

Ocean Hill Collegiate

2016-17 ACCOUNTABILITY PLAN PROGRESS REPORT

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INTRODUCTION

Jennifer Mermelstein, Director of Operations prepared this 2016-17 Accountability Progress Report on behalf of the school's board of trustees:

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Trustee's Name	Board Position
Name	Office (e.g. chair, treasurer, secretary), committees (e.g. finance, executive)
Linton Mann III	Chair
Ekwutozia U. Nwabuzor	Secretary
Joseph F. Wayland	Treasurer
Tony Pasquariello	Vice Chair
Alison Mass	Trustee
Arvind Krishnamurthy	Trustee
Chrystal Stokes Williams	Trustee
David Saltzman	Trustee
Ian Sacks	Trustee
John Greenstein	Trustee
John Kim	Trustee
Michael Hall	Trustee
Shakima Jones	Trustee
St. Claire Gerald	Trustee
Brett Peiser	Ex-Officio Trustee

Hannah Solomon has served as the Principal since 2010. Jennifer Mermelstein (Gartner, maiden name) has served as the Director of Operations since May 2016.

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The mission of Ocean Hill Collegiate Charter School (OHC) is to prepare each student for college. Ocean Hill Collegiate Charter School opened on August 31, 2010. The school opened with 5th grade and now serves 5th – 8th grade.

Ocean Hill Collegiate Charter School's school design includes the following core components:

Focus on Literacy. Many of our students beginning in grade 5 are reading substantially below grade level. If a school does not address this dramatic and central issue immediately, students will be at a huge disadvantage in all subjects in high school and college. The ultimate academic success of OHC students, therefore, is tied to mastering this fundamental skill. In 2016-17, OHC provided explicit instruction in literacy skills and inculcated the reading habit through:

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

Target Curriculum Focused on Basic Skills. OHC does not use an off-the-shelf curriculum. Rather, OHC uses curriculum developed by our Curriculum Assessment Team (CAT) and Lead Lesson Planners (LLP). Our CAT and LLP develop curriculum directly from the New York State Learning Standards that ensures students master a core set of basic academic skills before they can master higher-level, abstract material.

Our Curriculum Assessment Team and Lead Lesson Planners pay particularly close attention to the topics, sequence, and performance standards outlined in the New York State standards. This ensures that students are mastering the same material as their peers throughout New York State.

At the same time, both teams adapt the subject topics and performance standards according to their professional expertise and from data-driven feedback from our teachers. CAT and our LLP create a comprehensive curriculum for their subject, saved on our network's share drive, with a year-long scope and sequence, individual unit plans, daily lesson plans, and assessment materials. OHC teachers will then save their lessons to our school's share drive with any edits they have adapted for their classroom. Not only does this provide the school with a record of individual course instruction but this also serves as a valuable curricular planning resource for returning and future teachers.

Assess Early and Often to Drive the Instructional Program. The most effective schools use assessment to diagnose student needs, measure instructional impact, and build a culture of continuous reflection and improvement. In addition to the New York State Social Studies, Mathematics, and English Language Arts exams, OHC administered four internally-aligned Interim

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Assessments and one Final Exam in Math, English Language Arts, Science and History. These tests assessed ongoing student mastery of Math, Reading/Writing, Science and History skills and standards throughout the year and provided immediate data on individual student and class growth. OHC teachers, with the support of the Principal, used this data to identify standards mastered and standards in need of re-teaching so that lesson plans could be continuously adjusted. OHC also utilized the information to target content- and skills-driven tutoring and small-group instruction.

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

With hour-long periods four days a week and 45 minute periods on Fridays to allow for significant staff meeting and professional development time, all students at Ocean Hill Collegiate received the following weekly:

- 7 periods of Mathematics
- 10 periods of English Language Arts (Reading and Writing)
- 4 periods of Guided Reading
- 5 periods of Social Studies
- 5 periods of Science
- 3 periods of Enrichment (5th-7th grade)
- 3 periods of Music (8th grade only)
- 1 period Music (7th grade only)

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

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

Ocean Hill Collegiate students began talking about college on the first day of school as their advisories are named after the alma maters of their teachers. Through informal conversations in advisory and in classes, students learned about the college application process, financial aid, dorm-life, selecting a major, and other important aspects of college survival.

During the regular school day, from 2:50 to 3:40 PM three days per week, OHC offers a variety of rotating electives, including:

- Hip Hop
- Art
- Step
- Running Club
- Drama
- African Dance

OHC's school culture is based on its five core CREST values of "Curiosity," "Respect," "Empathy," "Scholarship," and "Teamwork." Ocean Hill Collegiate students are expected to consistently demonstrate these values wherever they find themselves and are rewarded with merits when they model these values well or go above and beyond. Students earning merits receive the opportunity to represent the school on merit trips and trade their merits at Merit Auctions for tangible rewards. Every other month, by participating in merit-earned trips either with a group of the top merit earners or one-on-one/two-on-one with staff members, merit winners develop the more abstract skills necessary for true college preparation (trying new activities, demonstrating leadership and professionalism, and participating in community service).

