



Renewal Recommendation Report Ocean Hill Collegiate Charter School

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INTRODUCTION

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

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

SCHOOL BACKGROUND AND EXECUTIVE SUMMARY

OCEAN HILL COLLEGIATE CHARTER SCHOOL

BACKGROUND

Ocean Hill Collegiate Charter School (“Ocean Hill Collegiate”) is now in its 5th year of operation and provides a high quality, college preparatory educational experience for students in grades 5 through 9 in Brooklyn, New York. The school’s mission is clear:

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

The school is governed by the Ocean Hill Collegiate charter school education corporation¹ board of trustees (the “board”) that contracts with Uncommon Schools, Inc. (“Uncommon”), a not-for-profit charter management organization that operates a network of 42 charter schools across New York, Massachusetts and New Jersey. Uncommon provides instructional, operational and performance management support to the school pursuant to a contract. The SUNY Trustees authorize 14 Uncommon schools in New York City, Rochester and Troy.

The school currently serves 314 students in two locations. The middle grades operate in a co-located facility at 1137 Herkimer Street in the Brownsville neighborhood of Brooklyn within New York City Community School District (“CSD”) 23. Also housed in the New York City Department of Education (“NYCDOE”) building are Mott Hall IV, a district middle school serving students in 6th through 8th grades and the Eagle Academy for Young Men II, a single gender district school serving students in 6th through 12th grades.

Ocean Hill Collegiate operates a joint high school program, Uncommon Prep Charter High School, with Brooklyn East Collegiate Charter School and Leadership Preparatory Bedford Stuyvesant Charter School, both SUNY authorized schools managed by Uncommon. The high school serves students in the South Shore Educational Campus, a co-located NYCDOE facility at 6565 Flatlands Avenue in CSD 18. Also housed in the facility are five district high schools: Academy for Conservation and the Environment; Brooklyn Generation School; Brooklyn Theatre Arts High School; Victory Collegiate High School; and, Brooklyn Bridge Academy.

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

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

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

SCHOOL BACKGROUND AND EXECUTIVE SUMMARY

EXECUTIVE SUMMARY

Throughout its first charter term, Ocean Hill Collegiate has met or come close to meeting its Accountability Plan goals. With a full complement of data, as the school has served students in grades assessed on state exams since its inception, the school has posted strong results each year, outperforming its district of location by a significant margin in both English language arts (“ELA”) and mathematics. Ocean Hill Collegiate has consistently exceeded its predicted percentage of students scoring proficient on state exams by a meaningful degree in ELA and a large degree in mathematics.

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

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

NOTEWORTHY

Ocean Hill Collegiate’s mathematics performance has consistently far exceeded expectations relative to demographically similar schools throughout the state with effect sizes above 1.0 since its first year of operation.

RENEWAL RECOMMENDATION

RECOMMENDATION:

FULL-TERM RENEWAL

The Institute recommends that the SUNY Trustees approve the Application for Charter Renewal of Ocean Hill Collegiate Charter School and renew its charter for a period of five years with authority to provide instruction to students in 5th through 12th grade in such configuration as set forth in its Application for Charter Renewal, with a projected total enrollment of 487 students.

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

- (a) have compiled a strong and compelling record of meeting or coming close to meeting its academic Accountability Plan goals, and have in place at the time of the renewal review an educational program that, as assessed using the Qualitative Education Benchmarks,³ is generally effective; or
- (b) have made progress toward meeting its academic Accountability Plan goals and have in place at the time of the renewal review an educational program that, as assessed using the Qualitative Education Benchmarks, is particularly strong and effective.⁴

REQUIRED FINDINGS

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

- The school, as described in the Application for Charter Renewal meets the requirements of the Act and all other applicable laws, rules and regulations;
- The education corporation can demonstrate the ability to operate the school in an educationally and fiscally sound manner in the next charter term; and,
- Given the programs it will offer, its structure and its purpose, approving the school to operate for another five years is likely to improve student learning and achievement and materially further the purposes of the Act.⁵

As required by Education Law § 2851(4)(e), a school must include in its renewal application information regarding the efforts it has, and will, put in place to meet or exceed SUNY's enrollment and retention targets for students with disabilities, English language learners ("ELLs") and students

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

⁴ SUNY Renewal Policies at p. 12.

⁵ See New York Education Law § 2852(2).

RENEWAL RECOMMENDATION

who are eligible applicants for the federal Free and Reduced Price Lunch (“FRPL”) program. SUNY⁶ and the New York State Board of Regents finalized the methodology for setting targets in October 2012, and the Institute communicated specific targets for each school in July 2013. In accordance with the statute, the Institute, acting on behalf of the SUNY Trustees, considered the school’s plans for meeting its enrollment and retention targets prior to recommending the renewal application for approval.

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

CONSIDERATION OF SCHOOL DISTRICT COMMENTS

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

⁶ SUNY Trustees’ Charter Schools Committee resolution dated October 2, 2012.

RENEWAL RECOMMENDATION

REPORT FORMAT

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

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

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

RENEWAL BENCHMARK CONCLUSIONS

IS THE SCHOOL AN ACADEMIC SUCCESS?

Ocean Hill Collegiate is an academic success given its record of meeting or coming close to meeting its key academic Accountability Plan goals and based on evidence about the effective educational program in place at the time of the renewal review.

At the beginning of the Accountability Period,⁷ the school developed and adopted an Accountability Plan that set academic goals in the key subjects of ELA and mathematics. The Institute examines results for five required Accountability Plan measures to determine ELA and mathematics goal attainment. Because the Act requires charters be held “accountable for meeting measurable student achievement results”⁸ and states the educational programs at a charter school must “meet or exceed the student performance standards adopted by the board of regents”⁹ for other public schools, SUNY’s required accountability measures rest on performance as measured by state wide assessments. Historically, SUNY’s required measures include measures that present schools’:

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

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

Because of testing changes made by the state, the Institute has since 2009 consistently de-emphasized the two absolute measures under each goal in schools’ Accountability Plans. The Institute continues to focus primarily on the two comparative measures and the growth measure while also considering any additional evidence the school presents using additional measures identified in its Accountability Plan. The Institute identifies the required measures (absolute proficiency, absolute Annual Measurable Objective attainment,¹⁰ comparison to local district, comparison to demographically similar schools, and student growth) in the Performance

⁷ Because the SUNY Trustees make a renewal decision before student achievement results for the final year of a charter term become available, the Accountability Period ends with the school year prior to the final year of the charter term. For a school in an initial charter term, the Accountability Period covers the first four years the school provides instruction to students.

⁸ Education Law § 2850(2)(f).

⁹ Education Law § 2854(1)(d).

¹⁰ While the state has recalibrated the absolute Annual Measurable Objective, the Institute will only report on the 2013-14 results, not on those for 2012-13. During 2012-13, the state revised its methodology for calculating a school’s Performance Index and the Institute did not. The Institute continues to use the same methodology in place when Ocean Hill Collegiate adopted its Accountability Plan to calculate a Performance Level Index and does not expect its results to match those of the state’s Performance Index.

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Summaries appearing in the Appendix at the end of the report.

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

Academic Attainment. Throughout the charter term, Ocean Hill Collegiate has met or come close to meeting its key academic Accountability Plan goal in ELA and has met its key academic Accountability Plan goal in mathematics as measured by the school’s comparative performance and its growth in performance compared to the subset of similarly performing students statewide. Ocean Hill Collegiate is also meeting its science and NCLB goals.

