CSD 23 by 43 percentage points. In sixth

<sup>11</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.

grade, Leadership Prep Ocean Hill students outperformed their peers in CSD 23 by 34 percentage points. Finally, in seventh grade, Leadership Prep Ocean Hill students outperformed their peers in CSD 23 by 28 percentage points.

**2015-16 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	97%	78	22%	728
4	86%	83	21%	743
5	53%	81	10%	656
6	50%	72	16%	897
7	49%	68	21%	855
All	68%	382	18%	3,879

**Evaluation**

Leadership Prep Ocean Hill students in all grades outperformed their peers in District 23 in ELA. Specifically, Leadership Prep Ocean Hill students outperformed their CSD 23 peers by 50 percentage points.

**Additional Evidence**

As seen in the table, Leadership Prep Ocean Hill’s third, fourth, fifth, sixth, and seventh graders outperformed their district peers this year.

**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							
	2012-13		2013-14		2014-15		2015-16	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	62%	11%	86%	13%	78%	13%	97%	22%
4			82%	12%	58%	11%	86%	21%
5					45%	8%	53%	10%
6					29%	15%	50%	16%
7							49%	21%
All			84%	13%	54%	12%	68%	18%

### 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>12</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 2015-16 analysis is not yet available. This report contains 2014-15 results (using free-lunch eligible percentage), the most recent Comparative Performance Analysis available.

### Results

**Leadership Prep Ocean Hill exceeded the Effect Size of 0.3 with an official Effect Size of 2.08.**  
**2014-15 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	84.7	84	76	20.6	55.4	3.85
4	74.1	81	58	24.6	33.4	2.56
5	86.6	80	33	16.4	16.6	1.29
6	83.3	82	26	18.2	7.8	0.54
7						
8						
All	82.2	327	48.5	19.9	28.5	2.08

<b>School's Overall Comparative Performance:</b>
Higher than expected to a large degree

### Evaluation

<sup>12</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.

Leadership Prep Ocean Hill in 2014-15 exceeded the Effect Size of 0.3, with Leadership Prep Ocean Hill's Effect Size of 2.08. We believe that with the additional strengthening of the Leadership Prep Ocean Hill ELA program, the comparative data for the 2015-16 school year will again exceed the Effect Size.

### Additional Evidence

**English Language Arts Comparative Performance by School Year**

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2010-11						
2011-12						
2012-13	2	87.0	55	61.9%	19.3%	3.41
2013-14	3	84.4	214	55.7%	20.9%	2.46
2014-15	4	82.2	327	48.5%	19.9%	2.08

### Goal 1: Growth Measure<sup>13</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 2015-16 and also have a state exam score in 2014-15 including students who were retained in the same grade. Students with the same 2014-15 scores are ranked by their 2015-16 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.

Given the timing of the state's release of Growth Model data, the 2016-17 analysis is not yet available. This report contains 2015-16 results, the most recent Growth Model data available.<sup>14</sup>

<sup>13</sup> See Guidelines for Creating a SUNY Accountability Plan for an explanation.

<sup>14</sup> Schools can acquire these data from the NYSED's business portal: portal.nysed.gov.

## Results

As a school, Leadership Prep Ocean Hill exceeded the statewide median. Leadership Prep Ocean Hill exceeded this measure in Grades 6 and Grade 7. In Grades 4 and 5, Leadership Prep Ocean Hill's Mean Growth Percentile did not exceed the statewide median.

### 2015-16 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
3		50.0
4	49	50.0
5	46	50.0
6	54	50.0
7	62	50.0
8		50.0
All	52.75	50.0

## Evaluation

As a school, Leadership Prep Ocean Hill exceeded the statewide median. Leadership Prep Ocean Hill exceeded this measure in Grade 6 and Grade 7. In Grades 4 and 5, Leadership Prep Ocean Hill's Mean Growth Percentile did not meet this standard. We believe that with additional time, each grade will meet this standard.

