



# Renewal Recommendation Report Leadership Prep Ocean Hill Charter School

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## INTRODUCTION

This report is the primary means by which the SUNY Charter Schools Institute (the “Institute”) transmits to the State University of New York Board of Trustees (the “SUNY Trustees”) its findings and recommendations regarding a school’s Application for Charter Renewal, and more broadly, details the merits of a school’s case for renewal. The Institute has created and issued this report pursuant to the *Policies for the Renewal of Not-For-Profit Charter School Education Corporations and Charter Schools Authorized by the Board of Trustees of the State University of New York* (the “SUNY Renewal Policies”) (revised September 4, 2013 and available at: <http://www.newyorkcharters.org/wp-content/uploads/SUNY-Renewal-Policies.pdf>).

Additional information about the SUNY renewal process and an overview of the requirements for renewal under the New York Charter Schools Act of 1998 (as amended, the “Act”) are available on the Institute’s website at: <http://www.newyorkcharters.org/operate/existing-schools/renewal/>.

# SCHOOL BACKGROUND AND EXECUTIVE SUMMARY

## LEADERSHIP PREPARATORY OCEAN HILL CHARTER SCHOOL

### BACKGROUND

Serving 596 students in Kindergarten through 6<sup>th</sup> grades, Leadership Preparatory Ocean Hill Charter School (“LP Ocean Hill”) is now in its 5<sup>th</sup> year of operation and provides a high quality, college preparatory educational experience for students in Brooklyn, New York. The school’s mission is as follows:

The mission of Leadership Preparatory Ocean Hill Charter School is to prepare each student for college.

The school is governed by a board of trustees that contracts with Uncommon Schools, Inc. (“Uncommon”), a not-for-profit charter management organization to provide the academic program and operations at the school. Uncommon operates a network of 42 charter schools across New York, Massachusetts and New Jersey, provides operational, instructional and performance management support to the school pursuant to a contract. The SUNY Trustees authorize 14 Uncommon schools across in New York City, Rochester and Troy.

The school currently provides instruction in a co-located facility at 51 Christopher Avenue in the Brownsville neighborhood of Brooklyn, NY located within New York City Community School District (“CSD”) 23. Also housed in the New York City Department of Education (“NYCDOE”) building is the Christopher Avenue Community School, an elementary school serving students in Kindergarten through 5<sup>th</sup> grade.

The LP Ocean Hill charter school education corporation<sup>1</sup> board (the “board”) has signaled that it may merge with other charters schools managed by Uncommon, into one education corporation operating multiple schools. If approved by SUNY, and, as applicable, another authorizer, that merger would not be effective, at the earliest, until July 1, 2015. Pursuant to the SUNY Replication Policies,<sup>2</sup> each school within an education corporation still needs to be renewed pursuant to the SUNY Renewal Policies.

### EXECUTIVE SUMMARY

At the end of its first charter term, LP Ocean Hill has made progress towards meeting its Accountability Plan goals. With a limited set of data, as the school has served students in grades assessed on state exams in only the last two years of its four year Accountability Period, the school has posted strong results each year, outperforming its district of location by a significant margin in both English language arts (“ELA”) and mathematics. The absolute performance of the school’s

<sup>1</sup> Legally, charter schools in New York are not-for-profit education corporations. Throughout this report, the Institute uses both “education corporation” and “charter school” to indicate the same legal entity.

<sup>2</sup> *Policies of the Board of Trustees of the State University of New York for the Replication of Charter Schools*, Policy 7, available at: <http://www.newyorkcharters.org/wp-content/uploads/SUNY-Replication-Policy.pdf>.

## SCHOOL BACKGROUND AND EXECUTIVE SUMMARY

elementary academy students has increased over the two years and LP Ocean Hill has consistently exceeded its predicted percentage of students scoring proficient on state exams by a large degree in both ELA and mathematics. However, the performance of its middle academy students, all new to the school this year, was significantly lower.

The school's program, as analyzed using SUNY's Charter Renewal Benchmarks,<sup>3</sup> is strong and effective. The school has strong instructional leaders who prioritize supporting teachers in delivering high quality instruction and developing rigorous curricular materials to enable students to meet the challenges of state assessments, as well as high school and college.

The LP Ocean Hill board performs its duties in focusing the school on academic achievement, targeting resources to support instructional leaders and classroom teachers. The board has maintained strong membership throughout the charter term. School leaders provide regular, detailed reports outlining academic, operational and fiscal performance data that allows the board to exercise proper oversight over the educational program. For these reasons, the Institute recommends that the SUNY Trustees grant LP Ocean Hill an initial full-term renewal of five years.

### NOTEWORTHY

LP Ocean Hill has in place an academic program that is noteworthy measured not only through its performance on state assessments; LP Ocean Hill ranked in the 93<sup>rd</sup> and 97<sup>th</sup> percentile in New York State based on 2013-14 student performance in ELA and mathematics, respectively: but also measured by the strength and skill teachers and leaders bring to classroom instruction. Classrooms are lively, focused and imbued with a sense of urgency for the fun of learning and academic success.

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<sup>3</sup> The State University of New York Charter Renewal Benchmarks (version 5.0, the "SUNY Renewal Benchmarks"), available at: <http://www.newyorkcharters.org/wp-content/uploads/SUNY-Renewal-Benchmarks.pdf>.

# RENEWAL RECOMMENDATION

## RECOMMENDATION:      **FULL-TERM RENEWAL**

The Institute recommends that the SUNY Trustees approve the Application for Charter Renewal of Leadership Preparatory Ocean Hill Charter School and renew its charter for a period of five years with authority to provide instruction to students in Kindergarten through 11<sup>th</sup> grade in such configuration as set forth in its Application for Charter Renewal, with a projected total enrollment of 866 students.

To earn an Initial Full-Term Renewal, a school must either:

- (a) have compiled a strong and compelling record of meeting or coming close to meeting its academic Accountability Plan goals, and have in place at the time of the renewal review an educational program that, as assessed using the Qualitative Education Benchmarks,<sup>4</sup> is generally effective; or
- (b) have made progress toward meeting its academic Accountability Plan goals and have in place at the time of the renewal review an educational program that, as assessed using the Qualitative Education Benchmarks, is particularly strong and effective.<sup>5</sup>

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<sup>4</sup> The Qualitative Education Benchmarks are a subset of the SUNY Renewal Benchmarks.

<sup>5</sup> SUNY Renewal Policies at p. 12.

# RENEWAL RECOMMENDATION

## REQUIRED FINDINGS

In addition to making a recommendation based on a determination of whether the school has met the SUNY Trustees' specific renewal criteria, the Institute makes the following findings required by the Act:

- The school, as described in the Application for Charter Renewal meets the requirements of the Act and all other applicable laws, rules and regulations;
- The education corporation can demonstrate the ability to operate the school in an educationally and fiscally sound manner in the next charter term; and,
- Given the programs it will offer, its structure and its purpose, approving the school to operate for another five years is likely to improve student learning and achievement and materially further the purposes of the Act.<sup>6</sup>

As required by Education Law § 2851(4)(e), a school must include in its renewal application information regarding the efforts it has, and will, put in place to meet or exceed SUNY's enrollment and retention targets for students with disabilities, English language learners ("ELLs"), and students who are eligible applicants for the federal Free and Reduced Price Lunch ("FRPL") program. SUNY<sup>7</sup> and the New York State Board of Regents finalized the methodology for setting targets in October 2012, and the Institute communicated specific targets for each school in July 2013. In accordance with the statute, the Institute, acting on behalf of the SUNY Trustees, considered the school's plans for meeting its enrollment and retention targets prior to recommending the renewal application for approval.

Given the date the school was originally chartered, it does not have statutory targets. However, in accordance with the Act, the Institute, acting on behalf of the SUNY Trustees, considered the school's plans for meeting its future enrollment and retention targets during the next charter term prior to recommending the renewal application for approval. The Institute found the plans to meet or exceed the targets, and the plans to educate students with disabilities, ELLs and FRPL students, satisfactory. The Institute also found the school is making good faith efforts to attract and retain such students in accordance with the Act.

## CONSIDERATION OF SCHOOL DISTRICT COMMENTS

In accordance with the Act, the Institute notified the district in which the charter school is located regarding the school's Application for Charter Renewal. As of the date of this report, the Institute has received no district comments in response.

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<sup>6</sup> See New York Education Law § 2852(2).

<sup>7</sup> SUNY Trustees' Charter Schools Committee resolution dated October 2, 2012.

# RENEWAL RECOMMENDATION

## REPORT FORMAT

The Institute makes the foregoing renewal recommendation based on the school's Application for Charter Renewal, evaluation visits conducted and information gathered during the charter term and a renewal evaluation visit conducted near the end of the current charter term. Additionally, the Institute has reviewed the strength and fiscal health of the not for profit education corporation with the authority to operate the school. Most importantly, the Institute analyzes the school's record of academic performance and the extent to which it has met its academic Accountability Plan goals. This renewal recommendation report compiles the evidence below using the SUNY Renewal Benchmarks, which specify in detail what a successful school should be able to demonstrate at the time of the renewal review. The Institute uses the four interconnected renewal questions below for framing benchmark statements to determine if a school has made an adequate case for renewal.