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

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

The Institute uses the state’s mean growth percentiles as a measure of a school’s comparative year-to-year growth in student performance on the state’s ELA and mathematics exams. The measure compares a school’s growth in assessment scores to the growth in assessment scores of the subset of students throughout the state who performed identically on last year’s assessments. According to this measure, median growth statewide is at the 50th percentile. This means that to signal the school’s ability to help students make one year’s worth of growth in one year’s time the expected percentile performance is 50. To signal a school is catching students who were previously below grade level up to grade level proficiency, the school must post a percentile performance that exceeds 50. A percentile performance below 50 indicates that students are losing ground, not catching up or keeping up with grade level proficiencies.

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According to these comparative and growth measures, Ocean Hill Collegiate came close to meeting its ELA goal during 2010-11 when its ELA performance was higher than expected to a small degree compared to demographically similar schools throughout the state and its growth in ELA performance exceeded the state median. Thereafter, Ocean Hill Collegiate exceeded its performance benchmarks on each measure and met its ELA goal for the remainder of the charter term as it grew to full enrollment in grades 5-8. The school's ELA performance exceeded the district's ELA performance by at least 13 percentage points from 2011-12 through 2013-14. Further, the school outperformed 54 percent of schools throughout New York State in ELA during 2013-14 posting a significant improvement over 2012-13 when it outperformed 42 percent of schools statewide. The school's comparative performance in ELA exceeded its benchmark effect size of 0.3 and the school exceeded the state's median growth score of 50 during 2011-12, 2012-13, and 2013-14.

Ocean Hill Collegiate's mathematics performance is particularly strong. During 2011-12, 94 percent of the school's 5th grade and 6th grade cohorts were proficient on the state's mathematics assessment, outscoring the district by 54 percentage points. During that same year, the school performed higher than expected to a large degree relative to demographically similar schools throughout the state and posted an effect size of 1.48. The school nearly duplicated those results in 2012-13 and then exceeded them in 2013-14 notwithstanding the state's transition to a new assessments system. During 2012-13, Ocean Hill Collegiate outperformed the district by over 31 percentage points and sustained mathematics performance that was higher than expected to a large degree. Overall in mathematics during 2012-13, the school outperformed nearly 74 percent of schools throughout the state. During 2013-14, the school continued to grow its performance in comparison to the district and in comparison to demographically similar schools throughout the state. That year, Ocean Hill Collegiate outperformed 78 percent of schools statewide in mathematics.

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OCEAN HILL COLLEGIATE CHARTER SCHOOL

DESCRIPTION	ENGLISH LANGUAGE ARTS ACCOUNTABILITY PLAN GOAL	MATHEMATICS ACCOUNTABILITY PLAN GOAL
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Comparative Measure:

District Comparison.

Each year, the percent of students enrolled at the school in at least their second year performing at or above proficiency in **ELA** and **mathematics** will be greater than that of students in the same tested grades in the **local school district**.



Comparative Measure:

Effect Size.

Each year, the school will exceed its predicted level of performance by an Effect Size of 0.3 or above in **ELA** and **mathematics** according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.



Comparative Growth Measure:

Mean Growth Percentile.

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



RENEWAL BENCHMARK CONCLUSIONS

Instructional Leadership. Ocean Hill Collegiate implements many elements of strong instructional leadership and continues to build a systematic approach to providing a consistent level of support for all teachers.

- The school's instructional leadership team, consisting of the founding principal and department chairs that serve as the primary instructional coaches in each content area, sets expectations for teacher performance with a strong emphasis on professionalism and growth. The principal focuses on developing the coaching competencies of the instructional leaders through regular co-observations and regular meetings to guide and target their supports for each teacher.
- Some instructional leaders have significant teaching loads combined with additional on-going responsibilities, such as preparing and distributing curriculum materials across all the network's middle schools that impact their ability to maintain a frequent presence in classrooms. Excepting the temporary absence of the principal at the time of the renewal visit, the school's current leadership team is generally adequate to support the development of the largely experienced teaching staff.
- Early in the charter term, the school's leaders developed sustained, systematic and effective coaching procedures that improve teachers' instructional effectiveness through weekly observations, feedback sessions and planning meetings. Instructional leaders identify actionable next steps, follow up on their implementation through subsequent classroom observations and track teachers' progress towards meeting personalized goals over the course of the year. Less experienced and struggling teachers receive more frequent observations and more targeted feedback. For a portion of the school year prior to the renewal visit, some instructional leaders carried additional administrative duties during the principal's leave. Reduced time for coaching resulted in reduced supports for some teachers.
- Although instructional leaders continue to provide weekly scheduled opportunities for teachers to plan curriculum and instruction within and across grade levels, collaboration is also often teacher-initiated in keeping with the strong staff culture.
- Instructional leaders implement a comprehensive professional development program that develops the competencies and skills of teachers based on school-wide trends, classroom observations and teacher-identified needs and interests. Teachers receive three weeks of professional development during the summer in addition to two hours per week during the school year.
- The school no longer conducts formal summative evaluations for teachers, as the instructional leadership team finds its ongoing feedback through individual coaching meetings is sufficient to inform teachers' of their strengths, progress and areas in need of further development. The principal puts teachers who do not demonstrate adequate growth on formal performance improvement plans that clearly identify areas of deficiency and necessary action steps.

Curriculum and Assessment. Uncommon provides Ocean Hill Collegiate with curriculum materials that support teachers in their instructional planning. The school coordinates with the Uncommon

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network on an assessment system that improves instructional effectiveness and student learning and that aligns with the school's curriculum.

- Uncommon supplies the school with a scope and sequence and lesson materials that align with New York State standards and provide a fixed underlying structure across all grades in most content areas. Most teachers adapt the lesson materials to include purposeful and focused activities designed to strengthen particular weaknesses in students' skills identified through data analysis. One notable exception is the school's 8th grade ELA curriculum: because the school teaches one block of reading and writing in 8th grade, with minimal oversight from the school's instructional leaders, the school's ELA teachers develop their own materials using the network's scope and sequence and novel selections as a guide.
- The network provides lesson packets that support teachers' delivery of instruction. Most teachers adapt the lesson materials to meet the needs of their individual students. Based on these curriculum materials, teachers know what to teach and when to teach it. While lesson activities are purposeful, the extent to which learning objectives build on students' prior knowledge is unclear. Frequent writing convention errors in lesson packets suggest inconsistent oversight from instructional leaders.
- The network collects interim assessment ("IA") data from every grade level and school across the network and uses it to adjust the scopes and sequences to increase the effectiveness of the network's program; however, the school has leeway to adapt the curriculum materials as it sees fit to meet the needs of its students.
- Ocean Hill Collegiate regularly administers IAs that align to the school's curriculum. The school administers a commercial assessment five times per year to monitor achievement and growth in literacy. A third party vendor develops the school's ELA and math IAs, which schools across the Uncommon network administer. Teachers and school leaders provide input to guide the development of the IAs and are generally satisfied with the rigor and curricular alignment of the assessments. The network selects teachers to serve as curriculum specialists and develop IAs in science and social studies.
- The school participates in collaborative scoring with other Uncommon schools following each administration of IAs. Teachers engage in norming activities before scoring a subset of assessment items on every paper across the network. Teachers find the process to be fair, reliable and sufficient in providing guidance about the level of rigor to which they need to teach academic content.
- Ocean Hill Collegiate effectively analyzes IA data and uses it to drive instruction. Instructional leaders and teachers use the data to identify content that requires re-teaching or spiraled review for which the school reserves time during the first part of each daily lesson. During data meetings that take place immediately following the administration of an IA, teachers and instructional leaders develop plans for re-teaching or review for the upcoming instructional cycle. They follow up on the effectiveness of these strategies using classroom observations and by analyzing subsequent assessment data.

RENEWAL BENCHMARK CONCLUSIONS

Pedagogy. High quality instruction is evident throughout Ocean Hill Collegiate. As shown in the chart below, during the renewal visit, Institute team members conducted 13 classroom observations following a defined protocol used in all school renewal visits.

