

# I. SCHOOL INFORMATION AND COVER PAGE

Created Friday, August 01, 2014

## Page 1

### 1. SCHOOL NAME

(Select School name from dropdown menu; BEDS # appears first)

332300860936 OCEAN HILL COLLEGIATE CS

### 2. CHARTER AUTHORIZER

SUNY-Authorized Charter School

### 3. DISTRICT / CSD OF LOCATION

NYC CSD 23

### 4. SCHOOL INFORMATION

PRIMARY ADDRESS	PHONE NUMBER	FAX NUMBER	EMAIL ADDRESS
1137 Herkimer Street 2nd Fl Brooklyn, NY 11233	718-250-5765	718-250-5766	oceanhillinfo@collegiate cs.org

### 4a. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES

Contact Name	Hanna Campbell
Title	Director of Operations
Emergency Phone Number (###-###-####)	

### 5. SCHOOL WEB ADDRESS (URL)

www.oceanhillcollegiate.org

### 6. DATE OF INITIAL CHARTER

2016-09-01 00:00:00

### 7. DATE FIRST OPENED FOR INSTRUCTION

2028-08-01 00:00:00

### 8. TOTAL NUMBER OF STUDENTS ENROLLED IN 2013-14 (as reported on BEDS Day)

(as reported on BEDS Day)

## 9. GRADES SERVED IN SCHOOL YEAR 2013-14

Check all that apply

• 5

• 6

• 7

• 8

## 10. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION?

Yes/No	Name of CMO/EMO
Yes	Uncommon Schools

10a. Please provide the name and contact information for each of the following individuals who are management level personnel associated with the CMO.

	Name	Work Phone	Alternate Phone	Email Address	Contact this individual also in emergencies
CEO (e.g., network superintendent)	Brett Peiser	[REDACTED]		[REDACTED]	No
CFO (e.g., network CFO)	Carolyn Hack	[REDACTED]		[REDACTED]	No
Compliance Contact	Jeannemarie Hendershot	[REDACTED]		[REDACTED]	Yes
Complaint Contact	Jeannemarie Hendershot	[REDACTED]		[REDACTED]	Yes

## 11. FACILITIES

Will the School maintain or operate multiple sites?

Yes, 2 sites

## 12. SCHOOL SITES

Please list the sites where the school will operate in 2014-15.

	Physical Address	Phone Number	District/CSD	Grades Served at Site	School at Full Capacity at Site	Facilities Agreement
Site 1 (same as primary site)	1137 Herkimer Street	718-250-5765	CSD 23	5-8	Yes	DOE space
Site 2	6565 Flatlands Ave	718-307-5077	CSD 18	9	No	DOE space

12a. Please provide the contact information for Site 1 (same as the primary site).

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Hannah Solomon	718-250-5765		[REDACTED]
Operational Leader	Hanna Campbell	718-250-5765		[REDACTED]
Compliance Contact	Hanna Campbell	718-250-5765		[REDACTED]
Complaint Contact	Hanna Campbell	718-250-5765		[REDACTED]

12b. Please provide the contact information for Site 2.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Christine Algozo	718-307-5077		[REDACTED]
Operational Leader	Kelly Wright	718-307-5077		[REDACTED]
Compliance Contact	Kelly Wright	718-307-5077		[REDACTED]
Complaint Contact	Kelly Wright	718-307-5077		[REDACTED]

14. Were there any revisions to the school’s charter during the 2013-2014 school year? (Please include both those that required authorizer approval and those that did not require authorizer approval).

Yes

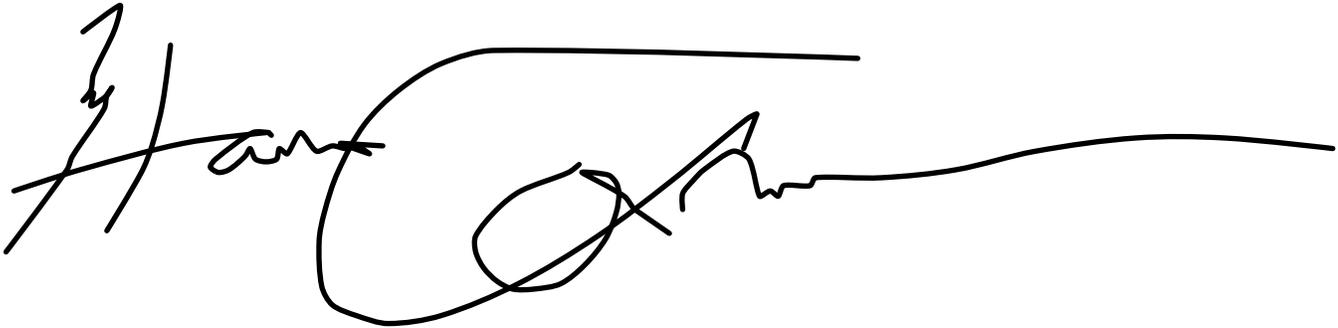
15. Summary of Charter Revisions

	Category (Select Best Description)	Specific Revision (150 word limit)	Date Approved by BOT (if applicable)	Date Approved by Authorizer (if applicable)
1	Other	Ocean Hill Collegiate Charter School Board of Trustees seeks to extend its initial charter period through July 31, 2015.	12/6/2013	2/7/14
2	Change in Grade Level Configuration	Ocean Hill Collegiate Charter School will add a high school program which aligns with the high school program in place at Uncommon Charter High School and Uncommon Collegiate Charter High School.	12/6/2013	
3	Other	Ocean Hill Collegiate Charter School will co-locate its high school grades with Brooklyn East Collegiate Charter School (“BEC”) and Leadership Prep Bed Stuy Charter School (“LPBS”).	12/6/2013	

16. Our signatures below attest that all of the information contained herein is truthful and accurate and that this charter school is in compliance with all aspects of its charter, and with all pertinent Federal, State, and local laws, regulations, and rules. We understand that if any information in any part of this report is found to have been deliberately misrepresented, that will constitute grounds for the revocation of our charter. Check YES if you agree and use the mouse on your PC or the stylus on your mobile device to sign your name).

• Yes

Signature, Head of Charter School



Signature, President of the Board of Trustees

A handwritten signature in cursive script, appearing to read "Liz".

A handwritten signature in cursive script, appearing to be a stylized letter "M".

A handwritten signature in cursive script, appearing to be a stylized letter "E".

Thank you.

# Appendix A: Link to the New York State School Report Card

Created Friday, August 01, 2014

---

## Page 1

Charter School Name: 332300860936 OCEAN HILL COLLEGIATE CS

### 1. NEW YORK STATE REPORT CARD

Provide a direct URL or web link to the most recent New York State School Report Card for the charter school (See <https://reportcards.nysed.gov/>).

(Charter schools completing year one will not yet have a School Report Card or link to one. Please type "URL is not available" in the space provided).

<http://data.nysed.gov/profile.php?instid=800000063977>

# Appendix I: Teacher and Administrator Attrition

Created Friday, August 01, 2014

---

## Page 1

Charter School Name: 332300860936 OCEAN HILL COLLEGIATE CS

Instructions for completing the Teacher and Administrator Attrition Tables  
ALL charter schools should provide, for teachers and administrators only, the full time equivalent (FTE) of staff on June 30, 2013, the FTE for added staff from July 1, 2013 through June 30, 2014, and the FTE for any departed staff from July 1, 2013 through June 30, 2014 using the two tables provided.

### 2013-14 Teacher Attrition Table

FTE Teachers on June 30, 2013	FTE Teachers Additions 7/1/13 – 6/30/14	FTE Teacher Departures 7/1/13 – 6/30/14
23	1	0

### 2013-14 Administrator Position Attrition Table

FTE Administrator Positions On 6/30/2013	FTE Administrator Additions 7/1/13 – 6/30/14	FTE Administrator Departures 7/1/13 – 6/30/14
7	2	1

Thank you

**OCEAN HILL COLLEGIATE CHARTER SCHOOL**

**ADVISORY COMMENT LETTER**

**JUNE 30, 2014**



**MENGEL METZGER BARR & CO. LLP**

Certified Public Accountants

October 16, 2014

To the Board of Trustees  
Ocean Hill Collegiate Charter School

In planning and performing our audit of the financial statements of Ocean Hill Collegiate Charter School (the “Charter School”) as of and for the year ended June 30, 2014, in accordance with auditing standards generally accepted in the United States of America, we considered the Charter School’s internal control over financial reporting (internal control) as a basis for designing our auditing procedures for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Charter School’s internal control. Accordingly, we do not express an opinion on the effectiveness of the Charter School’s internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. A material weakness is a deficiency, or combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity’s financial statements will not be prevented, or detected and corrected on a timely basis.

Our consideration of internal control was for the limited purpose described in the first paragraph and was not designed to identify all deficiencies in internal control that might be material weaknesses. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

During the course of our audit of the financial statements of Ocean Hill Collegiate Charter School as of June 30, 2014 and for the year then ended, we observed the Charter School’s significant accounting policies and procedures and certain business, financial and administrative practices. As a result of our observations, we suggest you consider the following comment which we do not consider to be a significant deficiency or material weakness:

\* \* \* \* \*

**Review of Fixed Asset Listing**

During our audit we noted that there were certain assets that had erroneously been capitalized twice, which resulted in depreciation expense being overstated.

**Recommendation**

We recommend that fixed assets be capitalized as they are acquired versus waiting until year-end close to move assets from expense accounts to asset accounts. Further, we recommend that the listing be thoroughly reviewed on an annual basis to ensure that it is both complete and accurate.

*Status of matters included in our letter as of June 30, 2013, dated October 16, 2013:*

**Approval for Transfers of Funds to Uncommon Schools**

During our audit, we selected certain transfers made from the Charter School to Uncommon Schools, Inc. (USI) which primarily related to payment of management fees. We noted that in one instance the transfer of funds was not authorized in writing by the Director of Finance.

**Recommendation**

We recommend the Charter School adhere to their internal control policy requiring approval from both the Director of Operations and USI Director of Finance prior to transferring funds to USI. This will remove any appearance of impropriety as the actual bank transfers are made by USI personnel.

**Status at June 30, 2013**

During our interim fieldwork for the current year audit, we noted that in four instances, transfer authorization forms were either not signed by the USI Director of Finance or the school's Director of Operations to indicate approval. However, during year-end fieldwork, the forms that were not signed as of interim had now been signed. We recommend that the Charter School not only adhere to their internal control policy requiring approval from both the Director of Operations and USI Director of Finance prior to transferring funds to USI, but do so in a timely manner. Signing the transfer authorization forms subsequent to the transfer of funds does not provide the full benefit that is intended with this internal control function.

**Status at June 30, 2014**

During the current year audit, all transfers to USI that were tested either had the appropriate signatures of approval from the Director of Operations and USI Director of Finance or were appropriately approved via e-mail prior to the transfer of funds being made.

\* \* \* \* \*

This communication is intended solely for the information and use of management, the audit committee, and others within the organization, and is not intended to be, and should not be, used by anyone other than these specified parties.

We appreciate the outstanding cooperation from your staff that our personnel received during the audit of the Charter School's financial statements. Should you have any questions or comments, please contact Shelby Stenson.