1. Is the school an academic success?
2. Is the school an effective, viable organization?
3. Is the school fiscally sound?
4. If the SUNY Trustees renew the education corporation's authority to operate the school, are its plans for the school reasonable, feasible and achievable?

The report's Appendix provides a School Overview, copies of any school district comments on the Application for Charter Renewal, the SUNY Fiscal Dashboard information for the school, and, if applicable, its education corporation and additional evidence on student achievement contained in the School Performance Summaries.

# RENEWAL BENCHMARK CONCLUSIONS

## IS THE SCHOOL AN ACADEMIC SUCCESS?

LP Ocean Hill is an academic success given its strong and compelling record of meeting its key Accountability Plan goals. The school benefits from the exceptionally strong instructional leadership of its founding principal, and evidence compiled on school evaluation visits during the charter term and at the time of the renewal review shows that LP Ocean Hill has an effective educational program in place. Support from Uncommon furthers LP Ocean Hill's ability to maintain a strong academic program in the next charter term.

At the beginning of the Accountability Period,<sup>8</sup> the school developed and adopted an Accountability Plan that set academic goals in the key subjects of ELA and mathematics. The Institute examines results for five required Accountability Plan measures to determine ELA and mathematics goal attainment. Because the Act requires charters be held "accountable for meeting measurable student achievement results"<sup>9</sup> and states the educational programs at a charter school must "meet or exceed the student performance standards adopted by the board of regents"<sup>10</sup> for other public schools, SUNY's required accountability measures rest on performance as measured by state wide assessments. Historically, SUNY's required measures include measures that present schools':

- absolute performance, i.e., what percentage of students score at a certain proficiency on state exams?;
- comparative performance, i.e., how did the school do as compared to schools in the district and schools that serve similar populations of economically disadvantaged students?; and,
- growth performance, i.e., how well did the school do in catching students up – and then keeping them up to grade level proficiency?

Every SUNY authorized charter school has the opportunity to propose additional measures of success when crafting its Accountability Plan. LP Ocean Hill did not propose or include any additional measures of success in the Accountability Plan it adopted.

Because of testing changes made by the state, the Institute has since 2009 consistently de-emphasized the two absolute measures under each goal in schools' Accountability Plans. The Institute continues to focus primarily on the two comparative measures and the growth measure while also considering any additional evidence the school presents using additional measures identified in its Accountability Plan. Institute identifies the required measures (absolute proficiency, absolute Annual Measurable Objective attainment,<sup>11</sup> comparison to local district,

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<sup>8</sup> Because the SUNY Trustees make a renewal decision before student achievement results for the final year of a charter term become available, the Accountability Period ends with the school year prior to the final year of the charter term. For a school in an initial charter term, the Accountability Period covers the first four years the school provides instruction to students.

<sup>9</sup> Education Law § 2850(2)(f).

<sup>10</sup> Education Law § 2854(1)(d).

<sup>11</sup> While the state has recalibrated the absolute Annual Measurable Objective, the Institute will only report on the 2013-14 results, not on those for 2012-13. During 2012-13, the state revised its methodology for calculating a school's Performance Index and the Institute did not. The Institute continues to use the same methodology in place when LP Ocean Hill adopted its

## RENEWAL BENCHMARK CONCLUSIONS

comparison to demographically similar schools, and student growth) in the Performance Summaries appearing in the Appendix at the end of the report.

The Accountability Plan also includes science and No Child Left Behind Act (“NCLB”) goals. For each goal in the Accountability Plan, specific outcome measures define the level of performance necessary to meet that goal. Please note that for schools located in New York City, the Institute uses the CSD as the local school district.

**Academic Attainment.** During 2012-13 and 2013-14, the two years for which data are available, LP Ocean Hill’s ELA and mathematics performance is among the strongest in New York State. During the charter term, LP Ocean Hill’s pattern of student enrollment caused the school to generate a limited record of student performance data by which to evaluate the school’s performance. This is a common pattern among charter schools at the end of the first charter term. That said, LP Ocean Hill has clearly met its key academic Accountability Plan goals in ELA and mathematics during the charter term.

The Institute analyzes key comparative and growth measures under the school’s ELA and mathematics goals to determine goal attainment. The Institute calculates a comparative effect size to measure the performance of LP Ocean Hill relative to all public schools statewide that serve the same grade levels and that enroll students who are similarly economically disadvantaged. It is important to note that this measure is a comparison measure and therefore not dependent on any changes in New York’s assessment system. As such, the measure, and the school’s performance on the measure, is not relative to the test, but relative to how strong LP Ocean Hill performs in improving student learning compared to other schools’ performance in improving student learning.

The growth measure provides an opportunity to see how LP Ocean Hill performs in catching students up to performing academically at grade level or at or above “proficiency.” It also provides a look at how well a school does at keeping students proficient, or on grade level, every year. For a student who is proficient, keeping up to grade level means the student should make one year’s progress in one year’s time. For a student below grade level, in order to reach proficiency, the school must help the student grow *more* than one grade level every year in order to catch up.

The Institute uses the state’s mean growth percentiles as a measure of a school’s comparative year-to-year growth in student performance on the state’s ELA and mathematics exams. The measure compares a school’s growth in assessment scores to the growth in assessment scores of the subset of students throughout the state who performed identically on last year’s assessments. According to this measure, median growth statewide is at the 50<sup>th</sup> percentile. This means that to signal the school’s ability to help students make one year’s worth of growth in one year’s time the expected percentile performance is 50. To signal a school is catching students who were

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Accountability Plan to calculate a Performance Level Index and does not expect its results to match those of the state’s Performance Index.

## RENEWAL BENCHMARK CONCLUSIONS

previously below grade level up to grade level proficiency, the school must post a percentile performance that exceeds 50. A percentile performance below 50 indicates that students are losing ground, not catching up or keeping up with grade level proficiencies.

The school exceeded the district's ELA performance by at least 52 percentage points during both 2012-13 and 2013-14. Further, the school outperformed 92 percent of schools throughout New York State in ELA during both 2012-13 and 2013-14. Also during 2012-13 and 2013-14, LP Ocean Hill posted comparative effect sizes in ELA that exceed 98 percent of schools throughout New York State. The school's 4<sup>th</sup> grade cohort growth exceeded the state median by 7 percentile points during 2013-14.

The school's mathematics performance also ranks among the highest in New York State. With 99 percent of its students in its two-plus year cohort proficient in mathematics during 2013-14, the school outperformed the local district by 87 percentage points. Throughout New York State, only 99 schools performed higher than LP Ocean Hill in mathematics, placing the school's mathematics performance in the 97<sup>th</sup> percentile. The school posted its first growth score in mathematics during 2013-14 when it exceeded the state median by 21 percentile points.

# RENEWAL BENCHMARK CONCLUSIONS

## LEADERSHIP PREP OCEAN HILL CHARTER SCHOOL



## RENEWAL BENCHMARK CONCLUSIONS

**Instructional Leadership.** LP Ocean Hill's exceptionally strong instructional leadership team continues to develop the pedagogical skills of all teachers through its robust coaching and feedback systems.

- The instructional leadership team, comprised of the principals, staff developers and subject leads, maintains high expectations for teacher performance and student achievement with clear, school-wide goals for proficiency in all subjects. LP Ocean Hill's culture revolves around teachers leveraging each other's strengths and honing best practices to share across the school and network. Teachers collaborate with instructional leaders to determine personalized growth goals and track progress towards meeting them through feedback meetings over the course of the year, continually setting new goals as they achieve previous ones.
- LP Ocean Hill's instructional leaders observe each teacher at least once per week and provide immediate oral feedback as well as timely written feedback. Teachers' instructional strength determines the amount of support they receive, with weaker teachers receiving more frequent observations and coaching including opportunities to co-teach with an instructional leader and to observe particularly strong teachers across the school. All teachers, regardless of experience level, have regular weekly meetings with an assigned instructional leader to review the most recently observed lesson and collaborate on actionable next steps to improve instruction. The instructional leadership team implements this system consistently, thoughtfully and creatively to meet teachers' development needs.
- With support from Uncommon, instructional leaders set LP Ocean Hill's professional development agenda based on teacher needs that they identify through their observations and coaching systems. Leaders often differentiate activities by grade level team in order to focus more closely on a specific topic or area of need, such as revising a rubric to evaluate students' written responses to text. Professional development activities interrelate with classroom practice and teachers report that instructional leaders hold them accountable for implementation in subsequent classroom observations.
- The school uses lesson plans from Uncommon's North Star network in New Jersey as the foundation for its instructional planning. Using assessment data as a guide, teachers adapt the materials and instructional leaders review and approve these plans to ensure they meet the needs of all students. Grade team leaders are responsible for reviewing the materials at weekly meetings to ensure consistency in implementation; thereby ensuring aligned and high quality lesson planning within and across grade levels.
- Instructional leaders conduct mid-year teacher evaluations using a comprehensive, network-wide set of criteria that teachers report accurately identifies their strengths and weaknesses. Using observation and feedback notes, instructional leaders evaluate teachers against a standard rubric that measures both pedagogical strengths and professionalism, but does not explicitly consider student performance data.