CLASSROOM OBSERVATION METHODOLOGY: NUMBER OF OBSERVATIONS

		GRADE				Total
		5	6	7	8	
CONTENT AREA	ELA	3	1	2		6
	Math		2	2		4
	Writing					
	Science			1		1
	Soc Stu			1	1	2
	Specials					
	Total	3	5	5		13

- Teachers deliver purposeful lessons aligned to the school's curriculum (12 of 13 classrooms observed). Daily work packets serve as the framework for adherence to clear objectives and generally built on previously taught concepts. Teachers continue to use clear, age-appropriate yet challenging language and vocabulary to deliver content and frame classroom discussions.
- Teachers regularly use a variety of techniques to check for student understanding, including circulating to check students' written work and cold calling (11 of 13 classrooms observed). Some checks for understanding are procedural ("Any questions?") and do not provide rich information from which the teacher could identify deficiencies in student learning. When circulating to check student work, some teachers find no work to check, signifying that the teachers' proximity and monitoring techniques do not translate into uniform expectations for assignment completion across classes. Teachers generally do not adjust their instruction based on student responses to checks for understanding due, at least in part, to packet driven instruction.
- As has been the case throughout the charter term, teachers sometimes include opportunities in their lessons to challenge students with questions and activities that develop depth of understanding and higher-order thinking and problem solving skills (7 of 13 classrooms observed). Some teachers provide opportunities for students to interact with their peers during learning activities but do not allow sufficient time for students to engage in deep, thoughtful discussion. In a notable exception, while explaining the distribution of data, a math teacher asked, "if these each represent 25% of the data, why do some quartiles look so long and others so small?" Students discussed possible explanations with each other and reported back to the teacher, who prompted students to elaborate on their conjectures and then synthesize their responses.

RENEWAL BENCHMARK CONCLUSIONS

- Most teachers establish classroom environments with a focus on academic achievement (11 of 13 classrooms observed). Teachers maximize learning time by using appropriate pacing during lessons, often utilizing timers, and providing clear directions for what students must complete during class periods. Classroom management procedures, including hand signals, enable teachers to keep most students on task. Although most teachers effectively redirect students not meeting behavioral expectations, some tolerate low level misbehavior and allow students to opt out of learning activities.

At-Risk Students. Ocean Hill Collegiate addresses the needs of struggling students and students with disabilities with a wide range of academic supports. The school also provides supports to ELL students and tracks their growth in English language arts closely.

- The school continues to use clear procedures for identifying students at-risk for academic failure, students with disabilities and ELLs. Placing the highest priority on its incoming 5th graders, who typically exhibit the largest gap to grade level proficiency, the school identifies students as struggling if they fall within the bottom third on a reading diagnostic exam, consistently exhibit academic difficulty in classes or score in the below grade level range on interim assessments. The student support team also refers students who do not demonstrate adequate progress towards grade level proficiency for special education evaluation.
- Ocean Hill Collegiate identifies ELLs through the administration of a home language information survey and the New York State Identification Test for English Language Learners (“NYSITELL”). While the school does not employ a certified English to Speakers of Other Languages teacher or provide sufficient professional development for staff to support its two enrolled ELL students, a special education coordinator with previous bilingual education experience provides intervention if students demonstrate academic difficulty. Such a structure is not aligned with the recommendations of the US Department of Education and may not well align with the Office of Civil Rights requirements for serving ELL students. As such, the school followed the Institute’s request to submit an educationally sound, legally compliant plan for serving ELL students with implementation to begin in the 2015-16 school year. The school has submitted such a plan and the Institute finds it to be an acceptable design for serving ELL students in the next charter term.
- Ocean Hill Collegiate continues to provide targeted support in phonics, reading, writing and mathematics through a combination of pull-out small group instruction and leveled small classes. Special education teachers provide students who struggle with decoding with research-based phonics instruction for the entire school year. The student support team determines the frequency of interventions by the level of each student’s needs; offering many pull out supports multiple times per day. The school serves its 28 students with disabilities through push-in and pull-out small group instruction, as mandated by their Individualized Education Programs (“IEPs”).
- Teachers regularly monitor student progress in their areas of need, in addition to classroom and interim assessments, over four to six week cycles. For example, students

RENEWAL BENCHMARK CONCLUSIONS

receiving phonics support take weekly sub-step assessments to measure incremental, on-going growth. The school holds weekly meetings between the principal, dean of students, special education coordinator and social worker to review the progress and needs of 5th grade students, who comprise the majority of struggling students at the school, evaluate the effectiveness of interventions and make changes to services as necessary.

- Classroom teachers are well aware of their struggling students' current performance levels and needs, but not of their students' with disabilities specific IEP goals. The school's special education coordinator facilitates grade specific student support team meetings twice monthly to collaborate with classroom teachers, monitor students' academic growth and collect data to track students' progress toward meeting their IEP goals. Special education teachers also attend bi-weekly grade team and data analysis meetings to recommend specific strategies for students and make programmatic changes.
- Teachers receive limited professional development on differentiation and recommended intervention strategies during pre-service training and in professional development sessions throughout the school year; the student support team provides classroom teachers with informal, on-going training throughout the year during weekly meetings.

		2011-12	2012-13	2013-14
Enrollment (N) Receiving Mandated Academic Services		(19)	(24)	(36)
RESULTS	Tested on State Exams (N)	(19)	(24)	(36)
	Percent Proficient on ELA Exam	10.5	4.2	8.3
	Percent Proficient Statewide	15.5	5.0	5.2

		2011-12	2012-13	2013-14
ELL Enrollment (N)		(1)	(1)	(2)
RESULTS	Tested on NYSESLAT ¹¹ Exam (N)	(s ¹²)	(s)	(s)
	Percent 'Proficient' or Making Progress ¹³ on NYSESLAT	s	s	s

¹¹ New York State English as a Second Language Achievement Test, a standardized state exam.

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

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

RENEWAL BENCHMARK CONCLUSIONS

IS THE SCHOOL AN EFFECTIVE, VIABLE ORGANIZATION?

With support from the Uncommon network, Ocean Hill Collegiate has built an administrative structure with clear systems and procedures that enable effective implementation of the educational program. The education corporation board maintains its focus on students' academic achievement and provides strong, mission-driven oversight to the educational program.

ORGANIZATIONAL STRUCTURE

Board Oversight. Throughout the course of the charter term, the education corporation has maintained dogged attention to data in order to hold itself, school leaders and the management organization accountable for results. In so doing, it has worked effectively to achieve the school's mission and provide oversight of the total educational program.

- Board members utilize a variety of skills and expertise in their governance of the school. The board believes it is well represented in critical skill areas including management, business, legal and financial expertise. The same individuals who serve on the Ocean Hill Collegiate board including a representative from Uncommon, also serve on the boards of the other SUNY authorized Collegiate charter schools managed by Uncommon (Brooklyn East Collegiate Charter School, Bedford Stuyvesant Collegiate Charter School, Brownsville Collegiate Charter School and Kings Collegiate Charter School).
- While the board fulfills its responsibilities primarily as a whole, per an agreement, a joint high school committee oversees the co-located high school's operations along with representatives from Brooklyn East Collegiate and Leadership Prep Bedford Stuyvesant Charter Schools (both also authorized by SUNY).
- The board steadfastly holds Uncommon accountable for student achievement and the school's day-to-day operations. At each meeting, the board reviews an extensive performance dashboard that includes data on student achievement, attendance and attrition, discipline, finances and staff performance.
- In addition to ongoing assessment of Ocean Hill Collegiate's performance, the board completes a thorough annual evaluation of Uncommon, which begins with the network's self-evaluation of its services to the school. Ocean Hill Collegiate's principal and director of operations both complete the same assessment of Uncommon prior to discussion at a board meeting. The board has delegated responsibility for annual evaluations of the principal and director of operations to Uncommon.
- The board also conducts a comprehensive self-evaluation of its effectiveness in ensuring the school's future as an academically successful, financially healthy and legally compliant organization. This process includes assessment of the effectiveness of board and committee meetings, and board members review their individual contributions to the school's success. Following its self-evaluation, the board holds an annual retreat during which it engages in long-term, strategic planning.

