

**LEADERSHIP PREP OCEAN
HILL
CHARTER SCHOOL**

**2010-11
ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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By Leadership Prep Ocean Hill Charter School

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Brendalyn King prepared this 2010-11 Accountability Progress Report on behalf of the school's Board of Trustees:

Name of Trustee	Committee Assignment(s) (if any)
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INTRODUCTION

BACKGROUND

In 2009, 52% of 4th graders in Brownsville's Community School District (CSD) 23 scored Advanced or Proficient on the State ELA exam, and 71% performed at those levels on the State Math exam. Among District 23 8th graders, only 50% of them performed at the Advanced or Proficient Level on the State ELA exam, and only 57% 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 8th grade students, as seen in the table below.¹

Subject/Grade	Community School District 23 (% of Students Earning 3 or 4 in 2009)		City (% of Students Earning 3 or 4 in 2009)		State (% of Students Earning 3 or 4 in 2009)	
	4 th	8 th	4 th	8 th	4 th	8 th
ELA	51.8%	49.5%	68.9%	57.0%	76.9%	68.5%
Math	70.5%	57.1%	84.9%	71.3%	87.2%	80.2%

Too many Brooklyn, District 23, and Ocean Hill students, as is the case with their urban minority counterparts nationwide, receive the message that higher education is not an option. 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.² Educational inequalities, however, carry even graver 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).³

Given these statistics, parents in this community are eager for high-quality public school options. Many charter schools in central Brooklyn, including those in the Uncommon Schools network, have long waiting lists. It is clear that, in this community, there is a high need for schools like Leadership Prep Ocean Hill that, beginning in Kindergarten, provide a rigorous, college-preparatory education in a safe and structured environment.

Open to all New York City students via random lottery, 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-

¹ New York City Department of Education, Department of Assessment and Accountability & New York State Report Cards

² The National Center for Education Statistics, *Digest of Educational Statistics 2004*.

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

American and 19 % Latino.⁴ According to the 2000 Census, 81% of District 23 students qualify for free lunch. The median household income is \$15,042 and approximately 41% of the population receives income support. Leadership Prep Charter School, was founded in Ocean Hill/Brownsville (in 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 first year of operation in June 2011.

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 145 students enrolled for the 2010-11 school year:

- 88% were eligible for free or reduced-price lunch;
- 96% were African-American and 4% were Hispanic
- 5% had special needs and 1% 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.

Each day consists of over 3 hours of literacy instruction, 80 minutes of math instruction, a daily class in social studies or science, a class devoted to character development, and a dance class.

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

⁴ New York City Department of City Planning. "[Brooklyn Community District 16 Profile](#)."

- 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 Assessment⁵, and daily read alouds.
- In the key literacy-building years of K-2nd grade, 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 1st grade, and for at least 30 minutes each night starting in 2nd grade;
- Students write in every class, and use the Writer's Workshop method to cultivate creativity and voice.

Even as 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. 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. Leadership Prep students finished the 2010-11 school year with a 97% Homework completion rate.

FACULTY

One Lead Teacher and one Teacher are assigned to each K-2 classroom and provide differentiated instruction in small groups and individually. In 2010-11, every teacher held a Bachelor's Degree and 100% either held or were working toward a Masters Degree.

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.

Each week ends with a Friday Community Circle. Community Circles are centered around the Creed 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

⁵ 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

lined with inspirational quotes, pictures, and messages from strong role models from both inside and outside of the school building.

Leadership Prep is led jointly by a Principal, who oversees teaching and learning in the school, and a Director for Operations, who manages all non-instructional components of the school. 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. Both school leaders benefit from extensive training and ongoing support from Uncommon Schools.

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2006-07														
2007-08														
2008-09														
2009-10	85	58												143
2010-11	87	88	58											233

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

All students at Leadership Prep Ocean Hill Charter School 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 and we never allow anything to interfere with reading time (e.g. this year, all dental/vision/hearing screenings took place during art blocks so as not to interfere with reading blocks and we left for our field trips after reading blocks ended). 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) – that incorporate these five components of early literacy to provide a rigorous reading education.

All Leadership Prep Ocean Hill 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 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 scholars are able to rotate through the above-mentioned three 45-minute reading blocks each day in groups of 10-11, 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”).