## Additional Evidence

### English Language Arts Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile					Statewide Average
	2011-12	2012-13	2013-14	2014-15	2015-16	
3						50.0
4			67	33.5	49	50.0
5			51	38.5	46	50.0
6				63	54	50.0
7					62	50.0
8						50.0
All			58		52.75	50.0

## Summary of the English Language Arts Goal

In its fourth year of state testing, Leadership Prep Ocean Hill did not achieve the goal of having 75% of all tested students who are enrolled in at least their second year perform at. Leadership Prep

Ocean Hill's PLI exceeded the AMO of 99, scoring a 157. Additionally, Leadership Prep Ocean Hill as a whole significantly outperformed their district peers, with grades 3 and 4 performing the highest. Moreover, Leadership Prep Ocean Hill met its goal of exceeding the predicted level of performance by an Effect Size of 0.3 with Leadership Prep Ocean Hill's Effect Size of 2.08. Finally, Leadership Prep Ocean Hill exceeded the statewide growth percentile.

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 2013-14 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

During the 2016-2017 school year, the Elementary Academy will continue to deploy two teachers in each classroom, divide classrooms into three, skill-differentiated small reading groups, and deliver 160 minutes of daily reading instruction. The school will also continue to utilize Direct Instruction (Reading Mastery) as its main K-2 reading program, particularly because of its success in building the core decoding and fluency skills of students and to utilize a computer program to take students from basic phonemic awareness to sophisticated reading comprehension skills in a three-year sequence. Teachers will also continue to develop and lead daily Reading Comprehension lessons in which students learn and practice reading comprehension skills.

Leadership Prep supplements this core reading program for struggling readers through its Reading Intervention program and staffing which allows Leadership Prep to provide highly specialized, intervention-based instruction to students identified as at-risk for academic failure in reading.

The Elementary Academy also redesigned their daily schedules to allow for up to 50 more minutes of small-group instruction during the day which will be supplemented by more extensive tutoring for testing grades. The Middle Academy additionally redesigned their daily schedule to maximize the amount of ELA instruction and allow for more targeted small group instruction.

Leadership Prep will also implement professional development programs targeted towards ELA

instruction. In preparation for the 2016-17 school year, teachers who are new to Leadership Prep will participate in two days of Reading Mastery, Guided Reading and STEP training. These trainings will be conducted by content experts and master teachers from the Uncommon Schools network. Moreover, Leadership Prep will continue to deliver professional development for all teachers on Evidence-Based Questions, interactive reading, Accountable Independent Reading and Habits of Discussion.

Finally, the school is energized by the challenge that more rigorous Common Core standards present. As part of the Uncommon Schools network, Leadership Prep Ocean Hill will continue to make changes to its curriculum to be better prepared to address the increased rigor of the Common Core standards.

Beginning last year, Leadership Prep Ocean Hill began to modify the schools' existing curricula for English Language Arts (ELA), working to strengthen its Reading Instruction and align the ELA curriculum with the new Common Core learning standards. Leadership Prep Ocean Hill Elementary Academy will continue to make adjustments to its ELA curriculum. With the adoption of Common Core, we need to factor in the Lexile level of text, and so while 90% of the books used at Leadership Prep Ocean Hill EA were aligned, we continue to adjust other books, with some books moving down in reading level or grade. Furthermore, teachers will continue to make conversations more text based, and students will continue using text based evidence to support verbal and written responses.

While our narrative reading began aligning with Common Core last year, the work that our experienced teachers and instructional leaders have been doing this summer will ensure that our informational reading is also common core aligned. In addition, teachers and instructional leaders are working to strengthen our writing curriculum so that there is an increased focus on the techniques used to teach writing and so that students are receiving an increased amount of feedback on their writing. This will ensure that student performance on the New York State ELA exam is increased in future years.

Interim Assessments have also been redesigned to be more aligned with Common Core. For example passages will be more rigorous and the questions will require students to go back to the text to analyze and synthesize information. Additionally, passages used in both narrative and informational reading will be Lexile leveled to ensure that students are accessing and reading text at the appropriate levels for their grade and content according to the Common Core Learning standards.

Leadership Prep remains strongly committed to keeping literacy at the forefront of our curriculum and to taking whatever steps are necessary to ensure that all of our students become proficient readers and writers.

## MATHEMATICS

### **Goal 1: Mathematics**

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

#### **Background**

Leadership Prep Ocean Hill employs a rigorous, fast paced math program that is designed to carry all students through a minimum of one year of high school algebra by the time they complete eighth grade.