Organizational Capacity. The Ocean Hill Collegiate organization has effectively supported the delivery of the educational program throughout the charter term.

RENEWAL BENCHMARK CONCLUSIONS

- Through much of the charter term, Ocean Hill Collegiate established an administrative structure that clearly separated operational functions from instructional responsibilities. With the principal focused solely on the academic program, the school maintained distinct lines of accountability with clearly defined roles and responsibilities.
- Ocean Hill Collegiate has had notably little teacher turnover. Only five teachers chose to leave the school during its first four years of operation, and teachers continue to report high levels of satisfaction with the work environment. Instructional leaders prioritize teacher retention and actively create new professional opportunities within the school to support teachers' individual growth. Additionally, the Uncommon network provides a variety of opportunities for teachers to take on leadership roles without leaving the classroom. The network's two fellowship programs provide clear career ladders to school leadership.
- An Uncommon inspection team consisting of network managing directors, principals and directors of operations continue to conduct annual evaluations of the quality of the school's programs. Instructional leaders are diligent about reflecting on the inspection team's findings, sharing those results with the school staff and collaboratively creating action plans in response.
- Demand for enrollment at Ocean Hill Collegiate continues to exceed the school's capacity, as demonstrated by the school's report of a waitlist greater than 2,700 students at the time of the renewal visit.¹⁴
- The school implements a clear student discipline policy in place at the administrative level that is consistently applied. Teachers across the school use consistent routines and procedures to manage classrooms effectively.
- The Uncommon network manages most efforts to recruit students with disabilities, ELLs and economically disadvantaged students.

FAITHFULNESS TO CHARTER & PARENT SATISFACTION

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

Key Design Elements	Evident?
Educational design based on other successful urban charter schools;	+
Extended school day and year;	+
An emphasis on college such that the freshman years of college will	+

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

RENEWAL BENCHMARK CONCLUSIONS

be a natural extension of graduation from high school;	
A calm, composed and disciplined environment to maximize the amount of time on-task; and,	+
A focus on literacy driven by an understanding that most students beginning 5 th grade are reading substantially below grade level and an acknowledgement that if a school does not address this issue immediately, students will be at a huge disadvantage in all subjects in high school and college.	+

Parent Satisfaction. The Institute compiled data from the NYCDOE's 2013-14 NYC School Survey. The NYCDOE distributes the survey to families each year to compile data about school culture, instruction, and systems for improvement. Results from 2013-14 indicate parents/guardians and students are satisfied with the school; however, the survey response rate is sufficiently low that it does not constitute a group that is representative of the entire school community.

2013-14
Response Rate: 40%
Instructional Core: 95%
Systems for Improvement: 96%
School Culture: 98%

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

	2011-12	2012-13	2013-14
Percent of Eligible Students Returning From Previous Year	93.7	88.1	89.2

RENEWAL BENCHMARK CONCLUSIONS

COMPLIANCE

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

- The board of trustees has generally avoided creating conflicts of interest where possible, and where conflicts exist, such as with trustees affiliated with Uncommon, the board has managed those conflicts in a clear and transparent manner through recusal.
- The board has materially complied with the terms of its by-laws.
- The board successfully sought and implemented a charter amendment to co-locate a high school program for its students with two other SUNY authorized charter schools managed by Uncommon. The board reviews and updates the agreement between the three schools as needed and monitors the performance of the high school as a whole.
- The board approved changes to its policies and procedures as needed and appropriate. For example, the board recently approved changes to personnel policies and student discipline policies.
- The board engages in long range strategic planning including a proposed merger with other schools managed by Uncommon, which would allow for certain economies of scale.

Legal Requirements. The education corporation generally and substantially complies with applicable state and federal laws, rules and regulations and the provisions of its charter with an exception in the area of ELL program, which the school has ameliorated.

- **Complaints.** The Institute has received no formal complaints regarding the school and only two informal complaints. One informal complaint concerned a misunderstanding regarding student retention that was later fully explained to the parent. Another involved a disciplinary consequence that resulted in a student being suspended from bus service. Neither complaint required action by the Institute.

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

- **ELL Program.** Ocean Hill Collegiate did not have a fully compliant ELL program in place at the time of the renewal visit in violation of Title VI of the Civil Rights Act of 1964. To be in compliance with federal law a charter school must have properly trained staff to implement the ELL program and performance evaluation of the ELL staff by qualified evaluators. Also, the U.S. Department of Education views special education staff assisting

RENEWAL BENCHMARK CONCLUSIONS

ELLs as possibly discriminatory. Therefore, while the school had some components of an effective program in place, it did not have properly trained ESOL staff in place. As previously noted, the school submitted an educationally sound, legally compliant ELL program including trained ESOL staff with implementation to begin in the 2015-16 school year. The Institute will monitor the school's implementation the ELL program in any future charter term.

- **Open Meetings Law.** While the education corporation properly moves its board meetings into executive session, it sometimes does not properly record such votes and sometimes does not list one of the permissible reasons for going into executive session. At the end of executive session, the board, in some cases, did not record a motion and votes to go into public session, and typically then closed the meeting at that time in violation of the New York Open Meetings Law.
- **By-laws.** Certain committee provisions of the education corporation's by-laws need to be updated in order to be in compliance with the New York Not-For-Profit Corporation Law. As with all other compliance related adjustments identified here, the Institute will require the school to update prior to the commencement of a new charter term.

RENEWAL BENCHMARK CONCLUSIONS

IS THE EDUCATION CORPORATION FISCALLY SOUND?

Based on evidence collected through the renewal review, Ocean Hill Collegiate is fiscally sound. The education corporation has successfully managed cash flow and has adequate financial resources to ensure stable operations with financial support provided by Uncommon fund raising activities. The education corporation engages in realistic budgeting practices and conducts routine monitoring of revenues and expenses, making appropriate adjustments when necessary. Uncommon supports Ocean Hill Collegiate in the areas of fiscal operations by locating adequate facilities and coordinating the financing of major repairs, fundraising, preparing financial reports and budgets, recording and tracking income and expenses related to grants and contracts, recording accounts payable invoices and cash receipts, preparing vendor checks, providing payroll services, reconciling bank accounts, safeguarding the school's assets, and managing all year-end financial and compliance reporting. The Uncommon management fee structure decrease over the charter term (10% down to 9.5% down to 9% in the first charter term) and continues to decrease with more economies of scale in the future. While the Uncommon financial model intends that all fully enrolled schools are financially sustainable, operating its program solely on public funding, the education corporation has received approximately \$820K in fundraising and contribution support during its first four years of operation.

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

- The education corporation develops realistic budgets and monitors them continually.
- Uncommon works closely with the school's director of operations in preparing extensive financial reports and reviews these reports with the network's director of finance on a bi-monthly basis.
- School staff stated that prior to board meetings, the school leader and board finance committee review the financial reports.
- Board minutes indicate that year-to-date financial reports are presented at regular meetings, although there is no indication that the board approves the reports, which is a best practice.
- The projected five-year renewal budget reflects increases in revenues and expenses, supported by approximately \$1.3M in additional financial support from contributions and fundraising, with planned enrollment growth as the school expands through grade 12 by the 3rd year of the renewal charter term.
- The education corporation prepares a 10-year, long-term budget which is updated on an annual basis.