8:10-8:35 AM	Read Aloud (whole-class)		
8:35-9:20 AM	Group 1: Reading Mastery (Teacher 1)	Group 3: Reading Comp/Guided Reading (Teacher 2)	Group 2: Destination Reading
9:20-10:05 AM	Group 2: Reading Comp/Guided Reading (Teacher 1)	Group 1: Destination Reading	Group 3: Reading Mastery (Teacher 2)
10:25:11:10 AM *times vary across classrooms; duration is consistent	Group 3: Destination Reading	Group 2: Reading Mastery (Teacher 2)	Group 1: Reading Comp/Guided Reading (Teacher 1)

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 tri-annual 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 2011-12, an additional Special Education Teacher will join this team.

Goal 1: Absolute Measure

Each year through 2008-2009, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State English language arts examination.

In 2010-11, 75 percent of all tested students who are enrolled in at least their second year will perform at or above a Scale Score of 650 on the New York State English language arts examination.

Goal 1: Absolute Measure

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

Goal 1: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 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.

Goal 1: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state English language arts exam by at least a small Effect Size (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.

Goal 1: Growth Measure

Each year, all grade-level cohorts of students will reduce by one-half the gap between the percent at or above Level 3 on the previous year's state English language arts exam and 75 percent at or above Level 3 on the current year's state English language arts exam. If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, the cohort is expected to show a positive gain in the current year.

Goal 1: Growth Measure

Each year, on the TerraNova, a nationally-norm referenced reading assessment, all grade-level cohorts of students enrolled in Kindergarten through 3rd grade will reduce by one-half the gap between their average NCE in the previous year and an NCE of 50 in the current year. If a grade-level cohort exceeds an NCE of 50 in the previous year, the cohort is expected to show a positive gain in the current year.

Method

For the 2010-11 school year, Leadership Prep Ocean Hill enrolled students in only Kindergarten and First Grade. Thus the school did not participate in any of the New York State examinations, nor did it participate in any of the New York City examinations.

As outlined above, Leadership Prep Ocean Hill's Accountability Plan consists of measures directly linked to the New York State examinations and Leadership Prep Ocean Hill is operating in accordance with the knowledge that it will be accountable for all of the measures described above for the 2012-13 school year, the first year in which the school will have a cohort of third graders. In anticipation of this goal, the school administered the CTB/McGraw-Hill TerraNova Assessment, a nationally recognized standard assessment of academic skills in Reading, Language, and Math, to its Kindergarten and First Grade students. First Graders were given the TerraNova in the fall of 2010 in order to establish a baseline. This baseline is used as a proxy for entering-Kindergarten achievement levels. We assume that our Kindergarten students each year will enroll with rates of academic proficiency similar to that of our 2010-11 First Graders' (the first testing cohort for which there is a national norm for the TerraNova) in the fall of their first year at the school. Kindergarten students were given the test in January of 2011. The TerraNova was administered again to all students in Kindergarten and First Grade in June of 2011, to measure growth.

The TerraNova assessment closely mirrors the skills measured by the New York State examinations. By administering the TerraNova we are preparing our students to take future assessments, getting an

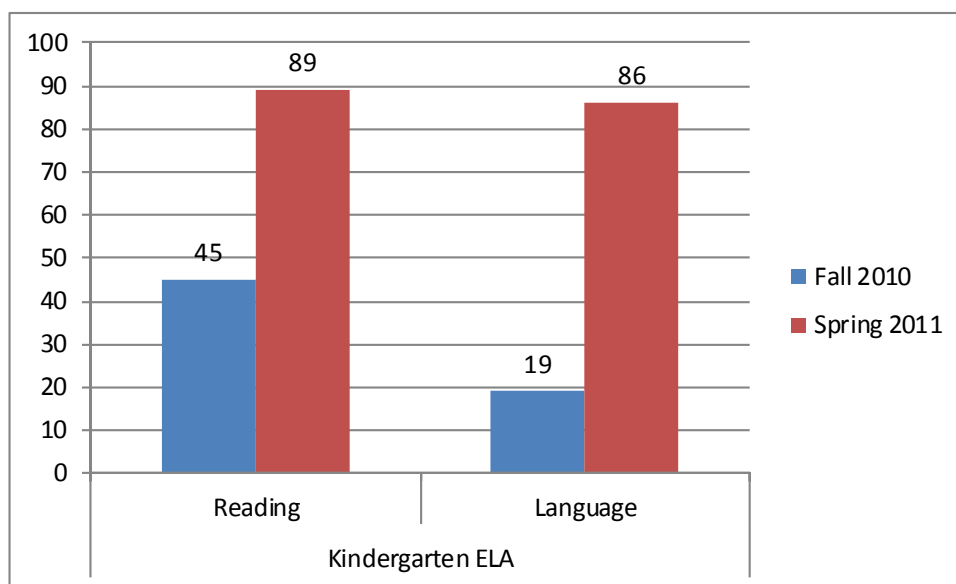
immediate picture of what skills our students are mastering and which skills they are not mastering thus allowing us to adjust our curriculum accordingly, and assessing our progress as a school so as to ensure we meet our Accountability Plan goals as they become applicable.

