

**Ocean Hill Collegiate  
CHARTER SCHOOL**

**2012-13 ACCOUNTABILITY PLAN  
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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By Hanna Campbell

1137 Herkimer Street, 2<sup>nd</sup> Fl, Brooklyn, NY 11233  
718-250-5765

Hanna Campbell, Director of Operations, prepared this 2012-13 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
John Greenstein	Treasurer, Finance Committee
Bob Howitt	Trustee, Executive Committee
Eileen Shy	Trustee, Accountability Committee
Linton Mann III	Chair, Executive, Accountability Joint High School Committees
Julie Kennedy	Trustee, Executive, Accountability Joint High School Committees
Stuart Linde	Trustee, Finance Committee
St. Claire Gerald	Trustee, Executive Committee
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**Hannah Solomon has served as the Principal since 2010 and Hanna Campbell has served as the Director of Operations since 2010.**

## 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 5<sup>th</sup> 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 2012-13, OHC provided explicit instruction in literacy skills and inculcated the reading habit through:

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

**Target Curriculum Focused on Basic Skills.** OHC does not use an off-the-shelf curriculum. Rather, OHC 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 New York State Social Studies, Mathematics, and English Language Arts exams, OHC administered four 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)
- 4 periods of guided reading
- 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 5<sup>th</sup> grade students visited Harvard University and Columbia University on field trips during the school year.

During the regular school day, from 3:20 to 4:10 PM four days per week, OHC offers a variety of rotating electives, including:

- African Dance
- Journalism
- French
- Step
- Running Club
- Drama

During cycles throughout the year, 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 2012-13, 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 2012-13, 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, weekly dashboards, semi-monthly progress reports, advisory calls and e-mails;
- were called at home or at work each day if their child earned a detention;
- 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
2009-10														
2010-11						79								79
2011-12						72	63							135
2012-13						82	62	56						200

## 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 continues to be 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.

Another major component of our Reading instruction is our Guided Reading program. In an effort to improve the rate at which our students grow in their literacy skills, in 2012-13, Ocean Hill Collegiate created a discrete Guided Reading block in our daily schedule. We found this discrete Guided Reading block to be more effective than our old model of Guided Reading. The old model, divided Reading class in half to accommodate Guided Reading. For the first 30 minutes, our Reading teacher delivered whole group instruction using on grade level material and then for the 2nd thirty minutes, 3 to 4 other teachers would take small groups of students to another classroom and read aloud with them a book on their reading level. This way, students who were above or below grade level would have an opportunity 4 days a week to practice fluency and comprehension using a text at their level. In the newer model, which we continued in the 2012-13 school year, students still have that opportunity for reading at their level and still have a full 60 minutes for their Reading class.

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

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

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

Ocean Hill Collegiate Charter School administered four internally developed and aligned Interim Assessments in English Language Arts (Reading and Writing) during the 2012-13 school year, including one Final Exam. These assessments were created to reflect the school's scope and sequence in Reading and Writing, and to mirror the style and scope of the New York State English Language Arts exams. They were also revised to include our understanding of the Common Core Curriculum and to reflect the increased rigor.

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, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State English language arts examination for grades 3-8.<sup>1</sup>

**Method**

The school administered the New York State Testing Program English language arts assessment to students in 5 through 7 grades in April 2013. Each student’s raw score has been converted to a grade-specific scaled score and a performance level.

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

**2012-13 State English Language Arts Exam  
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested <sup>2</sup>			Total Enrolled
		IEP	ELL	Absent	
3					
4					
5	82				82
6	62				62
7	56				56
8					
All	200				200

**Results**

On the 2012-13 NYS ELA exam, 21% of students in their second year at Ocean Hill Collegiate scored proficient. When looking at all students, including those that have been at Ocean Hill Collegiate for less than 2 years, 25% of students scored proficient. The overall trajectory is that the percent of students scoring proficient on the NYS ELA exam increased with the number of years that students have been enrolled at Ocean Hill Collegiate, moving from 9% in grade 5 to 51% of 7<sup>th</sup> graders scoring proficient.

