

**Leadership Prep Ocean Hill
CHARTER SCHOOL**

**2013-14 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 15, 2014

By Sara Griffin, Director of Operations

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Sara Griffin, Director of Operations, prepared this 2013-14 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Carrie Abramson	Trustee
Caroline Curry	Treasurer
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Michael Hall	Secretary
Matthew Klein	Trustee
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Nikeya Bridges has served as the Principal since 2010 and Sara Griffin has served as the Director of Operations since July 2013. Tim Carey has served as Principal of the Middle Academy since July 2013 and Taamiti Bankole has served as the Director of Operations of the Middle Academy since July 2013.

INTRODUCTION

BACKGROUND

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

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

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

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

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

Leadership Prep Ocean Hill expects most of its students to live in Brooklyn, especially in the predominantly African-American communities in central Brooklyn surrounding Ocean Hill that share its demographic trends and academic under-performance. As of the year 2000, Ocean

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.

Hill's population under 18 years of age was 78% African-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 (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 fourth year of operation in June 2014.

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 475 students enrolled for the 2013-2014 school year:

- 86% were eligible for free or reduced-price lunch;
- 89% were African-American, 9% were Hispanic, and 1%Other/Asian
- 8% 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.

In the Elementary Academy, 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 either dance, fitness, or performing arts.

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

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

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

- In the early grades, scholars have nearly 3 hours of reading instruction each day, which includes a systematic decoding program (Reading Mastery), a teacher-designed reading comprehension curriculum, the use of the STEP Assessment⁵, and daily read alouds.
- All classrooms are staffed with two teachers, in order to ensure that the student-to-teacher ratio never exceeds 15:1;
- Students are expected to read for at least 15-20 minutes at home each night in Kindergarten and 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. In the Middle Academy, scholars take home at least 2 hours of Homework, every evening. Parents/guardians review and sign each evening's assignment upon completion. Families and scholars are expected to read together for 20 minutes each night as well.

FACULTY

In the Elementary Academy, one Lead Teacher and one Teacher are assigned to each classroom and provide differentiated instruction in small groups and individually. In 2013-2014, every teacher held a Bachelor's Degree and 98% either held or were working toward a Masters Degree.

In the Middle Academy, each teacher teaches a specialized subject area, with one teacher in each classroom.

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

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

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 Core Values of the school: *L.E.A.D: Love, Enjoy, Achieve, and Dream*. Role Models from our history who embody the Core Values are referenced in Community Meetings throughout the year and serve as role models for the other scholars. The Core Values and the corresponding role models shared at Community Circles are seen and heard throughout the entire school, from classrooms, where scholars sing chants and songs that embody the messages of the Core Values, to hallways that are lined with inspirational quotes, pictures, and messages from strong role models from both inside and outside of the school building.

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 Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2007-08														
2008-09														
2009-10														
2010-11	85	58												143
2011-12	86	83	58											227
2012-13	90	90	83	55										318
2013-14	89	87	88	80	54	79								475

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

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

Background

The Leadership Prep Ocean Hill English Language Arts curriculum reflects our understanding that literacy is the foundation upon which all future knowledge is built. We provide our scholars with 160 minutes of reading instruction each day 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 Elementary Academy scholars start the day with a 25-minute Read Aloud, where they sit on the rug, listen to their teacher read to them from a text taken from the Text Talk Program or a teacher-selected text, and answer questions that increase their reading comprehension skills and vocabulary base. Teachers select texts which allow them to teach particular comprehension concepts that are being taught during Reading Comprehension.

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

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

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

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

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

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

In the Middle Academy, students receive 60 minutes of reading instruction daily, including a Guided Reading meeting with a student to teacher ratio of approximately 10:1. Guided Reading groups are based on students’ reading skill level, as assessed by the Leveled Reading Assessment. In addition, students have between 30 – 80 minutes of independent reading time daily.

Goal 1: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State English language arts examination for grades 3-8.⁶

Method

The school administered the New York State Testing Program English language arts assessment to students in 3rd through 5th grade in April 2014. Each student’s raw score has been converted to a grade-specific scaled score and a performance level.

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

**2013-14 State English Language Arts Exam
Number of Students Tested and Not Tested**

Grade	Total	Not Tested ⁷	Total
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⁶ Because of the state’s new 3-8 testing program, aligned to its high school college and career readiness standards, the Institute is no longer using Time Adjusted Level 3 cut scores. Please report results for previous years using the state’s published results for scoring at proficiency.