Previously, Leadership Prep Ocean Hill used the Saxon Math program. However, in the fall of 2012, the school moved away from Saxon towards implementing teacher-created math lessons which utilize the Investigations math curriculum. Leadership Prep Ocean Hill made this change in curriculum to increase the rigor of instruction and to incorporate Common Core.

Investigations is a curriculum that allows scholars to deep dive into mathematical conceptual understanding. Through the use of cognitively guided instruction children have the opportunity to explore using a variety of different strategies. Some of these strategies are:

- Base tens
- Pictures
- Algorithms

The Investigations curriculum allows students to draw upon their own knowledge and understanding to experiment with strategies that further their mathematical conceptual understanding.

Scholars at Leadership Prep receive 60-90 minutes of math instruction each day. The math program in K-2 includes a 20 minute Math Meeting which begins each day as well as a lesson and practice for 60 minutes. The math program in Grade 3 includes independent opening math routines as well as a lesson for 55 minutes. The math program in Grades 5 and 6 include an independent practice section as well as 90 minutes of math instruction.

Leadership Prep's math curriculum uses various methodologies and approaches to move students towards competency in the understanding and application of mathematical computation and problem solving. The school is committed to meeting its accountability plan goals related to mathematics as listed below:

### **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>15</sup>

## Method

The school administered the New York State Testing Program mathematics assessment to students in Grades 3, 4, 5, 6, and 7 in April 2016. 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.

**2015-16 State Mathematics Exam  
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested <sup>16</sup>			Total Enrolled
		IEP	ELL	Absent	
3	85	0	0	0	85
4	89	0	0	0	89
5	91	0	0	0	91
6	82	0	0	0	82
7	73	0	0	0	73
ALL	420				420

## Results

Leadership Prep Ocean Hill met the Absolute Measure with 80% of students enrolled in at least their second year performing at proficiency.

**Performance on 2015-16 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	Number Tested	Percent	Number Tested
3	96%	85	99%	78

<sup>15</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>16</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.

4	93%	89	94%	83
5	58%	91	62%	81
6	60%	82	65%	72
7	81%	73	81%	68
All	77%	420	80%	382

## Evaluation

In its fourth year taking the NYS Math Exam, Leadership Prep Ocean Hill exceeded the absolute measure by 5 percentage points with 80% of students in at least their second year achieving proficiency. Additionally, 77% of all tested students achieved proficiency.

### 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 2015-16 mathematics AMO of 96. 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>17</sup>

## Results

Leadership Prep Ocean Hill scored 172 on the Math Performance Index. This exceeds the 2015-16 mathematics AMO of 96.

### Mathematics 2015-16 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	6	16	30	48

$$\begin{array}{rclclclcl}
 \text{PI} & = & 16 & + & 30 & + & 48 & = & 94 \\
 & & & & 30 & + & 48 & = & \underline{78} \\
 & & & & & & \text{PLI} & = & 172
 \end{array}$$

<sup>17</sup> In contrast to NYSED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

## Evaluation

Leadership Prep Ocean Hill exceeded the AMO of 96, scoring a 172 on the Performance Index. Leadership Prep Ocean Hill's dedicated and structured math time played a part in exceeding the AMO. Additionally, the increased rigor of the math department as we further align to the Common Core will contribute to students increasingly scoring proficient.

### 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>18</sup>

## Results

Leadership Prep Ocean Hill students in at least their second year outperformed peers in Community School District 23. 99% of Leadership Prep Ocean Hill's 3<sup>rd</sup> grade students, who were at least in their second year, scored "Proficient" (level 3) or "Advanced Proficient" (level 4) on the state Math exam, exceeding CSD 23 3<sup>rd</sup> graders by more than 77 percentage points. 94% of Leadership Prep Ocean Hill 4<sup>th</sup> grade students, who were at least in their second year, scored "Proficient" (level 3) or "Advanced Proficient" (level 4), exceeding CSD 23 4<sup>th</sup> graders by 77 percentage points. In fifth grade, Leadership Prep Ocean Hill students outperformed their CDS 23 peers by 52 percentage points. In sixth grade, Leadership Prep Ocean Hill students outperformed CSD 23 sixth graders by 49 percentage points. Finally, in seventh grade, Leadership Prep Ocean Hill students outperformed CSD 23 seventh graders by 65 percentage points.

### 2015-16 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

<sup>18</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](#).