## RENEWAL BENCHMARK CONCLUSIONS

**Curriculum and Assessment.** LP Ocean Hill systematically uses assessment data to drive instruction and to identify topics for teachers' professional development. Uncommon provides LP Ocean Hill with curriculum materials that support teachers in their instructional planning. The assessment system aligns to its curriculum and improves instructional effectiveness and student learning.

- The network provides LP Ocean Hill a curriculum framework and materials that align with state standards and provide a fixed underlying structure across all grades. Teachers at the elementary academy continue to use the network's lesson materials and make adjustments thereto in order to meet the particular needs of students. At the middle academy, teachers develop lesson plans with purposeful and focused learning activities that align with stated objectives. Grade and subject specific lesson packets support teachers' delivery of instruction; teachers adapt the lesson materials to meet the needs of their individual students. Based on these curriculum materials, teachers know what to teach and when to teach it.
- LP Ocean Hill uses results from their interim assessments to evaluate the effectiveness of its curriculum. Uncommon collects interim assessment ("IA") data from all of its schools and uses it to adjust grade level scope and sequences to increase the effectiveness of its academic program; however, the school has leeway to adapt the curriculum materials as it sees fit to meet the needs of its students.
- LP Ocean Hill regularly administers valid and reliable assessments to monitor student progress toward academic goals. The school administers a commercial standardized assessment five times per year to monitor achievement and growth in literacy across all grades; it also administers IAs in both ELA and mathematics to students in grades 3-5. For the first time this year, the network outsourced the development of IAs in ELA and mathematics to a consultant. Teachers and school leaders had opportunities to provide input to guide the development of the IAs and report that they are generally satisfied with the rigor and curricular alignment of the assessments. The effectiveness of the assessments to predict student performance on state exams has not yet been determined.
- Teachers reserve time during each daily lesson for spiral review and identify content that requires re-teaching based on analysis of IA data. During data meetings that take place immediately following the administration of an IA, teachers and instructional leaders develop plans for re-teaching or review for the upcoming instructional cycle. Instructional leaders follow up on the effectiveness of these strategies using classroom observations and by analyzing subsequent assessment data.
- School leaders synthesize information gleaned from assessment data, lesson plans and classroom observations to develop action steps to improve teachers' instructional effectiveness. Teachers and coaches meet for 30 minutes each week to analyze student work products, determine the effectiveness of strategies and develop the next set of action steps and goals.
- Teachers score student writing and open-ended response items using network-developed rubrics. The school uses anchor papers as the basis for discussion about norming scores, and teachers grade a subset of assessment items across all papers to increase inter-rater reliability.

# RENEWAL BENCHMARK CONCLUSIONS

**Pedagogy.** High quality instruction and a clear sense of urgency for learning were evident throughout LP Ocean Hill. Instruction develops students' higher-order thinking skills and fosters high levels of student engagement in classroom activities and discussions. As shown in the chart below, during the renewal visit, Institute team members conducted 10 classroom observations following a defined protocol used in all renewal visits.

## CLASSROOM OBSERVATION METHODOLOGY: NUMBER OF OBSERVATIONS

CONTENT AREA	GRADE						Total
	K	1	2	3	4	5	
ELA	1	1	1	2			5
Math		1		2	1		4
Writing						1	1
Science							
Soc Stu							
Specials							
Total	1	1	1	3	4		10

- Teachers delivered purposeful and focused lessons in all grades and subjects across both academies (9 out of 10 classrooms observed). Teachers clearly communicated lesson objectives to students and placed them in context of both past and future instruction and concepts using clear, age appropriate academic vocabulary that is purposefully rich to build students' verbal skills.
- Teachers continued to employ a variety of effective techniques to check for student understanding (9 out of 10 classrooms observed). Teachers utilized engaging call and response drills, silent hand signals and circulated around classrooms during independent practice to spot check answers to specific problems. Throughout LP Ocean Hill, the levels of student engagement in classrooms were extraordinarily high with students rarely opting out of instructional activities during lessons. Teachers regularly required students to elaborate on their responses and provided formative feedback to guide them through difficult concepts and assignments, often adjusting instruction to allow for additional practice time when necessary. In one math class, the teacher circulated around the classroom to check students' answers to six particular metric conversion problems while advising "the most successful scholars are remembering to highlight the units of measurement!" When the teacher observed several students needing more time to complete the assignment, he added an additional three minutes to the timer so he could assess all students' finished work.
- Almost all teachers included opportunities in their lessons to challenge students with questions and activities that develop depth of understanding and higher order thinking and problem solving skills (8 out of all 10 classrooms observed). Teachers required

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students to do the cognitive heavy lifting during lessons and encouraged them to reference anchor charts and word walls in classrooms when they struggle. For example, during a guided reading group, the teacher prompted students to look around the room and find a resource to remind them of the five types of references. The teacher then instructed the students to respond in their own words, without using the keywords on the charts. Students used “accountable talk” across the school, with students in one reading class evaluating the strength of each other’s text-based evidence to determine its sufficiency to “prove” their conjectures about the chapter they read.

- Teachers at LP Ocean Hill conveyed a sense of urgency for learning and maximized every instructional minute by utilizing a series of well-rehearsed transitional routines and procedures across classrooms and maintaining a focus on academic achievement (10 out of 10 classrooms observed). Teachers maintained appropriate pacing, relying on silent signals and reminders to quickly and effectively redirect off-task students. Purposefully embedded opportunities for students to move around during lessons and transitions, attended to the school’s focus on building muscle memory to enhance academic recall.

**At-Risk Students.** LP Ocean Hill has robust intervention programs in place and effectively utilizes substantial resources to meet the educational needs of most at-risk students.

- LP Ocean Hill continues to use clear processes for identifying students at-risk of academic failure. The student support team identifies students as struggling if they fall within the bottom quartile on reading benchmark tests, exhibit academic difficulty in classrooms or score in the below grade level range on interim assessments. The student support team also refers students who do not demonstrate adequate progress towards grade level proficiency for special education evaluation. Both academies identify ELLs through the administration of a home language information survey and the New York State Identification Test for English Language Learners (“NYSITELL”).
- Throughout the charter term, the school continues to implement a multi-tiered, data-driven intervention model to meet the needs of academically struggling students. Both the elementary and middle academies employ multiple special education teachers who utilize research based curriculum materials to provide targeted supports for at-risk students in reading, writing and math through a combination of push-in, pull-out and small group instruction. The school serves its 22 students with disabilities through push-in and pull-out small group instruction, as mandated by their Individualized Education Programs (“IEPs”).
- While the school supports ELLs academically, it does not employ a certified English to Speakers of Other Languages (“ESOL”) teacher to support its eight ELL students in language acquisition. Instead, a special education teacher with assistance from Uncommon supports the schools eight ELLs’ phonics and reading skills through pull out and push-in support. The Institute notes the school finds the practice effective in supporting students, the goal of any ELL program, but the U.S. Department of Education may see this practice as potentially discriminatory and treating ELLs as if they had disabilities when limited English proficiency is not a disability.

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- Teachers regularly monitor student progress in their areas of need, in addition to classroom and interim assessments, over four to six week cycles. For example, students receiving phonics support take weekly sub-step assessments; teachers administer running records twice weekly to students struggling with fluency. The school holds weekly meetings between the principal, director staff development, special education coordinator and social worker to review the effectiveness of classroom and school-wide interventions and make changes to services as necessary. Special education teachers hold primary responsibility to track students' progress towards meeting their IEP goals, as well as monitor the progress of ELL students through on-going school assessments and the annual New York State English as a Second Language Achievement Test ("NYSESLAT").
- Classroom teachers are well aware of their struggling students' current performance levels and needs, as well as students' IEP goals, and track their progress towards meeting them on a weekly basis. The school's special education coordinator facilitates grade specific student support team meetings twice monthly to collaborate with classroom teachers, monitor students' academic growth and revise instructional and/or behavioral support plans as necessary. Special education teachers also attend bi-weekly grade team and data analysis meetings to recommend specific strategies for students.
- Teachers receive limited professional development on differentiation and recommended intervention strategies during pre-service training and in other formal professional development activities; the student support team provides classroom teachers with informal, ongoing training throughout the year during weekly meetings.

		2011-12	2012-13	2013-14
RESULTS	Enrollment (N) Receiving Mandated Academic Services	(17)	(17)	(38)
	Tested on State Exams (N)	(0)	(5)	(24)
	Percent Proficient on ELA Exam	N/A	s <sup>12</sup>	12.5
	Percent Proficient Statewide	15.5	5.0	5.2

<sup>12</sup> In order to comply with Family Educational Rights and Privacy Act regulations on reporting education outcome data, the Institute does not report assessment results for groups containing five or fewer students.

