Ocean Hill Collegiate CHARTER SCHOOL

2010-11 ACCOUNTABILITY PLAN PROGRESS REPORT

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Hanna Campbell prepared this 2010-11 Accountability Progress Report on behalf of the school's board of trustees:

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INTRODUCTION

The mission of Ocean Hill Collegiate Charter School (OHC) is to prepare each student for college. Ocean Hill Collegiate Charter School opened on August 31, 2010. The school opened with 5th grade and will grow to serve students in grades 5-12 over time.

Ocean Hill Collegiate Charter School's school design includes seven core components.

Focus on Literacy. Many of our students beginning in grade 5 are reading substantially below grade level. If a school does not address this dramatic and central issue immediately, students will be at a huge disadvantage in all subjects in high school and college. The ultimate academic success of OHC students, therefore, is tied to mastering this fundamental skill. In 2010-11, OHC provided explicit instruction in literacy skills and inculcated the reading habit through:

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

Target Curriculum Focused on Basic Skills. OHC does not use an off-the-shelf curriculum. Rather, OHC develops curriculum directly from the New York State Learning Standards that ensures students master a core set of basic academic skills before they can master higher-level, abstract material.

OHC teachers pay particularly close attention to the topics, sequence, and performance standards outlined in the New York State standards. This ensures that students are mastering the same material as their peers throughout New York State. At the same time, we trust teachers to adapt the subject topics and performance standards according to their professional expertise. OHC teachers create a comprehensive curriculum for their subject, saved on the school's shared drive, with a year-long scope and sequence, individual unit plans, daily lesson plans, and assessment materials. Not only does this provide the school with a record of individual course instruction but this also serves as a valuable curricular planning resource for returning and future teachers.

Assess Early and Often to Drive the Instructional Program. The most effective schools use assessment to diagnose student needs, measure instructional impact, and build a culture of continuous reflection and improvement. In addition to the TerraNova Assessments and New York State Social Studies, Mathematics, and English Language Arts exams, OHC administered three internally-aligned Interim Assessments and one Final Exam in Math, English Language Arts, Science and History. These tests assessed ongoing student mastery of Math, Reading/Writing, Science and History skills and standards throughout the year and provided immediate data on individual student and class growth. OHC teachers, with the support of the Principal, used this data to identify standards mastered and standards in need of re-teaching so that lesson plans could be continuously adjusted. OHC also utilized the information to target content- and skills-driven tutoring and small-group instruction afterschool and on Saturdays.

Make More Time. In order to provide students with a comprehensive, college preparatory education, Ocean Hill Collegiate has a longer-than-usual school day and longer-than-usual school year. For most students, the regular school day began at 7:45 AM and ended at 4:30 PM. For those receiving tutoring and homework help, the day ended at 5:30 PM.

With hour-long periods four days a week and 40 minute periods on Wednesdays to allow for significant staff meeting and professional development time – fifth grade students at Ocean Hill Collegiate received weekly:

- 10 periods of Mathematics
- 10 periods of English Language Arts (Reading and Writing)
- 5 periods of Social Studies
- 5 periods of Science
- 3 periods of Enrichment

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

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

Ocean Hill Collegiate students began talking about college on the first day of school as their advisories are named after the alma maters of their teachers. Through informal conversations in advisory and in classes, students learned about the college application process, financial aid, dorm-life, selecting a major, and other important aspects of college survival. Our 5th grade students visited Harvard University and Columbia University on field trips during the school year.

During the regular school day, from 3:30 to 4:30 PM four days per week, OHC offers a variety of rotating electives, including:

- Drumming
- Yoga
- Jazz Funk Dance
- P.E.
- Computer Literacy
- Irish Dance
- Drama

From 4:30 to 5:30 PM, OHC offers subject-specific tutoring.

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

Provide Structure and Order. Students need a safe and orderly environment to be productive. In 2010-11, OHC created a calm, composed, and disciplined environment to maximize the amount of time on-task. Strategies included:

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

Insist on Family Involvement. OHC's educational program is structured so that families must be involved in their child's academic pursuits. In 2010-11, OHC families:

- picked up their child's report card in person at the school three times;
- met with teachers and staff on dozens of occasions to formally and informally discuss their child's academic and behavioral performance;
- maintained an open line of communication with their child's teachers through in-person meetings, bi-weekly advisory phone calls, and e-mails;
- were called at home or at work each day if their child earned a detention;
- attended Family Involvement Committee meetings throughout the year to better understand the curricular program, learn about summer camp opportunities, and talk about how to communicate with their pre-teen;
- were asked to offer input on the school on mid-year and year-end surveys, grading the school on how it was doing;
- were offered the opportunity to participate in a potluck and watch their children perform in their chosen Enrichment activity at two public performances during the course of the year

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2006-07														
2007-08														
2008-09														
2009-10														
2010-11						79								79

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts
Students will be proficient readers and writers of the English language.