Provide Structure and Order. Students need a safe and orderly environment to be productive. In 2016-17, OHC created a calm, composed, and disciplined environment to maximize the amount of time on-task. Strategies included:

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

Insist on Family Involvement. OHC's educational program is structured so that families must be involved in their child's academic pursuits. In 2016-17, OHC families:

- picked up their child's report card in person at the school three times;
- met with teachers and staff on multiple occasions to formally and informally discuss their child's academic and behavioral performance;
- maintained an open line of communication with their child's teachers through in-person meetings, weekly dashboards, semi-monthly progress reports, advisory calls and e-mails;
- were called at home or at work each day if their child earned a detention;
- were asked to offer input on the school on mid-year and year-end surveys, grading the school on how it was doing;
- were offered the opportunity to participate in a potluck and watch their children perform in their chosen Enrichment activity at two public performances during the course of the year
- were invited to multiple social events with scholars, teachers and families focused on strengthening the involvement of parents in the school community

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School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2011-12						72	63							135
2012-13						82	62	56						200
2013-14						79	74	50	53					256
2014-15						82	71	72	47					311
2015-16						81	81	71	66					299
2016-17						84	81	84	76					325

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Goal 1: English Language Arts

Students will be proficient readers and writers of the English language

BACKGROUND

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

Another major component of our Reading instruction is our Guided Reading program. In an effort to improve the rate at which our students grow in their literacy skills, in 2016-17, Ocean Hill Collegiate continued to use our discrete Guided Reading block in our daily schedule. Using this model, students who were above or below grade level would have an opportunity 4 days a week to practice fluency and comprehension using a text at their level. In this model, students have an opportunity to read books specifically for their reading level while still reserving a full 60 minutes for their Reading class.

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

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

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

Ocean Hill Collegiate Charter School administered four internally developed and aligned Interim Assessments in English Language Arts (Reading and Writing) during the 2016-17 school year, including one Final Exam. These assessments were created to reflect the school's scope and sequence in Reading and Writing, and to mirror the style and scope of the New York State English Language Arts exams. They were also revised to include our understanding of the Common Core Curriculum and to reflect the increased rigor.

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

Goal 1: Absolute Measure

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

METHOD

The school administered the New York State Testing Program English language arts (“ELA”) assessment to students in 5th through 8th grade in March 2017. 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 (defined as enrolled by BEDS day of the previous school year).

2016-17 State English Language Arts Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ¹					Total Enrolled
		IEP	ELL	Absent	Medical	Refused	
3							
4							
5	82	1	1			2	86
6	80						80
7	82		1			2	85
8	75				1		76
All	319	1	2		1	4	327

RESULTS

On the 2016-17 NYS ELA exam, 46% of students in their second year at Ocean Hill Collegiate scored proficient or advanced. When looking at all students, including those that have been at Ocean Hill Collegiate for less than 2 years, 44% of students scored proficient or advanced.

¹ 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.

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Performance on 2016-17 State English Language Arts Exam By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3				
4				
5	34%	82	40%	10
6	41%	80	37%	57
7	54%	82	55%	67
8	47%	75	49%	72
All	44%	319	46%	206

EVALUATION

In the fifth year of the administration of the NYS Common Core exam in English Language Arts, the school did not meet this measure. It is still the school's goal to see that at least 75% of students reach proficiency or advanced on the Common Core exam. This year our 7th grade students, enrolled in at least their second year came the closest of any cohort to meet this goal, with a 55% proficiency. We are looking forward to continuing to close the gap between the goal and our actual proficiency rate, implementing a higher level of rigor in our English Language Arts classes going forward to better prepare our students to meet this bar.

ADDITIONAL EVIDENCE

Though we have seen scores drop with the advent of the Common Core English Language Arts exam, we continue to feel energized by the rigor that the new exams present for our students as we work to prepare them for college. While this fell well below our goal of 75% proficient, we have seen that students in grades 5-8 who are enrolled longer at Ocean Hill Collegiate are more likely to score proficient or advanced on the NYS ELA exams. Last year's current 8th graders in at least their second year at Ocean Hill Collegiate scored 45% proficient, whereas those students in at least their second year scored 49% proficient on this exam. We can continue to see this growth when we look at our current 7th graders who scored 55% proficient this year compared to scoring 43% proficiency last year. We look forward to seeing these numbers continue to increase in the coming years as we continue revising curriculum and work to ensure all students are prepared for the rigor of the new exams. We feel positive about the momentum we have seen over the past few years in terms of student growth in English Language Arts. We feel justified in this positive outlook in the data point that our proficiency of students enrolled in at least two years jumped 5% from last year's exam.