	Percent	Number Tested	Percent	Number Tested
3	99%	78	22%	737
4	94%	83	17%	748
5	62%	81	10%	667
6	65%	72	16%	899
7	81%	68	16%	853
All	80%	382	16%	3,904

## Evaluation

Leadership Prep Ocean Hill students outperformed their peers in District 23 in Math as a whole school. Specifically, 80% of Leadership Prep Ocean Hill students scored proficient, outperforming their CSD 23 peers by 64 percentage points. Leadership Prep Ocean Hill exceeded the measure.

### 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>19</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 2015-16 analysis is not yet available. This report contains 2014-15 results (using free-lunch eligible percentage), the most recent Comparative Performance Analysis available.

## Results

Leadership Prep Ocean Hill exceeded the Effect Size of 0.3, with an effect size of 2.64.

<sup>19</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.

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	84.7	84	100	29.6	70.4	3.68
4	74.1	81	100	34.1	65.9	3.64
5	86.6	80	53	25.9	27.1	1.47
6	83.3	82	57	23.9	33.1	1.73
7						
8						
All	82.2	327	77.7	28.4	49.3	2.64

<b>School's Overall Comparative Performance:</b>
Higher than expected to a large degree

### Evaluation

Leadership Prep Ocean Hill exceeded the Effect Size of 0.3, with an effect size of 2.64. Additionally, Leadership Prep Ocean Hill exceeded the predicted percent of students performing at proficiency by 49.3 percentage points.

### Additional Evidence

#### Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2010-11						
2011-12						
2012-13	2	87	55	80	22.9	3.41
2013-14	3	84.3	213	77.1	29.4	2.54
2014-15	4	82.2	327	77.7	28.4	2.64

#### Goal 1: Growth Measure<sup>20</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.

<sup>20</sup> See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

## 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 2015-16 and also have a state exam score in 2014-15 including students who were retained in the same grade. Students with the same 2014-15 scores are ranked by their 2015-16 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.

This report contains 2015-16 results, the most recent Growth Model data available.<sup>21</sup>

## Results

Leadership Prep Ocean Hill exceeded this measure in only Grade 7 by thirty-two percentage points. Overall, Leadership Prep Ocean Hill did not exceed the statewide average in grades 4, 5, and 6.

### **2015-16 Mathematics Mean Growth Percentile by Grade Level**

Grade	Mean Growth Percentile	
	School	Statewide Average
3		50.0
4	39	50.0
5	17	50.0
6	49	50.0
7	82	50.0
8		50.0
All	46.75	50.0

## Evaluation

Leadership Prep Ocean Hill exceeded this measure in Grade 7. However, in Grades 4, 5, and 6 Leadership Prep Ocean Hill fell short in this measure.

## Additional Evidence

### **Mathematics Mean Growth Percentile by Grade Level and School Year**

Grade	Mean Growth Percentile
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<sup>21</sup> Schools can acquire these data from the NYSED's business portal: [portal.nysed.gov](http://portal.nysed.gov).

	2011-12 <sup>22</sup>	2012-13 <sup>23</sup>	2013-14	2014-15	2015-16	Statewide Average
3						50.0
4			79.5	48.5	39	50.0
5			69.5	27	17	50.0
6				75	49	50.0
7					82	50.0
8						50.0
All					46.75	50.0

### **Summary of the Mathematics Goal**

Leadership Prep Ocean Hill achieved the absolute measure of at least 75% of tested students in at least their second year performing at proficiency. Leadership Prep Ocean Hill exceeded the AMO of 96 with a PLI of 172. Further, Leadership Prep Ocean Hill achieved the comparative measure of tested students performing at a greater level of proficiency than the local school district. Leadership Prep Ocean Hill exceeded its predicted level of performance by an Effect Size of 2.54. Finally, Leadership Prep Ocean Hill did not exceed the statewide median growth percentile.

<b>Type</b>	<b>Measure</b>	<b>Outcome</b>
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.	<b>Achieved</b>
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.	<b>Achieved</b>
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.	<b>Achieved</b>
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 2013-14 school district results.)	<b>Achieved</b>
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.	<b>Did Not Achieve</b>

### **Action Plan**

Leadership Prep will continue to employ the Investigations math curriculum and differentiated instruction, methodologies and approaches to move students towards competency in the

<sup>22</sup> Grade level results not available.