Background

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

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

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

- Criterion-referenced New York State exams in English Language Arts
- Norm-referenced TerraNova Assessments in Reading and Language Arts;
- Internally developed Interim Assessments in English Language Arts
- Internally developed Final Examination in English Language Arts.

Each fall for new students, and each spring for returning students, Ocean Hill Collegiate Charter School administers in grades 5 and 6 exams in Reading, Language Arts and Mathematics using the TerraNova Assessment (the CTB/McGraw-Hill TerraNova 3rd Edition Multiple Assessments). All students are then subsequently tested each spring to a) demonstrate their progress over the course of one academic year, and b) compare student performance relative to students nationwide. The TerraNova was selected since its format and the types of questions it contains more closely parallel the New York State exams than other similar, norm-referenced exams.

Ocean Hill Collegiate Charter School administered four internally developed and aligned Interim Assessments in English Language Arts (Reading and Writing) during the 2010-11 school year, including one Final Exam. These assessments were created to reflect the school's scope and sequence in Reading and Writing, and to mirror the style and scope of the New York State English Language Arts exams. Similar to the state exam, the ELA Interim Assessments were administered in two parts: 3-4 reading passages accompanied by multiple choice questions and a listening comprehension section with multiple choice and open response questions or an extended response/essay section. The assessments also included at least two editing passages that assessed student mastery of grammar, capitalization, and punctuation skills.

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

OHC also utilized the information to target content- and skills-driven tutoring and re-teaching after school and on Saturdays.

Goal 1: Absolute Measure
Each year through 2008-09, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State English language arts examination.

In 2009-10 and 2010-11, 75 percent of all tested students who are enrolled in at least their second year will perform at or above the state's Time Adjusted Level 3 cut scores on the New York State English Language arts examination.[1]

Method

The school administered the New York State Testing Program English language arts assessment to students in grade 5 in April 2011. Each student's raw score has been converted to a grade-specific scaled score and a performance level. Through 2008-09, the criterion for success on this measure required students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4. For 2009-10 and 2010-11, the criterion for success on this measure requires students to have a Scale Score at or above the state's Time Adjusted Level 3 cut scores[1], presented in the table below.

Grade	Time Adjusted Cut Scores
	Level 3
3	657
4	654
5	654
6	654
7	652
8	652

[1] In order to abide by the measures to which schools are held accountable in their school's Accountability Plans, the Institute will continue to use the Time Adjusted Level 3 cut scores, which provide year-to-year consistency with the Plan's standard while accounting for the timing of the test administration (i.e., SED now gives the test later in the school year).

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 been enrolled for less than one year.

2010-11 State English Language Arts Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested[2]			Total Enrolled
		IEP	ELL	Absent	
3					
4					
5	79				79
6					
7					
8					
All	79				79

Results

As a first-year school, this measure in not applicable to OHC this year. However, our students' performance on the State ELA exam this spring demonstrates that we are making progress towards meeting this measure. Of all students tested, **75%** scored at or above a Scale Score of 654.

Charter School Performance on 2010-11 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year

Grade	Population	Percent Scoring at or above Time Adjusted Level 3 Cut Score	Number Tested
3	All Students		
	Students in At Least 2nd Year		
4	All Students		
	Students in At Least 2nd Year		
5	All Students	75%	79
	Students in At Least 2nd Year	**N/A**	**N/A**
6	All Students		
	Students in At Least 2nd Year		
7	All Students		
	Students in At Least 2nd Year		
8	All Students		
	Students in At Least 2nd Year		
All	All Students	75%	79

[2] 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.

	Students in At Least 2nd Year	**N/A**	N/A

Evaluation

If this measure applied to students in their first year at the school, we would have met it. Based on this year's performance, we expect our success against this measure will only increase as our students move into their second yearat Ocean Hill Collegiate.

Additional Evidence

N/A

Goal 1: Absolute Measure
Each year, the school's aggregate Performance Index (PI) on the State English language arts exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards all students being proficient by the year 2013-14. As a result, the state sets an Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal that 100 percent of students will ultimately be proficient in the state's learning standards in English Language Arts. To achieve this measure, all tested students must have a Performance Index (PI) value that equals or exceeds this year's English language arts AMO.