Very truly yours,

*Mengel, Metzger, Barr & Co. LLP*

MENGEL, METZGER, BARR & CO. LLP

**OCEAN HILL COLLEGIATE CHARTER SCHOOL**

**BROOKLYN, NEW YORK**

**AUDITED FINANCIAL STATEMENTS**

**OTHER FINANCIAL INFORMATION**

**REPORT REQUIRED BY  
GOVERNMENT AUDITING STANDARDS**

**AND**

**INDEPENDENT AUDITOR'S REPORTS**

**JUNE 30, 2014**

**(With Comparative Totals for 2013)**



**MENGEL METZGER BARR & CO. LLP**

Certified Public Accountants

## CONTENTS

<u>AUDITED FINANCIAL STATEMENTS</u>	<u>PAGE</u>
Independent Auditor's Report	3
Statement of Financial Position	5
Statement of Activities and Changes in Net Assets	6
Statement of Functional Expenses	7
Statement of Cash Flows	8
Notes to Financial Statements	9
 <u>OTHER FINANCIAL INFORMATION</u>	
Independent Auditor's Report on Other Financial Information	15
Schedule of Middle School and High School Activities – Year Ended June 30, 2014	16
 <u>REPORT REQUIRED BY GOVERNMENT AUDITING STANDARDS</u>	
Independent Auditor's Report on Internal Control Over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with <i>Government Auditing Standards</i>	18

INDEPENDENT AUDITOR'S REPORT

Board of Trustees  
Ocean Hill Collegiate Charter School

**Report on the Financial Statements**

We have audited the accompanying financial statements of Ocean Hill Collegiate Charter School, which comprise the statement of financial position as of June 30, 2014, and the related statements of activities and changes in net assets, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

**Management's Responsibility for the Financial Statements**

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

**Auditor's Responsibility**

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

**Opinion**

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Ocean Hill Collegiate Charter School as of June 30, 2014, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

**Report on Summarized Comparative Information**

We have previously audited Ocean Hill Collegiate Charter School's June 30, 2013 financial statements, and we expressed an unmodified audit opinion on those audited financial statements in our report dated October 16, 2013. In our opinion, the summarized comparative information presented herein as of and for the year ended June 30, 2013 is consistent, in all material respects, with the audited financial statements from which it has been derived.

**Other Report Required by Government Auditing Standards**

In accordance with *Government Auditing Standards*, we have also issued our report dated October 16, 2014 on our consideration of Ocean Hill Collegiate Charter School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Ocean Hill Collegiate Charter School's internal control over other financial reporting and compliance.

*Mengel, Metzger, Barw & Co. LLP*

Rochester, New York  
October 16, 2014

OCEAN HILL COLLEGIATE CHARTER SCHOOL

STATEMENT OF FINANCIAL POSITION

JUNE 30, 2014

(With Comparative Totals for 2013)

<u>ASSETS</u>	<u>June 30,</u>	
	<u>2014</u>	<u>2013</u>
<u>CURRENT ASSETS</u>		
Cash	\$ 417,339	\$ 557,213
Grants and other receivables	67,108	79,461
Prepaid expenses	<u>16,372</u>	<u>5,395</u>
TOTAL CURRENT ASSETS	500,819	642,069
 <u>PROPERTY AND EQUIPMENT, net</u>	 <u>146,410</u>	 <u>192,250</u>
TOTAL ASSETS	<u>\$ 647,229</u>	<u>\$ 834,319</u>
 <u>LIABILITIES AND NET ASSETS</u>		
<u>CURRENT LIABILITIES</u>		
Accounts payable and accrued expenses	\$ 185,927	\$ 263,578
Due to related party	<u>28,840</u>	<u>-</u>
TOTAL CURRENT LIABILITIES	214,767	263,578
 <u>NET ASSETS, unrestricted</u>		
Designated for stability fund	240,000	240,000
Undesignated	<u>192,462</u>	<u>330,741</u>
	<u>432,462</u>	<u>570,741</u>
TOTAL LIABILITIES AND NET ASSETS	<u>\$ 647,229</u>	<u>\$ 834,319</u>

The accompanying notes are an integral part of the financial statements.

OCEAN HILL COLLEGIATE CHARTER SCHOOL

STATEMENT OF ACTIVITIES AND CHANGES IN NET ASSETS

YEAR ENDED JUNE 30, 2014  
(With Comparative Totals for 2013)

	<u>Year ended June 30,</u>	
	<u>2014</u>	<u>2013</u>
Operating revenue and support:		
State and local per pupil operating revenue	\$ 3,731,559	\$ 2,901,825
Government grants	190,611	302,557
Contributions	27,000	100,000
Other income	<u>16,933</u>	<u>13,330</u>
TOTAL OPERATING REVENUE AND SUPPORT	3,966,103	3,317,712
Expenses:		
Program services - education	3,632,541	2,915,100
General and administrative	<u>471,841</u>	<u>369,202</u>
TOTAL EXPENSES	<u>4,104,382</u>	<u>3,284,302</u>
CHANGE IN NET ASSETS	(138,279)	33,410
Unrestricted net assets at beginning of year	<u>570,741</u>	<u>537,331</u>
UNRESTRICTED NET ASSETS AT END OF YEAR	<u>\$ 432,462</u>	<u>\$ 570,741</u>

The accompanying notes are an integral part of the financial statements.

OCEAN HILL COLLEGIATE CHARTER SCHOOL

STATEMENT OF FUNCTIONAL EXPENSES

YEAR ENDED JUNE 30, 2014  
(With Comparative Totals for 2013)

	Program services - education	General and administrative	Total Year ended June 30,	
			2014	2013
Salaries	\$ 2,344,090	\$ 174,123	\$ 2,518,213	\$ 2,011,938
Payroll taxes and employee benefits	414,294	30,101	444,395	351,679
Repairs and maintenance	18,674	6,777	25,451	6,551
Textbooks	15,260	-	15,260	22,244
Instructional supplies and assessments	58,388	-	58,388	54,027
Computer and technology support	74,369	-	74,369	103,977
Student enrichment and services	157,817	-	157,817	90,166
Professional development	122,755	-	122,755	89,847
Professional services	-	19,299	19,299	16,426
Telephone	-	55,312	55,312	55,578
Insurance	-	37,462	37,462	19,507
Management fees	313,108	55,254	368,362	303,904
Office expense	24,417	85,995	110,412	67,641
Occupancy	11,344	-	11,344	1,660
Depreciation and amortization	78,025	69	78,094	82,745
Bad debts	-	-	-	1,003
Other	-	7,449	7,449	5,409
	<u>\$ 3,632,541</u>	<u>\$ 471,841</u>	<u>\$ 4,104,382</u>	<u>\$ 3,284,302</u>

The accompanying notes are an integral part of the financial statements.

OCEAN HILL COLLEGIATE CHARTER SCHOOL

STATEMENT OF CASH FLOWS

YEAR ENDED JUNE 30, 2014  
(With Comparative Totals for 2013)

	<u>Year ended June 30,</u>	
	<u>2014</u>	<u>2013</u>
<u>CASH FLOWS - OPERATING ACTIVITIES</u>		
Change in net assets	\$ (138,279)	\$ 33,410
Adjustments to reconcile change in net assets to net cash (used for) provided from operating activities:		
Bad debt expense	-	1,003
Depreciation and amortization	78,094	82,745
Changes in certain assets and liabilities affecting operations:		
Grants and other receivables	12,353	101,284
Prepaid expenses	(10,977)	(257)
Accounts payable and accrued expenses	(77,651)	141,120
Due to related party	<u>28,840</u>	<u>-</u>
NET CASH (USED FOR) PROVIDED FROM OPERATING ACTIVITIES	(107,620)	359,305
<u>CASH FLOWS - INVESTING ACTIVITIES</u>		
Purchases of property and equipment	<u>(32,254)</u>	<u>(63,296)</u>
NET CASH USED FOR INVESTING ACTIVITIES	<u>(32,254)</u>	<u>(63,296)</u>
NET (DECREASE) INCREASE IN CASH	(139,874)	296,009
Cash at beginning of year	<u>557,213</u>	<u>261,204</u>
CASH AT END OF YEAR	<u>\$ 417,339</u>	<u>\$ 557,213</u>

The accompanying notes are an integral part of the financial statements.

OCEAN HILL COLLEGIATE CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2014 AND 2013

NOTE A: THE CHARTER SCHOOL AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

The Charter School

Ocean Hill Collegiate Charter School (the “Charter School”), is an educational corporation operating as a charter school in the borough of Brooklyn, New York City. On February 23, 2009, the Board of Regents of the University of the State of New York granted the Charter School a provisional charter valid for a term of five years and renewable upon expiration. On February 23, 2014, the Board of Regents extended the charter through July 31, 2015.

The Charter School’s mission is to prepare students to enter, succeed in, and graduate from college.

Financial Statement presentation

The financial statements of the Charter School have been prepared on the accrual basis of accounting in conformity with accounting principles generally accepted in the United States of America (GAAP). The Charter School reports information regarding its financial position and activities according to three classes of net assets: unrestricted net assets, temporarily restricted net assets and permanently restricted net assets.

These classes of net assets are defined as follows:

*Permanently restricted* – Net assets resulting from contributions and other inflows of assets whose use by the Charter School is limited by donor-imposed stipulations that neither expire by passage of time nor can be fulfilled or otherwise removed by actions of the Charter School. The Charter School had no permanently restricted net assets at June 30, 2014 or 2013.

*Temporarily restricted* – Net assets resulting from contributions and other inflows of assets whose use by the Charter School is limited by donor-imposed stipulations that either expire by passage of time or can be fulfilled and removed by actions of the Charter School pursuant to those stipulations. The Charter School had no temporarily restricted net assets at June 30, 2014 or 2013.

*Unrestricted* – The net assets over which the Governing Board has discretionary control to use in carrying on the Charter School’s operations in accordance with the guidelines established by the Charter School. The Board may designate portions of the current unrestricted net assets for specific purposes, projects or investment.

Revenue and support recognition

Revenue from state and local governments resulting from the Charter School’s charter status and based on the number of students enrolled is recorded when services are performed in accordance with the charter agreement.

Revenue from federal, state and local government grants and contracts are recorded by the Charter School when qualifying expenditures are incurred and billable.

OCEAN HILL COLLEGIATE CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2014 AND 2013

NOTE A: THE CHARTER SCHOOL AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES,

Cont'd

Contributions

Contributions received are recorded as unrestricted, temporarily or permanently restricted support depending on the existence of any donor restrictions. A contribution that is received and expended in the same year for a specific purpose is classified as unrestricted revenue.

Contributions are recorded as restricted support if they are received with donor stipulations that limit the use of the donated assets. When a donor restriction expires, that is, when a stipulated purpose restriction is accomplished, temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statement of activities and changes in net assets as net assets released from restrictions.

Cash

Cash balances are maintained at a financial institution located in New York and are insured by the FDIC up to \$250,000 at the institution. In the normal course of business, the cash account balances at any given time may exceed insured limits. However, the Charter School has not experienced any losses in such accounts and does not believe it is exposed to significant risk in cash.

Grants and other receivables

Grants and other receivables are stated at the amount management expects to collect from outstanding balances. Management provides for probable uncollectible amounts based on its assessment of the current status of individual receivables from grants, agencies and others. Balances that are still outstanding after management has used reasonable collection efforts are written off against the allowance for doubtful accounts. There was no allowance for doubtful accounts at June 30, 2014 or 2013.

Property and equipment

Property and equipment are recorded at cost. Depreciation and amortization is computed using the straight-line method on a basis considered adequate to depreciate the assets over their estimated useful lives, which range from three to ten years.

Tax exempt status

The Charter School is a tax-exempt organization under section 501(c)(3) of the Internal Revenue Code and applicable state regulations and, accordingly, is exempt from federal and state taxes on income.

The Charter School has filed for and received income tax exemptions in the jurisdictions where it is required to do so. The Charter School files the Form 990 in the U.S. federal jurisdiction. The tax returns for the years ended June 30, 2011 through June 30, 2014 are still subject to potential audit by the IRS. Management of the Charter School believes it has no material uncertain tax positions and, accordingly it has not recognized any liability for unrecognized tax benefits.

Contributed services

The Charter School receives contributed services from volunteers to develop its academic program and to serve on the Board of Trustees. These services are not valued in the financial statements because they do not require "specialized skills" and would typically not be purchased if they were not contributed.

OCEAN HILL COLLEGIATE CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2014 AND 2013

NOTE A: THE CHARTER SCHOOL AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES,

Cont'd

In-kind contributions

Gifts and donations other than cash are recorded at fair value at the date of contribution. The Charter School received in-kind contributions of textbooks totaling \$16,899 and \$13,286 for the years ended June 30, 2014 and 2013, respectively, and are included in other income in the accompanying statement of activities and changes in net assets for the year ended June 30, 2014 and 2013.

Use of estimates in the preparation of financial statements

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenue and expenses during the reporting period. Actual results could differ from those estimates.

Comparatives for period ended June 30, 2013

The financial statements include certain prior year summarized comparative information in total but not by functional classification. Such information does not include sufficient detail to constitute a presentation in conformity with accounting principles generally accepted in the United States of America. Accordingly, such information should be read in conjunction with the Charter School's financial statements for the period ended June 30, 2013, from which the summarized information was derived.