English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency							
	2013-14		2014-15		2015-16		2016-2017	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3								
4								
5	0%	8	0%	5	0%	3	40%	10
6	25%	67	39%	57	43%	69	37%	57
7	22%	50	24%	66	45%	64	55%	67
8	57%	53	19%	31	37%	65	49%	72
All	32%	178	28%	159	41%	201	46%	206

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 PLI value that equals or exceeds the 2016-17 English language arts AMO of 111. 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 200.²

RESULTS

Ocean Hill Collegiate scored a Performance Level Index of 117 for the 2016-17 school year.

English Language Arts 2016-2017 Performance Level Index

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
299	18	39	29	15

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 39 & + & 29 & + & 15 & = & 83 \\
 & & & & 29 & + & 15 & = & \underline{34} \\
 & & & & & & \text{PLI} & = & 117
 \end{array}$$

² In contrast to SED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

EVALUATION

Ocean Hill Collegiate’s Performance Level Index of 117 exceeds the 2016-17 English Language Arts AMO of 111. We plan to continue working to improve our curriculum and instruction so that our PLI will increasingly exceed the AMO. We are continuing to emphasize specific tutoring support for our students in performance level 2 to support and push them to a proficient performance level 3.

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.³

RESULTS

Ocean Collegiate outperformed Community School District 23 on the fifth administration of the Common Core English Language Arts exam by 28 percentage points. The school outperformed District 23 in all grades by a margin of at least 20 percentage points —7th grade most notably by 34 percentage points.

2016-17 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 2nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3				
4				
5	40%	10	10%	656
6	37%	57	16%	897
7	55%	67	21%	855
8	49%	72	22%	938
All	46%	206	18%	4679

³ Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

EVALUATION

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

ADDITIONAL EVIDENCE

Across the span of the last 4 years, Ocean Hill Collegiate students in at least their second year are consistently outperforming the local district across grades 6-8. Our grade 5 proficiency has a sample size of less than 10 each year, most of those students being retained from the previous year. Both Ocean Hill Collegiate and our local district have seen continual improvement in our scores across the span of the years. We have also seen the gap between Ocean Hill Collegiate proficiency scores and those of the local district remain at over 10 percent. This is concerning for our local schools, but continues to reinforce that we are providing a superior education for our students compared to what they would be receiving in their local schools.

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 Scoring at or Above Proficiency Compared to Local District Students							
	2013-14		2014-15		2015-16		2016-2017	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
3								
4								
5	0%	9%	0%	8%	0%	10%	40%	16%
6	25%	11%	39%	15%	43%	16%	37%	14%
7	22%	16%	24%	11%	45%	21%	55%	25%
8	57%	16%	19%	20%	37%	22%	49%	33%
All	32%	13%	28%	14%	41%	18%	46%	22%

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 meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

METHOD

The SUNY Charter Schools Institute (“Institute”) conducts a Comparative Performance Analysis, which compares the school’s performance to that of demographically similar public schools statewide. 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 concentration of economically disadvantaged students. The difference between the school’s actual

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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 meaningful 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 2016-17 analysis is not yet available. This report contains 2015-16 results, the most recent Comparative Performance Analysis available.

RESULTS

The table below shows that the school’s overall comparative performance **is higher than expected to a meaningful degree**. Students at Ocean Hill Collegiate in grades 5, 6, 7 and 8 performed better than predicted based on their free lunch status on the 2015-16 ELA exam, with a significant effect size in grades 6 and 7. Overall, the table below shows that, students enrolled at Ocean Hill Collegiate perform higher than expected on the NYS ELA exam the longer they are enrolled at the school.

2014-15 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3						
4						
5	75.3	85	31	25.8	5.2	.35
6	67.0	83	41	29.2	11.8	.72
7	71.6	75	44	27.6	16.4	.98
8	67.6	70	39	35.5	3.5	.19
All	70.5	313	38.6	29.3	9.3	.57

School’s Overall Comparative Performance:

Higher than expected to a meaningful degree

EVALUATION

As a school, Ocean Hill Collegiate met the intended comparative performance metric averaging an effect size of .57 among all grades. OHC met the goal of an effect size of .3 in all grades with the exception of 8th grade, where there was a 0.19 effect. This grade remains the one in which we need the greatest improvement. For the 2017-2018 school year, we are adding additional ELA push into two-thirds of our 5th – 8th grade cohorts to provide additional ELA support from the beginning of the year and look forward to see how that effects our comparative performance. To ensure our 8th graders are meeting the increased rigor, we will continue to provide additional support in ELA. We continue to feel strengthened by this data as we continue to see our average effect size increase from year to year.