As SED has not yet determined this year's AMO, schools need not calculate their Performance Index and may omit reporting on this measure.

Goal 1: Comparative Measure
Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the state English language arts exam will be greater than that of all students in the same tested grades in the local school district.

Method

Tested students who were enrolled in at least their second year are compared 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 and the results for the respective grades in the local school district, as well as between the total result of 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.

Results

As we have just completed our first school year, we do not have any students enrolled in at least their second year at our school so this measure and the accompanying chart are not yet applicable to us. However, we know that we are making solid progress towards this goal since 41% of our students

performed at Level 3 and 4 in their first year at the school, which outperformed students in our Community School District (CSD 23) in 5th grade by 6 percentage points.

2010-11 State English Language Arts Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at Levels 3 and 4			
	Charter School Students In At Least 2nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3				
4				
5	N/A	N/A	34.8%	977
6				
7				
8				
All				

Evaluation

N/A

Additional Evidence

N/A

Goal 1: Comparative Measure
Each year, the school will exceed its predicted level of performance on the state English language arts exam by at least a small Effect Size (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.

Method

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

Given the timing of the state's release of poverty data, the 2010-11 analysis is not yet available.

Results

Results are to be determined once the state's release of poverty data and the 2010-11 analysis is available.

2010-11 English Language Arts Comparative Performance by Grade Level

Grade	Percent Eligible for Free Lunch	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3						
4						
5						
6						
7						
8						
All						

School's Overall Comparative Performance:
Not Yet Available

Evaluation

TBD

Additional Evidence

TBD

Goal 1: Growth Measure
On the current year's state English language arts exam, each grade-level cohort will reduce by one-half the gap between the percent at or above Level 3 on the previous year's state English language arts exam and 75 percent at or above Level 3. If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, that cohort is expected to show at least an increase in the current year.

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 towards the absolute measure of 75 percent of students performing at or above proficient. Each grade level cohort consists of those students who took the state exam in 2010-11 and also have a state exam score in 2009-10. It includes students who repeated the grade. Students who repeated the grade are included in their current grade level cohort, not the cohort to which they previously belonged. In addition, the aggregate of all cohorts is examined to determine the growth of all students who took a state exam in both years.

Results

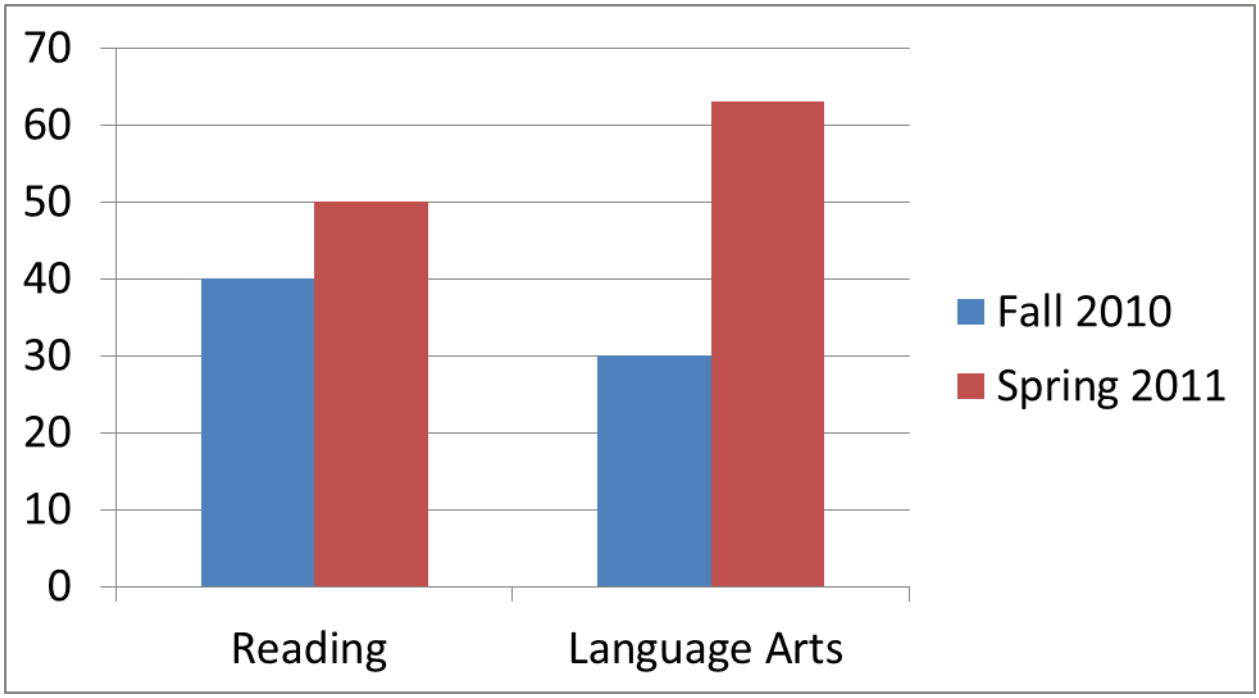
The following table presents the cohort growth data for students within a grade level cohort who took the state exam in 2010-11 and also have a state exam score in 2009-10. In 5th grade, the percentage scoring at or above a Level 3 decreased slightly from 40% to 37%. We did not meet the measure this year, perhaps partially because the metric itself changed and the state exam academics and scoring continued to grow more rigorous. Despite that, we are committed to continuing to improve our students' success in English Language Arts.