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

RENEWAL BENCHMARK CONCLUSIONS

- An Uncommon operations manual guides all internal controls and procedures at Ocean Hill Collegiate. The manual contains fiscal policies and procedures and undergoes annual reviews, with substantive updates requiring board approval.
- Uncommon provides the school's director of operations, the office manager and the special projects coordinator with professional development activities throughout the school year.
- Over the charter term there have been various auditor recommendations provided in management letters including consistent adherence to Uncommon's substantial internal controls such as ensuring that written/signed approvals are secured from both the director of finance and the school's director of operations for funds transfer to Uncommon, dual signatures on checks greater than \$5k, and board approval for checks greater the \$20k. The recommendations were appropriately addressed with no reports of recurrence in the subsequent audit report of June 30, 2014. This recent audit did, however, offer additional recommendations for capitalizing fixed assets as they are acquired versus waiting until year-end, and at year-end reviewing the fixed asset listing to ensure completeness and accuracy.
- SUNY authorized charter agreements have changed to include a required \$75,000 Dissolution Reserve Fund for the purpose of covering legal and administrative costs associated with the closure/dissolution of a school. To be funded, at a minimum, by reserving \$25,000 per year during the first three years of the charter term. The funds need to be identified in the financial statements and audit report notes to the financial statements. The school will need to set aside these funds unless it merges and falls under different multi-school requirements.

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

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

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

RENEWAL BENCHMARK CONCLUSIONS

- The education corporation has posted a fiscally strong composite score on the Institute's fiscal dashboard.¹⁵
- As of June 30, 2014, Ocean Hill Collegiate had total net assets of approximately \$432K.
- The education corporation has no long-term debt.
- Ocean Hill Collegiate maintains adequate cash flow and on average 1.3 months of cash reserves to cover current bills and those coming due shortly. The recommended cash reserve would be a minimum of one month reserve therefore the dashboard reflects a medium risk in this category.

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

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

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

RENEWAL BENCHMARK CONCLUSIONS

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

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

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

MISSION FOR THE NEXT CHARTER TERM

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

Plans for the Educational Program. Ocean Hill Collegiate plans to continue to implement the same core elements that have led enabled the school to meet its key Accountability Plan goals during the current charter term; these core elements are likely to enable the school to continue to meet its goals in the future. Ocean Hill Collegiate will continue to grow its co-located high school program, Uncommon Prep Charter High School, with Brooklyn East Collegiate Charter School and Leadership Prep Bedford Stuyvesant Charter School, both also authorized by the SUNY Trustees through the 12th grade.

	Current Charter Term	End of Next Charter Term
Enrollment	314	487
Grade Span	5-9	5-12
Teaching Staff	27 (Grades 5-8)	27 (Grades 5-8), 23 (9-12)
Days of Instruction	185	185

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

RENEWAL BENCHMARK CONCLUSIONS

Fiscal & Facility Plans. Based on evidence collected through the renewal review, including a review of the 5-year financial plan, Ocean Hill Collegiate presents a reasonable and appropriate fiscal plan for the next charter term including budgets that are feasible and achievable. Ocean Hill Collegiate will continue to provide instruction in grades 5-8 in its current co-located facility at 1137 Herkimer St, Brooklyn. The school will continue to serve high school grades in the co-located South Shore Educational Campus facility.

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

APPENDIX: SCHOOL OVERVIEW

Mission Statement

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

Board of Trustees

Board Member Name ¹⁷	Position
Linton Mann, III	Chair
John Greenstein	Treasurer
Ekwutozia Nwabuzor	Secretary
Julie Kennedy	Trustee
Stuart Linde	Trustee
St. Claire Gerald	Trustee
Ian Sacks	Trustee
Eileen Shy	Trustee
Bob Howitt	Trustee

School Characteristics

School Year	Proposed Enrollment	Actual Enrollment ¹⁸	Proposed Grades	Actual Grades
2010-11	78	79	5	5
2011-12	148	140	5-6	5-6
2012-13	208	199	5-7	5-7
2013-14	263	257	5-8	5-8
2014-15	322	314	5-9	5-9

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

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

APPENDIX: SCHOOL OVERVIEW

Student Demographics

	2011-12		2012-13		2013-14 ¹⁹
	% of School Enrollment	% of NYC CSD 23 Enrollment	% of School Enrollment	% of NYC CSD 23 Enrollment	% of School Enrollment
Race/Ethnicity					
American Indian or Alaska Native	0	0	1	0	0
Black or African American	96	80	93	80	91
Hispanic	3	18	3	18	5
Asian, Native Hawaiian, or Pacific Islander	0	1	0	1	2
White	0	1	1	1	2
Multiracial	1	0	0	0	0
Special Populations					
Students with Disabilities	13	20	11	20	12
English Language Learners	1	4		5	1
Free/Reduced Lunch					
Eligible for Free Lunch	68	79	67	75	75 ²⁰
Eligible for Reduced-Price Lunch	13	5	13	4	10
Economically Disadvantaged	79	--	83	--	84

School Leaders

School Year(s)

Name(s) and Title(s)

2010-11 to Present

Hannah Solomon, Principal (Grades 5-8)

2014-15 to Present

Christine Algozo, Principal (Grade 9)

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

²⁰ All 2013-14 FRPL and Economically Disadvantaged data from school self report, February 2015.

APPENDIX: SCHOOL OVERVIEW

School Visit History

School Year	Visit Type	Evaluator (Institute/External)	Date
2010-11	First Year Visit	Institute	June 1, 2011
2012-13	Evaluation Visit	Institute	March 12, 2013
2013-14	Initial Renewal Visit	Institute	June 12, 2014

Conduct of the Renewal Visit

Date(s) of Visit	Evaluation Team Members	Title
June 12, 2014	Heather Wendling	Senior Analyst
	Jeff Wasbes	Executive Deputy Director for Accountability
	Natasha Howard, PhD	Managing Director of Program

APPENDIX: FISCAL DASHBOARD



Ocean Hill Collegiate Charter School

SCHOOL INFORMATION

FINANCIAL POSITION

Assets

Current Assets

Cash and Cash Equivalents - **GRAPH 1**
Grants and Contracts Receivable
Accounts Receivable
Prepaid Expenses
Contributions and Other Receivables

Total Current Assets - **GRAPH 1**

Property, Building and Equipment, net

Other Assets

Total Assets - **GRAPH 1**

Liabilities and Net Assets

Current Liabilities

Accounts Payable and Accrued Expenses
Accrued Payroll and Benefits
Deferred Revenue
Current Maturities of Long-Term Debt
Short Term Debt - Bonds, Notes Payable
Other

Total Current Liabilities - **GRAPH 1**

L-T Debt and Notes Payable, net current maturities

Total Liabilities - **GRAPH 1**

Net Assets

Unrestricted
Temporarily restricted

Total Net Assets

Total Liabilities and Net Assets

ACTIVITIES

Operating Revenue

Resident Student Enrollment
Students with Disabilities

Grants and Contracts

State and local
Federal - Title and IDEA
Federal - Other
Other

Food Service/Child Nutrition Program

Total Operating Revenue

Expenses

Regular Education
SPED
Regular Education & SPED (combined)
Other

Total Program Services

Management and General
Fundraising

Total Expenses - **GRAPHS 2, 3 & 4**

Surplus / (Deficit) From School Operations

Support and Other Revenue

Contributions
Fundraising
Miscellaneous Income
Net assets released from restriction

Total Support and Other Revenue

Total Unrestricted Revenue

Total Temporarily Restricted Revenue

Total Revenue - **GRAPHS 2 & 3**

Change in Net Assets

Net Assets - Beginning of Year - **GRAPH 2**

Prior Year Adjustment(s)