⁷ 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.

	Tested	IEP	ELL	Absent	Enrolled
3	80	0	0	0	80
4	54	0	0	0	54
5	80	0	0	0	80
ALL	214	0	0	0	214

Results

The 2013-2014 school year was Leadership Prep Ocean Hill's second year administering the NYS ELA exam and the first year administering the exam in the fifth grade. The school administered the New York State Testing Program Common Core English language arts assessment to students in Grades 3, 4, and 5 and roughly 84% of Leadership Prep Ocean Hill's students enrolled in their second year scored at proficiency on the 2013-2014 NYS ELA Exam.

Performance on 2013-14 State English Language Arts Exam By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent	Number Tested	Percent	Number Tested
3	80%	80	86%	71
4	83%	54	82%	51
5	11%	80	N/A	N/A
All	55%	214	84%	122

*Leadership Prep Ocean Hill 5th Grade Students have only been enrolled at the school for a year.

Evaluation

This is the second year that Leadership Prep Ocean Hill has administered the NYS ELA assessment and the first year administered to the fifth grade, and we surpassed this goal in Grades 3 and 4 by roughly 9%. However, overall we fell short of the measure by 20% when including the first time administration of the NYS ELA assessment to Grade 5. It is still the school's goal to see that at least 75% of tested students perform at proficiency on the Common Core exam, and we are looking forward to implementing a higher level of rigor in our English Language Arts instruction going forward to better prepare our students to meet this bar.

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

- We are continuing to strengthen our curriculum's alignment with the Common Core Standards, specifically in regards to Informational Reading, Science, and Social Studies. Over the 2013-14 school year we focused on improving our teaching practice and ensuring that

teachers were educated and received professional development on the shift happening with Common Core prior to exams. We look forward to increasing our curricular alignment to the Common Core standards in the coming year, as well as our level of rigor in the classroom.

- Our school will focus more intently on writing instruction, specifically on best teaching practices in writing and the level of feedback on student work. We strongly believe with strengthened written responses more scholars will achieve at or above a Level 3 in the 2014-15 school year.

Goal 1: Absolute Measure

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

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state’s learning standards in English language arts. To achieve this measure, all tested students must have a Performance Level Index (PLI) value that equals or exceeds the 2013-14 English language arts AMO of 89. 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 200.⁸

Results

Leadership Prep Ocean Hill scored 139 on the ELA Performance Index, which exceeds the 2013-14 ELA AMO of 89.

English Language Arts 2012-13 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	16	29	37	18

$$\begin{array}{rcccccccc}
 \text{PI} & = & 29 & + & 37 & + & 18 & = & 84 \\
 & & & & 37 & + & 18 & = & \underline{55} \\
 & & & & & & \text{PLI} & = & 139
 \end{array}$$

Evaluation

⁸ In contrast to SED’s Performance Index, the PLI does not account for year-to-year growth toward proficiency.

Leadership Prep Ocean Hill exceeded the AMO of 89, scoring a 139 on the Performance Index. We believe that the strengthening of our English Language Arts program will improve student performance and will increase our overall Performance Index.

Goal 1: Comparative Measure

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

Method

A school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.⁹

Results

Leadership Prep Ocean Hill students in at least their second year outperformed peers in Community School District 23 by 51 percentage points. 86% of Leadership Prep Ocean Hill’s 3rd grade students, who were at least in their second year, scored “Proficient” (level 3) or “Advanced Proficient” (level 4) on the state ELA exam exceeding CSD 23 3rd graders by 73 percentage points. 13% of 3rd graders in District 23 scored “Proficient” (level 3) or “Advanced Proficient” (level 4). Additionally, 82% of Leadership Prep Ocean Hill’s 4th graders who were at least in their second year, scored “Proficient” (level 3) or “Advanced Proficient” (level 4) exceeding CSD 23 4th graders by 70 percentage points. 12% of 4th graders in CSD 23 scored “Proficient” (level 3) or “Advanced Proficient” (level 4).

**2013-14 State English Language Arts Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	86%	71	13%	768
4	82%	51	12%	899
All	84%	122	13%	1667

*Leadership Prep Ocean Hill 5th Grade Students have only been enrolled at the school for a year.