Results

Kindergarten Results

Leadership Prep Ocean Hill administered the TerraNova to Kindergarteners in the late winter (January 2011), the earliest time that normed results are available from the publisher, and again in June of 2011.

To provide data on our growth between fall and spring, however, Leadership Prep Ocean Hill assumed that Kindergarten students enrolled in the school with proficiency rates similar to that of their 1st Grade peers (a “fall proxy”), as discussed above



*In Kindergarten, Leadership Prep Ocean Hill administers the TerraNova in the late winter (the earliest time that normed results are available from the publisher) and again at the end of the school year. To assess mid-year progress, we assume that Kindergarten students enrolled with rates of academic proficiency similar to that of first graders who did take the Terra Nova upon entering the school—a “Fall Proxy.”

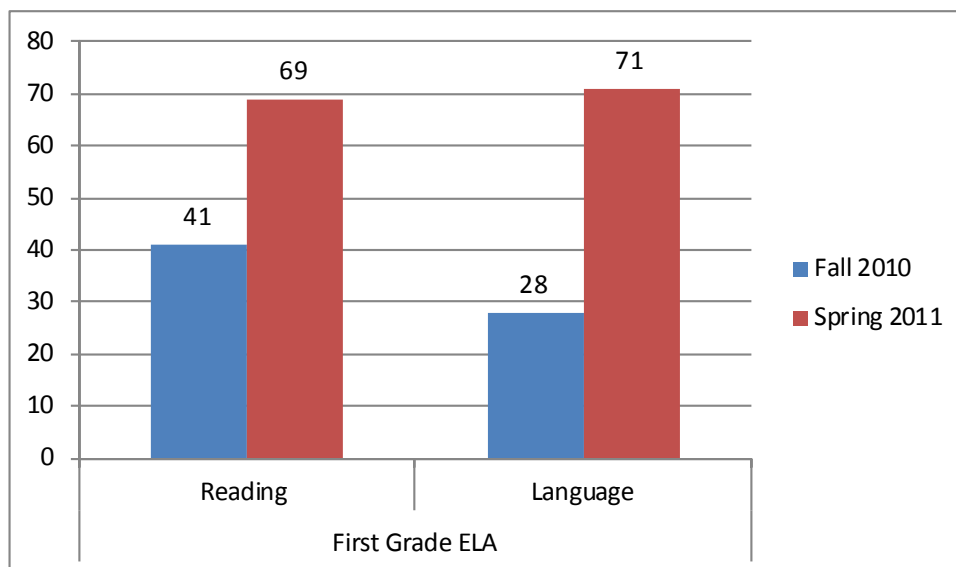
As this data shows, Leadership Prep Ocean Hill Kindergarteners made substantial academic gains in literacy. They ended the school year well above grade level. At the end of the school year on the TerraNova:

- **89% of Leadership Prep Ocean Hill Kindergarteners scored at or above grade level (NCE of 50 or higher) in reading; and**

- **86% of Leadership Prep Ocean Hill Kindergarteners scored at or above grade level (NCE of 50 or higher) in language.**

First Grade Results

The Leadership Prep Ocean Hill First Graders ended the year well above grade level in literacy as well. At the end of the school year on the TerraNova:



- **69% of Leadership Prep Ocean Hill First Graders scored at or above grade level (NCE of 50 or higher) in reading; and**
- **71% of Leadership Prep Ocean Hill First Graders scored at or above grade level (NCE of 50 or higher) in language arts.**

Summary of the English Language Arts Goal

As the TerraNova assessment data shows, Leadership Prep Ocean Hill has made strong headway in moving students toward reading and language fluency. We are confident that Leadership Prep Ocean Hill, as evidenced by both grades performing above the 50 NCE level, is providing a firm foundation for even greater reading and language achievement for our students in the upcoming school year and in the years to come. We believe that our students’ performance on the TerraNova is setting the stage for their future success on the New York State examinations. We are confident that, when applicable, we will meet all ELA Accountability Plan goals.