Cohort Growth on State English Language Arts Exam from 2009-10 to 2010-11

Grade	Cohort Size	Percent Performing At or Above Level 3			Target Achieved
		2009-10	Target	2010-11	
4					
5	70	40.0%	57.5%	37.1%	NO
6					
7					
8					
All	70	40.0%	57.5%	37.1%	NO

Additional Evidence

The table below shows the percentage of students performing at or above grade level as determined by the TerraNova test. In the fall of 2010, when our fifth grade students first enrolled at Ocean Hill Collegiate, only 40% performed at or above grade level on Reading and 30% on Language Arts. In the spring of 2011, after those same 5th graders had a year of instruction at Ocean Hill Collegiate, 50% were able to perform at or above grade level on Reading and 63% were able to perform at or above grade level on the Language Arts exam.



Summary of the English Language Arts Goal

We look forward to next year's data, which will present us with our first opportunity to measure the proficiency of tested students who are enrolled at Ocean Hill Collegiate for their second year. This will allow us to ascertain our school's performance along the absolute measure of 75% of tested students enrolled in their second year performing at or above Level 3. It will also enable us to assess our achievement of the comparative measure of the percentage of tested students enrolled in their second year demonstrating proficiency exceeding that of all students of the same grade level in the local school district.

The data was also not yet available as of the writing of this report for the comparative measure of exceeding our predicted level of performance on the State exam by at least a small Effect Size.

In terms of the other measures, we did not achieve the measure of every grade-level cohort reducing by one-half the gap between the percent at or above a proficiency level of 3 on the previous year's State exam and 75% at or above a proficiency level of 3 on the current year's state exam as a school overall, though we are committed to continuing to improve our English Language Arts instruction and look forward to receiving more data next year.

Type	Measure	Outcome
Absolute	75 percent of all tested students who are enrolled in at least their second year will perform at or above at or above the Time Adjusted Level 3 cut score on the New York State examination.	N/A
Absolute	Each year, the school's aggregate Performance Index (PI) on the State exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	TBD
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district.	N/A
Comparative	Each year, the school will exceed its predicted level of performance on the State exam by at least a small Effect Size.	N/A
Growth	On the 2010-11 state exam, each grade-level cohort will reduce by one-half the gap between the percent at or above level 3 on the 2009-10 state exam and 75 percent at or above Level 3.	Did Not Achieve

Action Plan

To achieve this goal, next year, we plan on implementing several important steps:

- Our guided reading program is now a discrete period, in addition to the hour-long Reading class, ensuring additional accountability and time preserved for Reading. Our students now have 2.5 hours daily (with the exception of Wednesdays) of ELA instruction.
- Several of our veteran teachers with significant classroom experience have taken on mentoring and coaching roles in our ELA department to ensure that our curriculum is rigorous and is reflective of the Common Core standards.
- We are including more reading and writing focused activities in subjects such as math and science.
- We are incorporating more non-fiction reading in all of our classes.
- Students are learning how to actively read- taking notes, underlining, and highlighting important information, in their small guided reading groups.