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	2011-12	2012-13	2013-14
ELL Enrollment (N)	(2)	(4)	(8)
RESULTS	Tested on NYSESLAT Exam (N)	(N/A)	(0)
	Percent ‘Proficient’ or Making Progress <sup>13</sup> on NYSESLAT	N/A	N/A
			25

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<sup>13</sup> Defined as moving up at least one level of proficiency. Student scores fall into four categories/proficiency levels: Beginning; Intermediate; Advanced; and, Proficient.

# RENEWAL BENCHMARK CONCLUSIONS

## IS THE SCHOOL AN EFFECTIVE, VIABLE ORGANIZATION?

LP Ocean Hill is an effective and viable organization. The education corporation board carries out its oversight responsibilities with an unrelenting focus on student achievement, and the school organization effectively supports the delivery of the educational program. During the current charter term, the board has generally abided by its by-laws and been in general and substantial compliance with the terms of its charter, code of ethics, applicable state and federal law, rules and regulations.

## ORGANIZATIONAL STRUCTURE

**Board Oversight.** The education corporation board works diligently to achieve the school's Accountability Plan goals. It monitors extensively the school's progress with careful attention to trends and in comparison to other Leadership Preparatory schools. The board focuses a great deal of attention on the school's leadership transition. In order to ensure that the governance model is sustainable, the education corporation board has adopted a committee structure to ensure effective delivery of LP Ocean Hill's educational program.

- Board members possess a range of relevant skills including education management, finance, investment and management consulting. Most board members have been on the board since 2008 and have experience growing the four SUNY authorized Leadership Preparatory schools that they govern as trustees of each education corporation (LP Ocean Hill, LP Brownsville Charter School, LP Bedford Stuyvesant Charter School and LP Canarsie Charter School). They are well versed in the school's Accountability Plan and the metrics used to evaluate student achievement
- The board continues to request and receive sufficient information from both the school leaders and the Uncommon regional network to provide rigorous oversight of the school's program and finances. It is able to evaluate the performance of LP Ocean Hill by grade in comparison to the other Leadership Preparatory schools and the network as a whole.
- The board accepts public comment at the beginning of its board meetings, which provides a forum for staff and parent input on governance and to raise board awareness about broader school issues.

## NOTEWORTHY

LP Ocean Hill has built an exceptionally strong community culture among staff and students. At the time of the renewal visit, the founding school leader and seven founding teachers remained at the school.

**Organizational Capacity.** LP Ocean Hill's strong organizational capacity supports the effective delivery of the educational program.

- LP Ocean Hill has an administrative structure with staff, operational systems, policies and procedures that allow the school to carry out its academic program. Operational teams at

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- each academy allow the school principals and other instructional leaders the ability to focus on instruction, teacher development and student achievement.
- The organizational structure establishes distinct lines of accountability with clearly defined roles and responsibilities. Teachers know who to approach to fulfill their individual needs and to whom they are accountable.
  - The school has a clear student discipline system that is consistently applied across all classrooms.
  - With seven of the school's founding teachers remaining at the school, LP Ocean Hill retains high quality staff. Leaders have established a leadership pipeline within the school to develop strong teachers into instructional coaches, increasing the leadership team's capacity to support the staff and providing promotion opportunities for exemplar teachers.
  - The school maintains an adequate enrollment of 596 students and 3,368 students on its waitlist.<sup>14</sup>
  - LP Ocean Hill's leadership monitors and evaluates the school's programs and makes adjustments when necessary.

### FAITHFULNESS TO CHARTER & PARENT SATISFACTION

As part of their initial applications and their Applications for Charter Renewal, schools identify the Key Design Elements that reflect their mission and distinguish the schools. The table below reflects the intended Key Design Elements and indicates for each if the school is implementing the element as included in the school's charter.

Key Design Elements	Evident?
Holding all stakeholders accountable for student achievement, including both staff and parents;	+
Building a program based on "best practices" of existing high-performing urban schools serving low-income students; and,	+
Drawing on the considerable community resources available to the school.	+

**Parent Satisfaction.** The Institute compiled data from the NYCDOE's 2013-14 NYC School Survey. The NYCDOE distributes the survey to families each year to compile data about school culture, instruction, and systems for improvement. Results from 2013-14 indicate parents/guardians and students are satisfied with the school; the survey response rate is sufficiently high enough to constitute a group that is representative of the school community.

<sup>14</sup> Source: Self-report from the school's visit data collection form, dated May 8, 2014.

# RENEWAL BENCHMARK CONCLUSIONS

2013-14
Response Rate: 67%
Instructional Core: 100%
Systems for Improvement: 97%
School Culture: 99%

**Persistence in Enrollment.** The Institute derived the following statistical information from its database. No comparative data from NYCDOE or New York State Education Department (“NYSED”) is available to the Institute to provide either district wide or by CSD context. As such, the data presented is for information purposes but does not allow for comparative analysis.

	2011-12	2012-13	2013-14
Percent of Eligible Students Returning From Previous Year	52.9	86.6	92

## COMPLIANCE

**Governance.** In material respects, the education corporation has implemented and abided by adequate and appropriate systems, processes, policies and procedures to ensure the effective governance and oversight of the school, almost all of which are in place at other Uncommon network affiliated schools. The board demonstrates a thorough understanding of its role in holding Uncommon and the school leadership accountable for both academic results and fiscal soundness. As many trustees serve on three charter school education corporation boards, the board has more governance experience than indicated by the five years of the initial charter term.

- The board has materially complied with the terms of its by-laws and code of ethics including the proper election of trustees.
- The board successfully amended its charter to serve 5<sup>th</sup> and 6<sup>th</sup> grades early (commencing in the 2013-14 school year with 5<sup>th</sup> grade and to grow by one grade a year) and to increase its projected enrollment from 390 to 586 students during the current charter term.
- The board engages in long range strategic planning including a proposed merger with other schools managed by Uncommon, which would allow for certain economies of scale.
- The board approved changes to its policies and procedures as needed and appropriate. For example, the board recently approved changes to personnel policies and student discipline policies.
- The board properly approved budgets for the school in open meeting session.
- In keeping with the restrictions in its charter agreement, the board has properly handled the conflicts of interest inherent in having Uncommon affiliated trustees on the board.

## RENEWAL BENCHMARK CONCLUSIONS

- The school board has made good use of its finance committee including the implementation of its recommendations on how to invest excess cash.
- The board receives specific and extensive reports on each academy including fiscal and academic performance, and also receives information on the network's overall fiscal performance.
- The board periodically receives a report on the "State of Uncommon" with specific information about the network, its schools and its finances.

**Legal Requirements.** The education corporation substantially complies with applicable laws, rules and regulations and the provisions of its charter with an exception in the area of the ELL program as noted above wherein the school's special education staff is responsible for the provision of ELL services.

- **Complaints.** The school has generated only one informal complaint regarding a student promotion, and the board's designee handled it appropriately; no formal complaints required review by the Institute.
- **Violations.** The Institute did not issue any violations letters to the school during its charter term, nor did the Institute or the Charter Schools Committee place the school on corrective action or probation.

The Institute found exceptions to the school's general compliance in the following areas.

- **Title VI of the Civil Rights Act of 1964 and Federal Implementing Regulations.** Charter schools must provide necessary alternative language programs to ensure that ELLs have meaningful access to the schools' educational programs. While Title VI does not specify any particular instructional program for ELLs, in examining whether a program is compliant, the U.S. Department of Education's Office of Civil Rights generally considers whether: the school's ELL program is recognized as sound by experts, and whether the school has properly trained staff necessary to implement the ELL program within a reasonable period of time including performance evaluation of the ELL staff by qualified evaluators. While the school had some components of an effective program in place, it did not have properly trained ESOL staff in place, and was using special education staff to service ELLs. The Institute will ask for a plan to properly implement a compliant ELL program including staff qualifications prior as part of the renewal charter agreement. The Institute notes that ELL students were making progress academically, which is a component of an effective program.
- **Code of Ethics.** The education corporation did not amend its Code of Ethics to conform to the current requirements of the New York General Municipal Law.

## RENEWAL BENCHMARK CONCLUSIONS

- **By-laws.** The education corporation's by-laws had a few, technical deficiencies. The school, working with the Institute, will address these issues prior to signing its new charter contract.

## RENEWAL BENCHMARK CONCLUSIONS

### IS THE EDUCATION CORPORATION FISCALLY SOUND?

Based on evidence collected through the renewal review, LP Ocean Hill is fiscally sound. Although, the education corporation has relied upon contributions distributed from Uncommon's fundraising activities during its initial two years, the education corporation has consistently generated net operating revenue surpluses in every year, successfully managed cash flow and has adequate financial resources to ensure stable operations. The education corporation engages in realistic budgeting practices and conducts routine monitoring of revenues and expenses, making appropriate adjustments when necessary.