Subsequent events

The Charter School has conducted an evaluation of potential subsequent events occurring after the statement of financial position date through October 16, 2014, which is the date the financial statements are available to be issued. No subsequent events requiring disclosure were noted.

NOTE B: RELATED PARTY TRANSACTIONS

Uncommon Schools, Inc. ("USI"), a not-for-profit organization dedicated to helping start and run charter schools, provides management and other administrative support services to the Charter School. The Charter School entered into a five year agreement with USI, dated July 1, 2010, under which the Charter School pays USI a service fee of a set percentage of the average number of students enrolled at the Charter School during the school year multiplied by the approved per pupil operating expenses for the school year, and a percentage of all other public entitlement funding receivable during the fiscal year, excluding in-kind contributions and funds from competitive public grants. This percentage is fixed at 10% for years 1-3, decreasing to 9.5% in year 4 and 9% in year 5. The fee incurred for the years ended June 30, 2014 and 2013 was approximately \$368,000 and \$304,000, respectively. At June 30, 2014 and 2013, approximately \$3,000 and \$4,000, respectively, is included in accounts receivable and \$96,500 and \$55,700, respectively, is included in accounts payable, relating to USI.

OCEAN HILL COLLEGIATE CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2014 AND 2013

NOTE B: RELATED PARTY TRANSACTIONS, Cont'd

The Charter School is related to Kings Collegiate Charter School, Brownsville Collegiate Charter School, Brooklyn East Collegiate Charter School, Williamsburg Collegiate Charter School and Bedford Stuyvesant Collegiate Charter School through common Board representation. As none of the schools have an economic interest in the net assets of any other school, the facts do not require consolidation of any of these schools with the Charter School in accordance with GAAP.

In December 2013, the Charter School entered into a memorandum of understanding with Leadership Preparatory Bedford Stuyvesant Charter School (“Leadership Prep Bed-Stuy”) and Brooklyn East Collegiate Charter School to co-locate at a shared high school beginning in the 2014-2015 school year. Leadership Prep Bed-Stuy is the funding agent for the shared high school and expenses are allocated among applicable schools based on full-time equivalent numbers. At June 30, 2014, there were certain related party payables valued at approximately \$29,000 due to Leadership Prep Bed-Stuy as a result of shared facilities.

NOTE C: SCHOOL FACILITY

The Charter School is located in a New York City Department of Education facility. At both June 30, 2014 and 2013, the Board of Trustees has designated \$240,000 as a stability fund to meet future needs of the Charter School. During the years ended June 30, 2014 and 2013, the Charter School paid a fee to the New York City Department of Education for additional after-school and weekend usage amounting to approximately \$11,300 and \$1,600, respectively.

NOTE D: PROPERTY AND EQUIPMENT

Property and equipment consist of the following:

	<u>Year ended June 30,</u>	
	<u>2014</u>	<u>2013</u>
Furniture and fixtures	\$ 3,226	\$ 3,226
Computers and software	257,371	225,116
Leasehold improvements	<u>142,444</u>	<u>142,444</u>
	403,041	370,786
Less accumulated depreciation and amortization	<u>256,631</u>	<u>178,536</u>
	<u>\$ 146,410</u>	<u>\$ 192,250</u>

OCEAN HILL COLLEGIATE CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2014 AND 2013

NOTE E: RETIREMENT PLAN

The Charter School sponsors a defined contribution 403(b) plan covering most employees. The Charter School matches employees' contributions up to the lesser of 3% of gross payroll or \$3,500. The Charter School's total contribution to the Plan for the years ended June 30, 2014 and 2013 approximated \$59,100 and \$47,600, respectively.

NOTE F: CONTINGENCY

Certain grants and contracts may be subject to audit by funding sources. Such audits might result in disallowance of costs submitted for reimbursement by the Charter School. Management is of the opinion that such disallowances, if any, will not have a material effect on the accompanying financial statements. Accordingly, no amounts have been provided in the accompanying financial statements for such potential claims.

NOTE G: CONCENTRATIONS

At June 30, 2014 and 2013, 18% and 15%, respectively, of accounts receivable are due from New York State. At June 30, 2014 and 2013, 76% and 49%, respectively, of accounts receivable are due from a grantor.

During the years ended June 30, 2014 and 2013, 94% and 87%, respectively, of total operating revenue and support came from per-pupil funding provided by New York State. The per-pupil rate is set annually by the State based on the school district in which the Charter School is located.

NOTE H: OPERATING LEASE

The Charter School leases office equipment under a non-cancelable lease agreement expiring in August 2016. The future minimum payments on this agreement are as follows:

<u>Year ending June 30,</u>	<u>Amount</u>
2015	\$ 26,400
2016	26,400
2017	<u>4,400</u>
	<u>\$ 57,200</u>

**OCEAN HILL COLLEGIATE CHARTER SCHOOL**

**OTHER FINANCIAL INFORMATION**

INDEPENDENT AUDITOR'S REPORT ON OTHER FINANCIAL INFORMATION

Board of Trustees  
Ocean Hill Collegiate Charter School

We have audited the financial statements of Ocean Hill Collegiate Charter School as of and for the year ended June 30, 2014, and we have issued our report thereon dated October 16, 2014, which contained an unmodified opinion on those financial statements. Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The 2014 financial information hereinafter is presented for purposes of additional analysis and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the financial statements for the year ended June 30, 2014, as a whole.

*Mengel, Metzger, Barr & Co. LLP*

Rochester, New York  
October 16, 2014

OCEAN HILL COLLEGIATE CHARTER SCHOOL

SCHEDULE OF MIDDLE SCHOOL AND HIGH SCHOOL ACTIVITIES

YEAR ENDED JUNE 30, 2014

	<u>Middle School</u>	<u>High School</u>	<u>Total</u>
State and local per pupil operating revenue	\$ 3,731,559	\$ -	\$ 3,731,559
Government grants	190,611	-	190,611
Contributions	-	27,000	27,000
Other income	<u>16,933</u>	<u>-</u>	<u>16,933</u>
TOTAL OPERATING REVENUE AND SUPPORT	3,939,103	27,000	3,966,103
Salaries	2,508,882	9,331	2,518,213
Payroll taxes and employee benefits	444,107	288	444,395
Repairs and maintenance	25,451	-	25,451
Textbooks	15,260	-	15,260
Instructional supplies and assessments	58,388	-	58,388
Computer and technology supplies	73,867	502	74,369
Student enrichment and services	156,055	1,762	157,817
Professional development	116,712	6,043	122,755
Professional services	19,299	-	19,299
Telephone	55,312	-	55,312
Insurance	37,462	-	37,462
Management fees	368,362	-	368,362
Office expense	110,285	127	110,412
Occupancy	11,344	-	11,344
Depreciation and amortization	78,094	-	78,094
Other	<u>7,339</u>	<u>110</u>	<u>7,449</u>
TOTAL EXPENSES	<u>4,086,219</u>	<u>18,163</u>	<u>4,104,382</u>
CHANGE IN NET ASSETS	<u>\$ (147,116)</u>	<u>\$ 8,837</u>	<u>\$ (138,279)</u>

**OCEAN HILL COLLEGIATE CHARTER SCHOOL**

**REPORT REQUIRED BY GOVERNMENT AUDITING STANDARDS**

INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING  
AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL  
STATEMENTS PERFORMED IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS

Board of Trustees  
Ocean Hill Collegiate Charter School

We have audited in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, the financial statements of Ocean Hill Collegiate Charter School, which comprise the statement of financial position as of June 30, 2014, and the related statements of activities and changes in net assets, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements and have issued our report thereon dated October 16, 2014.

**Internal Control over Financial Reporting**

In planning and performing our audit of the financial statements, we considered Ocean Hill Collegiate Charter School's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Ocean Hill Collegiate Charter School's internal control. Accordingly, we do not express an opinion on the effectiveness of Ocean Hill Collegiate Charter School's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit, we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

### **Compliance and Other Matters**

As part of obtaining reasonable assurance about whether Ocean Hill Collegiate Charter School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

We noted certain matters that we reported to management of Ocean Hill Collegiate Charter School in a separate letter dated October 16, 2014.

### **Purpose of This Report**

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

### **Restricted Use**

This report is intended solely for the information and use of the Board of Trustees, management, federal, state and local awarding agencies, the State University of New York, the New York State Education Department and others within the Charter School and is not intended to be and should not be used by anyone other than these specified parties

*Mengel, Metzger, Barw & Co. LLP*

Rochester, New York  
October 16, 2014

**OCEAN HILL COLLEGIATE CHARTER SCHOOL**

**ADVISORY COMMENT LETTER**

**JUNE 30, 2014**



**MENGEL METZGER BARR & CO. LLP**

Certified Public Accountants

October 16, 2014

To the Board of Trustees  
Ocean Hill Collegiate Charter School

In planning and performing our audit of the financial statements of Ocean Hill Collegiate Charter School (the "Charter School") as of and for the year ended June 30, 2014, in accordance with auditing standards generally accepted in the United States of America, we considered the Charter School's internal control over financial reporting (internal control) as a basis for designing our auditing procedures for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Charter School's internal control. Accordingly, we do not express an opinion on the effectiveness of the Charter School's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. A material weakness is a deficiency, or combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis.

Our consideration of internal control was for the limited purpose described in the first paragraph and was not designed to identify all deficiencies in internal control that might be material weaknesses. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

During the course of our audit of the financial statements of Ocean Hill Collegiate Charter School as of June 30, 2014 and for the year then ended, we observed the Charter School's significant accounting policies and procedures and certain business, financial and administrative practices. As a result of our observations, we suggest you consider the following comment which we do not consider to be a significant deficiency or material weakness:

\* \* \* \* \*

**Review of Fixed Asset Listing**

During our audit we noted that there were certain assets that had erroneously been capitalized twice, which resulted in depreciation expense being overstated.

**Recommendation**

We recommend that fixed assets be capitalized as they are acquired versus waiting until year-end close to move assets from expense accounts to asset accounts. Further, we recommend that the listing be thoroughly reviewed on an annual basis to ensure that it is both complete and accurate.

*Status of matters included in our letter as of June 30, 2013, dated October 16, 2013:*

**Approval for Transfers of Funds to Uncommon Schools**

During our audit, we selected certain transfers made from the Charter School to Uncommon Schools, Inc. (USI) which primarily related to payment of management fees. We noted that in one instance the transfer of funds was not authorized in writing by the Director of Finance.

**Recommendation**

We recommend the Charter School adhere to their internal control policy requiring approval from both the Director of Operations and USI Director of Finance prior to transferring funds to USI. This will remove any appearance of impropriety as the actual bank transfers are made by USI personnel.

**Status at June 30, 2013**

During our interim fieldwork for the current year audit, we noted that in four instances, transfer authorization forms were either not signed by the USI Director of Finance or the school's Director of Operations to indicate approval. However, during year-end fieldwork, the forms that were not signed as of interim had now been signed. We recommend that the Charter School not only adhere to their internal control policy requiring approval from both the Director of Operations and USI Director of Finance prior to transferring funds to USI, but do so in a timely manner. Signing the transfer authorization forms subsequent to the transfer of funds does not provide the full benefit that is intended with this internal control function.

**Status at June 30, 2014**

During the current year audit, all transfers to USI that were tested either had the appropriate signatures of approval from the Director of Operations and USI Director of Finance or were appropriately approved via e-mail prior to the transfer of funds being made.

\* \* \* \* \*

This communication is intended solely for the information and use of management, the audit committee, and others within the organization, and is not intended to be, and should not be, used by anyone other than these specified parties.

We appreciate the outstanding cooperation from your staff that our personnel received during the audit of the Charter School's financial statements. Should you have any questions or comments, please contact Shelby Stenson.