Evaluation

⁹ Schools can acquire these data when the State Education Department releases its Access database containing grade level ELA and math test results for all schools and districts statewide. The SED announces the release of the data on its [News Release webpage](#).

Leadership Prep Ocean Hill students in grades 3 and 4 students outperformed their peers in District 23 in ELA. Specifically, 3rd graders outperformed their peers by a margin of 73 percentage points and 4th graders outperformed their peers by 70 percentage points.

Additional Evidence

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

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

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2011-12		2012-13		2013-14	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3			62%	11%	86%	13%
4					82%	12%
All					84%	13%

Goal 1: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for economically disadvantaged students among all public schools in New York State.¹⁰

Method

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

Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2013-14 analysis is not yet available. This report contains 2012-13 results (using free-lunch eligible percentage), the most recent Comparative Performance Analysis available.

¹⁰ The Institute will begin using *economically disadvantaged* instead of *eligibility for free lunch* as the demographic variable in 2012-13. Schools should report previous year’s results using reported free-lunch statistics.

Results

Leadership Prep Ocean Hill exceeded the Effect Size of 0.3 with an official Effect Size of 3.41.

2012-13 English Language Arts Comparative Performance by Grade Level

Grade	Percent of Economically Disadvantaged Students	Number of Students Tested	Percent of Students at Proficiency		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	87.0	55	61.9	19.3	42.6	3.41
4						
5						
6						
7						
8						
All	87.0	55	61.9	19.3	42.6	3.41

School's Overall Comparative Performance:
Higher than expected to a large degree

Evaluation

Leadership Prep Ocean Hill in 2012-13 exceeded the Effect Size of 0.3, with Leadership Prep Ocean Hill's Effect Size of 3.41. We believe that with the additional strengthening of the Leadership Prep Ocean Hill's ELA program that the comparative data for the 2013-14 school year will again exceed the Effect Size.

Additional Evidence

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2010-11						
2011-12						
2012-13	3	87.0	55	61.9%	19.3%	3.41

Goal 1: Growth Measure¹¹

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.

¹¹ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

Method

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

Given the timing of the state's release of Growth Model data, the 2013-14 analysis is not yet available. This report contains 2013-14 results, the most recent Growth Model data available.¹²

Results

Leadership Prep Ocean Hill exceeded this measure in both Grades 4 and 5. In Grade 4, Leadership Prep Ocean Hill's Mean Growth Percentile exceeded the statewide median by 17 points. In Grade 5, Leadership Prep Ocean Hill's Mean Growth Percentile exceeded the statewide median by 1 point.

2013-14 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
3		50.0
4	67	50.0
5	51	50.0
6		50.0
7		50.0
8		50.0
All	58	50.0

Evaluation

Leadership Prep Ocean Hill exceeded this measure in both Grades 4 and 5. In Grade 4, Leadership Prep Ocean Hill's Mean Growth Percentile exceeded the statewide median by 17 points. In Grade 5, the first year Leadership Prep Ocean Hill administered the NYS ELA exam to this set of students, the Mean Growth Percentile exceeded the statewide median by 1 point. We believe that given longer time with these students, the Mean Growth Percentile will continue to exceed the statewide median. Overall, Leadership Prep Ocean Hill's Mean Growth Percentile was 58 exceeding the statewide median of 50.

¹² Schools can acquire these data from the NYSED's business portal: portal.nysed.gov.

Additional Evidence

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

Grade	Mean Growth Percentile			
	2011-12 ¹³	2012-13 ⁷	2013-14	Statewide Average
3				50.0
4			67	50.0
5			51	50.0
6				50.0
7				50.0
8				50.0
All			58	50.0

Summary of the English Language Arts Goal

In its second year of state testing, Leadership Prep Ocean Hill's ELA results demonstrate that we have surpassed the goal of having 75% of all tested students who are enrolled in at least their second year perform at proficiency on the NYS ELA exam by 9 percentage points. However, when including the first time administration of the test to the 5th grade, students who joined Leadership Prep Ocean Hill in the 2013-14 school year, we missed the goal of having all tested students perform at proficiency, showing that there is a room for growth. Leadership Prep Ocean Hill's PLI exceeded the AMO of 89, scoring a 139. Additionally, Leadership Prep Ocean Hill 3rd and 4th graders significantly outperformed their district peers. Moreover, Leadership Prep Ocean Hill met its goal of exceeding the predicted level of performance by an Effect Size of 0.3 with Leadership Prep Ocean Hill's Effect Size of 3.41. Finally, Leadership Prep Ocean Hill exceeded the statewide median growth percentile overall in both grades 4 and 5.