<sup>1</sup> Because of the state’s new 3-8 testing program, aligned to its high school college and career readiness standards, the Institute is no longer using Time Adjusted Level 3 cut scores. Please report results for previous years using the state’s published results for scoring at proficiency.

<sup>2</sup> 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.

**Performance on 2012-13 State English Language Arts Exam  
By All Students and Students Enrolled in At Least Their Second Year**

Grades	All Students		Enrolled in at least their Second Year	
	Percent	Number Tested	Percent	Number Tested
3				
4				
5	17%	82	9%	11
6	8%	62	7%	59
7	52%	56	51%	55
8				
All	25%	200	21%	125

**Evaluation**

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

**Additional Evidence**

Though we have seen scores drop with the advent of the Common Core English Language Arts exam this year, we feel energized by the rigor that the new exams present for our students as we work to prepare them for college. We have seen that students who are enrolled longer at Ocean Hill Collegiate are more likely to score proficient on the NYS ELA exams. We look forward to seeing these numbers increase in the coming years as we revise curriculum and work to ensure all students are prepared for the rigor of the new exams, but we feel positive about the momentum we have seen over the past few years in terms of student growth in English language arts. Ocean Hill Collegiate saw significant growth from 2010-11 to 2011-12, to the extent that the school's progress helped place it in the top 5 middle schools in NYC based on results of the NYCDOE Progress Report.

## English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2010-11		2011-12		2012-13	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3						
4						
5			70%	10	9%	11
6			93%	61	7%	59
7					51%	55
8						
All			90%	71	21%	125

### **Goal 1: Absolute Measure**

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

### **Method**

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in English language arts. To achieve this measure, all tested students must have a Performance Level Index (PLI) value that equals or exceeds the current year's English language arts AMO. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.<sup>3</sup>

### **Results**

Ocean Hill Collegiate scored a PI of 104 for the 2012-13 school year. Because the State Education Department has not yet recalibrated the AMO to align with the new testing program, we cannot evaluate this score.

<sup>3</sup> In contrast to SED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

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

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
200	23	54	21	4

$$\begin{array}{rcccccccc}
 \text{PI} & = & 54 & + & 21 & + & 4 & = & 79 \\
 & & & & 21 & + & 4 & = & \underline{25} \\
 & & & & & & \text{PLI} & = & 104
 \end{array}$$

#### Evaluation

*The State Education Department has not recalibrated the AMO to align with the new English Language Arts 3-8 testing program*

*Leave Blank*

#### Goal 1: Comparative Measure

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

#### Method

A school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.<sup>4</sup>

#### Results

Overall, Ocean Collegiate outperformed Community School District 23 on the first administration of the Common Core English Language Arts exam by 8 percentage points. The school outperformed the district in 8<sup>th</sup> grade by 36 percentage points. However, our 5<sup>th</sup> and 6<sup>th</sup> grades scored below the district – 5<sup>th</sup> grade by .6 percentage points and 7<sup>th</sup> grade by 5. Our 7<sup>th</sup> grade demonstrates to us that the longer students are enrolled at Ocean Hill Collegiate, the more prepared they are for rigorous curriculum and to succeed in college.

<sup>4</sup> Schools can acquire these data when the State Education Department releases its Access database containing grade level ELA and math test results for all schools and districts statewide. The SED announces the release of the data on its [News Release webpage](#).

**2012-13 State English Language Arts Exam  
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3				
4				
5	9%	11	10%	815
6	7%	59	13%	1024
7	51%	55	15%	1177
8				
All	21%	125	13%	3016

**Evaluation**

Overall and in the 7<sup>th</sup> grade specifically, Ocean Hill Collegiate met this measure. In the 7<sup>th</sup> grade, Ocean Hill Collegiate met measure by 36 percentage points. Ocean Hill Collegiate underperformed in grades 5 and 6 all grades except for grade 6, where its students underperformed the district by 0.6 and 6.3 percentage points respectively. Overall, the school outperformed the same grades in Community School District 23 by 8 percentage points.