- We will continue to increase opportunities for students to participate in independent reading this year. We will roll-out our expanded, school-wide, leveled library in two weeks. We have a staff member who will check out books to students from the library each day during Advisory and who will hold students accountable to reading each book.
- We have formalized the responsibilities and roll out of the Accelerated Reader program to ensure active participation and enjoyment.
- We have hired one additional Special Education teacher to help our students with IEPs and students at risk of academic failure receive more pull-out support through targeted guided reading groups.
- We have also formalized our training of guided reading teachers (including the Dean of Students), including the use of video to model effective guided reading techniques, co-observations of teachers to provide feedback on guided reading instruction, goal-setting (moving at least a level each assessment) and a shared scope and sequence of objectives and books to be taught across leveled books.
- We will continue to target students who scored a 1 or 2 on State ELA Exams through Saturday School, lunch and after-school tutoring to help remediate students' basic skills and better prepare them for the myriad skills they will need to demonstrate proficiency on the state exam and beyond. In preparation for next year's state exams, these students will be prioritized for additional pre-State Exam tutoring.
- -We have switched from our traditional Wilson phonics program to a more accelerated program called Boost and Blitz in which our most struggling readers will see results faster as they move more quickly though the phonics curriculum.
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MATHEMATICS

Goal 2: Mathematics

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

Background

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

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

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

Each fall for new students, and each spring for returning students, Ocean Hill Collegiate Charter School administers in grades 5 and 6 exams in Reading, Language Arts and Mathematics using the TerraNova Assessment (the CTB/McGraw-Hill TerraNova 3rd Edition Basic Multiple Assessments). All students are then subsequently tested each spring to a) demonstrate their progress over the course of one academic year, and b) compare student performance relative to students nationwide. The TerraNova was selected since its format and the types of questions it contains more closely parallel the New York State exams than other similar, norm-referenced exams. This spring, we administered the CTB/McGraw-Hill TerraNova 3rd Edition Multiple Assessments for our 5th graders.

Ocean Hill Collegiate Charter School administered 4 internally developed and aligned Interim Assessments, including a Final Exam in Math during the 2010-11 school year. These assessments were created to reflect the school's scope and sequence in Math, and to mirror the style and scope of the New York State Math exams. Similar to the state exam, the Math Interim Assessments were administered in two parts; a 25-35 question multiple-choice section and a 6-12 question open-response section. The assessments focused primarily on the most recently covered standards, with a smaller focus on cumulative skills and standards covered in previous units.

After the tests were administered, OHC teachers graded each exam and entered individual performance data into a shared template for detailed test analysis. With the individual student, whole class, and whole grade data, OHC teachers analyzed the data and developed strategic plans to re-

teach specific standards to individuals, small groups, and classes. OHC also utilized the information to target content- and skills-driven tutoring after school and on Saturdays.

Goal 1: Absolute Measure
Each year through 2008-09, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State mathematics examination.

In 2009-10 and 2010-11, 75 percent of all tested students who are enrolled in at least their second year will perform at or above the state's Time Adjusted Level 3 cut scores on the New York State mathematics examination[3].

Method

The school administered the New York State Testing Program mathematics assessment to students in grade 5 in May 2011. Each student's raw score has been converted to a grade-specific scaled score and a performance level. Through 2008-09, the criterion for success on this measure required students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4. For 2009-10 and 2010-11, the criterion for success on this measure requires students to have a Scale Score at or above the state's Time Adjusted Level 3 cut scores[1], presented in the table below.

Grade	Time Adjusted Cut Scores
	Level 3
3	656
4	655
5	653
6	653
7	651
8	652

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 been enrolled for less than one year.

2010-11 State Mathematics Exam
Number of Students Tested and Not Tested

Grade	Total	Not Tested[4]	Total

[3] In order to abide by the measures to which schools are held accountable in their school's Accountability Plans, the Institute will continue to use the Time Adjusted Level 3 cut scores, which provide year-to-year consistency with the Plan's standard while accounting for the timing of the test administration (i.e., SED now gives the test later in the school year).
[4] 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					
4					
5	79				79
6					
7					
8					
All	79				79

Results

As we have just completed our first school year, we do not have any students enrolled in at least their second year at our school, so this measure is not yet applicable to us.

Charter School Performance on 2010-11 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year

Grade	Population	Percent Scoring at or above Time Adjusted Level 3 Cut Score	Number Tested
3	All Students		
	Students in At Least 2nd Year		
4	All Students		
	Students in At Least 2nd Year		
5	All Students	91%	79
	Students in At Least 2nd Year	**N/A**	N/A
6	All Students		
	Students in At Least 2nd Year		
7	All Students		
	Students in At Least 2nd Year		
8	All Students		
	Students in At Least 2nd Year		
All	All Students	91%	79
	Students in At Least 2nd Year	**N/A**	N/A

Evaluation

We look forward to utilizing this measure when we receive next year's State Exam results for our returning students. Looking at just this year's data, however, we are pleased that of the 79 students tested (all of whom are enrolled in their first year), 91% earned a scale score of 653 or higher on their mathematics exam. We think this preliminary data suggests that we are on the right track with our math instruction and our students.