Very truly yours,

*Mengel, Metzger, Barr & Co. LLP*

MENGEL, METZGER, BARR & CO. LLP

**OCEAN HILL COLLEGIATE CHARTER SCHOOL**

**BROOKLYN, NEW YORK**

**AUDITED FINANCIAL STATEMENTS**

**OTHER FINANCIAL INFORMATION**

**REPORT REQUIRED BY  
GOVERNMENT AUDITING STANDARDS**

**AND**

**INDEPENDENT AUDITOR'S REPORTS**

**JUNE 30, 2014**

**(With Comparative Totals for 2013)**



**MENGEL METZGER BARR & CO. LLP**

Certified Public Accountants

## CONTENTS

<u>AUDITED FINANCIAL STATEMENTS</u>	<u>PAGE</u>
Independent Auditor's Report	3
Statement of Financial Position	5
Statement of Activities and Changes in Net Assets	6
Statement of Functional Expenses	7
Statement of Cash Flows	8
Notes to Financial Statements	9
 <u>OTHER FINANCIAL INFORMATION</u>	
Independent Auditor's Report on Other Financial Information	15
Schedule of Middle School and High School Activities – Year Ended June 30, 2014	16
 <u>REPORT REQUIRED BY GOVERNMENT AUDITING STANDARDS</u>	
Independent Auditor's Report on Internal Control Over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with <i>Government Auditing Standards</i>	18

INDEPENDENT AUDITOR'S REPORT

Board of Trustees  
Ocean Hill Collegiate Charter School

**Report on the Financial Statements**

We have audited the accompanying financial statements of Ocean Hill Collegiate Charter School, which comprise the statement of financial position as of June 30, 2014, and the related statements of activities and changes in net assets, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

**Management's Responsibility for the Financial Statements**

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

**Auditor's Responsibility**

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

**Opinion**

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Ocean Hill Collegiate Charter School as of June 30, 2014, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

**Report on Summarized Comparative Information**

We have previously audited Ocean Hill Collegiate Charter School's June 30, 2013 financial statements, and we expressed an unmodified audit opinion on those audited financial statements in our report dated October 16, 2013. In our opinion, the summarized comparative information presented herein as of and for the year ended June 30, 2013 is consistent, in all material respects, with the audited financial statements from which it has been derived.

**Other Report Required by Government Auditing Standards**

In accordance with *Government Auditing Standards*, we have also issued our report dated October 16, 2014 on our consideration of Ocean Hill Collegiate Charter School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Ocean Hill Collegiate Charter School's internal control over other financial reporting and compliance.

*Mengel, Metzger, Barw & Co. LLP*

Rochester, New York  
October 16, 2014

OCEAN HILL COLLEGIATE CHARTER SCHOOL

STATEMENT OF FINANCIAL POSITION

JUNE 30, 2014

(With Comparative Totals for 2013)

<u>ASSETS</u>	<u>June 30,</u>	
	<u>2014</u>	<u>2013</u>
<u>CURRENT ASSETS</u>		
Cash	\$ 417,339	\$ 557,213
Grants and other receivables	67,108	79,461
Prepaid expenses	<u>16,372</u>	<u>5,395</u>
TOTAL CURRENT ASSETS	500,819	642,069
 <u>PROPERTY AND EQUIPMENT, net</u>	 <u>146,410</u>	 <u>192,250</u>
TOTAL ASSETS	<u>\$ 647,229</u>	<u>\$ 834,319</u>
 <u>LIABILITIES AND NET ASSETS</u>		
<u>CURRENT LIABILITIES</u>		
Accounts payable and accrued expenses	\$ 185,927	\$ 263,578
Due to related party	<u>28,840</u>	<u>-</u>
TOTAL CURRENT LIABILITIES	214,767	263,578
 <u>NET ASSETS, unrestricted</u>		
Designated for stability fund	240,000	240,000
Undesignated	<u>192,462</u>	<u>330,741</u>
	<u>432,462</u>	<u>570,741</u>
TOTAL LIABILITIES AND NET ASSETS	<u>\$ 647,229</u>	<u>\$ 834,319</u>

The accompanying notes are an integral part of the financial statements.

OCEAN HILL COLLEGIATE CHARTER SCHOOL

STATEMENT OF ACTIVITIES AND CHANGES IN NET ASSETS

YEAR ENDED JUNE 30, 2014  
(With Comparative Totals for 2013)

	Year ended June 30,	
	<u>2014</u>	<u>2013</u>
Operating revenue and support:		
State and local per pupil operating revenue	\$ 3,731,559	\$ 2,901,825
Government grants	190,611	302,557
Contributions	27,000	100,000
Other income	<u>16,933</u>	<u>13,330</u>
TOTAL OPERATING REVENUE AND SUPPORT	3,966,103	3,317,712
Expenses:		
Program services - education	3,632,541	2,915,100
General and administrative	<u>471,841</u>	<u>369,202</u>
TOTAL EXPENSES	<u>4,104,382</u>	<u>3,284,302</u>
CHANGE IN NET ASSETS	(138,279)	33,410
Unrestricted net assets at beginning of year	<u>570,741</u>	<u>537,331</u>
UNRESTRICTED NET ASSETS AT END OF YEAR	<u>\$ 432,462</u>	<u>\$ 570,741</u>

The accompanying notes are an integral part of the financial statements.

OCEAN HILL COLLEGIATE CHARTER SCHOOL

STATEMENT OF FUNCTIONAL EXPENSES

YEAR ENDED JUNE 30, 2014  
(With Comparative Totals for 2013)

	Program services - education	General and administrative	Total Year ended June 30,	
			2014	2013
Salaries	\$ 2,344,090	\$ 174,123	\$ 2,518,213	\$ 2,011,938
Payroll taxes and employee benefits	414,294	30,101	444,395	351,679
Repairs and maintenance	18,674	6,777	25,451	6,551
Textbooks	15,260	-	15,260	22,244
Instructional supplies and assessments	58,388	-	58,388	54,027
Computer and technology support	74,369	-	74,369	103,977
Student enrichment and services	157,817	-	157,817	90,166
Professional development	122,755	-	122,755	89,847
Professional services	-	19,299	19,299	16,426
Telephone	-	55,312	55,312	55,578
Insurance	-	37,462	37,462	19,507
Management fees	313,108	55,254	368,362	303,904
Office expense	24,417	85,995	110,412	67,641
Occupancy	11,344	-	11,344	1,660
Depreciation and amortization	78,025	69	78,094	82,745
Bad debts	-	-	-	1,003
Other	-	7,449	7,449	5,409
	<u>\$ 3,632,541</u>	<u>\$ 471,841</u>	<u>\$ 4,104,382</u>	<u>\$ 3,284,302</u>

The accompanying notes are an integral part of the financial statements.

OCEAN HILL COLLEGIATE CHARTER SCHOOL

STATEMENT OF CASH FLOWS

YEAR ENDED JUNE 30, 2014  
(With Comparative Totals for 2013)

	<u>Year ended June 30,</u>	
	<u>2014</u>	<u>2013</u>
<b><u>CASH FLOWS - OPERATING ACTIVITIES</u></b>		
Change in net assets	\$ (138,279)	\$ 33,410
Adjustments to reconcile change in net assets to net cash (used for) provided from operating activities:		
Bad debt expense	-	1,003
Depreciation and amortization	78,094	82,745
Changes in certain assets and liabilities affecting operations:		
Grants and other receivables	12,353	101,284
Prepaid expenses	(10,977)	(257)
Accounts payable and accrued expenses	(77,651)	141,120
Due to related party	<u>28,840</u>	<u>-</u>
NET CASH (USED FOR) PROVIDED FROM OPERATING ACTIVITIES	(107,620)	359,305
<b><u>CASH FLOWS - INVESTING ACTIVITIES</u></b>		
Purchases of property and equipment	<u>(32,254)</u>	<u>(63,296)</u>
NET CASH USED FOR INVESTING ACTIVITIES	<u>(32,254)</u>	<u>(63,296)</u>
NET (DECREASE) INCREASE IN CASH	(139,874)	296,009
Cash at beginning of year	<u>557,213</u>	<u>261,204</u>
CASH AT END OF YEAR	<u>\$ 417,339</u>	<u>\$ 557,213</u>

The accompanying notes are an integral part of the financial statements.

OCEAN HILL COLLEGIATE CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2014 AND 2013

NOTE A: THE CHARTER SCHOOL AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

The Charter School

Ocean Hill Collegiate Charter School (the “Charter School”), is an educational corporation operating as a charter school in the borough of Brooklyn, New York City. On February 23, 2009, the Board of Regents of the University of the State of New York granted the Charter School a provisional charter valid for a term of five years and renewable upon expiration. On February 23, 2014, the Board of Regents extended the charter through July 31, 2015.

The Charter School’s mission is to prepare students to enter, succeed in, and graduate from college.

Financial Statement presentation

The financial statements of the Charter School have been prepared on the accrual basis of accounting in conformity with accounting principles generally accepted in the United States of America (GAAP). The Charter School reports information regarding its financial position and activities according to three classes of net assets: unrestricted net assets, temporarily restricted net assets and permanently restricted net assets.

These classes of net assets are defined as follows:

*Permanently restricted* – Net assets resulting from contributions and other inflows of assets whose use by the Charter School is limited by donor-imposed stipulations that neither expire by passage of time nor can be fulfilled or otherwise removed by actions of the Charter School. The Charter School had no permanently restricted net assets at June 30, 2014 or 2013.

*Temporarily restricted* – Net assets resulting from contributions and other inflows of assets whose use by the Charter School is limited by donor-imposed stipulations that either expire by passage of time or can be fulfilled and removed by actions of the Charter School pursuant to those stipulations. The Charter School had no temporarily restricted net assets at June 30, 2014 or 2013.

*Unrestricted* – The net assets over which the Governing Board has discretionary control to use in carrying on the Charter School’s operations in accordance with the guidelines established by the Charter School. The Board may designate portions of the current unrestricted net assets for specific purposes, projects or investment.

Revenue and support recognition

Revenue from state and local governments resulting from the Charter School’s charter status and based on the number of students enrolled is recorded when services are performed in accordance with the charter agreement.

Revenue from federal, state and local government grants and contracts are recorded by the Charter School when qualifying expenditures are incurred and billable.

OCEAN HILL COLLEGIATE CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2014 AND 2013

NOTE A: THE CHARTER SCHOOL AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES,

Cont'd

Contributions

Contributions received are recorded as unrestricted, temporarily or permanently restricted support depending on the existence of any donor restrictions. A contribution that is received and expended in the same year for a specific purpose is classified as unrestricted revenue.

Contributions are recorded as restricted support if they are received with donor stipulations that limit the use of the donated assets. When a donor restriction expires, that is, when a stipulated purpose restriction is accomplished, temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statement of activities and changes in net assets as net assets released from restrictions.

Cash

Cash balances are maintained at a financial institution located in New York and are insured by the FDIC up to \$250,000 at the institution. In the normal course of business, the cash account balances at any given time may exceed insured limits. However, the Charter School has not experienced any losses in such accounts and does not believe it is exposed to significant risk in cash.

Grants and other receivables

Grants and other receivables are stated at the amount management expects to collect from outstanding balances. Management provides for probable uncollectible amounts based on its assessment of the current status of individual receivables from grants, agencies and others. Balances that are still outstanding after management has used reasonable collection efforts are written off against the allowance for doubtful accounts. There was no allowance for doubtful accounts at June 30, 2014 or 2013.

Property and equipment

Property and equipment are recorded at cost. Depreciation and amortization is computed using the straight-line method on a basis considered adequate to depreciate the assets over their estimated useful lives, which range from three to ten years.

Tax exempt status

The Charter School is a tax-exempt organization under section 501(c)(3) of the Internal Revenue Code and applicable state regulations and, accordingly, is exempt from federal and state taxes on income.

The Charter School has filed for and received income tax exemptions in the jurisdictions where it is required to do so. The Charter School files the Form 990 in the U.S. federal jurisdiction. The tax returns for the years ended June 30, 2011 through June 30, 2014 are still subject to potential audit by the IRS. Management of the Charter School believes it has no material uncertain tax positions and, accordingly it has not recognized any liability for unrecognized tax benefits.

Contributed services

The Charter School receives contributed services from volunteers to develop its academic program and to serve on the Board of Trustees. These services are not valued in the financial statements because they do not require "specialized skills" and would typically not be purchased if they were not contributed.

OCEAN HILL COLLEGIATE CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2014 AND 2013

NOTE A: THE CHARTER SCHOOL AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES,

Cont'd

In-kind contributions

Gifts and donations other than cash are recorded at fair value at the date of contribution. The Charter School received in-kind contributions of textbooks totaling \$16,899 and \$13,286 for the years ended June 30, 2014 and 2013, respectively, and are included in other income in the accompanying statement of activities and changes in net assets for the year ended June 30, 2014 and 2013.