Net Assets - End of Year - **GRAPH 2**

Opened 2010-11

	2009-10	2010-11	2011-12	2012-13	2013-14
Cash and Cash Equivalents - GRAPH 1	-	127,269	261,204	557,213	417,339
Grants and Contracts Receivable	-	200,137	181,748	79,461	67,108
Accounts Receivable	-	-	-	-	-
Prepaid Expenses	-	26,729	5,138	5,395	16,372
Contributions and Other Receivables	-	-	-	-	-
Total Current Assets - GRAPH 1	-	354,135	448,090	642,069	500,819
Property, Building and Equipment, net	-	159,272	211,699	192,250	146,410
Other Assets	-	-	-	-	-
Total Assets - GRAPH 1	-	513,407	659,789	834,319	647,229

Accounts Payable and Accrued Expenses	-	93,076	122,458	263,578	185,927
Accrued Payroll and Benefits	-	-	-	-	-
Deferred Revenue	-	100,000	-	-	-
Current Maturities of Long-Term Debt	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	-	-	-	-	28,840
Total Current Liabilities - GRAPH 1	-	193,076	122,458	263,578	214,767
L-T Debt and Notes Payable, net current maturities	-	-	-	-	-
Total Liabilities - GRAPH 1	-	193,076	122,458	263,578	214,767

Unrestricted	-	200,331	297,331	330,741	192,462
Temporarily restricted	-	120,000	240,000	240,000	240,000
Total Net Assets	-	320,331	537,331	570,741	432,462
Total Liabilities and Net Assets	-	513,407	659,789	834,319	647,229

Resident Student Enrollment	-	1,084,527	1,896,080	2,694,835	3,477,440
Students with Disabilities	-	105,978	158,656	206,990	254,119
Grants and Contracts	-	273,576	-	-	-
State and local	-	66,587	533,891	137,219	145,934
Federal - Title and IDEA	-	34,931	-	165,338	44,677
Federal - Other	-	-	-	-	-
Other	-	-	-	-	-
Food Service/Child Nutrition Program	-	-	-	-	-
Total Operating Revenue	-	1,565,599	2,588,627	3,204,382	3,922,170

Regular Education	-	1,489,014	2,214,749	2,801,668	3,632,541
SPED	-	-	-	113,432	-
Regular Education & SPED (combined)	-	-	-	-	-
Other	-	-	-	-	-
Total Program Services	-	1,489,014	2,214,749	2,915,100	3,632,541
Management and General	-	259,722	346,925	369,202	471,841
Fundraising	-	-	-	-	-
Total Expenses - GRAPHS 2, 3 & 4	-	1,748,736	2,561,674	3,284,302	4,104,382
Surplus / (Deficit) From School Operations	-	(183,137)	26,953	(79,920)	(182,212)

Contributions	-	-	-	100,000	27,000
Fundraising	-	503,445	190,000	-	-
Miscellaneous Income	-	23	47	13,330	16,933
Net assets released from restriction	-	-	-	-	-
Total Support and Other Revenue	-	503,468	190,047	113,330	43,933

Total Unrestricted Revenue	-	2,069,067	2,778,674	3,317,712	3,966,103
Total Temporarily Restricted Revenue	-	-	-	-	-
Total Revenue - GRAPHS 2 & 3	-	2,069,067	2,778,674	3,317,712	3,966,103

Change in Net Assets	-	320,331	217,000	33,410	(138,279)
Net Assets - Beginning of Year - GRAPH 2	-	-	320,331	537,331	570,741
Prior Year Adjustment(s)	-	-	-	-	-
Net Assets - End of Year - GRAPH 2	-	320,331	537,331	570,741	432,462

APPENDIX: FISCAL DASHBOARD



Ocean Hill Collegiate Charter School

SCHOOL INFORMATION - (Continued)

Functional Expense Breakdown

	2009-10	2010-11	2011-12	2012-13	2013-14
Personnel Service					
Administrative Staff Personnel	-	1,054,284	136,532	150,394	174,123
Instructional Personnel	-	-	1,324,462	1,861,544	2,344,090
Non-instructional Personnel	-	-	-	-	-
Personnel Services (Combined)	-	-	-	-	-
Total Salaries and Staff	-	1,054,284	1,460,994	2,011,938	2,518,213
Fringe Benefits & Payroll Taxes	-	147,314	248,004	351,679	444,395
Retirement	-	-	-	-	-
Management Company Fees	-	134,253	211,724	303,904	368,362
Building and Land Rent / Lease	-	-	9,709	1,660	11,344
Staff Development	-	60,617	60,881	89,847	122,755
Professional Fees, Consultant & Purchased Services	-	16,700	15,023	16,426	19,299
Marketing / Recruitment	-	-	-	-	-
Student Supplies, Materials & Services	-	103,329	100,521	166,437	231,465
Depreciation	-	28,480	67,312	82,745	78,094
Other	-	203,759	387,506	259,666	310,455
Total Expenses	-	1,748,736	2,561,674	3,284,302	4,104,382

SCHOOL ANALYSIS

ENROLLMENT

	2009-10	2010-11	2011-12	2012-13	2013-14
Chartered Enroll	-	78	148	208	263
Revised Enroll	-	-	-	-	-
Actual Enroll - GRAPH 4	-	79	140	199	257
Chartered Grades	P-Year	5	5-6	5-7	5-8
Revised Grades	-	-	-	-	-

Primary School District: New York City

Per Pupil Funding (Weighted Avg of All Districts)

Increase over prior year

	2009-10	2010-11	2011-12	2012-13	2013-14
	-	13,527	13,527	13,527	13,527
	0.0%	8.7%	0.0%	0.0%	0.0%

PER STUDENT BREAKDOWN

Revenue

Operating	-	19,818	18,490	16,102	15,261	17,418
Other Revenue and Support	-	6,373	1,357	569	171	2,118
TOTAL - GRAPH 3	-	26,191	19,848	16,672	15,432	19,536

Expenses

Program Services	-	18,848	15,820	14,649	14,134	15,863
Management and General, Fundraising	-	3,288	2,478	1,855	1,836	2,364
TOTAL - GRAPH 3	-	22,136	18,298	16,504	15,970	18,227
% of Program Services	0.0%	85.1%	86.5%	88.8%	88.5%	87.2%
% of Management and Other	0.0%	14.9%	13.5%	11.2%	11.5%	12.8%
% of Revenue Exceeding Expenses - GRAPH 5	0.0%	18.3%	8.5%	1.0%	-3.4%	7.2%

Average -
5 Yrs.
OR Charter
Term

Student to Faculty Ratio

	2009-10	2010-11	2011-12	2012-13	2013-14
	-	13.2	7.8	8.2	8.6

Faculty to Admin Ratio

	2009-10	2010-11	2011-12	2012-13	2013-14
	-	0.9	9.0	12.2	15.0

Financial Responsibility Composite Scores - GRAPH 6

Score	0.0	2.2	2.3	2.0	1.5	2.2
Fiscally Strong 1.5 - 3.0 / Fiscally Adequate 1.0 - 1.4 / Fiscally Needs Monitoring < 1.0	N/A	Fiscally Strong	Fiscally Strong	Fiscally Strong	Fiscally Strong	Fiscally Strong

Working Capital - GRAPH 7

Net Working Capital	0	161,059	325,632	378,491	286,052	287,809
As % of Unrestricted Revenue	0.0%	7.8%	11.7%	11.4%	7.2%	9.5%
Working Capital (Current) Ratio Score	0.0	1.8	3.7	2.4	2.3	2.6
Risk (Low ≥ 3.0 / Medium 1.4 - 2.9 / High < 1.4)	N/A	MEDIUM	LOW	MEDIUM	MEDIUM	MEDIUM
Rating (Excellent ≥ 3.0 / Good 1.4 - 2.9 / Poor < 1.4)	N/A	Good	Excellent	Good	Good	Good