Because 2010-2011 was Leadership Prep Ocean Hill’ first year, we do not yet have year-to-year trends to compare:

Type	Measure	Outcome
Absolute	75 percent of all tested students who are enrolled in at least their	N/A FOR

	second year will perform at or above a Scale Score of 650 on the New York State English language arts examination.	2010-2011
Absolute	Each year, the school's aggregate Performance Index (PI) 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.	N/A FOR 2010-2011
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the state English language arts exam will be greater than that of students in the same tested grades in the local school district.	N/A FOR 2010-2011
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by at least a small Effect Size (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.	N/A FOR 2010-2011
Growth	Each year, all grade-level cohorts of students will reduce by one-half the gap between the percent at or above Level 3 on the previous year's state English language arts exam and 75 percent at or above Level 3 on the current year's state English language arts exam. If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, the cohort is expected to show a positive gain in the current year.	N/A FOR 2010-2011
Growth	Each year, on the TerraNova, a nationally-norm referenced reading assessment, all grade-level cohorts of students enrolled in Kindergarten through 3 rd grade will reduce by one-half the gap between their average NCE in the previous year and an NCE of 50 in the current year. If a grade-level cohort exceeds an NCE of 50 in the previous year, the cohort is expected to show a positive gain in the current year.	N/A FOR 2010-2011

Action Plan

Results from the TerraNova, internal ELA Interim Assessments, and STEP assessments, as well as observational evidence of academic progress from teachers, served as a source of great pride for the Leadership Prep Ocean Hill community in its first year. That said, there is much room for growth in the coming year.

In 2011-12, Leadership Prep Ocean Hill 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
- 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
- continue to utilize the Riverdeep Destination Reading computer program to take students from basic phonemic awareness to sophisticated reading comprehension skills in a three-year sequence
- continue to develop and lead daily Reading Comprehension lessons in which students learn and practice reading comprehension skills

- again have teachers participate in two days of Reading Mastery training
- again administer bimonthly compositions for all K-2 students to assess writing progress and provide data to drive improvements in writing instruction
- develop additional methods to take full advantage of the data we are getting from our analysis of the STEP Assessments
- offer extensive professional development and support to teachers around the STEP Program

Leadership Prep Ocean Hill remains strongly committed to taking whatever steps are necessary to ensure that all of our scholars become proficient readers and writers and to meeting our Accountability Plan goals in ELA.

MATHEMATICS

Goal 2: Mathematics

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

Background

The Math curriculum at Leadership Prep Ocean Hill is designed to ensure that students master math procedures and problem-solving skills. Our math curriculum uses various methodologies and approaches to move students towards competency in the understanding and application of mathematical computation and problem solving. At Leadership Prep Ocean Hill, scholars have 75 minutes of Math instruction 5 days per week.

We use the Saxon Math program, which relies upon a two-pronged method – explicit instruction and a distributed practice-and-assessment approach to instruction – and has extensive research behind it demonstrating its effectiveness with low-income student populations. Saxon’s distributed approach to math instruction is based on breaking down complex concepts into related increments, recognizing that smaller pieces of information are easier to teach and easier to learn, and systematically distributing the instruction, practice and assessment of those increments across a grade level, ensuring that students have the opportunity to master each increment before being introduced to the next related one.

The Saxon lessons include the following components:

- The Math Meeting
- The Lesson
- Lesson Practice / Handwriting Practice
- Guided Class Practice
- Fact Practice – Beginning in 1st Grade

Teachers supplement Saxon lessons with additional materials, based on the skill needs reflected in students’ Saxon Assessments, Interim Assessments, and TerraNova results.

A new Saxon lesson is taught every day. By completing a lesson each day, Leadership Prep Ocean Hill Kindergarten students were able to move to First Grade math by the end of the Spring this year. By mastering a complete Saxon lesson every school day, our students remain on pace to complete at least a year of high school algebra by the end of eighth grade.