ADDITIONAL EVIDENCE

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2012-13	5-6	67.6	59.4	59.4	44.5	0.97
2013-14	5-7	82.3	200	24	18.4	0.41
2014-15	5-9	79.4	279	26.5	19.4	.52
2015-16	5-8	70.5	313	38.6	29.3	.57

Goal 1: Growth Measure⁴

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 from 2014-15 including students who were retained in the same grade. Students with the same 2014-15 score are ranked by their 2015-16 score and assigned a percentile based on their relative growth in performance (student 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.⁵

⁴ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

⁵ Schools can acquire these data from the NYSED’s Business Portal: portal.nysed.gov.

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RESULTS

Ocean Hill Collegiate earned an overall mean growth percentile (MGP) of 51.4 in English Language Arts. More specifically, OHC earned the following MGP in each grade:

2015-2016 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
4		50.0
5	80.0	50.0
6	1.0	50.0
7	55.8	50.0
8	46.9	50.0
All	51.4	50.0

EVALUATION

Ocean Hill Collegiate earned an overall mean growth percentile (MGP) of 51.4 in English Language Arts. Each grade level with the exception of the 6th grade surpassed the statewide median. The 6th grade at Ocean Hill Collegiate fell 49 short of the statewide median.

ADDITIONAL EVIDENCE

Our mean growth percentile has remained within a 7 point range over the past 4 years, consistently surpassing the statewide median.

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

Grade	Mean Growth Percentile				Statewide Median
	2012-13	2013-14	2014-15	2015-16	
4					50.0
5	49.43	53.9	52.9	80.0	50.0
6	53.98	63.6	61.4	1.0	50.0
7	64.70	62.4	49.1	55.8	50.0
8	0.0	53.2	54.4	46.9	50.0
All	55.9	58.3	54.5	51.4	50.0

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

Ocean Hill Collegiate achieved four of the five relevant English Language Arts goals based on results of the 2015-16 and 2016-17 state exams. We are proud that overall our students continue to outperform the district in ELA and that our students are exceeding predicted performance based on free lunch status. However, we know that we still have a long way to go and much work to do in terms of absolute performance and that the new rigorous common core standards will provide us with an opportunity to work harder to improve student performance in ELA

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

The school is energized by the challenge that the more rigorous Common Core standards present. Beginning last year, Uncommon Brooklyn Middle School ELA Department Coordinators worked with principals, the Assistant Superintendent, and the Curriculum and Assessment Team to begin modifying the Uncommon Brooklyn Middle School scope and sequence documents for ELA and Math (and the accompanying Interim Assessments), incorporating many of the Common Core Learning Standards. The Curriculum and Assessment Team continues to make modifications to the Uncommon Brooklyn Middle School ELA and Math scope and sequence documents and Interim Assessments, ensuring that each Common Core Learning Standard is taught and assessed and now have outsourced the creation of the Interim Assessments to an external company that will ensure the tests have no teacher bias, are appropriately rigorous, and well aligned to the Common Core. Having these assessments at the start of the 2017-18 school year gives us confidence that our teachers will be able to backwards plan effectively for ELA instruction this year.

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

Furthermore, as a network, we continue to strive for our students to get individualized feedback, to help refine their skills in ELA & Math. We implemented a small group instruction (SGI) into the day for four months starting in January and ending in May. There, students and staff emphasize the importance of preparation and practice with alternating hour-long blocks of ELA & Math Monday – Thursday, giving real-time feedback to students on their work throughout the block. Our Curriculum Assessment Team collected this data and worked with our principals and Assistant Superintendents to implement data-driven worksheets based on where our students needed the most practice. In the moments leading up to the each subjects' respective test, for the preceding two weeks, small group instruction was exclusively focused on that subject's content.

On a school level, Ocean Hill Collegiate will:

- Revising our Guided Reading model to an Independent Reading model to give students a chance to foster their love of reading. Students significantly behind grade level will have small (under 8), specifically-targeted guided reading. OHC will continue the hour-long Reading class, ensuring additional accountability and time preserved for Reading. Our students will continue to have 2 hours daily of ELA instruction, with 30 additional minutes of independent reading in guided reading deepening on student needs.
- Continue to have our veteran teachers with significant classroom experience serve as instructional leaders and coach other teachers to ensure that our curriculum is rigorous and is reflective of the Common Core standards.
- Include more reading and writing focused activities in subjects such as math and science.
- Incorporate more non-fiction reading in all of our classes.
- Continue to increase opportunities for students to participate in independent reading this year. We will roll-out our expanded, school-wide, leveled library. We have a staff member who will check out books to students from the library each day and who will hold students accountable to reading each book.
- We have formalized the responsibilities and roll out of the Accelerated Reader program to ensure active participation and enjoyment.
- Continue to formalize our training of guided reading teachers, including the use of video to model effective guided reading techniques, co-observations of teachers to provide feedback on guided reading instruction, goal-setting (moving at least a level each assessment) and a shared scope and sequence of objectives and books to be taught across leveled books.
- Continue to target students who scored a 1 or 2 on State ELA Exams through end of day tutoring to help remediate students' basic skills and better prepare them for the myriad skills they will need to demonstrate proficiency on the state exam and beyond. In

preparation for next year's state exams, these students will be prioritized for additional pre-State Exam tutoring.