<sup>23</sup> Grade level results not available.

understanding and application of mathematical computation and problem solving. The school will also continue to provide additional push-in and pull-out support through our Learning Support Coordinator and Learning Support Teacher to further address the needs of our student sub-populations. Leadership Prep is committed to meeting its accountability plan goals related to mathematics as listed above.

As in ELA, as part of the Uncommon Schools network, Leadership Prep Ocean Hill will continue to make changes to its Math curriculum to be better prepared to address the increased rigor of the Common Core standards. Beginning two years ago, Leadership Prep Ocean Hill began to modify the schools' existing curricula for Math, ensuring that those curricula are aligned to the Common Core Learning Standards. One significant change is reflected in Leadership Prep Ocean Hill's switch from using Saxon to Math Investigations to address Common Core which will be rooted in conceptual math. Consequently, math lessons will continue to be adjusted so that the structure and the work students complete are aligned to Common Core standards. Math lessons are currently being revised so that student activities more closely align to the objective, and the independent practices are as rigorous as the lessons being taught to students. Scope and sequences are also being revised to ensure that math meeting in grades Kindergarten through 2<sup>nd</sup> grade, and fact practices in grades 3-7 are focused solely on reviewing difficult to master material throughout the school year. Additionally, Interim Assessments will also continue to be redesigned ensuring that each Common Core Learning Standard is taught, assessed and ultimately mastered.

## SCIENCE

### Goal 1: Science

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

#### Background

Leadership Prep Ocean Hill's Science curriculum is aligned to the Common Core standards, and includes the use of both authentic text such as articles, or passages from non-fiction texts, and the use of text books in class to ensure that students are reading to learn new material presented.

The science curriculum is being updated to continue to become more aligned to Common Core and increase the amount of reading done by students.

In addition, all core teachers are receiving professional development around best practices in strategies to use in reading, understanding and comprehending informational texts that can be used both in reading and in science.

### 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 science examination.

#### Method

The school administered the New York State Testing Program science assessment to students in 4<sup>th</sup> grade in Spring 2016 for the third time. The school converted each student's raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at proficiency.

#### Results

99% of Leadership Prep Ocean Hill 4<sup>th</sup> grades achieve proficiency in the State Science Exam.

#### **Charter School Performance on 2015-16 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	99%	83		

8				
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**Evaluation**

With 99% of Leadership Prep Ocean Hill’s 4<sup>th</sup> grades achieving a Level 3 or 4 on the Science Exam, the school has met the absolute measure of 75% of students performing at proficiency.

**Additional Evidence**

**Science Performance by Grade Level and School Year**

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency									
	2011-12		2012-13		2013-14		2014-15		2015-16	
	Percent	Number Tested	Percent	Number Tested	Percent	Percent	Percent	Number Tested	Percent	Number Tested
4					99%	99%	99%	77	99%	83
All					99%	99%	99%	77	99%	83

**Goal 1: 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**

District results from the Science Exam are not yet available. Leadership Prep Ocean Hill will update the following chart when the scores are released.

**2015-16 State Science 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
4	99%	83		
8				

### Evaluation

When test scores become available, Leadership Prep Ocean Hill will be able to evaluate the school's performance on this measure.

### Additional Evidence

2015-16 was the school's third year administering the NYS Science exam, although there is not yet data to establish a significant trend, we have maintained a 99% proficiency level.

### Science Performance of Charter School and Local District by Grade Level and School Year

Grade	Percent of Charter School Students at Proficiency and Enrolled in At Least their Second Year Compared to Local District Students									
	2011-12		2012-13		2013-14		2014-15		2015-2016	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
4					100%		99%		99%	N/A
All					100%		99%		99%	N/A

### Summary of the Science Goal

In our second year of Science testing, Leadership Prep Ocean Hill met the absolute goal with well over 75% of 4<sup>th</sup> grade students achieving proficiency. Leadership Prep will update this report with comparative results once district data are available.

Type	Measure	Outcome
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	N/A

proficiency on the state exam will be greater than that of all students in the same tested grades in the local school district.
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### **Action Plan**

Building upon the results achieved this year, Leadership Prep Ocean Hill will continue to make modifications to the school's existing curriculum for Science and History, ensuring that those curricula are aligned to the Common Core Learning Standards for Literacy in History/Social Studies and Science. In particular, we will continue to use non-fiction Science and Social studies texts, relying on evidence-based questioning to ensure comprehension and mastery.