Additional Evidence

N/A

Goal 2: Absolute Measure
Each year, the school's aggregate Performance Index (PI) 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 all students being proficient by the year 2013-14. As a result, the state sets an Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal that 100 percent of students will ultimately be proficient in the state's learning standards in Mathematics. To achieve this measure, all tested students must have a Performance Index (PI) value that equals or exceeds this year's mathematics AMO.

As SED has not yet determined this year's AMO, schools need not calculate their Performance Index and may omit reporting on this measure.

Goal 2: Comparative Measure
Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the state mathematics exam will be greater than that of all students in the same tested grades in the local school district.

Method

Tested students who were enrolled in at least their second year are compared 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 and the results for the respective grades in the local school district, as well as between the total result of students in at least their second year at the school and the total result for the corresponding grades in the school district.

Results

As we have just completed our first school year, we do not have any students enrolled in at least their second year at our school so this measure and the accompanying chart are not yet applicable to us. However, our preliminary data for students who have completed their first year looks very strong, as 73% of our 5th graders performed at a Level 3 or Level 4 on the State Mathematics exam, compared to 42% for 5th graders within Community School District 23.

2010-11 State Mathematics Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at Levels 3 and 4	
	Charter School Students In At Least 2nd Year	All District Students

	Percent	Number Tested	Percent	Number Tested
3				
4				
5	N/A	N/A	42.2%	986
6				
7				
8				
All				

Evaluation

N/A

Additional Evidence

N/A

Goal 2: Comparative Measure
Each year, the school will exceed its predicted level of performance on the state mathematics exam by at least a small Effect Size (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.

Method

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

Given the timing of the state's release of poverty data, the 2010-11 analysis is not yet available.

Results

Results are to be determined once the state's release of poverty data and the 2010-11 analysis is available.

2010-11 Mathematics Comparative Performance by Grade Level

Grade	Percent Eligible for Free Lunch	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3						

4		
5		
6		
7		
8		
All		

School's Overall Comparative Performance:
Not Yet Available

Evaluation

TBD

Additional Evidence

TBD

Goal 1: Growth Measure
On the current year's state mathematics exam, each grade-level cohort will reduce by one-half the gap between the percent at or above Level 3 on the previous year's state mathematics exam and 75 percent at or above Level 3. If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, that cohort is expected to show at least an increase in the current year.

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 towards the absolute measure of 75 percent of students performing at or above proficient. Each grade level cohort consists of those students who took the state exam in 2010-11 and also have a state exam score in 2009-10. It includes students who repeated the grade. Students who repeated the grade are included in their current grade level cohort, not the cohort to which they previously belonged. In addition, the aggregate of all cohorts is examined to determine the growth of all students who took a state exam in both years.

Results

The following table presents the cohort growth data for students within a grade level cohort who took the state exam in 2010-11 and also have a state exam score in 2009-10. The percentage of 5th graders scoring at Proficiency Level 3 and 4 increased from 51.4% to 72.9%, surpassing the target of 63.2% by 9.6 percentage points, demonstrating a notable increase from the previous year's proficiency level.

Cohort Growth on State Mathematics Exam from 2009-10 to 2010-11

Grade	Cohort	Percent Performing At or Above	Target

	Size	Level 3			Achieved
		2009-10	Target	2010-11	
4					
5	70	51.4%	63.2%	72.9%	YES
6					
7					
8					
All	70	51.4%	63.2%	72.9%	YES

Evaluation

We met this measure by 9.5 percentage points. 70 5th graders at OHC took the state Mathematics exam in 2009-10 at another New York public school, and the grade-level cohort increased their progress towards 100% proficiency by21.4 percentage points.

We are pleased with our students' growth this year and look forward to seeing what they accomplish after being enrolled at our school for another year.

Additional Evidence

N/A

Summary of the Mathematics Goal

We met the only growth measure applicable to us this year, but look forward to next year's data, which will present us with our first opportunity to measure the proficiency of tested students who are enrolled at Ocean Hill Collegiate for their second year. This will allow us to ascertain our school's performance along the absolute measure of 75% of tested students enrolled in their second year performing at or above the Time Adjusted Level 3 cut score. It will also enable us to assess our achievement of the comparative measure of the percentage of tested students enrolled in their second year demonstrating proficiency exceeding that of all students of the same grade level in the local school district.

The data was also not yet available as of the writing of this report for the comparative measure of exceeding our predicted level of performance on the State exam by at least a small Effect Size.