- Continue to provide individualized feedback for students participating in small group instruction from January to May. Using this real-time data in SGI, we will be able to further refine student's ELA and Math skills.

MATHEMATICS

Goal 2: Mathematics

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

BACKGROUND

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

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

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

Ocean Hill Collegiate Charter School administered 5 internally developed and aligned Interim Assessments, including a Final Exam in Math during the 2016-17 school year. These assessments were created to reflect the school's scope and sequence in Math, and to mirror the style and scope of the New York State Math exams. The assessments focused primarily on the most recently covered standards, with a smaller focus on cumulative skills and standards covered in previous units.

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

MATHEMATICS

Goal 2: 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.

METHOD

The school administered the New York State Testing Program mathematics assessment to students in 5th through 7th grade in May 2017. 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.

2016-17 State Mathematics Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ⁶				Total Enrolled
		IEP	ELL	Absent	Refused	
3						
4						
5	83				3	86
6	80					80
7	81				4	85
8	0					76
All	244					327

⁶ 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.

MATHEMATICS

RESULTS

On the 2016-17 NYS Math exam, 66% of students in their second year at Ocean Hill Collegiate scored advanced or proficient. When looking at all students, including those that have been at Ocean Hill Collegiate for less than 2 years, 57% of students scored advanced or proficient.

Performance on 2016-17 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3				
4				
5	45%	83	30%	10
6	55%	80	60%	52
7	70%	81	75%	67
8	N/A	0	N/A	0
All	57%	244	66%	129

EVALUATION

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

ADDITIONAL EVIDENCE

Though we have not met the measure, similar to our ELA results, we feel energized by the rigor that the new exams present for our students as we work to prepare them for college. We have seen that students who are enrolled longer at Ocean Hill Collegiate are more likely to score proficient on the NYS Math exams. We look forward to seeing these numbers increase in the coming years as we revise curriculum and work to ensure all students are prepared for the rigor of the new exams, but we feel positive about the momentum we have seen over the past few years in terms of student growth in Math.

MATHEMATICS

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency							
	2013-14		2014-15		2015-16		2016-2017	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3								
4								
5	0%	8	60%	5	0%	3	30%	10
6	57%	67	54%	57	58%	69	60%	52
7	57%	50	53%	66	69%	64	75%	67
8	87%	53	NA	0	NA	0	N/A	0
All	63%	178	54%	128	62%	136	66%	129

Goal 2: 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 PLI value that equals or exceeds the 2016-17 mathematics AMO of 109. 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 200.⁷

RESULTS

Ocean Hill Collegiate scored a PLI of 139 for the 2016-17 school year.

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
231	17	27	35	21

$$\begin{array}{rclclclcl}
 \text{PI} & = & 27 & + & 35 & + & 21 & = & 83 \\
 & & & & 35 & + & 21 & = & \underline{56} \\
 & & & & & & \text{PLI} & = & 139
 \end{array}$$

⁷ In contrast to NYSED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

EVALUATION

Ocean Hill Collegiate’s Performance Level Index of 139 exceeds the 2016-17 mathematics AMO of 109 by 30 points. We plan to continue working to improve our curriculum and instruction so that our PLI will increasingly exceed the AMO. We are continuing to emphasize specific tutoring support for our students in performance level 2 to support and push them to a proficient performance level 3.

Goal 2: 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 the performance of tested students enrolled in at least their second year to that of 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.⁸

RESULTS

The percentage of Ocean Hill Collegiate students scoring proficient or advanced on the NYS Mathematics exam exceeded the percentage of students in Community School District 23 scoring proficient or advanced proficient on the exam in the same grades by 51 percentage points overall.

2016-17 State Mathematics Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3				
4				
5	30%	10	10%	656
6	60%	52	16%	897
7	75%	67	21%	855
8	N/A	N/A		
All	66%	129	15%	2,408

⁸ Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

MATHEMATICS

EVALUATION

Once again, Ocean Hill Collegiate met its comparative measure with its percentage of students scoring proficient or advanced (66%) far exceeding the percentage of students in CSD 23 scoring proficient or advanced (15%) across grades 5-7. In all grades that OHC administered the exam, students scoring proficient or advanced was triple (or higher) that of District 23 as a whole. Ocean Hill Collegiate's performance exceeded the district's performance by 51 percentage points, an increase over last year's 48 percentage points. With that said, Ocean Hill Collegiate is still not satisfied with our performance. We will continue to work to have all students reach proficiency as quickly as possible.

ADDITIONAL EVIDENCE

Despite changes to the NYS Math exam, Ocean Hill Collegiate students continue to outperform the district average for math and has done so for the past three years. In the 2017-18 school year, the school plans to continue working tirelessly to provide a viable program that is truly preparing all students for college level mathematics.