Additionally, Leadership Prep Ocean Hill will increase the use of labs and experiments into science in all grade levels to ensure that students are receiving practice and time to become familiar with the scientific process and the different tools and materials used in experiments. Employing the extensive use of hands-on experiments will be utilized with the goal of moving students towards competency in the understanding and application of Science concepts. Additionally, Leadership Prep Ocean Hill will increase the focus of writing during science, and use the practices used in writing workshop into our science classes

## 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. The report cards indicate each school's status under the state's No Child Left Behind (NCLB) accountability system.

### Results and Evaluation

Leadership Prep received a "Good Standing" status under the NCLB accountability system. The school has diligently worked to meet each NCLB requirement and comply with all stated guidelines for our first year of testing and we will maintain this going forward.

### NCLB Status by Year

Year	Status
2010-11	N/A
2011-12	N/A
2012-13	Good Standing
2013-14	Good Standing
2014-15	Good Standing
2015-16	Good Standing

## APPENDIX: 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.

### 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

(§) 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.

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>24</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.

<sup>24</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.

## Results

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

### English Regents Passing Rate with a Score of 65 /75 by Fourth Year Accountability Cohort<sup>25</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
2012	N/A	N/A

## Evaluation

N/A

## Additional Evidence

As this is only Leadership Prep Ocean Hill's second year with high school grades, the ELA goals are not yet applicable. Our 2014 cohort of 57 students achieved a passing rate of 85% and our 2015 cohort of 80 students achieved a passing rate of 96.5%. 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 Designation	2012-13		2013-14		2014-15		2015-16	
	Number in Cohort	Percent Passing						
2011	N/A	N/A	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	N/A	N/A
2013	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2014	N/A	N/A	N/A	N/A	39	87%	57	85%
2015	N/A	N/A	N/A	N/A			80	96.5%

#### 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.

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

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 Uncommon Preparatory Charter High School 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 2015-16 English language arts AMO of 165.

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 Uncommon Preparatory Charter High School 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>26</sup>

## Results

This measure does not yet apply, as 2014 is our oldest cohort of Uncommon Preparatory Charter High School students (they entered 9th grade in 2014-15)

### **Summary of the High School English Language Arts Goal**<sup>27</sup>

This goal does not yet apply to Uncommon Preparatory Charter High School since it had its first class of 9<sup>th</sup> graders in 2014-2015.

However, our 2014 cohort of 57 students achieved a passing rate of 85% and our 2015 cohort of 80 students achieved a passing rate of 96.5%.

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	N/A

<sup>26</sup> The New York State Report Card provides the district results for students scoring at or above 65.

<sup>27</sup> If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

	Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	
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

Uncommon Preparatory Charter High School is in its second 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

(S) 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>28</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 Uncommon Preparatory Charter High School students (they entered 9th grade in 2014-15).

#### Mathematics Regents Passing Rate with a Score of 65/80 by Fourth Year Accountability Cohort<sup>29</sup>

Cohort Designation	Number in Cohort	Percent Passing with a score of 65 / 80
2009	N/A	N/A
2010	N/A	N/A
2011	N/A	N/A
2012	N/A	N/A

### Evaluation

<sup>28</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>29</sup> Based on the highest score for each student on the Mathematics Regents exam

N/A

**Additional Evidence**

Even though this goal does not yet apply to Uncommon Preparatory Charter High School, our students have showed strong progress towards meeting this measure’s target. In our 2014 cohort of 8 students who took the Geometry Common Core Regents, the passing rate was 50%. In our 2015 cohort of 56 students who took the Geometry Common Core Regents, the passing rate was 62.5%. In our 2015 cohort of 24 students who took the Algebra I Common Core Regents, the passing rate was 79.2%. In our 2014 cohort of 59 students who took the Algebra II Common Core Regents, the passing rate was 66.1%. In our 2014 cohort of 59 students who took the Algebra 2/Trigonometry Regents, the passing rate was 8.5%. 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.