Use of estimates in the preparation of financial statements

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenue and expenses during the reporting period. Actual results could differ from those estimates.

Comparatives for period ended June 30, 2013

The financial statements include certain prior year summarized comparative information in total but not by functional classification. Such information does not include sufficient detail to constitute a presentation in conformity with accounting principles generally accepted in the United States of America. Accordingly, such information should be read in conjunction with the Charter School's financial statements for the period ended June 30, 2013, from which the summarized information was derived.

Subsequent events

The Charter School has conducted an evaluation of potential subsequent events occurring after the statement of financial position date through October 16, 2014, which is the date the financial statements are available to be issued. No subsequent events requiring disclosure were noted.

NOTE B: RELATED PARTY TRANSACTIONS

Uncommon Schools, Inc. ("USI"), a not-for-profit organization dedicated to helping start and run charter schools, provides management and other administrative support services to the Charter School. The Charter School entered into a five year agreement with USI, dated July 1, 2010, under which the Charter School pays USI a service fee of a set percentage of the average number of students enrolled at the Charter School during the school year multiplied by the approved per pupil operating expenses for the school year, and a percentage of all other public entitlement funding receivable during the fiscal year, excluding in-kind contributions and funds from competitive public grants. This percentage is fixed at 10% for years 1-3, decreasing to 9.5% in year 4 and 9% in year 5. The fee incurred for the years ended June 30, 2014 and 2013 was approximately \$368,000 and \$304,000, respectively. At June 30, 2014 and 2013, approximately \$3,000 and \$4,000, respectively, is included in accounts receivable and \$96,500 and \$55,700, respectively, is included in accounts payable, relating to USI.

OCEAN HILL COLLEGIATE CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2014 AND 2013

NOTE B: RELATED PARTY TRANSACTIONS, Cont'd

The Charter School is related to Kings Collegiate Charter School, Brownsville Collegiate Charter School, Brooklyn East Collegiate Charter School, Williamsburg Collegiate Charter School and Bedford Stuyvesant Collegiate Charter School through common Board representation. As none of the schools have an economic interest in the net assets of any other school, the facts do not require consolidation of any of these schools with the Charter School in accordance with GAAP.

In December 2013, the Charter School entered into a memorandum of understanding with Leadership Preparatory Bedford Stuyvesant Charter School (“Leadership Prep Bed-Stuy”) and Brooklyn East Collegiate Charter School to co-locate at a shared high school beginning in the 2014-2015 school year. Leadership Prep Bed-Stuy is the funding agent for the shared high school and expenses are allocated among applicable schools based on full-time equivalent numbers. At June 30, 2014, there were certain related party payables valued at approximately \$29,000 due to Leadership Prep Bed-Stuy as a result of shared facilities.

NOTE C: SCHOOL FACILITY

The Charter School is located in a New York City Department of Education facility. At both June 30, 2014 and 2013, the Board of Trustees has designated \$240,000 as a stability fund to meet future needs of the Charter School. During the years ended June 30, 2014 and 2013, the Charter School paid a fee to the New York City Department of Education for additional after-school and weekend usage amounting to approximately \$11,300 and \$1,600, respectively.

NOTE D: PROPERTY AND EQUIPMENT

Property and equipment consist of the following:

	<u>Year ended June 30,</u>	
	<u>2014</u>	<u>2013</u>
Furniture and fixtures	\$ 3,226	\$ 3,226
Computers and software	257,371	225,116
Leasehold improvements	<u>142,444</u>	<u>142,444</u>
	403,041	370,786
Less accumulated depreciation and amortization	<u>256,631</u>	<u>178,536</u>
	<u>\$ 146,410</u>	<u>\$ 192,250</u>

OCEAN HILL COLLEGIATE CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2014 AND 2013

NOTE E: RETIREMENT PLAN

The Charter School sponsors a defined contribution 403(b) plan covering most employees. The Charter School matches employees' contributions up to the lesser of 3% of gross payroll or \$3,500. The Charter School's total contribution to the Plan for the years ended June 30, 2014 and 2013 approximated \$59,100 and \$47,600, respectively.

NOTE F: CONTINGENCY

Certain grants and contracts may be subject to audit by funding sources. Such audits might result in disallowance of costs submitted for reimbursement by the Charter School. Management is of the opinion that such disallowances, if any, will not have a material effect on the accompanying financial statements. Accordingly, no amounts have been provided in the accompanying financial statements for such potential claims.

NOTE G: CONCENTRATIONS

At June 30, 2014 and 2013, 18% and 15%, respectively, of accounts receivable are due from New York State. At June 30, 2014 and 2013, 76% and 49%, respectively, of accounts receivable are due from a grantor.

During the years ended June 30, 2014 and 2013, 94% and 87%, respectively, of total operating revenue and support came from per-pupil funding provided by New York State. The per-pupil rate is set annually by the State based on the school district in which the Charter School is located.

NOTE H: OPERATING LEASE

The Charter School leases office equipment under a non-cancelable lease agreement expiring in August 2016. The future minimum payments on this agreement are as follows:

<u>Year ending June 30,</u>	<u>Amount</u>
2015	\$ 26,400
2016	26,400
2017	<u>4,400</u>
	<u>\$ 57,200</u>

**OCEAN HILL COLLEGIATE CHARTER SCHOOL**

**OTHER FINANCIAL INFORMATION**

INDEPENDENT AUDITOR'S REPORT ON OTHER FINANCIAL INFORMATION

Board of Trustees  
Ocean Hill Collegiate Charter School

We have audited the financial statements of Ocean Hill Collegiate Charter School as of and for the year ended June 30, 2014, and we have issued our report thereon dated October 16, 2014, which contained an unmodified opinion on those financial statements. Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The 2014 financial information hereinafter is presented for purposes of additional analysis and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the financial statements for the year ended June 30, 2014, as a whole.

*Mengel, Metzger, Barr & Co. LLP*

Rochester, New York  
October 16, 2014

OCEAN HILL COLLEGIATE CHARTER SCHOOL

SCHEDULE OF MIDDLE SCHOOL AND HIGH SCHOOL ACTIVITIES

YEAR ENDED JUNE 30, 2014

	<u>Middle School</u>	<u>High School</u>	<u>Total</u>
State and local per pupil operating revenue	\$ 3,731,559	\$ -	\$ 3,731,559
Government grants	190,611	-	190,611
Contributions	-	27,000	27,000
Other income	<u>16,933</u>	<u>-</u>	<u>16,933</u>
TOTAL OPERATING REVENUE AND SUPPORT	3,939,103	27,000	3,966,103
Salaries	2,508,882	9,331	2,518,213
Payroll taxes and employee benefits	444,107	288	444,395
Repairs and maintenance	25,451	-	25,451
Textbooks	15,260	-	15,260
Instructional supplies and assessments	58,388	-	58,388
Computer and technology supplies	73,867	502	74,369
Student enrichment and services	156,055	1,762	157,817
Professional development	116,712	6,043	122,755
Professional services	19,299	-	19,299
Telephone	55,312	-	55,312
Insurance	37,462	-	37,462
Management fees	368,362	-	368,362
Office expense	110,285	127	110,412
Occupancy	11,344	-	11,344
Depreciation and amortization	78,094	-	78,094
Other	<u>7,339</u>	<u>110</u>	<u>7,449</u>
TOTAL EXPENSES	<u>4,086,219</u>	<u>18,163</u>	<u>4,104,382</u>
CHANGE IN NET ASSETS	<u>\$ (147,116)</u>	<u>\$ 8,837</u>	<u>\$ (138,279)</u>

**OCEAN HILL COLLEGIATE CHARTER SCHOOL**

**REPORT REQUIRED BY GOVERNMENT AUDITING STANDARDS**

INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING  
AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL  
STATEMENTS PERFORMED IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS

Board of Trustees  
Ocean Hill Collegiate Charter School

We have audited in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, the financial statements of Ocean Hill Collegiate Charter School, which comprise the statement of financial position as of June 30, 2014, and the related statements of activities and changes in net assets, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements and have issued our report thereon dated October 16, 2014.

**Internal Control over Financial Reporting**

In planning and performing our audit of the financial statements, we considered Ocean Hill Collegiate Charter School's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Ocean Hill Collegiate Charter School's internal control. Accordingly, we do not express an opinion on the effectiveness of Ocean Hill Collegiate Charter School's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit, we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

### **Compliance and Other Matters**

As part of obtaining reasonable assurance about whether Ocean Hill Collegiate Charter School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

We noted certain matters that we reported to management of Ocean Hill Collegiate Charter School in a separate letter dated October 16, 2014.

### **Purpose of This Report**

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

### **Restricted Use**

This report is intended solely for the information and use of the Board of Trustees, management, federal, state and local awarding agencies, the State University of New York, the New York State Education Department and others within the Charter School and is not intended to be and should not be used by anyone other than these specified parties

*Mengel, Metzger, Barw & Co. LLP*

Rochester, New York  
October 16, 2014

# Appendix B: Total Expenditures and Administrative Expenditures per Child

Created Friday, August 01, 2014

## Page 1

Charter School Name: 332300860936 OCEAN HILL COLLEGIATE CS

### B. Financial Information

This information is required of ALL charter schools. Provide the following measures of fiscal performance of the charter school in Appendix B (Total Expenditures and Administrative Expenditures Per Child):

#### 1. Total Expenditures Per Child

To calculate 'Total Expenditures per Child' take total expenditures (from the unaudited 2013-14 Schedule of Functional Expenses) and divide by the count of students you reported on of BEDS Day. (Integers Only. No dollar signs or commas).

1. Total Expenditures Per Child   Line 1: Total Expenditures	3883061
1. Total Expenditures Per Child   Line 2: BEDS Day Pupil Count	255
1. Total Expenditures Per Child   Line 3: Divide Line 1 by Line 2	15228

#### 2. Administrative Expenditures per Child

To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the unaudited 2013-14 Schedule of Functional Expenses) and divide by the BEDS per pupil count. The relevant portion that must be included in this calculation is defined as follows:

Administrative Expenditures: Administration and management of the charter school includes the activities and personnel of the offices of the chief school officers, the treasurer, the finance or business offices, the purchasing unit, the employee personnel offices, the records management offices, or a public information and services offices. It also includes those administrative and management services provided by other organizations or corporations on behalf of the charter school for which the charter school pays a fee or other compensation.

Please note the following:

Do not include the FTE of personnel dedicated to administration of the instructional programs.

Do not include Employee Benefit costs or expenditures in the above calculations.

A template for the Schedule of Functional Expenses is provided on page 21 of the 2012 Annual Report Guidelines to assist schools identify the categories of expenses needed to compute the two per pupil calculations. This template does not need to be completed or submitted on August 1st as it will be submitted November 1st as part of the audited financial statements. Therefore schools should use unaudited amounts for these per pupil calculations. (See the 2013-14 Annual Report Guidelines in "Resources" area of your portal task page).

To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas).

To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas).   Line 1: Relevant Personnel Services Cost (Row)	384472
To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas).   Line 2: Management and General Cost (Column)	248602
To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas).   Line 3: Sum of Line 1 and Line 2	633074
To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas).   Line 4: BEDS Day Pupil Count	255
To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas).   Line 5: Divide Line 3 by the BEDS Day Pupil Count	2482

Thank you.

# Appendix E: Disclosure of Financial Interest Form

Created Friday, August 01, 2014

---

Page 1

332300860936 OCEAN HILL COLLEGIATE CS

An Appendix E: Disclosure of Financial Interest Form must be completed for each active Trustee who served on the charter school's Board of Trustees during the 2013-14 school year. Trustees are at times difficult to track down in the summer months. Trustees may complete and submit at their leisure (but before the deadline) their individual form at:

<http://fluidsurveys.com/surveys/vickie-smith/appendix-e-trustee-disclosure-form/>. Trustees may download and/or email their forms to you upon completion.

Trustees who are technologically advanced may complete the survey using their smartphones or other mobile devices by downloading the this bar code link to the survey <https://fluidsurveys.com/account/surveys/540612/publish/qrcode/>. (Make sure you have the bar code application reader on your phone).

If a Trustee is unable to complete the form by the deadline (i.e, out of the country), the school is responsible for submitting the information required on the form for that individual trustee.