**Additional Evidence**

The 2011 -2012 school year was the first time that this measure was applicable to Ocean Hill Collegiate. In the 2010-2011 school year, although Ocean Hill Collegiate did not have any students yet in their second year, 73% of the 5<sup>th</sup> grade students performed at Level 3 and 4 in their first year at the school, outperforming District 23 by 31 percentage points. During that school year, District 23 had 42.2% of 5<sup>th</sup> graders perform at a Level 3 or 4.

In the 2011-2012 school year, Ocean Hill Collegiate was eligible for and met this measure. That year, overall, 94% of students in their second year at OHC performed at a Level 3 or 4 on the Math exam, surpassing the 41% of District 23 students in grades 5-6 who performed at a Level 3 or 4 on the ELA exam by 53 percentage points.

This demonstrates that the school is moving in a positive direction with ELA instruction. It also shows that as students spend more time at the school, their performance improves and moves further away from predicted performance based on income.

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

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2010-11		2011-12		2012-13	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3						
4						
5	N/A	35%	20%	33%	9%	10%
6			80%	32%	7%	13%
7					51%	15%
8						
All						

#### **Goal 1: Comparative Measure**

Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for economically disadvantaged students among all public schools in New York State.<sup>5</sup>

#### **Method**

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

Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2012-13 analysis is not yet available. This report contains 2011-12 results (using free-lunch eligible percentage), the most recent Comparative Performance Analysis available.

#### **Results**

<sup>5</sup> The Institute will begin using *economically disadvantaged* instead of *eligibility for free lunch* as the demographic variable in 2012-13. Schools should report previous year’s results using reported free-lunch statistics.

The table below shows that the school’s overall comparative performance is higher than expected to a large degree. Students at Ocean Hill Collegiate in grades 6 performed better than predicted based on their free lunch status on the 2011-12 ELA exam, with a significant effect size, while students in grade 5 had a negative effect size. Overall, the table below shows that, in general, students enrolled at Ocean Hill Collegiate perform higher than expected on the NYS ELA exam the longer they are enrolled at the school.

**2011-12 English Language Arts Comparative Performance by Grade Level**

Grade	Percent of Free Lunch Eligible Students	Number of Students Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3						
4						
5		75	42.6	47.1	-4.5	-0.30
6		63	79.4	41.5	37.9	2.49
7						
8						
All	67.6%	138	59.4	44.5	14.9	0.97

<b>School’s Overall Comparative Performance:</b>
<b>Higher than expected to a large degree</b>

**Evaluation**

Ocean Hill Collegiate met this measure with a significant effect size as a school overall. The school did not meet the measure in grade 5, the grade where students first enroll at the school and have attended for less than one year before taking the NYS ELA exam, but it did meet the measure by a large degree in grade 6.

**Additional Evidence**

Last year was the first year that Ocean Hill Collegiate had data available for this measure. Last year, we met the measure by a .10 effect size, slightly higher than expected. The increase in our overall effect size from .10 to .97 and in particular our founding cohorts increase from .10 to 2.49 demonstrates that the school is moving in a positive direction with ELA instruction. It also shows that as students spend more time at the school, their performance improves and moves further away from predicted performance based on income.

### English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2009-10						
2010-11	5	80	79	73.4	51.6	1.11
2011-12	5-6	67.6	59.4	59.4	44.5	0.97

#### Goal 1: Growth Measure<sup>6</sup>

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

#### Method

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2012-13 and also have a state exam score in 2011-12 including students who were retained in the same grade. Students with the same 2011-12 scores are ranked by their 2012-13 scores and assigned a percentile based on their relative growth in performance (mean growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

*The State Education Department has not yet reported schools' mean growth percentiles for the 2012-13 school year.<sup>7</sup>*

#### Results

*Leave Blank*

<sup>6</sup> See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

<sup>7</sup> See the Guidelines.