Uncommon supports LP Ocean Hill in the areas of fiscal operations by locating adequate facilities and coordinating the financing of major repairs, fundraising, preparing financial reports and budgets, recording and tracking income and expenses related to grants and contract, recording accounts payable invoices and cash receipts, preparing vendor checks, providing payroll services, reconciling bank accounts, safeguarding the school's assets, and managing all year-end financial and compliance reporting. The Uncommon management fee structure decreases over the charter term (10% down to 9.5% down to 9% in the first charter term) and continues to decrease with more economies of scale in the future. While the Uncommon financial model intends that all fully enrolled schools are financially sustainable, operating its program solely on public funding, the education corporation received approximately \$617k in contributions during its first two years of operations.

**Budgeting and Long-Range Planning.** Working in partnership with Uncommon, LP Ocean Hill employs clear budgetary objectives and budget preparation procedures. Over a three-month process, the Uncommon finance team coordinates the development of annual and long-term budgets with input from the school leadership staff and the board finance committee prior to presenting the proposed budget to the full board for consideration and approval.

- The education corporation develops realistic budgets and monitors them continually.
- Uncommon works closely with the school's director of operations in preparing extensive financial reports and reviews these reports with the network's director of finance on a bi-monthly basis.
- Prior to board meetings, the school leaders and board finance committee review the financial reports.
- Board minutes indicate that year-to-date financial reports are presented at regular meetings, although there is no indication that the board approves the reports.
- The projected five-year renewal budget reflects anticipated increases in revenues and expenses associated with planned enrollment growth as the school expands through grade 11 by the 5<sup>th</sup> year of the renewal charter term.
- The education corporation prepares a 10-year, long-term budget that it updates on an annual basis.

## RENEWAL BENCHMARK CONCLUSIONS

**Internal Controls.** LP Ocean Hill has a history of sound fiscal policies, procedures and practices and maintains appropriate internal controls.

- Uncommon operations manual guides all internal controls and procedures at LP Ocean Hill. The manual contains fiscal policies and procedures and undergoes annual reviews, with substantive updates requiring board approval.
- Uncommon provides the school's director of operations, the office manager and the special projects coordinator with professional development activities throughout the school year.
- LP Ocean Hill audit reports for June 30, 2014 and 2013 had no findings of deficiencies. However, the reports for 2011 and 2010 included reports of material weaknesses that included a misstatement of receivables and revenue related to state and local per pupil operating revenue and for overstating depreciation expense due to the use of the incorrect schedule. In addition, there was one finding of a significant deficiency related to installation charges being expensed rather than capitalized. Management appropriately addressed the deficiencies with no reports of recurrence in subsequent audits.
- Over the charter term, there have been various advisory comments provided to management including consistent adherence to Uncommon's substantial internal controls such as ensuring that written/signed approvals are secured from both the director of finance and the school's director of operations for funds transfer to Uncommon, dual signatures on checks greater than \$5k, finance committee meeting minutes being maintained, and record retention for all student files. The recommendations were appropriately addressed with no reports of recurrence in subsequent audits.
- SUNY authorized charter agreements have changed to include a required \$75,000 Dissolution Reserve Fund for the purpose of covering legal and administrative costs associated with the closure/dissolution of a school. To be funded, at a minimum, by reserving \$25,000 per year during the first three years of the charter term. The funds need to be identified in the financial statements and audit report notes to the financial statements. LP Ocean Hill will have to set these funds aside going forward unless it merges and other charter agreement provisions apply.

**Financial Reporting.** LP Ocean Hill has complied with financial reporting requirements by providing SUNY, NYSED and the NYCDOE with required financial reports that were on time, complete and followed generally accepted accounting principles ("GAAP").

- The education corporation presents its annual financial statements in accordance with GAAP and the independent audits of those statements have received unqualified opinions.
- The education corporation has generally filed key reports timely and accurately including: audit reports, budgets, cash-flow statements, un-audited reports of revenue, expenses and enrollments.

## RENEWAL BENCHMARK CONCLUSIONS

**Financial Condition.** LP Ocean Hill maintains adequate financial resources to ensure stable operations.

- The education corporation has posted a fiscally strong composite score on the SUNY Fiscal Dashboard.<sup>15</sup>
- As of June 30, 2014, LP Ocean Hill had total net assets of approximately \$2M.
- Each year, the LP Ocean Hill unrestricted net assets have increased and equal or exceed approximately 5 to 15 percent of the following year's operating budget.
- The education corporation has no long-term debt.
- LP Ocean Hill maintains adequate cash flow and on average 2.8 months of cash reserves to cover current bills and those coming due shortly. The recommended cash reserve would be a minimum of one month reserve therefore the dashboard reflects a medium risk in this category.

The SUNY Fiscal Dashboard, provided in the Appendix, presents color-coded tables and charts indicating that LP Ocean Hill has demonstrated fiscal soundness over the course of its charter term.<sup>16</sup>

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<sup>15</sup> The composite score assists in measuring the financial health of an education corporation using a blended score that measures the school's performance on key financial indicators. The blended score offsets financial strengths against areas where there may be financial weaknesses.

<sup>16</sup> The U.S. Department of Education has established fiscal criteria for certain ratios or information with high – medium – low categories, represented in the table as green – gray – red. The categories generally correspond to levels of fiscal risk, but must be viewed in the context of each Education Corporation and the general type or category of school.

## RENEWAL BENCHMARK CONCLUSIONS

### IF THE SUNY TRUSTEES RENEW THE EDUCATION CORPORATION'S AUTHORITY TO OPERATE THE SCHOOL, ARE ITS PLANS FOR THE SCHOOL REASONABLE, FEASIBLE AND ACHIEVABLE?

To the extent that LP Ocean Hill has met its academic Accountability Plan goals, has in place an effective educational program that supports achieving those goals, operates as an effective and viable organization and the education corporation is fiscally sound, the plans to implement the educational program as proposed during the next charter term are reasonable, feasible and achievable.

**Plans for the School's Structure.** The education corporation has provided all of the key structural elements for a charter renewal and those elements are reasonable, feasible and achievable.

### MISSION FOR THE NEXT CHARTER TERM

The mission Leadership Preparatory Ocean Hill Charter School is to prepare each student for college.

**Plans for the Educational Program.** LP Ocean Hill plans to continue to implement the same core elements that have led the school to meet its Accountability Plan goals during the current charter term while serving grades K-6; these core elements are likely to enable the school to meet its Accountability Plan goals in the future. Additionally, LP Ocean Hill plans to expand its grade span such that the school would serve students from Kindergarten through 11<sup>th</sup> grade during the final year of the next charter term. The school will implement middle and high school academic programs substantively similar to programs already in place in other SUNY authorized schools managed by Uncommon.

	Current Charter Term	End of Next Charter Term
Enrollment	596	866
Grade Span	K-6	K-11
Teaching Staff	36 (K-4), 7 (5-6)	36 (K-4), 25 (5-11)
Days of Instruction	185	185

**Plans for Board Oversight and Governance.** Board members express an interest in continuing to serve LP Ocean Hill in the next charter term and may add additional members in the future. However, a proposed merger with other charter schools managed by Uncommon could result in some trustees losing their seats through resignation or corporate dissolution.

## RENEWAL BENCHMARK CONCLUSIONS

**Fiscal & Facility Plans.** LP Ocean Hill plans to continue to provide elementary and middle grades instruction in its current NYCDOE facility and will likely seek additional co-located space to serve high school grades.

The school's Application for Charter Renewal contains all necessary elements as required by the Act. The proposed school calendar allots an appropriate amount of instructional time to meet or exceed instructional time requirements, and taken together with other academic and key design elements, should be sufficient to allow the school to meet its proposed Accountability Plan goals. The school has amended or will amend other key aspects of the renewal application including bylaws, code of ethics and programming for ELLs to comply with various provisions of the New York Education Law, Not-for-Profit Corporation Law, Public Officers Law and the General Municipal Law, and federal non-discrimination laws (chiefly Title VI of the Civil Rights Act of 1964 and federal regulations), as appropriate.

## APPENDIX: SCHOOL OVERVIEW

### Mission Statement

The mission of Leadership Preparatory Ocean Hill Charter School is to prepare each student for college.

### Board of Trustees

Board Member Name <sup>17</sup>	Position
Arvind Krishnamurthy	Chair
Michael Hall	Secretary
Carrie Abramson	Trustee
Nadine Augusta	Trustee
Caroline Curry	Treasurer
Ben Esner	Trustee
John Kim	Trustee
Matthew Klein	Trustee
Dyrnest Sinkler	Trustee
Jeff Wetzler	Vice Chair
Blonka Winkfield	Trustee
Julie Jackson	Trustee

### School Characteristics

School Year	Proposed Enrollment	Revised Enrollment	Actual Enrollment <sup>18</sup>	Proposed Grades	Actual Grades
2010-11	116	145	142	K-1	K-1
2011-12	171	232	232	K-2	K-2
2012-13	223	313	319	K-3	K-3
2013-14	272	477	475	K-4, 5	K-4, 5
2014-15	570	--	596	K-4, 5-6	K-4, 5-6

<sup>17</sup> Source: The Institute's board records at the time of the Renewal Review.

<sup>18</sup> Source: Institute's Official Enrollment Binder. (Figures may differ slightly from New York State Report Cards, depending on date of data collection.)