At Leadership Prep Ocean Hill, the Math Meeting is conducted whole-group on the rug. The Lesson is conducted in two groups, based on current skill level of the scholars. One group is led by the Lead Teacher in one part of the room, while the other is led by the Teacher in another part of the room.

Goal 2: Absolute Measure

Each year through 2008-09, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State mathematics examination.

In 2010-11, 75 percent of all tested students who are enrolled in at least their second year will perform at or above a Scale Score of 650 on the New York State mathematics examination.

Goal 2: Absolute Measure

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

Goal 2: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the state mathematics exam will be greater than that of students in the same tested grades in the local school district.

Goal 2: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state mathematics exam by at least a small Effect Size (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.

Goal 2: Growth Measure

Each year, all grade-level cohorts of students will reduce by one-half the gap between the percent at or above Level 3 on the previous year's state mathematics exam and 75 percent at or above Level 3 on the current year's state mathematics exam. If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, the cohort is expected to show a positive gain in the current year.

Goal 2: Growth Measure

Each year, on the TerraNova, a nationally-norm referenced math assessment, all grade-level cohorts of students enrolled in Kindergarten through 3rd grade will reduce by one-half the gap between their average NCE in the previous year and an NCE of 50 in the current year. If a grade-level cohort exceeds an NCE of 50 in the previous year, the cohort is expected to show a positive gain in the current year.

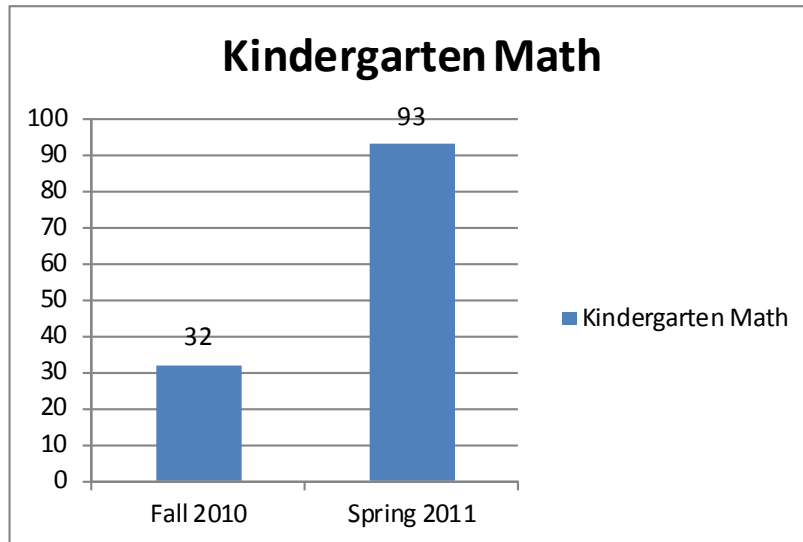
Method

As discussed above with regard to ELA goals and results, Leadership Prep Ocean Hill only enrolled Kindergarten and First Grade students during the 2010-11 school year. The school's Accountability Plan goals are explicitly tied to the New York State assessments which begin in the third grade. In order to gauge our students' current progress in mathematics, the school administered the TerraNova math assessment to both Kindergarten and First Grade students. Again, we believe the TerraNova closely mirrors the New York State examinations and provides the best possible insight at this point in the school's development as to our students' progress.

Results

Kindergarten Results

The Leadership Prep Ocean Hill Kindergarteners ended the year well above grade level in mathematics. At the end of the school year on the TerraNova:

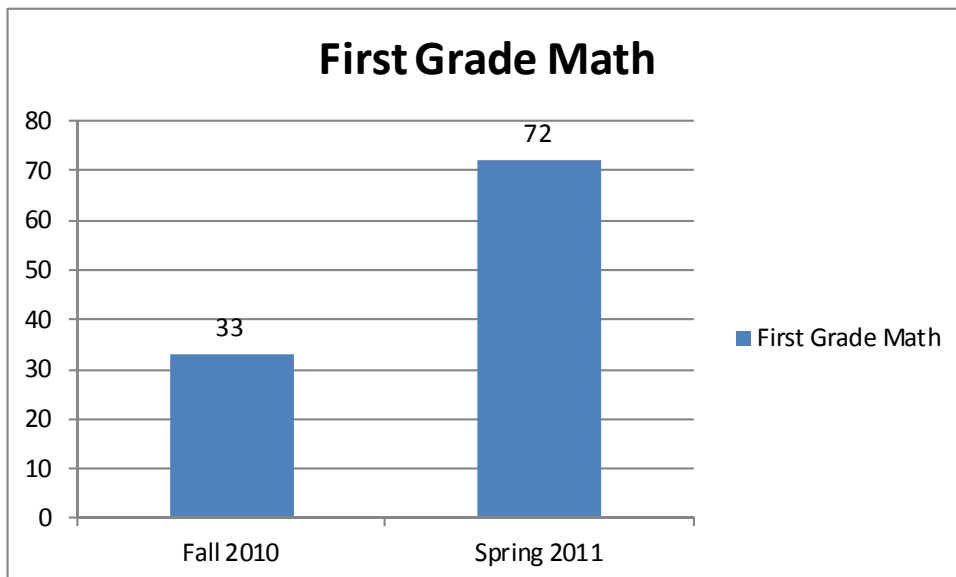


* In Kindergarten, Leadership Prep Ocean Hill administers the TerraNova in the late winter (the earliest time that normed results are available from the publisher) and again at the end of the school year. To assess mid-year progress, we assume that Kindergarten students enrolled with rates of academic proficiency similar to that of first graders who did take the Terra Nova upon entering the school—a “Fall Proxy.”

- **93% of Leadership Prep Ocean Hill Kindergarten students scored at or above grade level (NCE of 50 or higher) in math.**

First Grade Results

The Leadership Prep Ocean Hill First Graders ended the year well above grade level in mathematics. At the end of the school year on the TerraNova,



- **72% of Leadership Prep Ocean Hill First Grade students scored at or above grade level (NCE of 50 or higher) in math.**

Summary of the Mathematics Goal

Leadership Prep Ocean Hill Charter School students made incredible strides in mathematics in the 2010-11 school year. Students benefited from the “Math Meeting” concept, in which twenty minutes each day is dedicated to reviewing essential background concepts related to math, such as counting, knowing the days of the week, and writing the date. Leadership Prep Ocean Hill’ math curriculum was further supplemented with exercises in mental computation, graphing, pattern recognition, and money.

In order to continue to strengthen Leadership Prep Ocean Hill’ math program, the school is requiring teachers to, during our three-and-half weeks of August Professional Development, analyze data from the TerraNova in order to determine with which skills students struggled most. Teachers are then creating supplemental lessons for the 2010-11 school year to target these particular areas for growth.

Based on the fact that a large majority of our scholars are at or above grade level on the standardized assessments and, similarly, are proficient on the school’s Saxon Math curriculum, Leadership Prep Ocean Hill is confident in its ability to achieve even greater gains for the next school year and to meet all Accountability Plan goals, when applicable.

Because 2010-2011 was Leadership Prep Ocean Hill’s first year, we do not yet have year-to-year trends to compare:

Type	Measure	Outcome
Absolute	75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State mathematics exam.	N/A FOR 2010-2011
Absolute	Each year, the school’s aggregate Performance Index (PI) on the state mathematics exam will meet that year’s Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.	N/A FOR 2010-2011
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the state mathematics exam will be greater than that of students in the same tested grades in the local school district.	N/A FOR 2010-2011
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by at least a small Effect Size (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.	N/A FOR 2010-2011
Growth	Each year, all grade-level cohorts of students will reduce by one-half the gap between the percent at or above Level 3 on the previous year’s state mathematics exam and 75 percent at or above Level 3 on the current year’s state mathematics exam. If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, the cohort is expected to show a positive gain in	N/A FOR 2010-2011

	the current year.	
Growth	Each year, on the TerraNova, a nationally-norm referenced math assessment, all grade-level cohorts of students enrolled in Kindergarten through 3 rd grade will reduce by one-half the gap between their average NCE in the previous year and an NCE of 50 in the current year. If a grade-level cohort exceeds an NCE of 50 in the previous year, the cohort is expected to show a positive gain in the current year.	N/A FOR 2010-2011

Action Plan

As demonstrated on our scholars’ TerraNova performance, Saxon Mathematics assessment data, and internal assessments, the school’s mathematics curriculum is successfully guiding students to mastery in problem solving and procedures. However, there is considerable room for growth.