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.	Achieved
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	Achieved

¹³ Grade level results not available.

	(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 2012-13 school district results.)	
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	Achieved

Action Plan

During the 2014-2015 school year, the Elementary Academy will continue to deploy two teachers in each classroom in the elementary academy, divide classrooms into three, skill-differentiated small reading groups, and deliver 160 minutes of daily reading instruction. The school will also continue to utilize Direct Instruction (Reading Mastery) as its main K-2 reading program, particularly because of its success in building the core decoding and fluency skills of students and to utilize the Riverdeep Destination Reading computer program to take students from basic phonemic awareness to sophisticated reading comprehension skills in a three-year sequence. Teachers will also continue to develop and lead daily Reading Comprehension lessons in which students learn and practice reading comprehension skills.

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

In addition, we have added an additional intervention teacher for the 2014-15 school year and expect to start this intervention work from the beginning of the year. The Elementary Academy also redesigned their daily schedules to allow for up to 50 more minutes of small-group instruction during the day which will be supplemented by more extensive tutoring for testing grades.

Leadership Prep will also implement professional development programs targeted towards ELA instruction. In preparation for the 2013-14 school year, teachers who are new to Leadership Prep will participate in two days of Reading Mastery, Guided Reading and STEP training. These trainings will be conducted by content experts and master teachers from the Uncommon Schools network. Moreover, Leadership Prep will continued to deliver professional development for all teachers on Evidence-Based Questions, interactive reading, Accountable Independent Reading and Habits of Discussion.

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

Beginning last year, Leadership Prep Ocean Hill began to modify the schools' existing curricula for English Language Arts (ELA), working to strengthen its Reading Instruction and align the ELA curriculum with the new Common Core learning standards. Leadership Prep Ocean Hill Elementary Academy will continue to make adjustments to its ELA curriculum. With the adoption of Common

Core, we need to factor in the Lexile level of text, and so while 90% of the books used at Leadership Prep Ocean Hill EA were aligned, we continue to adjust other books, with some books moving down in reading level or grade. Furthermore, teachers will continue to make conversations more text based, and students will continue using text based evidence to support verbal and written responses.

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

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

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

MATHEMATICS

Goal 1: Mathematics

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

Background

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

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

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

- Base tens
- Pictures
- Algorithms

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

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

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

Goal 1: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State mathematics examination for grades 3-8.¹⁴

Method

The school administered the New York State Testing Program mathematics assessment to students in Grades 3, 4, and 5 in April 2014. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

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

**2013-14 State Mathematics Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ¹⁵			Total Enrolled
		IEP	ELL	Absent	
3	80	0	0	0	80
4	54	0	0	0	54
5	79	0	0	1	80
All	213	0	0	1	214

Results

In its first year taking the NYS Math Exam, Leadership Prep Ocean Hill met the Absolute Measure with 80% of students enrolled in at least their second year performing at proficiency.

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

Grades	All Students		Enrolled in at least their Second Year	
	Percent	Number Tested	Percent	Number Tested
3	100%	80	100%	71
4	98%	54	98%	51

¹⁴ Because of the state's new 3-8 testing program, aligned to its high school college and career readiness standards, the Institute is no longer using Time Adjusted Level 3 cut scores. Please report results for previous year's using the state's published results for scoring at proficiency.

¹⁵ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

5	39%	80	N/A	N/A
All	77%	214	99%	122

*Leadership Prep Ocean Hill 5th Grade Students have only been enrolled at the school for a year.

Evaluation

In its second year taking the NYS Math Exam, Leadership Prep Ocean Hill exceeded the absolute measure by 24 percentage points with 99% of students in at least their second year achieving proficiency. Additionally, 77% of all tested students achieved proficiency.

Goal 1: Absolute Measure

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

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in mathematics. To achieve this measure, all tested students must have a Performance Level Index (PLI) value that equals or exceeds the 2013-14 mathematics AMO of 86. 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 200.¹⁶

Results

Leadership Prep Ocean Hill scored 167 on the Math Performance Index. This exceeds the 2013-14 mathematics AMO of 86.