## APPENDIX: SCHOOL OVERVIEW

### Student Demographics

	2011-12		2012-13		2013-14 <sup>19</sup>
	% of School Enrollment	% of NYC CSD 23 Enrollment	% of School Enrollment	% of NYC CSD 23 Enrollment	% of School Enrollment
<b>Race/Ethnicity</b>					
American Indian or Alaska Native	1	0	1	1	1
Black or African American	88	80	86	78	84
Hispanic	3	18	6	19	11
Asian, Native Hawaiian, or Pacific Islander	0	1	1	1	0
White	0	1	1	1	0
Multiracial	7	0	6	0	4
<b>Special Populations</b>					
Students with Disabilities	15	20	6	20	8
English Language Learners	1	4	1	5	1
<b>Free/Reduced Lunch</b>					
Eligible for Free Lunch	80	79	24 <sup>20</sup>	75	71 <sup>21</sup>
Eligible for Reduced-Price Lunch	9	5	3	4	14 <sup>22</sup>
Economically Disadvantaged	87	93	87	92	84 <sup>23</sup>

### School Leaders

School Year(s)	Name(s) and Title(s)
2010-11 to Present	Nikeya Bridges, Principal (Grades K-4)
2013-14 to Present	Tim Carey, Principal (Grades 5-6)

<sup>19</sup> The Institute derived the 2013-14 Students with Disabilities, ELL and Economically Disadvantaged statistics from the school's October 2013 student enrollment report to NYSED (2013-14 BEDS Report). District data are not yet available. Because NYSED releases data up to a full year after the conclusion of any one school year, the data presented in this table may differ from current information reported by the school and included in this report.

<sup>20</sup> Source: data.nysesd.gov

<sup>21</sup> School self report.

<sup>22</sup> Ibid.

<sup>23</sup> Ibid.

## APPENDIX: SCHOOL OVERVIEW

### School Visit History

School Year	Visit Type	Evaluator (Institute/External)	Date
<b>2010-11</b>	First Year Visit	Institute	May 17, 2011
<b>2012-13</b>	Evaluation Visit	Institute	March 5, 2013
<b>2013-14</b>	Initial Renewal Visit	Institute	June 10, 2014

### Conduct of the Renewal Visit

Date(s) of Visit	Evaluation Team Members	Title
<b>June 10, 2014</b>	Heather Wendling	Senior Analyst
	Jeff Wasbes	Executive Deputy Director for Accountability

## APPENDIX: FISCAL DASHBOARD



**Charter Schools Institute**  
The State University of New York

Leadership Preparatory Ocean Hill Charter School

SCHOOL INFORMATION						
Opened 2010-11						
		2009-10	2010-11	2011-12	2012-13	2013-14
<b>FINANCIAL POSITION</b>						
<b>Assets</b>						
Current Assets						
Cash and Cash Equivalents - GRAPH 1	-	485,210	843,227	1,082,886	1,514,457	
Grants and Contracts Receivable	-	297,101	271,440	60,234	76,234	
Accounts Receivable	-	-	-	-	-	
Prepaid Expenses	-	30,210	22,284	94,551	45,596	
Contributions and Other Receivables	-	-	-	-	-	
<b>Total Current Assets - GRAPH 1</b>	-	812,521	1,136,951	1,237,671	1,636,287	
Property, Building and Equipment, net	-	201,918	415,365	589,876	677,431	
Other Assets	-	-	-	-	-	
<b>Total Assets - GRAPH 1</b>	-	1,014,439	1,552,316	1,827,547	2,313,718	
<b>Liabilities and Net Assets</b>						
Current Liabilities						
Accounts Payable and Accrued Expenses	-	83,770	146,996	199,782	316,397	
Accrued Payroll and Benefits	-	-	-	-	-	
Deferred Revenue	-	100,000	-	-	-	
Current Maturity of Long-Term Debt	-	-	-	-	-	
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-	
Other	-	-	-	-	-	
<b>Total Current Liabilities - GRAPH 1</b>	-	183,770	146,996	199,782	316,397	
L-T Debt and Notes Payable, net current maturities	-	-	-	-	-	
<b>Total Liabilities - GRAPH 1</b>	-	183,770	146,996	199,782	316,397	
<b>Net Assets</b>						
Unrestricted	-	830,669	1,405,320	1,627,765	1,912,321	
Temporarily restricted	-	-	-	-	85,000	
<b>Total Net Assets</b>	-	830,669	1,405,320	1,627,765	1,997,321	
<b>Total Liabilities and Net Assets</b>	-	1,014,439	1,552,316	1,827,547	2,313,718	
<b>ACTIVITIES</b>						
<b>Operating Revenue</b>						
Resident Student Enrollment	-	1,960,671	3,076,987	4,218,733	6,458,114	
Students with Disabilities	-	23,586	51,950	60,782	151,224	
<b>Grants and Contracts</b>						
State and local	-	504,461	-	-	-	
Federal - Title and IDEA	-	232,874	633,761	211,649	207,925	
Federal - Other	-	-	-	39,860	46,104	
Other	-	24	104	20,357	-	
Food Service/Child Nutrition Program	-	-	-	-	-	
<b>Total Operating Revenue</b>	-	2,721,616	3,762,802	4,551,381	6,863,371	
<b>Expenses</b>						
Regular Education	-	2,044,144	2,907,146	3,683,681	5,757,506	
SPED	-	-	-	158,580	-	
Regular Education & SPED (combined)	-	-	-	-	-	
Other	-	-	-	-	-	
<b>Total Program Services</b>	-	2,044,144	2,907,146	3,842,261	5,757,506	
Management and General	-	363,986	381,005	486,674	764,645	
Fundraising	-	-	-	-	-	
<b>Total Expenses - GRAPHS 2, 3 &amp; 4</b>	-	2,408,130	3,288,151	4,328,935	6,522,151	
<b>Surplus / (Deficit) From School Operations</b>	-	313,486	474,651	222,446	341,220	
<b>Support and Other Revenue</b>						
Contributions	-	517,183	100,000	-	-	
Fundraising	-	-	-	-	-	
Miscellaneous Income	-	-	-	-	28,336	
Net assets released from restriction	-	-	-	-	-	
<b>Total Support and Other Revenue</b>	-	517,183	100,000	-	28,336	
Total Unrestricted Revenue	-	3,238,799	3,862,802	4,551,381	6,891,707	
Total Temporally Restricted Revenue	-	-	-	-	-	
<b>Total Revenue - GRAPHS 2 &amp; 3</b>	-	3,238,799	3,862,802	4,551,381	6,891,707	
<b>Change in Net Assets</b>						
<b>Net Assets - Beginning of Year - GRAPH 2</b>	-	830,669	574,651	222,446	369,556	
Prior Year Adjustment(s)	-	-	830,669	1,405,320	1,627,766	
<b>Net Assets - End of Year - GRAPH 2</b>	-	830,669	1,405,320	1,627,766	1,997,321	

# APPENDIX: FISCAL DASHBOARD



**Charter Schools Institute**  
The State University of New York

## Leadership Preparatory Ocean Hill Charter School

### SCHOOL INFORMATION - (Continued)

#### Functional Expense Breakdown

Personnel Service	
Administrative Staff Personnel	- 1,268,778
Instructional Personnel	- 1,666,529
Non-Instructional Personnel	- - -
Personnel Services (Combined)	- - -
Total Salaries and Staff	- 1,268,778
Fringe Benefit & Payroll Taxes	- 215,272
Retirement	- - -
Management Company Fees	- 221,799
Building and Land Rent / Lease	- 4,904
Staff Development	- 122,248
Professional Fees, Consultant & Purchased Services	- 16,700
Marketing / Recruitment	- - -
Student Supplies, Materials & Services	- 215,199
Depreciation	- 131,913
Other	- 216,221
<b>Total Expenses</b>	<b>- 2,408,130</b>

2009-10	2010-11	2011-12	2012-13	2013-14
-	1,268,778	139,497	164,096	333,668
-	-	1,666,529	2,376,787	3,512,915
-	-	-	-	-
-	-	-	-	-
-	1,268,778	1,806,026	2,540,883	3,846,583
-	215,272	287,625	397,930	567,433
-	-	-	-	-
-	221,799	323,370	449,116	647,641
-	-	4,904	14,729	35,234
-	122,248	143,618	166,281	269,781
-	16,700	15,046	15,931	21,299
-	-	-	-	-
-	215,199	222,433	195,454	329,939
-	131,913	180,017	187,124	260,615
-	216,221	305,112	361,487	543,626
-	2,408,130	3,288,151	4,328,935	6,522,151

### SCHOOL ANALYSIS

#### ENROLLMENT

Chartered Enroll	- 116
Revised Enroll	- 145
Actual Enroll - GRAPH 4	- 143
Chartered Grades	K-1
Revised Grades	-

2009-10	2010-11	2011-12	2012-13	2013-14
-	116	171	223	272
-	145	232	313	477
-	143	228	319	475
P-Year	K-1	K-2	K-3	K-4, 5
-	-	-	-	-