Having said that, we remain pleased with our performance against this year's applicable measure, and are heartened by the indication that our students, despite only being enrolled at the school in one year, are already meeting the absolute Time Adjusted Level 3 cut score and comparative to the district goals.

Type	Measure	Outcome
Absolute	75 percent of all tested students who are enrolled in at least their second year will perform at or above at or above the Time Adjusted Level 3 cut score on the New York State examination.	N/A
Absolute	Each year, the school's aggregate Performance Index (PI) on the State exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their	N/A

	second year and performing at or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district.	
Comparative	Each year, the school will exceed its predicted level of performance on the State exam by at least a small Effect Size.	N/A
Growth	On the 2010-11 state exam, each grade-level cohort will reduce by one-half the gap between the percent at or above level 3 on the 2009-10 state exam and 75 percent at or above Level 3.	Achieved

Action Plan

To maintain our rate of progress along this goal, we intend to do the following things:

- We believe that providing a double-period of math gives our teachers the time to teach and our students the time to learn the procedures and problem-solving necessary for success in math. Our math classroom procedures, including a Do Now with spiraled review; Oral Drill which provides students time to practice quick, mental math; and Mad Minute which gives students the opportunity to practice swift computation, provide daily opportunities for cumulative review and basic skills maintenance. We will continue to have one teacher teaching both hours (Procedures and Problem Solving) in order to maintain consistency within the class. All Math teachers who are new to OHC teach different periods than returning teachers so that they have opportunities to observe one another and offer feedback to one another.
- We will continue to build momentum around math achievement with school-wide events such as Pi Day and Math Facts Day (which encourage students to memorize digits and facts and compete against each other), Math Family Fun Night, and class competitions around math facts.
- We will formalize the professional development of our math department this year, using video (teachers recording and reflecting on their own instruction), lesson plan analysis and co-observations to norm our math department and continue to increase the pace, rigor and efficacy of our lessons.
- We will continue to push our highest-achieving math students through Uncommon and NYC-wide Mathletes competitions. By holding consistent weekly practices and competing regularly, we will give our highest-achieving students more opportunities to be exposed to higher-level math and problem solving activities and to interact with and compete against high-achieving math students across the city.
- We will continue to reinforce math skills in 5th grade science class. In 5th grade science, division will be reinforced in the Force and Motion unit.

SCIENCE

Goal 3: Science

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

Background

The Science curriculum at OHC has been designed to provide a solid foundation for students in the essential understandings of Middle Grades Science as outlined in the New York State standards. Our fifth grade science curriculum is designed to equip students for more in-depth studies of Biology, Chemistry, and Physics in high school. During the 2010-2011 school year, OHC students in the fifth grade completed units of study on the Scientific Method and Measurement, Motion and Forces, Chemicals and Reactions, Matter and Energy, and Living Things. Students participated in hands-on science activities or demonstrations on a weekly basis, usually adapted from FOSS Science kits that align with our science content. Science instruction consistently reinforced both math and reading comprehension skills, and our science teachers frequently worked closely with both our math and English Language Arts teachers to ensure that common approaches and language were used to reinforce cross-curricular content. For example, during the Scientific Method and Measurement unit, students worked with units of measurement, tools of measurement, and conversions between units of measure, reinforcing important skills from the math curriculum. In terms of supporting literacy, planning time was dedicated to determining how to best expose students to nonfiction texts during science class each week and how to encourage them to access and use scientific texts for their own learning and study. This exposure to nonfiction provided an important opportunity for students to practice and continue to develop their reading comprehension and vocabulary skills.

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

Method

The school administered the New York State Testing Program science assessment to students in 4th and 8th grade in spring 2010. Each student's raw score has been converted to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4.

Results

As we opened with 5th graders only during the 2010-2011 school year, we will not have data for this measure until our first group of students reach the 8th grade in 2013-2014.

Charter School Performance on 2010-11 State Science Exam
By All Students and Students Enrolled in At Least Their Second Year

Grade	Population	Percent at Each Performance Level	Number

		Level 1	Level 2	Level 3	Level 4	Level 3/4	Tested
4	All Students						
	Students in At Least 2nd Year						
8	All Students						
	Students in At Least 2nd Year						

Evaluation

N/A

Additional Evidence

N/A

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

Method

Tested students who were enrolled in at least their second year are compared 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 and the results for the respective grades in the local school district.

Results

As we opened with 5th graders only during the 2010-2011 school year, we will not have data for this measure until our first group of students reach the 8th grade in 2013-2014.