Mathematics 2012-13 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	10	13	18	59

$$\begin{array}{rclclclcl}
 \text{PI} & = & 13 & + & 18 & + & 59 & = & 90 \\
 & & & & 18 & + & 59 & = & \underline{77} \\
 & & & & & & \text{PLI} & = & 167
 \end{array}$$

¹⁶ In contrast to NYSED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

Evaluation

Evaluation

Leadership Prep Ocean Hill exceeded the AMO of 86, scoring a 167 on the Performance Index. Leadership Prep Ocean Hill's dedicated and structured math time played a part in exceeding the AMO. Additionally, the increased rigor of the math department as we further align to the common core will contribute to students increasingly scoring proficient.

Goal 1: Comparative Measure

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

Method

A school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.¹⁷

Results

Leadership Prep Ocean Hill students in at least their second year outperformed peers in Community School District 23. 100% of Leadership Prep Ocean Hill's 3rd grade students, who were at least in their second year, scored "Proficient" (level 3) or "Advanced Proficient" (level 4) on the state Math exam, exceeding CSD 23 3rd graders by more than 83 percentage points. 98% of Leadership Prep Ocean Hill 4th grade students, who were at least in their second year, scored "Proficient" (level 3) or "Advanced Proficient" (level 4), exceeding CSD 23 4th graders by 86 percentage points.

**2013-14 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	100%	71	17%	768
4	98%	51	12%	912
All	99%	122	14%	1680

¹⁷ Schools can acquire these data when the State Education Department releases its Access database containing grade level ELA and math test results for all schools and districts statewide. The SED announces the release of the data on its [News Release webpage](#).

*Leadership Prep Ocean Hill 5th Grade Students have only been enrolled at the school for a year.

Evaluation

Leadership Prep Ocean Hill students outperformed their peers in District 23 in Math for Grades 3-4. Specifically, 3rd graders outperformed their peers by a margin of 83 percentage points and 4th graders outperformed their peers by a margin of 86 percentage points. Leadership Prep Ocean Hill exceeded the measure.

Goal 1: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for economically disadvantaged students among all public schools in New York State.¹⁸

Method

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

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2012-13 analysis is not yet available. This report contains 2012-13 results (using free-lunch eligible percentage), the most recent Comparative Performance Analysis available.

Results

Leadership Prep Ocean Hill exceeded the Effect Size of 0.3, with an effect size of 3.41.

Grade	Percent of Economically Disadvantaged Students	Number of Students Tested	Percent of Students at Proficiency		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	87.0	55	80.0	22.9	57.1	3.41
4						
5						
6						
7						

¹⁸ The Institute will begin using *economically disadvantaged* instead of *eligibility for free lunch* as the demographic variable in 2012-13. Schools should report previous year's results using reported free-lunch statistics.

8						
All	87.0	55	80.0	22.9	57.1	3.41

School's Overall Comparative Performance:
Higher than expected to a large degree

Evaluation

Leadership Prep Ocean Hill exceeded the Effect Size of 0.3, with an effect size of 3.41. Additionally, Leadership Prep Ocean Hill exceeded the predicted percent of students performing at proficiency by 57.1 percentage points.

Additional Evidence

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2010-11						
2011-12						
2012-13	3	87	55	80	22.9	3.41

Goal 1: Growth Measure¹⁹

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

Method

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

This report contains 2013-14 results, the most recent Growth Model data available.²⁰

¹⁹ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

²⁰ Schools can acquire these data from the NYSED's business portal: portal.nysed.gov.

Results

Leadership Prep Ocean Hill exceeded this measure in both Grades 4 and 5. In Grade 4, Leadership Prep Ocean Hill's Mean Growth Percentile exceeded the statewide median by 29 points. In Grade 5, Leadership Prep Ocean Hill's Mean Growth Percentile exceeded the statewide median by 19 points. Overall, Leadership Prep Ocean Hill's Mean Growth Percentile was 74 for Grades 4 and 5 exceeding the statewide median of 50.

2013-14 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Average
3		50.0
4	79.5	50.0
5	69.5	50.0
6		50.0
7		50.0
8		50.0
All	74	50.0

Evaluation

Leadership Prep Ocean Hill exceeded this measure in both Grades 4 and 5. In Grade 4, Leadership Prep Ocean Hill's Mean Growth Percentile exceeded the statewide median by 29 points. In Grade 5, where this was the first year administering the NYS Math exam to this group of students, Leadership Prep Ocean Hill's Mean Growth Percentile exceeded the statewide median by 19 points. Overall, Leadership Prep Ocean Hill's Mean Growth Percentile was 74 for Grades 4 and 5 exceeding the statewide median of 50 by 14 points.