**Summary of the English Language Arts Goal**

Ocean Hill Collegiate achieved two of the three relevant English Language Arts goals based on results of the 2011-12 and 2012-13 state exams. We are proud that overall our students continue to outperform the district in ELA and that our students are exceeding predicted performance based on free lunch status. However we know that we still have a long way to go and much work to do in terms of absolute performance and that the new rigorous common core standards will provide us with an opportunity to work harder to improve student performance in ELA

<b>Type</b>	<b>Measure</b>	<b>Outcome</b>
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school’s aggregate Performance Level Index (PLI) on the state English language arts exam will meet that year’s Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2011-12 school district results.)	Achieved
Growth	Each year, under the state’s Growth Model the school’s mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the state’s unadjusted median growth percentile.	N/A

**Action Plan**

The school is energized by the challenge that the more rigorous Common Core standards present. Beginning last year, Uncommon Brooklyn Middle School ELA Department Coordinators worked with principals, the Associate Managing Director, and the Director of Staff Development to begin modifying the Uncommon Brooklyn Middle School scope and sequence documents for ELA and Math (and the accompanying Interim Assessments), incorporating many of the Common Core Learning Standards. In 2012-2013, the Department Coordinators completed the modifications to the Uncommon Brooklyn Middle School ELA and Math scope and sequence documents and Interim Assessments, ensuring that each Common Core Learning Standard is taught and assessed and now have outsourced the creation of the Interim Assessments to an external company that will ensure the tests have no teacher bias, are appropriately rigorous, and well aligned to the Common Core. Having these assessments at the start of the 2013-14 school year gives us confidence that our teachers will be able to backwards plan effectively for ELA instruction this year.

In addition, a more rigorous set of grade level common texts was chosen across grades at the end of last year, and Ocean Hill Collegiate reading teachers (as well as all other Uncommon middle school teachers) will now be teaching these more rigorous texts. For example, several texts were moved

down a grade level or two to account for the more rigorous text expectations and texts formerly taught in 8<sup>th</sup> grade will be taught in 6<sup>th</sup>.

On a school level, Ocean Hill Collegiate will:

- Continue to keep our guided reading program as a discrete period, in addition to the hour-long Reading class, ensuring additional accountability and time preserved for Reading. Our students will continue to have 2.5 hours daily (with the exception of Wednesdays) of ELA instruction.
- Continue to have our veteran teachers with significant classroom experience serve as instructional leaders and coach other teachers to ensure that our curriculum is rigorous and is reflective of the Common Core standards.
- Include more reading and writing focused activities in subjects such as math and science.
- Incorporate more non-fiction reading in all of our classes.
- Continue to increase opportunities for students to participate in independent reading this year. We will roll-out our expanded, school-wide, leveled library. We have a staff member who will check out books to students from the library each day 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.
- Hire 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. This brings the total number of staff members on our Special Education team to three.
- Continue to formalize 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.
- 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.

## **MATHEMATICS**

### **Goal 1: Mathematics**

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

### **Background**

We believe our students should be able to compute numbers quickly and accurately, apply appropriate math procedures in single- and multi-step problems, and speak and write fluently and clearly about math problem solving and procedures, using accurate mathematical vocabulary. For

this reason, our students take two hours of math per day, during which students review concepts for procedural fluency, explore conceptual understanding of old and new content through guided instruction and partner work, and engage in rigorous problem solving requiring the application of skills and the extension of learned content. Basically, we double the time dedicated to math instruction each day to ensure that students can compute and problem solve.