Quick (Acid Test) Ratio

Score	0.0	1.7	3.6	2.4	2.3	2.5
Risk (Low ≥ 2.5 / Medium 1.0 - 2.4 / High < 1.0)	N/A	MEDIUM	LOW	MEDIUM	MEDIUM	LOW
Rating (Excellent ≥ 2.5 / Good 1.0 - 2.4 / Poor < 1.0)	N/A	Good	Excellent	Good	Good	Excellent

Debt to Asset Ratio - GRAPH 7

Score	0.0	0.4	0.2	0.3	0.3	0.3
Risk (Low < 0.50 / Medium 0.51 - .95 / High > 1.0)	N/A	LOW	LOW	LOW	LOW	LOW
Rating (Excellent < 0.50 / Good 0.51 - .95 / Poor > 1.0)	N/A	Excellent	Excellent	Excellent	Excellent	Excellent

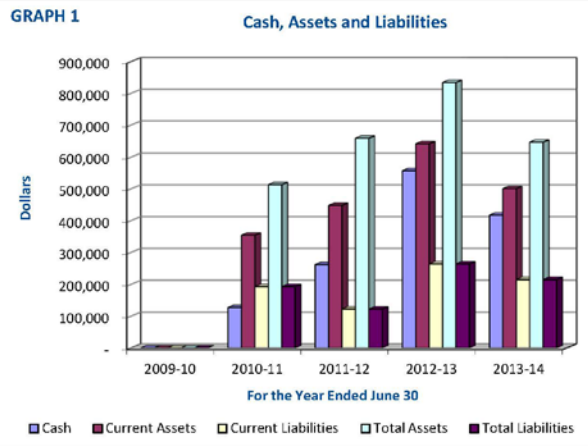
Months of Cash - GRAPH 8

Score	0.0	0.9	1.2	2.0	1.2	1.3
Risk (Low > 3 mo. / Medium 1 - 3 mo. / High < 1 mo.)	N/A	HIGH	MEDIUM	MEDIUM	MEDIUM	MEDIUM
Rating (Excellent > 3 mo. / Good 1 - 3 mo. / Poor < 1 mo.)	N/A	Poor	Good	Good	Good	Good

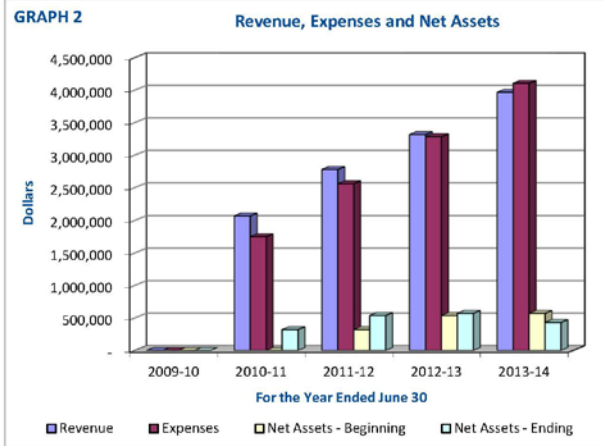
APPENDIX: FISCAL DASHBOARD



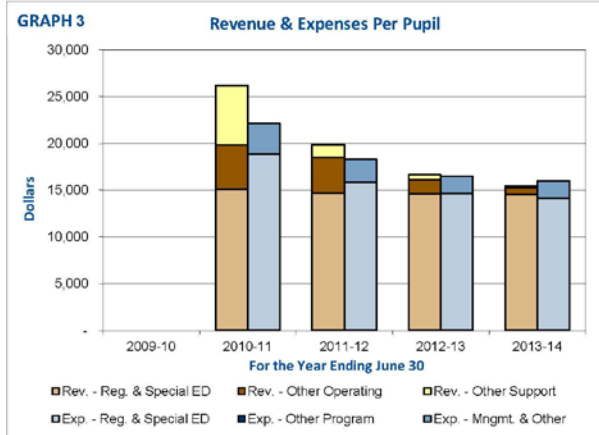
Ocean Hill Collegiate Charter School



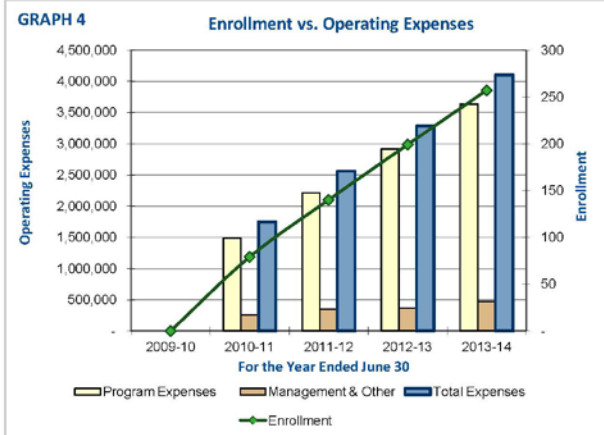
This chart illustrates the relationship between assets and liabilities and to what extent cash reserves makes up current assets. Ideally for each subset, subsets 2 thru 4, (i.e. current assets vs. current liabilities), the column on the left is taller than the immediate column on the right; and, generally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



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



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



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

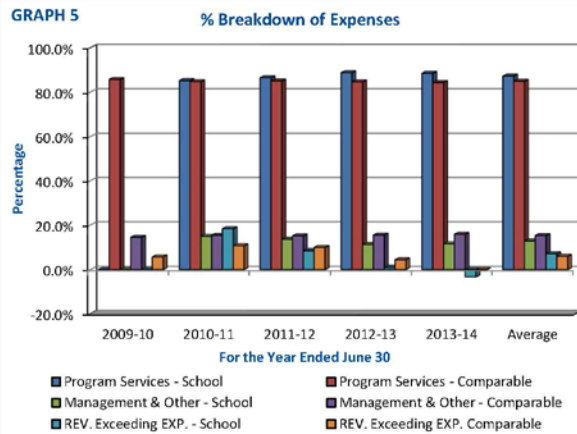
APPENDIX: FISCAL DASHBOARD



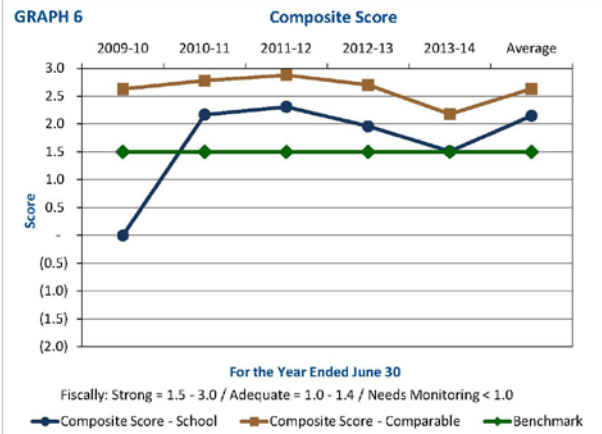
Ocean Hill Collegiate Charter School

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

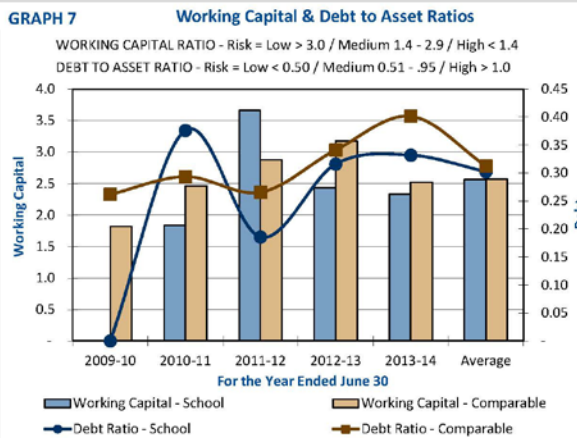
* Average = Average - 5 Yrs. OR Charter Term