Additional Evidence

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			Statewide Average
	2011-12 ²¹	2012-13 ²²	2013-14	
3				50.0
4			79.5	50.0
5			69.5	50.0
6				50.0
7				50.0

²¹ Grade level results not available.

²² Grade level results not available.

8				50.0
All			74	50.0

Summary of the Mathematics Goal

Leadership Prep Ocean Hill achieved both the absolute measure of at least 75% of tested students in at least their second year performing at proficiency. Leadership Prep Ocean Hill exceeded the AMO of 86 with a PLI of 167. Further, Leadership Prep Ocean Hill achieved the comparative measure of tested students performing at a greater level of proficiency than the local school district. Leadership Prep Ocean Hill exceeded its predicted level of performance by an Effect Size of 3.41. Finally, Leadership Prep Ocean Hill exceeded the statewide median growth percentile.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.	Achieved
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 2012-13 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

Leadership Prep will continue to employ the Investigations math curriculum and differentiated instruction, methodologies and approaches to move students towards competency in the understanding and application of mathematical computation and problem solving. The school will also continue to provide additional push-in and pull-out support through our Learning Support Coordinator and Learning Support Teacher to further address the needs of our student sub-populations. Leadership Prep is committed to meeting its accountability plan goals related to mathematics as listed above.

Like ELA, as part of the Uncommon Schools network, Leadership Prep Ocean Hill will continue to make changes to its curriculum to be better prepared to address the increased rigor of the Common Core standards. Beginning last year, Leadership Prep Ocean Hill began to modify the schools' existing curricula for Math, ensuring that those curricula are aligned to the Common Core Learning

Standards. One significant change is reflected in Leadership Prep Ocean Hill's switch from using Saxon to Math Investigations to address Common Core which will be rooted in conceptual math. Consequently, math lessons will continue to be adjusted so that the structure and the work students complete are aligned to Common Core standards. Math lessons are currently being revised so that student activities more closely align to the objective, and the independent practices are as rigorous as the lessons being taught to students. Scope and sequences are also being revised to ensure that math meeting in grades Kindergarten through 2nd grade, and fact practices in grades 3-6 are focused solely on reviewing difficult to master material throughout the school year. Additionally, Interim Assessments will also continue to be redesigned ensuring that each Common Core Learning Standard is taught, assessed and ultimately mastered.

SCIENCE

Goal 1: Science

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

Background

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

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

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

Goal 1: Absolute Measure

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

Method

The school administered the New York State Testing Program science assessment to students in 4th grade in Spring 2014 for the first time. The school converted each student's raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at proficiency.

Results

In the 2013-14 school year Leadership Prep Ocean Hill administered the 2013 NYS Science exam for the first time in Grade 4. 100% of Leadership Prep Ocean Hill 4th grades achieve proficiency in the State Science Exam.

**Charter School Performance on 2013-14 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	100%	54	-----	-----
8	-----	-----	-----	-----

Evaluation

With 100% of Leadership Prep Ocean Hill’s 4th grades achieving a Level 3 or 4 on the Science Exam, the school has met the absolute measure of 75% of students performing at proficiency.

Additional Evidence

Since 2013-2014 is the school’s first year administering the NYS Science exam, Leadership Prep Ocean Hill is not yet able to analyze year-to-year trends.

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency							
	2010-11		2011-12		2012-13		2013-14	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
4							100%	54
All							100%	54

Goal 1: Comparative Measure

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

Method

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

Results

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

**2013-14 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	Number Tested	Percent	Number Tested
4	100%	54		
8				

Evaluation

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

Additional Evidence

2013-14 was the school’s first year administering the NYS Science exam, Leadership Prep Ocean Hill is not yet able to analyze year-to-year trends.

**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							
	2010-11		2011-12		2012-13		2013-14	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
4							100%	N/A
All							100%	N/A

Summary of the Science Goal

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

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

Action Plan

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

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

NCLB

Goal 5: NCLB

The school will make Adequate Yearly Progress.

Goal 5: Absolute Measure

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

Method

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

Results and Evaluation

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

NCLB Status by Year

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