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

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

Ocean Hill Collegiate Charter School administered 4 internally developed and aligned Interim Assessments, including a Final Exam in Math during the 2012-13 school year. These assessments were created to reflect the school's scope and sequence in Math, and to mirror the style and scope of the New York State Math exams. The assessments focused primarily on the most recently covered standards, with a smaller focus on cumulative skills and standards covered in previous units.

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

**Goal 1: Absolute Measure**

Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State mathematics examination for grades 3-8.<sup>8</sup>

**Method**

The school administered the New York State Testing Program mathematics assessment to students in 5 through 7 grades in April 2013. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

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

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

**2012-13 State Mathematics Exam  
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested <sup>9</sup>			Total Enrolled
		IEP	ELL	Absent	
3					
4					
5	82				82
6	62				62
7	56				56
8					
All	200				200

**Results**

On the 2012-13 NYS Math exam, 34% of students in their second year at Ocean Hill Collegiate scored proficient. When looking at all students, including those that have been at Ocean Hill Collegiate for less than 2 years, 43% of students scored proficient. The overall trajectory is that the percent of students scoring proficient on the NYS ELA exam increased with the number of years that students have been enrolled at Ocean Hill Collegiate, moving from 0% in grade 5 to 41% in grade 6 to 62% 7<sup>th</sup> graders scoring proficient.

**Performance on 2012-13 State Mathematics Exam  
By All Students and Students Enrolled in At Least Their Second Year**

Grades	All Students		Enrolled in at least their Second Year	
	Percent	Number Tested	Percent	Number Tested
3				
4				
5	29%	82	0	11
6	39%	62	41%	59
7	63%	56	62%	55
8				
All	43%	200	34%	125

**Evaluation**

In the first year of the administration of the NYS Common Core exam in Mathematics, the school did not meet this measure. It is still the school's goal to see that at least 75% of students reach

<sup>9</sup> 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.

proficiency on the Common Core exam, and we are looking forward to implementing a higher level of rigor in our Math classes going forward to better prepare our students to meet this bar.

**Additional Evidence**

Though we have seen scores drop with the advent of the Common Core Math exam this year, just like with ELA, we feel energized by the rigor that the new exams present for our students as we work to prepare them for college. We have seen that students who are enrolled longer at Ocean Hill Collegiate are more likely to score proficient on the NYS ELA exams. We look forward to seeing these numbers increase in the coming years as we revise curriculum and work to ensure all students are prepared for the rigor of the new exams, but we feel positive about the momentum we have seen over the past few years in terms of student growth in Math.

During the 2011-2012 school year, 99% of students in at least their second year performing at or above the Time Adjusted Level 3 cut scores, Notably, 100% of students in their second year at Ocean Hill Collegiate in the 6<sup>th</sup> grade cohort performed at our above the Time Adjusted Level 3 cut scores. This is significant growth for this cohort, which during the 2010-11 school year had 91% of students (all in their first year) perform at or above the cut scores. This demonstrates that although there is much work to do prepare our students for the increased rigor of the Common Core, we are on a trajectory of growth.

**Mathematics Performance by Grade Level and School Year**

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2010-11		2011-12		2012-13	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3						
4						
5			70%	10	0	11
6			98%	61	41%	59
7					62%	55
8						
All			<b>94%</b>	71	34%	125

**Goal 1: Absolute Measure**

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

**Method**

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state’s learning standards in mathematics. To achieve this measure, all tested students must have a Performance Level Index (PLI) value that equals or exceeds the current year’s mathematics AMO. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.<sup>10</sup>

**Results**

Ocean Hill Collegiate scored a PI of 127 for the 2012-13 school year. Because the State Education Department has not yet recalibrated the AMO to align with the new testing program, we cannot evaluate this score.