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

Cohort Designation	2012-13		2013-14		2014-15		2015-16	
	Number in Cohort	Percent Passing						
2011	N/A	N/A	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	N/A	N/A
2013	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2014	N/A	N/A	N/A	N/A	39	95%	8	50%
2015	N/A	N/A	N/A	N/A			56	62.5%

**Algebra I Common Core Regents Passing Rate with a score of 65 / 80 by Cohort and Year**

Cohort Designation	2012-13		2013-14		2014-15		2015-16	
	Number in Cohort	Percent Passing						
2011	N/A	N/A	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	N/A	N/A
2013	N/A	N/A	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	N/A	N/A
2015	N/A	N/A	N/A	N/A	N/A	N/A	24	79.2%

**Algebra II Common Core Regents Passing Rate with a score of 65 / 80 by Cohort and Year**

Cohort Designation	2012-13		2013-14		2014-15		2015-16	
	Number in Cohort	Percent Passing						
2011	N/A	N/A	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	N/A	N/A
2013	N/A	N/A	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	59	66.1%
2015	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Algebra 2/Trigonometry Regents Passing Rate with a score of 65 / 80 by Cohort and Year**

Cohort Designation	2012-13		2013-14		2014-15		2015-16	
	Number in Cohort	Percent Passing						
2011	N/A	N/A	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	N/A	N/A
2013	N/A	N/A	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	59	8.5%
2015	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**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 Uncommon Preparatory Charter High School 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 2015-16 mathematics AMO of 150.

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 Uncommon Preparatory Charter High School 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>30</sup>

## Results

This measure does not yet apply, as 2014 is our oldest cohort of Uncommon Preparatory Charter High School students (they entered 9th grade in 2014-15)

### **Summary of the High School Mathematics Goal**<sup>31</sup>

<sup>30</sup> The New York State Report Card provides the district results for students scoring at or above 65.

<sup>31</sup> If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

Our oldest Uncommon Preparatory Charter High School cohort entered 9<sup>th</sup> grade in 2014-15, so we do not have students who are in their fourth year in the cohort, but in our 2014 cohort of 8 students who took the Geometry Common Core Regents, the passing rate was 50%. In our 2015 cohort of 56 students who took the Geometry Common Core Regents, the passing rate was 62.5%. In our 2015 cohort of 24 students who took the Algebra I Common Core Regents, the passing rate was 79.2%. In our 2014 cohort of 59 students who took the Algebra II Common Core Regents, the passing rate was 66.1%. In our 2014 cohort of 59 students who took the Algebra 2/Trigonometry Regents, the passing rate was 8.5%. We hope to build upon these results as students take more Regents exams in their high school career. 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 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 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	N/A

	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.)	
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**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.
- The school will continue to offer Regents/AP/SAT preparation classes on Saturdays beginning in the 9<sup>th</sup> grade.
- The school 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 Uncommon Preparatory Charter High School students (they entered 9th grade in 2014-15)

#### Science Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort<sup>32</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
2012	N/A	N/A

### Evaluation

N/A

### Additional Evidence

This measure does not yet apply, as 2014 is our oldest cohort of Uncommon Preparatory Charter High School students (they entered 9th grade in 2014-15). However, in our 2014 cohort of 68 students who took the Chemistry Regents, the passing rate was 27.9%.

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

Cohort Designation	2012-13		2013-14		2014-15		2015-16	
	Number in	Percent Passing	Number in	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing

<sup>32</sup> Based on the highest score for each student on any science Regents exam

	Cohort		Cohort					
2011	N/A	N/A	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	N/A	N/A
2013	N/A	N/A	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	68	27.9%
2015							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**

This measure does not yet apply, as 2014 is our oldest cohort of Uncommon Preparatory Charter High School 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
2012	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 Uncommon Preparatory Charter High School 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>33</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
2012	N/A	N/A

### Evaluation

N/A

### Additional Evidence

N/A

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<sup>33</sup> Based on the highest score for each student on a science Regents exam

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

Cohort Designation	2012-13		2013-14		2014-15		2015-16	
	Number in Cohort	Percent Passing						
2011	N/A	N/A	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	N/A	N/A
2013	N/A	N/A	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	N/A	N/A
2015							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 Uncommon Preparatory Charter High School students (they entered 9th grade in 2014-15).

**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
2012	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 Uncommon Preparatory Charter High School students (they entered 9th grade in 2014-15). However, our 2014 cohort of 68 students who took the Global History Regents had a passing rate of 94.1%.