Just send the links via email today to your Trustees requesting that they each complete their form as soon as possible.  
Thank you.

Yes, each member of the school's Board of Trustees has received a link to the Disclosure of Financial Interest Form.

Yes

Thank you.

# Appendix F: BOT Membership Table

Created Friday, August 01, 2014

## Page 1

332300860936 OCEAN HILL COLLEGIATE CS

### 1. Current Board Member Information

	Full Name of Individual Trustees	Position on Board (Officer or Rep).	Voting Member	Area of Expertise &/or Additional Role	Terms Served & Length (include date of election and expiration)	Committee affiliations
1	John Greenstein	Treasurer	Yes	Finance	Renewed for his 3rd term in June 2013, current term expires June 2016	Renewed for his 3rd term in June 2013, current term expires June 2016
2	Bob Howitt	Member	Yes	Finance	Renewed for his 3rd term in June 2013, current term expires June 2016	Executive
3	Eileen Shy	Member	Yes	Program/Organization Management	2 terms, elected July 2009, renewed June 2012, current term expires June 2015	Accountability
4	Linton Mann III	Chair/President	Yes	Legal	2 terms, elected July 2009, renewed June 2012, current term expires June 2015	Executive, Accountability, Joint High School
5	Julie Kennedy	Member	Yes	Finance	2 years; elected June 2012; current term expires June 2015	Accountability, Joint High School Committee, Finance, Executive
6	Stuart Linde	Member	Yes	Finance	2 years elected Sept 2012, approved October 2012; current term expires Sep. 2015	Finance, Joint High School Committee
7	St. Claire Gerald	Member	Yes	Parent Representative; Organization Management	2 years elected Sept 2012, approved October 2012; current term expires Sep. 2015	Executive
8	Ian Sacks	Member	Yes	Finance	1 year, Elected June 2013, approved October 2013, Term Expires June 2015	Joint HS Committee
9	Ekwutozia Nwabuzor	Member	Yes	Legal	1 year, Elected June 2013, approved October 2013, Term Expires June 2015	Finance & Accountability

### 2. Total Number of Members Joining Board during the 2013-14 school year

0

### 3. Total Number of Members Departing the Board during the 2013-14 school year

0

4. According to the School's by-laws, what is the maximum number of trustees that may comprise the governing board?

13

5. How many times did the Board meet during the 2013-14 school year?

5

6. How many times will the Board meet during the 2014-15 school year?

5

Thank you.

## **Plan for Meeting Enrollment and Retention Targets**

---

As a public school, Ocean Hill Collegiate Charter School (Ocean Hill Collegiate) is open to children who are eligible under the laws of New York State for admission to a public school. The school follows all applicable state and federal laws in admitting students. Ocean Hill Collegiate does not discriminate on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, national origin, religion, or any other grounds that would be unlawful, in accordance with §2854(2) of the Education Law, the Americans With Disabilities Act, and to the extent permitted by Title IX of the Federal Civil Rights Act.

In accordance with the May 2010 amendments of the Education Law subdivision 2851(4), Ocean Hill Collegiate is committed to meeting and exceeding the enrollment targets prescribed by the SUNY Trustees for charter schools for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced price lunch program.

Ocean Hill Collegiate is committed to attracting and retaining all students by offering a high-quality educational program, hiring and training highly-qualified teachers, and communicating regularly with families.

### ***I. Outreach to Target Populations***

In accordance with the May 2010 amendments to the Charter Schools Act, Ocean Hill Collegiate aims to meet and exceed the enrollment targets prescribed by the SUNY Trustees for charter schools and through extensive outreach, the school will attract students who reflect the demographics of its CSD, including students with disabilities, English language learners, and students who are eligible applicants for the free and reduced price lunch program. In an effort to meet and exceed the SUNY enrollment targets, Ocean Hill Collegiate has revised its plan for meeting enrollment and retention targets. Ocean Hill Collegiate will be taking the measures below, among others, to recruit student applicants.

#### **IIA. Overview of Recruitment Strategies**

In alignment with our school's mission to serve all students from our surrounding communities, Ocean Hill Collegiate, in coordination with other schools within the Uncommon Schools New York City region, will go to great lengths to ensure that our student recruitment outreach efforts target students with disabilities, students who are English language learners and students who are eligible for free or reduced price lunches. Ocean Hill Collegiate and Uncommon Schools NYC will specifically target these high priority student groups, and will also continue to work to ensure that all NYC students have the information and access required to pursue an Uncommon education.

Specifically,

- All Uncommon Schools in New York City that will recruit new students will continue to work together on community outreach efforts. By combining our efforts and sharing information about all of our schools at one time, we will be able to reach far

more students in New York City than if our schools work independently. Ultimately, school leaders will be responsible for recruitment at their schools, but by collaborating, meeting regularly, dividing labor, and sharing best practices, we will be able to significantly increase the overall number of families that each school can reach.

- Our schools will continue to use a combined application that will allow a family to apply to multiple Uncommon Schools with just one application. This will make it easier for a family to learn about and access all of our schools and allows our schools to reach a broader population of students.
- One of our largest efforts to reach prospective students will continue to be through multiple mailings that we will send out throughout the student recruitment season. The New York City Department of Education provides lists of students by current grade and zip code to Vanguard Direct, Inc. Uncommon Schools will choose the zip codes near our schools that have the highest number of FRPL and ELL students and then will partner with Vanguard to send a mailing to those families. The final list will include close to 20,000 families of rising Kindergarten or 5th grade students. The mailing will include an application in English and Spanish as well as our color brochure.
- Uncommon Schools NYC will continue to run both English and Spanish language ads in the New York City Housing Authority Journal. On their website, the NYCHA Journal says they are “hand-delivered to each of the 178,000 apartments in NYCHA’s 334 public housing developments throughout the five boroughs.” It will also be distributed to more than 10,000 NYCHA employees, and mailed to elected officials and community leaders. It is also available through email subscription.
- Uncommon Schools NYC will continue to run advertisements for enrollment on buses with strategic routes throughout the CSDs we serve in Brooklyn.
- In order to reach a wider range of potential applicants, we have also partnered with WBLS to launch a radio ad. This ad was recorded by an Uncommon graduate and aired during the most popular air times – A.M. and P.M. rush hour.

## IIB. Recruitment of Students with Disabilities

In order to meet enrollment targets for students with disabilities, Ocean Hill Collegiate will target its outreach to the families of students with disabilities by focusing on recruiting efforts at organizations serving students with disabilities and creating recruiting materials that more explicitly target students with disabilities.

Specifically,

- Ocean Hill Collegiate will continue to reach out to other schools in our Community School Districts, and talk about the supports we offer students. We will ask if they have any referrals for students that would benefit from our programmatic support.
- Ocean Hill Collegiate will continue to build strong connections with our Committee on Special Education and we will also ensure they know we are an option for students, should they wish to recommend students to join us.

- Ocean Hill Collegiate will reach out to related service agencies that we work with/have worked with in the past, and talk about the supports we offer students. We will ask if they have any clients they could recommend to apply.

To increase the likelihood that families of students with disabilities who receive recruiting materials will submit an application and to ensure that families of students with disabilities know that their students are eligible for our schools, we will continue to include language in all our recruiting materials to encourage families of students with disabilities to apply.

Specifically,

- We will ensure that all our outreach and application materials clearly state that all students, including those with disabilities, are eligible to apply. This language will appear on our enrollment websites, 5th grade lottery applications, waitlist applications for all grades, the brochures that we will distribute to organizations and mail to 20,000 Brooklyn families, as well as in the presentations given at our information sessions.
- Our admissions brochure will continue to explicitly mention our high quality intervention programs that our schools offer of tutoring and small group instruction.
- Our admissions office and school based staff will continue to be trained on this question so that they could answer the concerns of any families of potential applicants with special needs who called in.
- We will create a one-page overview of Special Education Services at Uncommon Schools, providing families with information about our support services.

### IIC. Recruitment of English Language Learners

In order to meet enrollment targets for students who are English language learners, Ocean Hill Collegiate will continue to put a strong emphasis on recruiting students who are English language learners, and particularly, given the neighborhood in which our school is located, Spanish-speaking populations. Ocean Hill Collegiate will continue to target its outreach efforts at organizations serving students and families who are English language learners and will continue translating all its student recruitment materials.

Specifically,

- To plan our outreach efforts, we will continue to use Census tract data to create maps showing the distributions of the populations of the top five most spoken languages after English. We will use these maps to locate the highest density areas of these non-English speaking populations near our schools.
- Using these maps, we will continue to create two community canvassing walks for each Uncommon School to take to travel through those neighborhoods. On the walks, school staff will visit local stores, organizations, and apartment buildings and hang flyers and leave brochures and applications in English and in Spanish at each location. In addition, school staff will talk to residents along the way (in English and in Spanish) to spread the word about our schools.
- We will continue to translate all our outreach materials that are distributed by our schools. Materials that will be produced and disseminated in English and Spanish

will include our enrollment website and online lottery and waitlist applications, paper lottery applications, full color brochures and flyers, posters, informational packets, and tear away information sheets.

- We will continue to utilize the New York City Charter School Center’s Common Application, which is available to families in six different languages.
- We will continue to identify high priority local community organizations to reach out to based on factors including location, age group served and proximity to high non-English speaking populations. Each organization will receive a call from our admissions office by a fluent Spanish speaking staff member and a mailing including brochures, flyers and applications in both English and Spanish.
- We will continue to meet with the Committee for Hispanic Children and Families, a non-profit referral service which helps Hispanic families find daycares, schools and enrichment programs for their students, to ensure that they are aware of our schools for an option for their families and provide them with outreach materials that they could share with the families that they serve.
- A Spanish speaking staff member will continue to be available at our admissions office by phone and email 40 hours a week. Not only will he/she be available to take incoming calls, he/she will also follow up with all Spanish speaking families to encourage them to send in documentation to qualify for all admissions preferences to ensure they had the best possible chance of acceptance into our schools.
- We also know that families of our current ELL students are our best resource to reach new ELL students. All families at our schools will continue to receive applications to distribute to family and friends in English and Spanish. Families of ELL students will continue to receive extra applications in Spanish. In addition, each school will continue to identify families of ELL students and families of non-ELL students where some Spanish is spoken at home who are interested in volunteering to support student admissions efforts. These families will meet with a school staff member to learn about a variety of ways that they can get the word out about our schools and distribute applications to others. These families will also be encouraged to speak at their churches, or other local organizations to spread the word about our schools.
- Uncommon Schools NYC will continue to run Google ads in Spanish so that families searching for information about schools in New York City in Spanish will see ads for our school and be directed to our Spanish webpages and applications.
- Each applicant, whether they are selected in the lottery or placed on the waitlist, will continue to receive a letter in both Spanish and English telling them the results of the lottery and the next steps to enrolling in the school.

#### IID. Recruitment of Students Eligible for Free and Reduced Price Lunch

In order to meet enrollment targets for students who are eligible for free and reduced price lunch, Ocean Hill Collegiate will continue to place a high priority on recruiting students who qualify for free and reduced price lunch. Ocean Hill Collegiate will focus its recruiting efforts at organizations serving students who are eligible for free and reduced price lunch, as well as conducting outreach in New York City Housing Authority housing developments.

Specifically,

- Similar to our strategy for reaching new ELL families, we believe that enlisting the help of the families of FRPL students who are currently in our schools, is one of the most effective ways of recruiting new FRPL students. All of our schools will continue to send home Kindergarten and 5th grade lottery applications with all their current students. In addition, schools will continue to ask families who are interested in volunteering further to assist with hanging flyers in their neighborhoods, participating in phone banks to local organizations, or speaking at churches or other organizations that they are involved with.

We also know that many of our FRPL students currently reside in New York City Housing Authority sites. Ocean Hill Collegiate will continue to focus recruiting efforts on NYCHA sites.

Specifically,

- Each of our schools will be assigned at least one and in most cases several New York City Housing Authority sites that are within close proximity to their school. The school will then visit these sites to hang flyers, leave applications and speak with residents to ensure that residents of these locations are aware of our schools and have the necessary information and materials needed to apply.