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

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students							
	2013-14		2014-15		2015-16		2016-2017	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
3								
4								
5	0%	13%	60%	11.7%	0%	10%	30%	10%
6	57%	14%	54%	15.9%	58%	16%	60%	16%
7	57%	15%	53%	12.1%	69%	16%	75%	21%
8	87%	15%	NA	8.9%	NA		N/A	
All	63%	14%	54%	12.1%	62%	14%	66%	15%

Goal 2: 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 meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

METHOD

The Institute conducts a Comparative Performance Analysis, which compares the school’s performance to that of demographically similar public schools statewide. 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 concentration of economically disadvantaged students. The difference between the school’s 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 meaningful 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 2016-17 analysis is not yet available. This report contains 2015-16 results, the most recent Comparative Performance Analysis available.

RESULTS

The chart below displays how Ocean Hill Collegiate students in each grade performed compared to students in public schools in New York State with the same grade and a similar population of free-lunch-eligible students. As evidenced in the chart, Ocean Hill Collegiate students performed better than predicted in grades 5, 6, and 7 to a larger degree than expected.

2015-16 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3						
4						
5	75.3	84	32	30.8	1.2	.07
6	67.0	82	55	34.0	21.0	1.06
7	71.6	75	65	25.7	39.3	2.04
8						
All	71.3	241	50.1	30.3	19.2	1.02

School’s Overall Comparative Performance:

Higher than expected to a large degree

EVALUATION

Once again, Ocean Hill Collegiate met and exceeded this measure of .3 with an overall positive effect size. Our interventions in Math will continue this year with the additional implementation of more focused tutoring groups in the months leading up the Math State test in an effort to continue increasing the number of 5th graders earning proficient scores. We are achieving this measure

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higher than expected to a large degree, which is especially apparent with our students who have been at Ocean Hill Collegiate for more than 2 years.

ADDITIONAL EVIDENCE

Ocean Hill Collegiate continues to exceed predicted performance in mathematics across all grades where the majority of students have been enrolled for 2 years or more. Similar to its results in ELA, Ocean Hill Collegiate students who have spent more time at the school, fare better each year in exceeding predicted performance. Our overall effect size has decreased since 2013-2014, however this may be in part because our 8th graders, the students with the most time in our schools, are no longer considered in this data since they are now taking the Algebra I Regents Exam. Even with the removal of these students from the data, Ocean Hill Collegiate continues to demonstrate “a higher than expected to a large degree” performance.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/ Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2012-13	5-7	82.3	200	41.0	18.5	1.47
2013-14	5-8	83.5	258	53.1	22	1.63
2014-15	5-7	77.5	231	45.9	26.8	1.01
2015-16	5-7	71.3	241	50.2	30.3	1.02

Goal 2: Growth Measure⁹

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

METHOD

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 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 2016-17 scores and assigned a percentile based on their relative growth in performance (student growth percentile). Students’ growth percentiles are aggregated school-wide to yield a school’s mean growth percentile. In order

⁹ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

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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.¹⁰

Ocean Hill Collegiate earned an overall mean growth percentile (MGP) of 69.5 in Mathematics. As an exceptional highlight, the 6th and 7th grade earned an MGP of 71.3 & 78.8, respectively.

2015-16 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
4		50.0
5	58.2	50.0
6	71.3	50.0
7	78.8	50.0
8	0.0	50.0
All	69.5	50.0

EVALUATION

The school's overall mean growth percentile exceeded the state medial of 50th percentile across all tested grade spans with an average of 69.5

ADDITIONAL EVIDENCE

Our Mean Growth Percentile continues to be above the Statewide Median of 50.0 across all grades tested. Although the previous few years we have seen a slight decrease in our MGP, this year we have seen tremendous growth in this area, which tells us that we are pushing our teachers in the right way in how we respond to our student's data throughout the year. As we continue to prepare our students for the rigor of the tests they will encounter as they progress from one grade to the next, we will remain vigilant in our evaluation of our student's data and assess their needs accordingly.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile				Statewide Median
	2012-13	2013-14	2014-15	2015-16	
4					50.0
5	73.06	62.0	53.6	58.2	50.0
6	71.93	72.9	71.6	71.3	50.0
7	77.95	69.1	59.6	78.8	50.0
8	0.0	62.1	0.0	0.0	50.0

¹⁰ Schools can acquire these data from the NYSED's business portal: portal.nysed.gov.