**Mathematics 2012-13 Performance Level Index (PLI)**

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
200	15	44	30	12

$$\begin{array}{rccccccccc}
 \text{PI} & = & 44 & + & 30 & + & 12 & = & 85 \\
 & & & & 30 & + & 12 & = & 42 \\
 & & & & & & \text{PLI} & = & 127
 \end{array}$$

**Evaluation**

*The State Education Department has not recalibrated the AMO to align with the new Mathematics 3-8 testing program*

*Leave Blank*

**Goal 1: Comparative Measure**

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

**Method**

A school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which

<sup>10</sup> In contrast to SED’s Performance Index, the PLI does not account for year-to-year growth toward proficiency.

the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.<sup>11</sup>

## Results

Ocean Hill Collegiate’s percentage of students scoring proficient or advanced proficient on the NYS Common Core mathematics exam exceeded the percentage of students in Community School District 23 scoring proficient or advanced proficient on the exam in the same grades by 23 percentage points overall.

### 2012-13 State Mathematics Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3				
4				
5	0	11	8%	839
6	41%	59	15%	1030
7	62%	55	11%	1186
8				
All	<b>34%</b>	125	<b>11%</b>	3055

## Evaluation

Once again, Ocean Hill Collegiate met its comparative measure with its percentage of student scoring proficient exceeding the percentage of students in CSD 23 scoring proficient or advanced proficient across grades 5-7. With the exception of 5<sup>th</sup> grade, the percentage of students at Ocean Hill Collegiate scoring proficient in each grade was more than double the percentage in the district. Ocean Hill Collegiate’s performance exceeded the district’s performance by 23 percentage points. While Ocean Hill Collegiate is still not satisfied with our performance and we will continue to work to have all students reach proficiency as quickly as possible, we are proud of the growth in Math that our students have made.

## Additional Evidence

Despite changes to the NYS Math exam, Ocean Hill Collegiate students continue to outperform the district average for math and has done so for the past two years. In the 2013-14 school year, the school plans to continue working tirelessly to provide a viable program that is truly preparing all students for college level mathematics.

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<sup>11</sup> Schools can acquire these data when the State Education Department releases its Access database containing grade level ELA and math test results for all schools and districts statewide. The SED announces the release of the data on its [News Release webpage](#).

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

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2010-11		2011-12		2012-13	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3						
4						
5	N/A	42%	70%	44%	0%	8%
6			98%	40%	41%	15%
7					62%	11%
8						
All		<b>42%</b>	<b>94%</b>	<b>41%</b>	<b>34%</b>	<b>11%</b>

**Goal 1: Comparative Measure**

Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for economically disadvantaged students among all public schools in New York State.<sup>12</sup>

**Method**

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

Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2012-13 analysis is not yet available. This report contains 2011-12 results (using free-lunch eligible percentage), the most recent Comparative Performance Analysis available.

**Results**

The chart below displays how Ocean Hill Collegiate students in each grade performed compared to students in public schools in New York State with the same grade and a similar population of free-lunch-eligible students. As evidenced in the chart, Ocean Hill Collegiate students performed better than predicted in all grades, and had significant positive effect sizes overall and in each grade.

<sup>12</sup> The Institute will begin using *economically disadvantaged* instead of *eligibility for free lunch* as the demographic variable in 2012-13. Schools should report previous year’s results using reported free-lunch statistics.

**2011-12 Mathematics Comparative Performance by Grade Level**

Grade	Percent of Free Lunch Eligible Students	Number of Students Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size	
			Actual	Predicted			
3	67.6%						
4							
5		75	76.0	58.5	17.5	0.95	
6		63	96.8	53.2	43.6	2.11	
7							
8							
<b>All</b>			<b>138</b>	<b>85.5</b>	<b>56.1</b>	<b>29.4</b>	<b>1.48</b>

<b>School's Overall Comparative Performance:</b>
<b>Higher than expected to a large degree</b>

**Evaluation**

Once again, Ocean Hill Collegiate met and exceeded this measure with a significant positive effect size.

**Additional Evidence**

Ocean Hill Collegiate continues to exceed predicted performance in mathematics across all grades. Similar to its results in ELA, Ocean Hill Collegiate students who have spent more time at the school, fare better each year in exceeding predicted performance. Our overall effect size has increased since last school year by a.37 – even though last year it still demonstrated “a higher than expected to a large degree” performance.