In 2011-12, Leadership Prep Ocean Hill will:

- Continue to employ the Saxon math curriculum and differentiated instruction, methodologies and approaches to move students towards competency in the understanding and application of mathematical computation and problem solving;
- Ensure that each Leadership Prep Ocean Hill math teacher participates in a half day of Saxon training during August Professional Development;
- Continue to provide additional support through our Learning Support Coordinator, Special Education Teacher, and after-school tutoring program.

Leadership Prep Ocean Hill remains strongly committed to ensuring that our scholars develop high-level skills in both mathematical procedures and problem solving and to meeting our Accountability Plan goals in mathematics.

SCIENCE

Goal 3: Science
Students will demonstrate proficiency in the understanding and application of scientific principles.

Background

Leadership Prep Ocean Hill’ curricula in Science and Social Studies are based on a combination of the NYS Science and Social Studies Standards and the Core Knowledge curriculum, designed by Professor E. D. Hirsch, Jr., author of *Cultural Literacy* and *The Schools We Need*. The school meets all New York City and State Standards and will go beyond them in our coverage of some units, such as Science Biographies for each grade level.

The Leadership Prep Ocean Hill curriculum for Core Knowledge (Science and Social Studies) relies on the Scott Foresman textbook series, which are aligned to NYS standards, and associated multi-media resource materials. Both the Science and Social Studies curricula from Scott Foresman contain teacher-friendly materials with extensive professional development resources. The curricula are highly adaptable so teachers have the freedom and flexibility to modify the curricula based on the needs of their particular students. Each curriculum contains a test-preparation component which is valuable for assessments. Finally, the Science and Social Studies programs provide ample opportunities for integration across all subjects, especially reading and writing.

Teachers within each grade level follow a set scope and sequence that alternates between units of Science and Social Studies, which ensures that teachers have uninterrupted stretches of time to develop scholars' depth of knowledge and to support their mastery of the material.

Goal 3: Absolute Measure

Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State science examination.

Goal 3: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on a state science exam will be greater than that of students in the same tested grades in the local school district.

Summary of the Science Goal

Based on the significant strengths of the Scott Foresman Science and Social Studies programs, Leadership Prep Ocean Hill believes that implementing these new curricula will prepare our students to perform well on Science and Social Studies state assessments as we work towards our Accountability Plan goals.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State examination.	N/A FOR 2010-2011
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district.	N/A FOR 2010-2011

Action Plan

In 2011-12, Leadership Prep Ocean Hill will:

- Continue to employ the Scott Foresman Science and Social Studies programs and extensive hands-on experiments to move students towards competency in the understanding and application of Science and Social Studies.

Leadership Prep Ocean Hill remains strongly committed to ensuring that our scholars develop the core knowledge that will allow them to become critical thinkers in all areas and, as E.D. Hirsch demonstrates, will support their development in reading comprehension. We are equally committed to meeting our Accountability Plan goals in Science.

SOCIAL STUDIES

Goal 4: Social Studies

Students will demonstrate proficiency in the understanding and application of principles related to the social sciences.

Goal 4: Absolute Measure

Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State social studies examination.

Goal 4: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the state social studies exam will be greater than that of students in the same tested grades in the local school district.

Leadership Prep Ocean Hill remains strongly committed to ensuring that our scholars develop the core knowledge that will allow them to become critical thinkers in all areas and, as E.D. Hirsch demonstrates, will support their development in reading comprehension. We are equally committed to meeting our Accountability Plan goals in Social Studies.

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 will be "Good Standing" each year.

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 the state standard in and of themselves aside from the overall school results. New York, like all states, established a system for making these determinations for its public schools. Each year the state issues School Report Cards which indicate each school's status under the state's NCLB accountability system. For a school's status to be "Good Standing" it must not have failed to make Adequate Yearly Progress (AYP) for two consecutive years.

Results

Leadership Prep Ocean Hill anticipates being in "Good Standing" under the NCLB accountability system. The school has diligently worked to meet each NCLB requirement and comply with all stated guidelines.

Conclusion

In the 2010-11 school year, because Leadership Prep Ocean Hill enrolled students in only Kindergarten through First Grade, the school did not administer the State examinations which serve as the benchmarks for our Accountability Plan goals. Yet, the school made marked progress towards those goals, as demonstrated by TerraNova assessment results. Based on assessments results, we are confident that our students have mastered skills in reading, language, math, science, and social studies this school year that put them on track to successfully perform on State Exams in 2012-13 and that we will meet all Accountability Plan goals, when applicable.