#### IIE. Year-Round Community Outreach

In addition to the many efforts outlined above, we plan to work to identify new organizations that can help us access these target populations. Beyond recruitment specific efforts, Uncommon Schools NYC will expand its community outreach efforts in all its school communities. Uncommon Schools NYC recently became a VISTA (Volunteers in Service to America) grantee, a program which is a national service program designed specifically to fight poverty. Two VISTA Corps Members will be assisting in the development and implementation of a comprehensive community outreach strategy in order to improve our reach to targeted populations. Outreach and community development will be a year round priority for our schools, and we plan to hold more events to help inform school communities about the work that we are doing and the opportunities that exist within our schools. This includes partnering with local elected officials and community members and holding larger scale events that are open to the general public as well as the families that we serve directly.

## **II. Admissions**

The Ocean Hill Collegiate admissions policy gives an absolute admissions preference to students who live within the school's CSD in an effort to enroll a student population that has a similar demographic to that of the CSD in which the school is located. First preference goes to siblings of students previously admitted to the school. Second preference is given to students living in the CSD in which the school is located. If space remains, students who reside outside Ocean Hill Collegiate's CSD are admitted.

Because Ocean Hill Collegiate will take extensive outreach efforts to get the word out to as many families as possible about the school and because the school will enroll predominately students who reside in the school's CSD, the demographics of students at Ocean Hill Collegiate should match that of the school's CSD.

### ***III. Evaluation of Recruitment and Enrollment Efforts***

Ocean Hill Collegiate is committed to serving all students and will actively monitor enrollment with respect to enrollment targets established by the SUNY Trustees. While the Uncommon NYC Regional Team will continue to help coordinate the recruitment process for all its Brooklyn schools and support each school in its efforts, the Director of Operations at Ocean Hill Collegiate will continue to be responsible for leading the recruitment and enrollment efforts. As a means of evaluating the efficacy of the school's recruitment and enrollment efforts at attracting these sub-populations of students, Ocean Hill Collegiate will closely monitor admissions information during the enrollment period and after students have enrolled in the school. For example, during the student recruitment season, Ocean Hill Collegiate will track the number of applications received by families who indicate their home language is not English and who complete the Spanish version of the application. These numbers will provide good indicators as to whether or not the school's outreach efforts are reaching students who may be English Language Learners and enables the school to adjust outreach efforts during the recruitment season. When students enroll in the school, Ocean Hill Collegiate will gather information about whether or not the students qualify for Free or Reduced Price Meals or qualify for Special Education services. The school will then compare these numbers to those of the Community School District and determine whether or not it will need to make modifications to community outreach efforts or admissions policies for the following year. Additionally, by examining the demographics of the entering 5<sup>th</sup> grade class, Ocean Hill Collegiate can determine if it is making progress toward meeting the proposed enrollment targets for the entire school population.

Uncommon Schools and Ocean Hill Collegiate will continue to document all student recruitment activities and store information on an Uncommon Schools shared drive or on shared spreadsheets. For example, Uncommon Schools has a shared spreadsheet of over 600 community organizations, many of which are identified as organizations that provide services to low income families, families whose first language is not English, and families whose children receive special needs services. The Ocean Hill Collegiate Operations Team will continue to use this spreadsheet to identify organizations to conduct community outreach and then record all interactions with these organizations in the spreadsheet, so that the school can determine the partnership's efficacy for future years.

In addition, Ocean Hill Collegiate will continue to document its community outreach and admissions efforts each year by completing and submitting the Application and Admissions Summary each year.

If the school fails to meet or make progress toward meeting enrollment targets and outreach efforts do not reverse the trend, the school will consider altering its admissions policy to give enrollment preferences to certain demographic groups.

### ***VI. Persistence***

In accordance with our mission to prepare students for college, we want all of our students, including FRPL, ELL and students with disabilities, to stay with us through high school graduation. We will continue to analyze our data to ensure that we are serving students from these populations as effectively as all other students, and keeping them in our schools in the same numbers.

***VII. Evaluation of Retention Efforts***

Ocean Hill Collegiate' leadership team will continue to be responsible for regularly monitoring and overseeing the school's retention efforts and the performance of students in the three populations. Historically, high levels of persistence for these sub-populations are indicators that the school's strategy for retaining students is working. Ocean Hill Collegiate will continue to be committed to attracting and retaining all students by offering a high-quality educational program, hiring and training highly-qualified teachers, and communicating regularly with families. The Director of Operations at Ocean Hill Collegiate will continue to actively monitor the enrollment and retention of students who are English language learners, students who qualify for free and reduced price lunch, and students with special needs. If the numbers do not reach or exceed the targets established by the SUNY Charter Schools Institute, the school will revisit its enrollment and retention practices.

**Ocean Hill Collegiate  
CHARTER SCHOOL**

**2013-14 ACCOUNTABILITY PLAN  
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 15, 2014

By Kristen Ross  
Director of Operations

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

Kristen Ross, Director of Operations, prepared this 2013-14 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
Ian Sacks	Trustee
Ekwutozia Nwabuzor	Trustee

**Hannah Solomon has served as the Principal since 2010 and Kristen Ross has served as the Director of Operations since 2014.**

## 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 2013-14, 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 – all 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. Our 6<sup>th</sup> graders visited Princeton University and our 7<sup>th</sup> graders visited Syracuse.

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 2013-14, 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 2013-14, 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
2013-2014						79	74	50	53					256

**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 2013-14, Ocean Hill Collegiate continued to use our discrete Guided Reading block in our daily schedule. Using this model, 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 this model of Guided Reading students have an 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 2013-14 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 8 grades in April 2014. Each student’s raw score has been converted to a grade-specific scaled score and a performance level.

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

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

Grade	Total Tested	Not Tested <sup>2</sup>			Total Enrolled
		IEP	ELL	Absent	
3					
4					
5	79				79
6	74				74
7	50				50
8	53				53
All	256				256

**Results**

On the 2013-14 NYS ELA exam, 33% of students in their second year at Ocean Hill Collegiate scored proficient or advanced. When looking at all students, including those that have been at Ocean Hill Collegiate for less than 2 years, 29% of students scored advanced or proficient. The overall

<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.

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 56% of 8<sup>th</sup> graders scoring proficient or advanced.

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

Grades	All Students		Enrolled in at least their Second Year	
	Percent	Number Tested	Percent	Number Tested
3				
4				
5	19%	79	0	8
6	27%	74	25%	67
7	22%	50	22%	50
8	57%	53	57%	53
All	29%	256	26%	178

**Evaluation**

In the second year of the administration of the NYS Common Core exam in English Language Arts, the school did not meet this measure. We did however gain 4 percentage points over the past year, moving from 25% to 29% proficient or advanced overall. 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, we continue to 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 continue to increase in the coming years as we continue revising 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		2013-2014	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3								
4								
5			70%	10	9%	11	0%	8
6			93%	61	7%	59	25%	67
7					51%	55	22%	50
8							57%	53
All			90%	71	21%	125	32%	178

### Goal 1: Absolute Measure

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

### Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in English language arts. To achieve this measure, all tested students must have a Performance Level Index (PLI) value that equals or exceeds the 2013-14 English language arts AMO of 89. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.<sup>3</sup>

### Results

Ocean Hill Collegiate scored a Performance Level Index of 108 for the 2013-14 school year.

### English Language Arts 2013-14 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
258	21	50	23	6

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 50 & + & 23 & + & 6 & = & 79 \\
 & & & & 23 & + & 6 & = & \underline{29} \\
 & & & & & & \text{PLI} & = & 108
 \end{array}$$

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

## Evaluation

Ocean Hill Collegiate's Performance Level Index of 108 exceeds the 2013-14 English Language Arts AMO of 89. We plan on continuing working to improve our curriculum and instruction so that our PLI can continue to exceed the AMO by more and more points.

### 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 second administration of the Common Core English Language Arts exam by 20 percentage points. The school outperformed the district in 8<sup>th</sup> grade by 41 percentage points. However, our 5<sup>th</sup> grade scored below the district by 9 percentage points. These 5<sup>th</sup> grade students were retained students in their second year of 5<sup>th</sup> grade who continue to struggle academically. Each made progress individually in their second year at the school. On an absolute level, our 5<sup>th</sup> grade class exceeded the district average. Our 8<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.

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

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3				
4				
5	0%	8	9%	737
6	25%	67	11%	1003
7	22%	50	16%	994
8	57%	53	16%	115
All	33%	178	13%	2849

<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](#).

## Evaluation

Overall, and most notably, in the 8<sup>th</sup> grade Ocean Hill Collegiate met this measure. In the 8<sup>th</sup> grade, Ocean Hill Collegiate met the measure by 41 percentage points. Ocean Hill Collegiate underperformed in grade 5, where its students underperformed the district by 9 percentage points. Again, this is partially due to the small sample size of the 5<sup>th</sup> grade class, as it only accounts for students who were retained and completed a second year of 5<sup>th</sup> grade at OHC. These students continue to struggle academically but made significant gains in their second year. Overall, the school outperformed the same grades in Community School District 23 by 20 percentage points, which is a 12 point increase from last year's comparison.

## 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 ELA 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		2013-2014	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
3								
4								
5	N/A	35%	20%	33%	9%	10%	0%	9%
6			80%	32%	7%	13%	25%	11%
7					51%	15%	22%	16%
8							57%	16%
All	N/A	35%	50%	33%	22%	13%	26%	13%

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

Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for economically disadvantaged students among all public schools in New York State.<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 2013-14 analysis is not yet available. This report contains 2012-13 results (using free-lunch eligible percentage), the most recent Comparative Performance Analysis available.

### **Results**

The table below shows that the school's overall comparative performance is higher than expected to a small degree. Students at Ocean Hill Collegiate in grade 7 performed better than predicted based on their free lunch status on the 2012-13 ELA exam, with a significant effect size, while students in grades 5 and 6 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.

---

<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.

## 2012-13 English Language Arts Comparative Performance by Grade Level

Grade	Percent of Economically Disadvantaged Students	Number of Students Tested	Percent of Students at Proficiency		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3						
4						
5	82.5	82	17.1	20.2	- 3.1	-0.25
6	81.8	62	8.1	16.3	- 8.2	-0.81
7	82.5	56	51.8	18.1	33.7	2.71
8						
All	82.3	200	24.0	18.4	5.6	0.41

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

### Evaluation

Ocean Hill Collegiate met this measure with a .41 effect size as a school overall. The school did not meet the measure in grades 5 and 6, but it did meet the measure by a large degree in grade 7.

### Additional Evidence

Ocean Hill Collegiate has continued to outperform our expected overall proficiency since the school's opening. In particular our founding cohorts effect size of 2.71 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	138	59.4	44.5	0.97
2012-13	5-7	82.3	200	24	18.4	0.41

### 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.

<sup>6</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 2013-14 and also have a state exam score from 2012-13 including students who were retained in the same grade. Students with the same 2012-13 scores are ranked by their 2013-14 score and assigned a percentile based on their relative growth in performance (mean growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

This report contains 2013-14 results, the most recent Growth Model data available.<sup>7</sup>

## Results

In 2013-14 the Mean Growth Percentile for Ocean Hill Collegiate overall was 58. This is in comparison to the Statewide Median of 50.

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

Grade	Mean Growth Percentile	
	School	Statewide Median
5	54	50.0
6	64	50.0
7	62	50.0
8	53	50.0
All	<u>58</u>	50.0

---

<sup>7</sup> Schools can acquire these data from the NYSED's Business Portal: [portal.nysed.gov](http://portal.nysed.gov).

**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.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (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.	Achieved

**Action Plan**

The school is energized by the challenge that the more rigorous Common Core standards present. Uncommon Brooklyn Middle School ELA Department Coordinators worked with principals, the Associate Managing Director, and the Director of Staff Development to modify 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. 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 school year gives us confidence that our teachers will be able to backwards plan effectively for ELA instruction this year.

In addition, a rigorous set of grade level common texts was chosen across grades, and Ocean Hill Collegiate reading teachers (as well as all other Uncommon middle school teachers) will 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.
- Continue to formalize our training of guided reading teachers, 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 pull-out instruction, lunch and after-school tutoring to help remediate students' basic skills and better prepare them for the myriad of 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.
- Ocean Hill Collegiate also has four veteran teachers participating the Uncommon Schools Reading Taxonomy, which is a committee put together across our network to improve our Common Core-aligned ELA instruction. OHC is leading the way in implementing these rigorous changes to our ELA instruction.