**Global History Regents Passing Rate with a Score of 65  
by Fourth Year Accountability Cohort<sup>34</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
2012	N/A	N/A

**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		2015-16	
	Number in Cohort	Percent Passing						
2011	N/A	N/A	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	N/A	N/A
2013	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

<sup>34</sup> Based on the highest score for each student on a science Regents exam

2014	N/A	N/A	N/A	N/A	N/A	N/A	68	94.1%
2015								

**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 Uncommon Preparatory Charter High School 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
2012	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 Uncommon Preparatory Charter High School 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**

Uncommon Preparatory Charter High School met this measure, promoting above 75% of students within each cohort. We promoted 98.5% of students within our 2014 cohort, and we promoted 95% of students within our 2015 cohort.

**Percent of Students Promoted by Cohort in 2015-16**

<b>Cohort Designation</b>	<b>Number in Cohort</b>	<b>Percent promoted</b>
2011	N/A	N/A
2012	N/A	N/A
2013	N/A	N/A
2014	68	98.5%
2015	80	95%

**Evaluation**

Uncommon Preparatory Charter High School met this measure, promoting above 75% of students within each cohort. We promoted 98.5% of students within our 2014 cohort, and we promoted 95% of students within our 2015 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 2016, the 2013 cohort will have completed its third year.

### Results

This measure does not yet apply, as 2014 is our oldest cohort of Uncommon Preparatory Charter High School students (they entered 9th grade in 2014-15). However, 100% of the 2014 cohort has taken and passed at least three Regents exams by the end of their sophomore year

#### 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
2014	68	100%
2015	N/A	N/A

### Evaluation

100% our oldest cohort of Uncommon Preparatory Charter High School students have taken and passed at least three Regents exams by the end of their sophomore year. Although this measure is not yet applicable, our students have shown strong progress towards achieving this goal.

### 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 Uncommon Preparatory Charter High School 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>35</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
2012	N/A	N/A	N/A	N/A

**Evaluation**

This measure does not yet apply, as 2014 is our oldest cohort of Uncommon Preparatory Charter High School students (they entered 9th grade in 2014-15).

**Additional Evidence**

<sup>35</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](#).

N/A

### **Summary of the High School Graduation Goal**

In its first year with a high school grade, Uncommon Preparatory Charter High School achieved its goal of 75% of students in the cohort passing their core classes and being promoted to the next grade.

<b>Type</b>	<b>Measure</b>	<b>Outcome</b>
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**

- Uncommon Preparatory Charter High School 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.
- Uncommon Preparatory Charter High School will continue to administer Interim Assessments/Quarterly Exams on a quarterly basis in all five major subjects. Uncommon Preparatory Charter High 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.
- Uncommon Preparatory Charter High School 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

#### 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	Evidence Based Reading and Writing		Mathematics	
			School	National	School	National
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
2015-16	68	65	448	460	495	460

### Evaluation

On the Evidence Based Reading and Writing portion of the PSAT, our 68 students in 10<sup>th</sup> grade earned a 448 out of 800, which is 12 points below the national average of 460. In mathematics, our 68 students in 10<sup>th</sup> grade exceeded the national average of 460 by 35 points, with an average of 495.

### 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 Uncommon Preparatory Charter High School 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 Uncommon Preparatory Charter High School students (they entered 9th grade in 2014-15).

**Evaluation**

N/A

**(S)** 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 Uncommon Preparatory Charter High School students (they entered 9th grade in 2014-15).

**Evaluation**

N/A

**(S)** 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 Uncommon Preparatory Charter High School 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

**(S)** 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 Uncommon Preparatory Charter High School 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 and Mathematics.	Not Met
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
	<b>(S)</b> 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
	<b>(S)</b> 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
	<b>(S)</b> Each year, 75 percent of graduating students will matriculate in a college or university in the year after graduation.	Not Applicable
	<b>(S)</b> Each year, 75 percent of graduating students will matriculate in a college or university in the year after graduation.	Not Applicable

## Action Plan

- Uncommon Preparatory Charter High School 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.
- Uncommon Preparatory Charter High School will continue to administer Interim Assessments/Quarterly Exams on a quarterly basis in all five major subjects. Uncommon Preparatory Charter High 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.
- Uncommon Preparatory Charter High School 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.