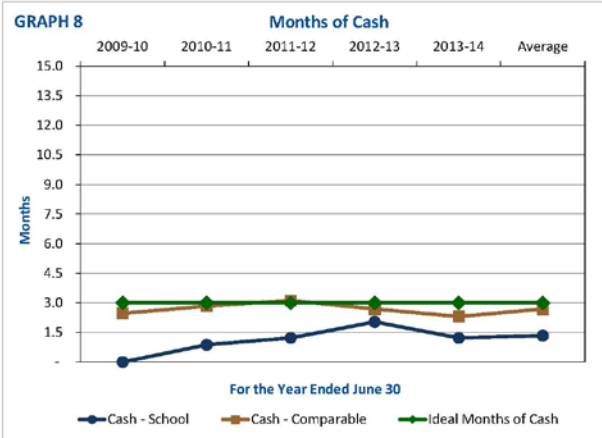
This chart illustrates the percentage expense breakdown between program services and management & others as well as the percentage of revenues exceeding expenses. Ideally the percentage expense for program services will far exceed that of the management & other expense. The percentage of revenues exceeding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



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



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



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

APPENDIX: PERFORMANCE SUMMARIES

SCHOOL PERFORMANCE SUMMARY: English Language Arts

Ocean Hill Collegiate Charter School



	2011-12 Grades Served: 5-6			MET	2012-13 Grades Served: 5-7			MET	2013-14 Grades Served: 5-8			MET			
	All Students % (N)	2+ Years Students % (N)			All Students % (N)	2+ Years Students % (N)			All Students % (N)	2+ Years Students % (N)					
ABSOLUTE MEASURES 1. Each year 75 percent of students who are enrolled in at least their second year will perform at proficiency on the New York State exam.	3	(0)	(0)		3	(0)	(0)		3	(0)	(0)				
	4	(0)	(0)		4	(0)	(0)		4	(0)	(0)				
	5	42.7 (75)	20.0 (10)		5	17.1 (82)	12.5 (8)		5	19.0 (79)	0.0 (8)				
	6	79.4 (63)	80.3 (61)		6	8.1 (62)	6.9 (58)		6	27.0 (74)	25.0 (64)				
	7	(0)	(0)		7	51.8 (56)	50.9 (55)		7	21.6 (51)	21.6 (51)				
	8	(0)	(0)		8	(0)	(0)		8	55.6 (54)	55.6 (54)				
	All	59.4 (138)	71.8 (71)	NO	All	24.0 (200)	27.3 (121)	NA	All	29.5 (258)	32.2 (177)	NA			
2. Each year the school's aggregate Performance Level Index on the State exam will meet the Annual Measurable Objective set forth in the State's NCLB accountability system.	Grades	PI	AMO		Grades	PLI	AMO		Grades	PLI	AMO				
	5-6	154	135	YES	5-7	102			5-8	109	89	NA			
COMPARATIVE MEASURES 3. Each year the percent of students enrolled in at least their second year and performing at proficiency will be greater than that of students in the same grades in the local district.	Comparison: Brooklyn District 23				Comparison: Brooklyn District 23				Comparison: Brooklyn District 23						
	Grades	School	District		Grades	School	District		Grades	School	District				
	6	71.8	32.2	YES	6-7	27.3	14.0	YES	6-8	32.2	14.4	YES			
4. Each year the school will exceed its predicted percent of students at proficiency on the state exam by at least a small Effect Size (at least 0.3) based on its percentage of Economically Disadvantaged students.	% ED	Actual	Predicted	Effect Size		% ED	Actual	Predicted	Effect Size		% ED	Actual	Predicted	Effect Size	
	67.6	59.4	44.5	0.97	YES	82.3	24.0	18.4	0.41	YES	83.4	29.5	18.5	0.77	YES
GROWTH MEASURE 5. Each year, the school's unadjusted mean growth percentile will meet or exceed the state's unadjusted median growth percentile.	Grades	School	State		Grades	School	State		Grades	School	State				
	4				4				4						
	5				5	49.4			5	53.9					
	6				6	54.0			6	63.6					
	7				7	64.7			7	62.4					
	8				8	0.0			8	53.2					
	All	60.7	50.0	YES	All	55.9	50.0	YES	All	58.3	50.0	YES			

APPENDIX: PERFORMANCE SUMMARIES

SCHOOL PERFORMANCE SUMMARY: Mathematics

Ocean Hill Collegiate Charter School



	2011-12 Grades Served: 5-6			MET	2012-13 Grades Served: 5-7			MET	2013-14 Grades Served: 5-8			MET			
	Grades	All Students % (N)	2+ Years Students % (N)		Grades	All Students % (N)	2+ Years Students % (N)		Grades	All Students % (N)	2+ Years Students % (N)				
ABSOLUTE MEASURES 1. Each year 75 percent of students who are enrolled in at least their second year will perform at proficiency on the New York State exam.	3	(0)	(0)		3	(0)	(0)		3	(0)	(0)				
	4	(0)	(0)		4	(0)	(0)		4	(0)	(0)				
	5	76.0 (75)	70.0 (10)		5	29.3 (82)	0.0 (8)		5	27.8 (79)	0.0 (8)				
	6	96.8 (63)	98.4 (61)		6	37.1 (62)	34.5 (58)		6	56.8 (74)	54.7 (64)				
	7	(0)	(0)		7	62.5 (56)	61.8 (55)		7	52.9 (51)	52.9 (51)				
	8	(0)	(0)		8	(0)	(0)		8	85.2 (54)	85.2 (54)				
	All	85.5 (138)	94.4 (71)	YES	All	41.0 (200)	44.6 (121)	NA	All	53.1 (258)	61.0 (177)	NA			
2. Each year the school's aggregate Performance Level Index on the State exam will meet the Annual Measurable Objective set forth in the State's NCLB accountability system.	Grades	PI	AMO		Grades	PLI	AMO		Grades	PLI	AMO				
	5-6	184	148	YES	5-7	126			5-8	140	86	NA			
COMPARATIVE MEASURES 3. Each year the percent of students enrolled in at least their second year and performing at proficiency will be greater than that of students in the same grades in the local district.	Comparison: Brooklyn District 23				Comparison: Brooklyn District 23				Comparison: Brooklyn District 23						
	Grades	School	District		Grades	School	District		Grades	School	District				
	6	94.4	39.9	YES	6-7	44.6	12.9	YES	6-8	61.0	14.7	YES			
4. Each year the school will exceed its predicted percent of students at proficiency on the State exam by at least a small Effect Size (at least 0.3) based on its percentage of Economically Disadvantaged students.	% ED	Actual	Predicted	Effect Size	% ED	Actual	Predicted	Effect Size	% ED	Actual	Predicted	Effect Size			
	67.6	85.5	56.1	1.48	YES	82.3	41.0	18.5	1.47	YES	83.5	53.1	22.0	1.63	YES
GROWTH MEASURE 5. Each year, the school's unadjusted mean growth percentile will meet or exceed the state's unadjusted median growth percentile.	Grades	School	State		Grades	School	State		Grades	School	State				
	4				4				4						
	5				5	73.1			5	62.0					
	6				6	71.9			6	72.9					
	7				7	77.9			7	69.1					
	8				8	0.0			8	62.1					
	All	77.1	50.0	YES	All	74.2	50.0	YES	All	66.6	50.0	YES			