**Mathematics Comparative Performance by School Year**

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2009-10						
2010-11	5	80	79	73.4	51.6	1.11
2011-12	5-6	67.6%	138	85.5	56.1	1.48

**Goal 1: Growth Measure<sup>13</sup>**

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

<sup>13</sup> See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

## Method

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2012-13 and also have a state exam score in 2011-12 including students who were retained in the same grade. Students with the same 2011-12 scores are ranked by their 2012-13 scores and assigned a percentile based on their relative growth in performance (mean growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

*The State Education Department has not yet reported schools' mean growth percentiles for the 2012-13 school year.*

## Results

*Leave Blank*

### Summary of the Mathematics Goal

While Ocean Hill Collegiate students have consistently demonstrated strong performance in math over the past 2 years, the Common Core standards presented a new level of rigor that fewer students were able to meet this year. Despite this more rigorous exam, the school met two of its three accountability plan goals. Student performance in math at Ocean Hill Collegiate continues to exceed the performance of students in the local district and the performance of similar students across the state based on free lunch eligibility. The school did not meet its absolute goal this year, however, of at least 75% of students scoring proficient or advanced proficient on the Common Core math exam; 34% of students in at least their second year at OHC scored proficient or advanced.

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

	controlling for economically disadvantaged students among all public schools in New York State. (Using 2011-12 school district results.)	
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	N/A

**Action Plan**

The absolute performance across all grades in mathematics on the 2012-13 Common Core mathematics exam has demonstrated that we need to put more careful thought into what we are doing to increase the rigor of the school's math program. The school, along with other Uncommon Schools across Brooklyn, will be outsourcing its Interim Assessments. We have worked extremely closely with the company that will be producing the assessment questions and are confident that this choice will add a needed level of rigor to our program. The school will also be working with other Uncommon Schools to streamline instructional materials across schools and make sure that teachers are not reinventing the wheel, but instead are using the best instructional materials available for each objective they teach so that their time can be spent on the highest leverage instructional activities like assessing students, tutoring, and differentiating instruction.

**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, sixth and seventh grade science curriculum is designed to equip students for more in-depth studies of Biology, Chemistry, and Physics in high school. During the 2012-2013 school year, OHC students completed units of study on the Scientific Method and Measurement, Motion and Forces, Chemicals and Reactions, Matter and Energy, Living Things, Ecology and Genetics. Students participated in hands-on science activities or demonstrations on a weekly basis, usually adapted from FOSS Science kits that align with our science content. Instruction consistently reinforced both math and reading comprehension skills, and our science teachers frequently worked closely with both our math and English Language Arts teachers to ensure that common approaches and language were used to reinforce cross-curricular content. For example, during the Scientific Method and Measurement unit, students worked with units of measurement, tools of measurement, and conversions between units of measure, reinforcing important skills from the math curriculum. In terms of supporting literacy, planning time was dedicated to determining how to best expose students to nonfiction texts during science class each week and how to encourage them to access and use scientific texts for their own learning and study. This exposure to nonfiction provided an important opportunity for students to practice and continue to develop their reading comprehension and vocabulary skills.

**Goal 3: Absolute Measure**

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

**Method**

The school administered the New York State Testing Program science assessment to students in 4<sup>th</sup> and 8<sup>th</sup> grade in spring 2013. The school converted each student’s raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at proficiency.