#### Primary School District: New York City

Per Pupil Funding (Weighted Avg of All Districts)	- 13,527
Increase over prior year	0.0%

-	13,527
0.0%	8.7%

Average -  
5 Yrs.  
OR Charter  
Term

#### PER STUDENT BREAKDOWN

##### Revenue

Operating	- 19,032
Other Revenue and Support	- 3,617
<b>TOTAL - GRAPH 3</b>	<b>- 22,649</b>

2009-10	2010-11	2011-12	2012-13	2013-14
-	116	171	223	272
-	145	232	313	477
-	143	228	319	475

16,063  
1,029  
17,092

##### Expenses

Program Services	- 14,295
Management and General, Fundraising	- 2,545
<b>TOTAL - GRAPH 3</b>	<b>- 16,840</b>
% of Program Services	84.9%
% of Management and Other	15.1%

2009-10	2010-11	2011-12	2012-13	2013-14
-	19,032	16,504	14,268	14,449
-	3,617	439	-	60
-	22,649	16,942	14,268	14,509

12,803  
1,838  
14,641  
87.6%  
12.4%  
16.7%

##### Student to Faculty Ratio

-	13.0
9.5	9.5

9.3

##### Faculty to Admin Ratio

-	1.6
12.0	16.8

12.8

##### Financial Responsibility Composite Scores - GRAPH 6

Score	0.0
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 / Fiscally Needs Monitoring < 1.0	Fiscally Strong

0.0	2.8
N/A	Fiscally Strong

2.8  
Fiscally Strong

##### Working Capital - GRAPH 7

Net Working Capital	0
As % of Unrestricted Revenue	19.4%
Working Capital (Current) Ratio Score	25.6%
Risk (Low ≥ 3.0 / Medium 1.4 - 2.9 / High < 1.4)	22.8%
Rating (Excellent ≥ 3.0 / Good 1.4 - 2.9 / Poor < 1.4)	19.2%

2009-10	2010-11	2011-12	2012-13	2013-14
0	628,751	989,955	1,037,889	1,319,890
0.0%	19.4%	25.6%	22.8%	19.2%
0.0	4.4	7.7	6.2	5.2
N/A	LOW	LOW	LOW	LOW
N/A	Excellent	Excellent	Excellent	Excellent

994,121  
21.7%  
5.9  
LOW  
Excellent

##### Quick (Acid Test) Ratio

Score	0.0
Risk (Low ≥ 2.5 / Medium 1.0 - 2.4 / High < 1.0)	LOW

N/A	4.3
N/A	LOW
N/A	Excellent

5.6  
LOW  
Excellent

##### Debt to Asset Ratio - GRAPH 7

Score	0.0
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)	LOW

2009-10	2010-11	2011-12	2012-13	2013-14
0.0	0.2	0.1	0.1	0.1
N/A	LOW	LOW	LOW	LOW
N/A	Excellent	Excellent	Excellent	Excellent

0.1  
LOW  
Excellent

##### Months of Cash - GRAPH 8

Score	0.0
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)	MEDIUM

N/A	2.4
N/A	MEDIUM
N/A	Good

2.8  
MEDIUM  
Good

# APPENDIX: FISCAL DASHBOARD

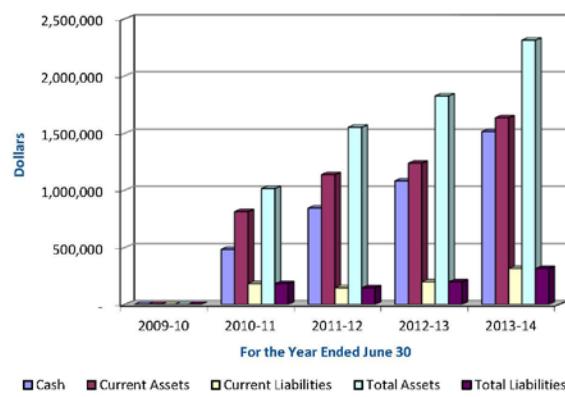


**Charter Schools Institute**  
The State University of New York

## Leadership Preparatory Ocean Hill Charter School

**GRAPH 1**

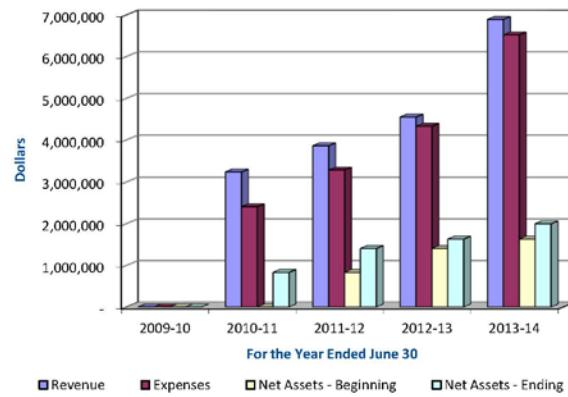
**Cash, Assets and Liabilities**



This chart illustrates the relationship between assets and liabilities and to what extent cash reserves makes up current assets. Ideally for each subset, subsets 2 thru 4, (i.e. current assets vs. current liabilities), the column on the left is taller than the immediate column on the right; and, generally speaking, the bigger that gap, the better.

**GRAPH 2**

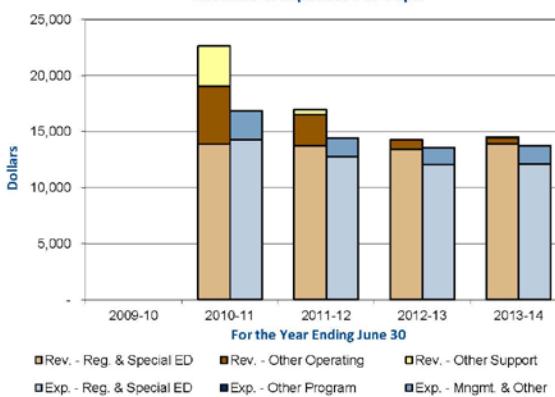
**Revenue, Expenses and Net Assets**



This chart illustrates total revenue and expenses each year and the relationship those subsets have on the increase/decrease of net assets on a year-to-year basis. Ideally subset 1, revenue, will be taller than subset 2, expenses, and as a result subset 3, net assets - beginning, will increase each year building a more fiscally viable school.

**GRAPH 3**

**Revenue & Expenses Per Pupil**



This chart illustrates the breakdown of revenue and expenses on a per pupil basis. Caution should be exercised in making school-by-school comparisons since schools serving different missions or student populations are likely to have substantially different educational cost bases. Comparisons with similar schools with similar dynamics are most valid.

**GRAPH 4**

**Enrollment vs. Operating Expenses**



This chart illustrates to what extent the school's operating expenses have followed its student enrollment pattern. A baseline assumption that this data tests is that operating expenses increase with each additional student served. This chart also compares and contrasts growth trends of both, giving insight into what a reasonable expectation might be in terms of economies of scale.

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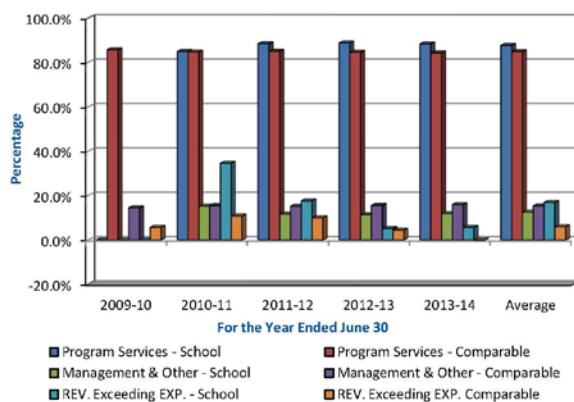
## Leadership Preparatory Ocean Hill Charter School

Comparable School, Region or Network: New York City & Long Island Schools

\* Average = Average - 5 Yrs. OR Charter Term

**GRAPH 5**

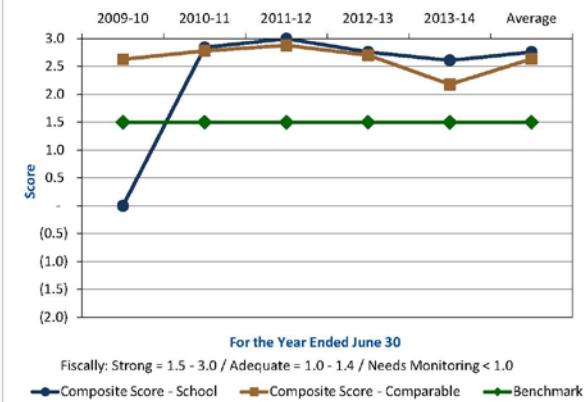
**% Breakdown of Expenses**



This chart illustrates the percentage expense breakdown between program services and management & others as well as the percentage of revenues exceeding expenses. Ideally the percentage expense for program services will far exceed that of the management & other expense. The percentage of revenues exceeding expenses should not be negative. Similar caution, as mentioned on GRAPH 3, should be used in comparing schools.