MATHEMATICS

All	74.2	66.6	61.5	69.5	50.0
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SUMMARY OF THE MATHEMATICS GOAL

While Ocean Hill Collegiate students have consistently demonstrated strong performance in math over the past 2 years, the Common Core standards presented a new level of rigor that many of our students were able to meet. Despite this more rigorous exam, the school met four of its five accountability plan goals. Student performance in math at Ocean Hill Collegiate continues to exceed the performance of students in the local district and the performance of similar students across the state based on free lunch eligibility. The school did not meet its absolute goal this year, however, of at least 75% of students scoring proficient or advanced proficient on the Common Core math exam; 66% of students in at least their second year at OHC scored proficient or advanced.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state mathematics exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2013-14 school district results.)	Achieved
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	Achieved

ACTION PLAN

The absolute performance across all grades in mathematics on the 2016-17 Common Core mathematics exam has demonstrated that we need to put more careful thought into what we are doing to increase the rigor of the school's math program. The school, along with other Uncommon Schools across Brooklyn, will continue to outsource its Interim Assessments. We have worked extremely closely with the company that will be producing the assessment questions and are confident that this choice will add a needed level of rigor to our program. The school will also

continue to work with other Uncommon Schools to streamline instructional materials across schools and make sure that teachers are not reinventing the wheel, but instead are using the best instructional materials available for each objective they teach so that their time can be spent on the highest leverage instructional activities like assessing students, tutoring, and differentiating instruction.

As mentioned before, we continue to strive for our students to get individualized feedback in both Math and ELA. We know with real-time feedback and continued independent practice, students will be able to refine their skills in both Math and ELA. As a network, we implemented a small group instruction into the day for four months starting in January and ending in May. There, students and staff emphasize the importance of preparation and practice with alternating hour-long blocks of ELA & Math Monday – Thursday, giving real-time feedback to students on their work throughout the block. Our Curriculum Assessment Team collected this data and worked with our principals and Associate Managing Directors to implement data-driven worksheets based on where our students needed the most practice. In the moments leading up to the each subjects' respective test, for the preceding two weeks, small group instruction was exclusively focused on that subject's content.

HIGH SCHOOL MATHEMATICS

Goal 2: Absolute Measure

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 a Regents Common Core mathematics exam) by the completion of their fourth year in the cohort.

METHOD

The school administered the New York State Regents Algebra I (Common Core) exam to our 8th grade cohort. The school scores Regents on a scale from 0 to 100. The State Education Department defines the college and career readiness standard as scoring 80 or Level 4 on a Common Core exam (fully meeting Common Core expectations).¹¹ 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.

RESULTS

The chart below represents the percentage of Ocean Hill Collegiate's cohort who passed the Algebra 1 (Common Core) regents with a score of 80 or Level 4 on Common Core Exam. From our 8th grade cohort, 43% scored 80 or higher on the Algebra 1 (common core) regents exam.

¹¹ 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.

Mathematics Regents Passing Rate with a Score of 80 or Level 4 on Common Core Exam by Fourth Year Accountability Cohort¹²

Cohort Designation	Number in Cohort	Percent Passing with a score of 80 or Level 4 on Common Core exam
2015	47	4%
2016	71	28%
2017	76	43%

EVALUATION

While our students have not met our goal of 65% of students scoring 80 or above on their tests, we are renewed with vigor when we step back to analyze that our cohorts are growing at an impressive rate in the past couple years from 4% to 43%, which is impressive growth to see. We are also excited to note that we are continuing to push our students in 8th grade math so that they are ready for the rigor of high school math.

Even though this goal does not apply to Ocean Hill Collegiate, as we are a middle school, we want to prepare our students for the rigor of high school, so that they in turn are able to meet the college and career readiness standard. This measure requires students in each Accountability Cohort to achieve the requisite score on any of the Regents mathematics exams.

Goal 2: Absolute Measure

Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade math exam will meet the college and career ready standard (currently scoring 80 on a New York State Regents math exam OR fully meeting Common Core expectations on a Regents Common Core mathematics exam) by the completion of their fourth year in the cohort.

METHOD

The school administered the New York State Regents Algebra 1 (Common Core) to our 8th grade cohort. 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 the college and career readiness standard once in high school.

RESULTS

This measure does not strictly apply to Ocean Hill Collegiate, but to ensure we are always proactive and pushing our students to be the college and career readiness standard, we use this measure to assess our students. We did not meet this measure but are seeing steady growth towards this goal.

¹² Based on the highest score for each student on the Mathematics Regents exam

HIGH SCHOOL 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.

Goal 3: Science

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

BACKGROUND

The Science curriculum at OHC has been designed to provide a solid foundation for students in the essential understandings of Middle Grades Science as outlined in the New York State standards. Our fifth, sixth and seventh grade science curriculum is designed to equip students for more in-depth studies of Biology, Chemistry, and Physics in high school. During the 2016-2017 school year, OHC students completed units of study on the Scientific Method and Measurement, Motion and Forces, Chemicals and Reactions, Matter and Energy, Living Things, Ecology and Genetics. Students participated in hands-on science activities or demonstrations on a weekly basis, usually adapted from the Pearson interactive Science modules that align with our science content. Instruction consistently reinforced both math and reading comprehension skills, and our science teachers frequently worked closely with both our math and English Language Arts teachers to ensure that common approaches and language were used to reinforce cross-curricular content. For example, during the Scientific Method and Measurement unit, students worked with units of measurement, tools of measurement, and conversions between units of measure, reinforcing important skills from the math curriculum. In terms of supporting literacy, planning time was dedicated to determining how to best expose students to nonfiction texts during science class each week and how to encourage them to access and use scientific texts for their own learning and study. This exposure to nonfiction provided an important opportunity for students to practice and continue to develop their reading comprehension and vocabulary skills.