2010-11 State Science Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at Levels 3 and 4			
	Charter School Students In At Least 2nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
4				
8				

Evaluation

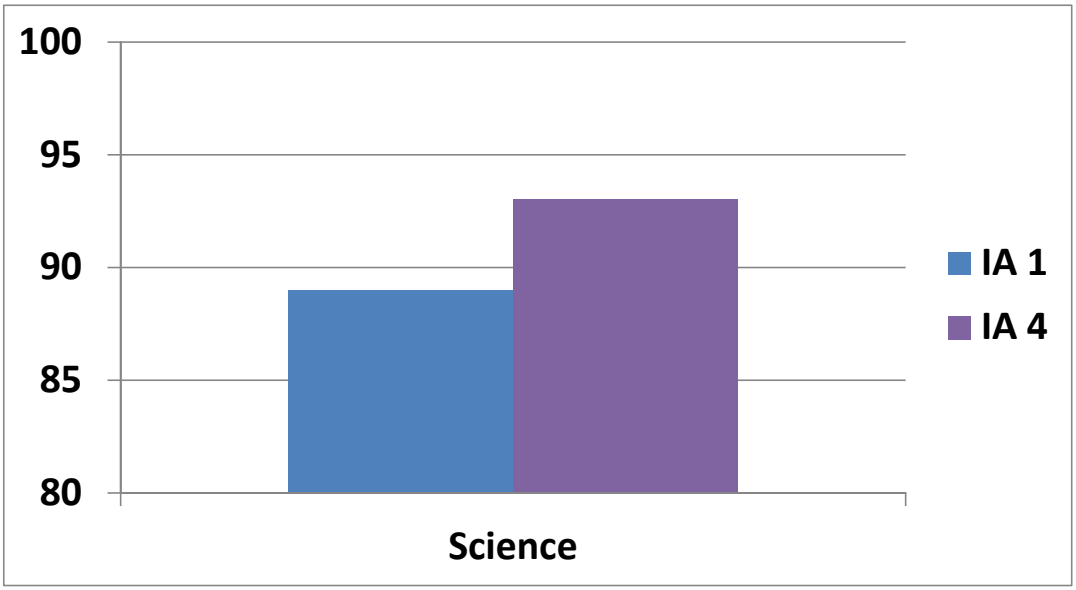
N/A

Additional Evidence

N/A

Summary

We will not have data for these measures until our students reach the 8th grade in 2013-2014. In the meantime, however, we are measuring their growth through our own internally developed Interim Assessments, which show that our students are making progress in science. As standards were retested throughout the 2010-2011 school year, the percentage of questions answered correctly increased as students developed stronger science-based skills in 5th grade.



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

Action Plan

To maintain our rate of progress along this goal, we intend to do the following things:

- Continue to use fifth and sixth grade science curriculum to provide students with the essential understandings and skills that will prepare them for more in-depth study of Chemistry, Biology, and Physics during seventh and eighth grade;
- Encourage collaboration between science and reading teachers so that comprehension and vocabulary strategies taught in reading class are incorporated into science class. Science teachers will be responsible for teaching all textbook features through science instruction. These skills will then be reinforced by the reading teacher while reading non-fiction texts.
- Schedule observation periods in which OHC science teachers are able to visit and observe science teachers within the Uncommon network.
- Encourage teachers to share best practices at quarterly Collegiate Science Department meetings on topics such as the instruction of scientific method, questioning in the science classroom and the reinforcement of college-readiness standards into science class.
- Guarantee that students continue to participate in as many hands-on science lessons and activities during science classes as is appropriate and possible.
- Ensure our new 6th grade science teacher works in close collaboration with our returning 5th grade science teacher to ensure consistency from grade to grade and class to class.

NCLB

Goal 5: NCLB
The school will make Adequate Yearly Progress

Goal 5: Absolute Measure
Under the state's NCLB accountability system, the school's Accountability Status will be "Good Standing" each year.

Method

Since *all* students are expected to meet the state's learning standards, the federal No Child Left Behind legislation stipulates that various sub-populations and demographic categories of students among all tested students must meet the state standard in and of themselves aside from the overall school results. New York, like all states, established a system for making these determinations for its public schools. Each year the state issues School Report Cards which indicate each school's status under the state's NCLB accountability system. For a school's status to be "Good Standing" it must not have failed to make Adequate Yearly Progress (AYP) for two consecutive years.

Results

The state has not yet issued its report indicating our Accountability Status.

Evaluation

TBD

Additional Evidence

N/A