**GRAPH 6**

**Composite Score**

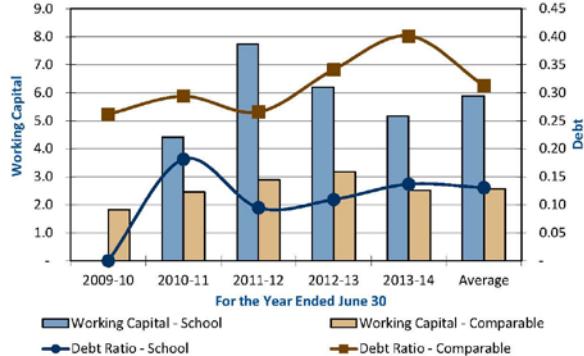


This chart illustrates a school's composite score based on the methodology developed by the United States Department of Education (USDOE) to determine whether private not-for-profit colleges and universities are financially strong enough to participate in federal loan programs. These scores can be valid for observing the fiscal trends of a particular school and used as a tool to compare the results of different schools.

**GRAPH 7**

**Working Capital & Debt to Asset Ratios**

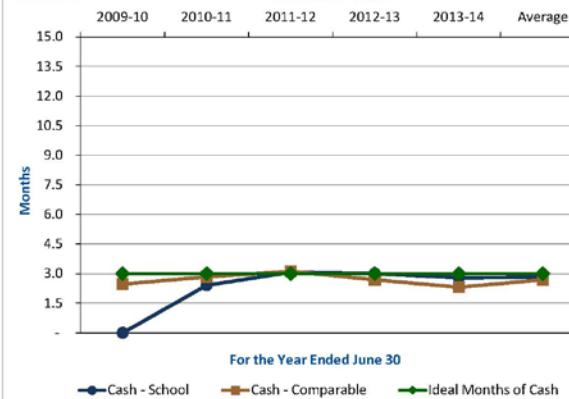
WORKING CAPITAL RATIO - Risk = Low > 3.0 / Medium 1.4 - 2.9 / High < 1.4  
DEBT TO ASSET RATIO - Risk = Low < 0.50 / Medium 0.51 - .95 / High > 1.0



This chart illustrates Working Capital and Debt to Asset Ratios. The Working Capital ratio indicates if a school has enough short-term assets to cover its immediate liabilities/short term debt. The Debt to Asset ratio indicates what proportion of debt a school has relative to its assets. The measure gives an idea to the leverage of the school along with the potential risks the school faces in terms of its debt-load.

**GRAPH 8**

**Months of Cash**



This chart illustrates how many months of cash the school has in reserves. This metric is to measure solvency – the school's ability to pay debts and claims as they come due. This gives some idea of how long a school could continue its ongoing operating costs without tapping into some other, non-cash form of financing in the event that revenues were to cease flowing to the school.

# APPENDIX: PERFORMANCE SUMMARIES

## SCHOOL PERFORMANCE SUMMARY: English Language Arts Leadership Prep Ocean Hill Charter School



	2011-12				MET	2012-13				MET	2013-14				MET		
	Grades Served:		Grades Served: K-3			Grades Served: K-5					Grades Served: K-5						
	Grades	All Students % (N)	2+ Years Students % (N)	Grades	All Students % (N)	2+ Years Students % (N)	Grades	All Students % (N)	2+ Years Students % (N)		Grades	All Students % (N)	2+ Years Students % (N)	Grades	All Students % (N)		
<b>ABSOLUTE MEASURES</b>	3	(0)	(0)	3	61.8 (55)	62.7 (51)	3	80.0 (80)	85.9 (71)		4	83.3 (54)	82.4 (51)	4	55.1 (214)	84.4 (122)	NA
1. Each year 75 percent of students who are enrolled in at least their second year will perform at proficiency on the New York State exam.	4	(0)	(0)	4	(0)	(0)	5	(0)	(0)		5	11.3 (80)	(0)	5	139	89	NA
	5	(0)	(0)	6	(0)	(0)	6	(0)	(0)		6	(0)	(0)	6	12.0	YES	
	6	(0)	(0)	7	(0)	(0)	7	(0)	(0)		7	(0)	(0)	7	20.9	YES	
	7	(0)	(0)	8	(0)	(0)	8	(0)	(0)		8	(0)	(0)	8	50.0	YES	
	All	(0)	(0)	All	61.8 (55)	62.7 (51)	All	55.1 (214)	84.4 (122)		All	160		All	57.0		
<b>COMPARATIVE MEASURES</b>	Grades	PI	AMO	Grades	PLI	AMO	Grades	PI	AMO		Grades	PI	AMO	Grades	PI	AMO	
2. Each year the school's aggregate Performance Level Index on the State exam will meet the Annual Measurable Objective set forth in the State's NCLB accountability system.	3			3			3-5				3			3			
	Grades	School	District	Grades	School	District	Grades	School	District		Grades	School	District	Grades	School	District	
	NA			NA			NA				NA			NA			
3. Each year the percent of students enrolled in at least their second year and performing at proficiency will be greater than that of students in the same grades in the local district.	Comparison:			Comparison: Brooklyn District 23			Comparison: Brooklyn District 23				Comparison: Brooklyn District 23			Comparison: Brooklyn District 23			
	Grades	School	District	Grades	School	District	Grades	School	District		Grades	School	District	Grades	School	District	
	NA			NA			NA				NA			NA			
4. Each year the school will exceed its predicted percent of students at proficiency on the state exam by at least a small Effect Size (at least 0.3) based on its percentage of Economically Disadvantaged students.	% ED	Actual	Predicted	Effect Size	% ED	Actual	Predicted	Effect Size	% ED	Actual	Predicted	Effect Size	% ED	Actual	Predicted	Effect Size	
	87.0	61.8	19.3	3.42	87.0	61.8	19.3	3.42	84.4	55.1	20.9	2.46	84.4	55.1	20.9	2.46	
<b>GROWTH MEASURE</b>	Grades	School	State	Grades	School	State	Grades	School	State		Grades	School	State	Grades	School	State	
5. Each year, the school's unadjusted mean growth percentile will meet or exceed the state's unadjusted median growth percentile.	4			4			4				4			4			
	5			5			5				5			5			
	6			6			6				6			6			
	7			7			7				7			7			
	8			8			8				8			8			
	All		50.0	All			All				All			All			

# APPENDIX: PERFORMANCE SUMMARIES

## SCHOOL PERFORMANCE SUMMARY: Mathematics

### Leadership Prep Ocean Hill Charter School



	2011-12 Grades Served:			MET	2012-13 Grades Served: K-3			MET	2013-14 Grades Served: K-5			MET	
	Grades	All Students % (N)	2+ Years Students % (N)		Grades	All Students % (N)	2+ Years Students % (N)		Grades	All Students % (N)	2+ Years Students % (N)		
	3	(0)	(0)		3	80.0 (55)	80.4 (51)		3	100.0 (80)	100.0 (71)		
<b>ABSOLUTE MEASURES</b>	4	(0)	(0)		4	(0)	(0)		4	98.1 (54)	98.0 (51)		
1. Each year 75 percent of students who are enrolled in at least their second year will perform at proficiency on the New York State exam.	5	(0)	(0)		5	(0)	(0)		5	38.8 (80)	(0)		
	6	(0)	(0)		6	(0)	(0)		6	(0)	(0)		
	7	(0)	(0)		7	(0)	(0)		7	(0)	(0)		
	8	(0)	(0)		8	(0)	(0)		8	(0)	(0)		
	All	(0)	(0)		All	80.0 (55)	80.4 (51)	NA	All	76.6 (214)	99.2 (122)	NA	
2. Each year the school's aggregate Performance Level Index on the State exam will meet the Annual Measurable Objective set forth in the State's NCLB accountability system.	Grades	PI	AMO		Grades	PLI	AMO		Grades	PI	AMO		
					3	180			3-5	166	86	NA	
<b>COMPARATIVE MEASURES</b>	Comparison:				Comparison: Brooklyn District 23				Comparison: Brooklyn District 23				
3. Each year the percent of students enrolled in at least their second year and performing at proficiency will be greater than that of students in the same grades in the local district.	Grades	School	District	NA	Grades	School	District		Grades	School	District		
					3	80.4	12.9	YES	3-4	99.2	12.0	YES	
4. Each year the school will exceed its predicted percent of students at proficiency on the State exam by at least a small Effect Size (at least 0.3) based on its percentage of Economically Disadvantaged students.	% ED	Actual	Predicted	Effect Size	% ED	Actual	Predicted	Effect Size	% ED	Actual	Predicted	Effect Size	
					87.0	80.0	22.9	3.41	YES	84.3	76.6	29.4	2.54
<b>GROWTH MEASURE</b>	Grades	School	State		Grades	School	State		Grades	School	State		
5. Each year, the school's unadjusted mean growth percentile will meet or exceed the state's unadjusted median growth percentile.	4				4				4	77.0			
	5				5				5	68.1			
	6				6				6	0.0			
	7				7				7	0.0			
	8				8				8	0.0			
	All				All				All	71.9	50.0	YES	