METHOD

New York State schools administer multiple high school science assessments; current Regent exams are Living Environment. The school administered New York State Living Environment. 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

The chart below shows the percentage of students who passed Living Environments Regents with a score of 65 or higher. Our students did not take the New York State Science exam. Instead, we opted to take the New York State Living Environment Regents. Of all 75 8th grade students that took the exam, 82% passed.

Science Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort¹³

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2015	47	83%
2016	71	82%
2017	75	82%

EVALUATION

Of our 75 students who took the New York State Living Environment Regents, 82% passed. This high passing rate indicates to us that our student preparation in grades 5-8 is preparing them well for the rigors of science education in high school and college to follow.

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 school district of comparison.

METHOD

The school administered the New York State Living Environment Regents exam to our 8th grade cohort. 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 school district of comparison. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available district results.

¹³ Based on the highest score for each student on any science Regents exam

SCIENCE

RESULTS

The chart below shows Ocean Hill Collegiate’s passing rate when compared to the district. In lieu of state tests, OHC takes the Living Environment Regents exam where comparable data was not available for the NYS State exam or Regents.

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
2015	83%	47	N/A	N/A
2016	82%	71	N/A	N/A
2017	82%	75	N/A	N/A

**Charter School Performance on 2016-17 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 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
4				
8	82%	75	NA	NA

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 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4				
8	82%	71	NA	NA
All	82%	71	NA	NA

SCIENCE

EVALUATION

Of our 71 students who took the New York State Living Environment Regents, 82% passed. This high passing rate indicates to us that our student preparation in grades 5-8 is preparing them well for the rigors of science education in high school and college to follow.

ADDITIONAL EVIDENCE

Our pass rate for the New York State Living Environment Regents is holding consistent at just over 80%, regardless of our sample size of the last few years.

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2014-15		2015-16		2016-17	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4						
8	81%	33	82%	71	82%	75
All						

EVALUATION:

While our pass rate is over 80%, we are continuing to work with Regents practice exams and smaller focused tutoring groups to push up this percentage each year, regardless of class size.

Goal 3: Comparative Measure

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

METHOD

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

SCIENCE

RESULTS

Comparative data was not available for the past two years for NYS Science exams or Regents by districts.

2016-17 State Science Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4				
8	82%	75		
All	82%	75		

EVALUATION

At the time of this report, comparative NYS Science exam and NYS Regents exam data had not yet been released. Ocean Hill Collegiate will update this report when the data becomes available.

ADDITIONAL EVIDENCE

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					
	2014-15		2015-16		2016-17	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
4						
8	81%	Data not released	82%	Data not released	82%	Data not released
All	81%		82%		82%	

SUMMARY OF THE SCIENCE GOAL

Ocean Hill Collegiate exceeded its one measureable science goal for the 2016-17 school year and feels confident that it will exceed the comparative goal once data is released on Community School District 23's Living Environment Regents performance.

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 proficiency on the state exam will be greater than that of all students in the	N/A

	same tested grades in the local school district.	
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ACTION PLAN

Ocean Hill Collegiate looks forward to continuing to build on the success of its first several years of Regents exam administration in the following ways:

- Leveraging centralize lesson planning within Uncommon’s Brooklyn middle schools to continue to build up the rigor of our curriculum
- Implementing new Science curricular materials that incorporate far more writing and critical thinking than in the past.
- Continuing to utilize our building’s shared science lab space for all 8th grade classes to allow for more high quality laboratory experiences
- Align classroom lessons and materials to revised Scope & Sequence for science grades 5-8 that builds up to Regents preparation in 8th grade and also adds elements of Common Core standards so that this course is aligned to Common Core Regents expectations
- Revise assessments and scope and sequence for 5th-8th grade science to align all grades with Common Core science standard

NCLB

Goal 4: NCLB

The school will make Adequate Yearly Progress

Goal 4: 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 school requiring a local assistance plan.

METHOD

Because *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

The State Education Department has determined that Ocean Hill Collegiate is In Good Standing for the 2016-17 school year.

EVALUATION

The State Education Department made this determination based on our 2016-17 assessment data.

ADDITIONAL EVIDENCE

Ocean Hill Collegiate has remained in good standing for the past 4 schools years.

NCLB Status by Year

Year	Status
2013-14	Good Standing
2014-15	Good Standing
2015-16	Good Standing
2016-17	Good Standing