**Results**

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

**Charter School Performance on 2012-13 State Science Exam  
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
4				
8				

**Evaluation**

N/A

**Additional Evidence**

N/A

**Science Performance by Grade Level and School Year**

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2010-11		2011-12		2012-13	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
4						
8						
All						

**Goal 3: Comparative Measure**

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

**Method**

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

**Results**

N/A

**2012-13 State Science Exam  
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
4				
8				

**Evaluation**

N/A

**Additional Evidence**

N/A

**Science Performance of Charter School and Local District  
by Grade Level and School Year**

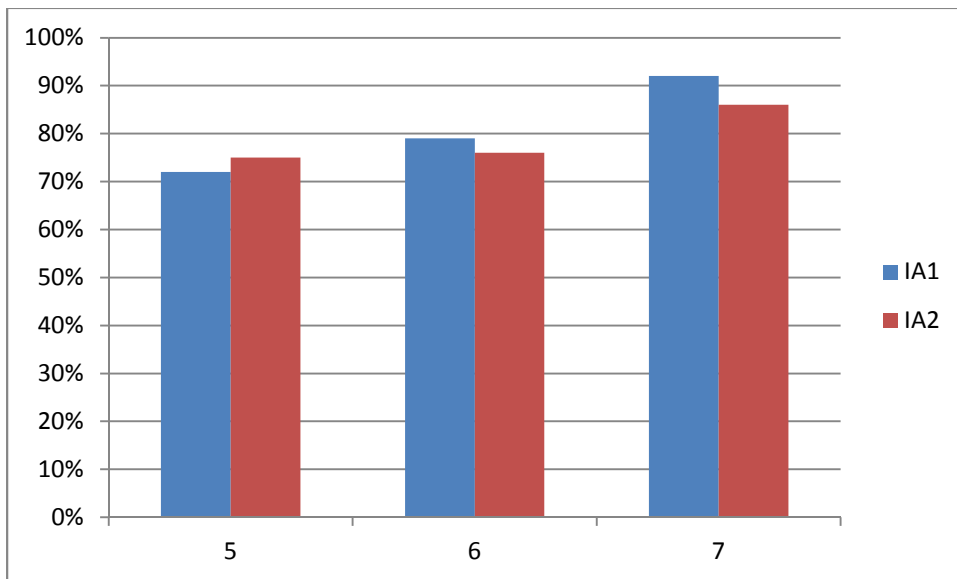
Grade	Percent of Charter School Students at Proficiency and Enrolled in At Least their Second Year Compared to Local District Students					
	2010-11		2011-12		2012-13	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
4						
8						
All						

<b>Goal 3: Optional Measure</b>
N/A
<b>Method</b>
<b>Results</b>
<b>Evaluation</b>
<b>Additional Evidence</b>

**Summary of the Science Goal**

We will not have data for these measures until our students reach the 8<sup>th</sup> grade in the 2013-2014 school year. In the meantime, however, we are measuring their mastery of Science standards through our own internally developed Interim Assessments, which show that our students are making progress in science. By the final round of Interim Assessments, 5<sup>th</sup> through 8<sup>th</sup> grade mastery average was at or above 75%.

**2012-2013 Science IA Results**



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

**Action Plan**

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

- Continue to our 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 eighth grade;
- Continue to 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.
- Continue to 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 that our new 8<sup>th</sup> grade science teacher works in close collaboration with our returning 5<sup>th</sup> -7<sup>th</sup> grade science teachers 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 is in good standing: the state has not identified the school as a Focus School nor determined that it has met the criteria to be identified as a local-assistance-plan school.

**Method**

Since *all* students are expected to meet the state's learning standards, the federal No Child Left Behind legislation stipulates that various sub-populations and demographic categories of students among all tested students must meet state proficiency standards. New York, like all states, established a system for making these determinations for its public schools. Each year the state

issues School Report Cards which indicate each school’s status under the state’s No Child Left Behind (NCLB) accountability system.

**Results**

The State Education Department has determined that Ocean Hill Collegiate is In Good Standing for the 2013-14 school year.

**Evaluation**

The State Education Department made this determination based on our 2011-12 assessment data.

**Additional Evidence**

**NCLB Status by Year**

Year	Status
2010-11	Good Standing
2011-12	Good Standing
2012-13	Good Standing