## 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 2013-14 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

---

<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.

The school administered the New York State Testing Program mathematics assessment to students in 5 through 8 grades in April 2014. Each student’s raw score has been converted to a grade-specific scaled score and a performance level.

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

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

Grade	Total Tested	Not Tested <sup>9</sup>			Total Enrolled
		IEP	ELL	Absent	
3					
4					
5	79				79
6	74				75
7	51				51
8	53				53
All	256				256

**Results**

On the 2013-14 NYS Math exam, 50% of students in their second year at Ocean Hill Collegiate scored advanced or proficient. This is an increase of 16 percentage points from the 2012-2013 school year. When looking at all students, including those that have been at Ocean Hill Collegiate for less than 2 years, 53% of students scored advanced or 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 87% of 8<sup>th</sup> graders scoring advanced or proficient.

---

<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.

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

Grades	All Students		Enrolled in at least their Second Year	
	Percent	Number Tested	Percent	Number Tested
3				
4				
5	28%	79	0%	8
6	57%	74	57%	67
7	54%	51	57%	50
8	87%	53	87%	53
All	53%	258	50%	178

**Evaluation**

In the second year of the administration of the NYS Common Core exam in Mathematics, the school did not meet this measure, even though we are significantly closer than we were last school year. 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 Math classes going forward to better prepare our students to meet this bar.

**Additional Evidence**

Though we have not met the measure, just as is the case 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 Math 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		2013-14	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3								
4								
5			70%	10	0	11	0%	8
6			98%	61	41%	59	57%	67
7					62%	55	57%	50
8							87%	53
All			<b>94%</b>	71	34%	125	50%	178

### Goal 1: Absolute Measure

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

### Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in mathematics. To achieve this measure, all tested students must have a Performance Level Index (PLI) value that equals or exceeds the 2013-14 mathematics AMO of 86. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.<sup>10</sup>

### Results

Ocean Hill Collegiate scored a PLI of 140 for the 2013-14 school year.

#### Mathematics 2013-14 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
200	12	34	34	19

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 34 & + & 34 & + & 19 & = & 87 \\
 & & & & 34 & + & 19 & = & \underline{53} \\
 & & & & & & \text{PLI} & = & 140
 \end{array}$$

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

## Evaluation

Ocean Hill Collegiate scored at PLI of 140 which exceeds the mathematics AMO of 86 by 54 points.

### Goal 1: Comparative Measure

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

## Method

A school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.<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 36 percentage points overall.

**2013-14 State Mathematics Exam  
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3				
4				
5	0%	8	13%	750
6	57%	67	14%	1004
7	57%	50	15%	1000
8	87%	53	15%	1145
All	50%	178	14%	3899

## 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 5-8. With the exception of 5<sup>th</sup> grade, the percentage of students at Ocean

<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](#).

Hill Collegiate scoring proficient in each grade was more than triple the percentage in the district. Ocean Hill Collegiate’s performance exceeded the district’s performance by 36 percentage points, an increase over last year’s 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 2014-15 school year, the school plans to continue working tirelessly to provide a viable program that is truly preparing all students for college level mathematics.

**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		2013-14	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
3								
4								
5	N/A	42%	70%	44%	0%	8%	0%	13%
6			98%	40%	41%	15%	57%	14%
7					62%	11%	57%	15%
8							87%	15%
All		<b>42%</b>	<b>84%</b>	<b>42%</b>	<b>34%</b>	<b>11%</b>	<b>50%</b>	<b>14%</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.

<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.

The difference between the schools' actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3 or performing higher than expected to a small degree is the requirement for achieving this measure.

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

**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.

**2012-13 Mathematics Comparative Performance by Grade Level**

Grade	Percent of Economically Disadvantaged Students	Number of Students Tested	Percent of Students at Proficiency		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3						
4						
5	82.5	82	29.3	20.4	8.9	0.59
6	81.8	62	37.1	18.9	18.2	1.16
7	82.5	56	62.5	15.2	47.3	3.12
8						
<b>All</b>	<b>82.3</b>	<b>200</b>	<b>41.0</b>	<b>18.5</b>	<b>22.5</b>	<b>1.47</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 remained consistent with last year (1.48 and 1.47, respectively).

### 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
2012-13	5-7	82.3	200	41	18.5	1.47

#### 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.

#### Method

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

#### Results

In 2013-14 the Mean Growth Percentile for Ocean Hill Collegiate overall was 67. This is in comparison to the Statewide Median of 50.

#### 2013-14 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Average
5	64	50.0
6	73	50.0
7	69	50.0
8	62	50.0
All	<b>67</b>	50.0

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

### **Summary of the Mathematics Goal**

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; 50% of students in at least their second year at OHC scored proficient or advanced.

<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 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.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2011-12 school district results.)	Achieved
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	Achieved

### **Action Plan**

The absolute performance across all grades in mathematics on the 2013-14 Common Core mathematics exam has demonstrated that while we have made growth in preparing our students for the rigor of Common Core, we still have more work to do before we meet our absolute goal. Ocean Hill Collegiate, along with other Uncommon Schools across Brooklyn, will continue to increase the rigor of our Interim Assessments. 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 2013-2014 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

For the first time, Ocean Hill Collegiate has external Science data to report on. Our students did not take the New York State Science exam, because they opted to take the New York State Living Environment Regents instead. All 53 of our 8<sup>th</sup> graders took the Science Regents exam and 85% of them passed!

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

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
4				
8	85%	53		

**Evaluation**

Comparative Regents exam data is not available at this time.

**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					85%	53
All					85%	53

**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

**2013-14 State Science Exam  
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
4				
8	85%	53		

**Evaluation**

Comparative data for the district was not available for the Living Environment Regents. We will update this once we receive that data.

**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					85%	
All					85%	

**Summary of the Science Goal**

While we do not yet have comparative data to compare the performance of Ocean Hill Collegiate students to the district performance, we are very pleased the overall performance of our students. Our founding class was able to pass a high school level test with an 85% passing rate. We are continuing to use a rigorous Living Environment Science curriculum with our students in hopes of pushing that percentage even higher in the coming year.

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

## **Action Plan**

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 2014-15 school year.

**Evaluation**

The State Education Department made this determination based on our 2013-14 assessment data.

**Additional Evidence****NCLB Status by Year**

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

# Required Form: 2013-14 Appendix E - Disclosure of Financial Interest Form

Created Tuesday, July 08, 2014

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/96ea1>

## Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. Trustee Name:

*Bob Howitt*

2. Charter School Name:

*Ocean Hill Collegiate Charter School*

3. Charter Authorizer:

*SUNY*

4. \*Your Home Address:

4. \*Your Home Address: | Street Address

4. \*Your Home Address: | City/State

4. \*Your Home Address: | Zip

5. \*Your Business Address

5. \*Your Business Address | Street Address

5. \*Your Business Address | City/State

5. \*Your Business Address | Zip

6. \*Daytime Phone Number:

7. \*E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

*(No response)*

9. Are you a trustee and also an employee of the school?

*No*

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

*No*

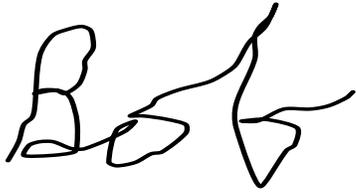
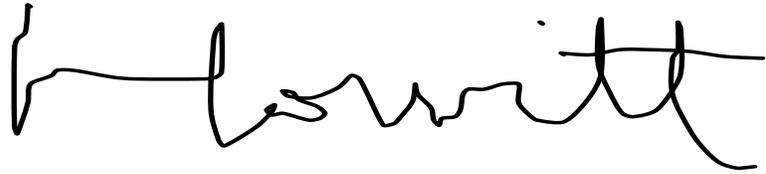
13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

A handwritten signature in black ink that appears to read "Bob". The letters are stylized and connected.A handwritten signature in black ink that appears to read "Horvitt". The letters are stylized and connected.

# Required Form: 2013-14 Appendix E - Disclosure of Financial Interest Form

Created Wednesday, July 09, 2014

Updated Wednesday, May 20, 2015

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/01ce3>

## Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. Trustee Name:

*David Cooper*

2. Charter School Name:

*Ocean Hill Collegiate Charter School*

3. Charter Authorizer:

*SUNY*

4. \*Your Home Address:

4. \*Your Home Address: | Street Address

4. \*Your Home Address: | City/State

4. \*Your Home Address: | Zip

5. \*Your Business Address

5. \*Your Business Address | Street Address

5. \*Your Business Address | City/State

5. \*Your Business Address | Zip

6. \*Daytime Phone Number:

7. \*E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

---

• Other, please specify...: Director; Chairman of Governance committee

---

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

A handwritten signature in black ink that reads "David A Cooper". The signature is written in a cursive style with a large, vertical initial "D" and a checkmark-like flourish at the end.

# Required Form: 2013-14 Appendix E - Disclosure of Financial Interest Form

Created Wednesday, July 23, 2014

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/1edf1>

## Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. Trustee Name:

*St. Claire Gerald*

2. Charter School Name:

*Ocean Hill Collegiate Charter School*

3. Charter Authorizer:

*SUNY*

4. \*Your Home Address:

4. \*Your Home Address: | Street Address

4. \*Your Home Address: | City/State

4. \*Your Home Address: | Zip

5. \*Your Business Address

5. \*Your Business Address | Street Address

5. \*Your Business Address | City/State

5. \*Your Business Address | Zip

6. \*Daytime Phone Number:

7. \*E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

- 
- Parent Representative
- 

9. Are you a trustee and also an employee of the school?

*No*

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

*No*

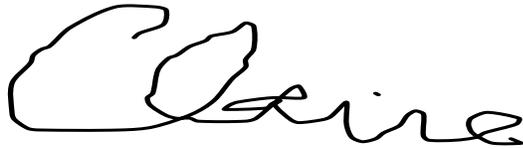
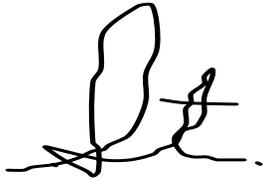
13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee



# Required Form: 2013-14 Appendix E - Disclosure of Financial Interest Form

Created Thursday, July 31, 2014

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/0d7c2>

## Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. Trustee Name:

*Ekwutozia Nwabuzor*

2. Charter School Name:

*Ocean Hill Collegiate Charter School*

3. Charter Authorizer:

*SUNY*

4. \*Your Home Address:

4. \*Your Home Address: | Street Address

4. \*Your Home Address: | City/State

4. \*Your Home Address: | Zip

5. \*Your Business Address

5. \*Your Business Address | Street Address

5. \*Your Business Address | City/State

5. \*Your Business Address | Zip

6. \*Daytime Phone Number:

7. \*E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

*(No response)*

9. Are you a trustee and also an employee of the school?

*No*

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

*No*

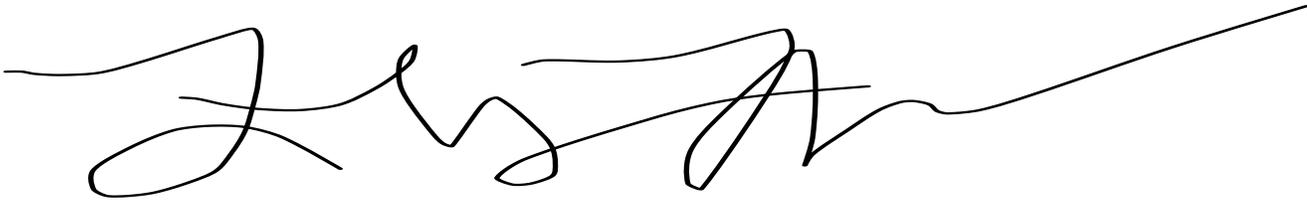
13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

A handwritten signature in black ink, consisting of several loops and a long horizontal stroke extending to the right.

# Required Form: 2013-14 Appendix E - Disclosure of Financial Interest Form

Created Thursday, August 21, 2014

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/39528>

## Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. Trustee Name:

*Eileen Shy*

2. Charter School Name:

*Ocean Hill Collegiate Charter School*

3. Charter Authorizer:

*SUNY*

4. \*Your Home Address:

4. \*Your Home Address: | Street Address

4. \*Your Home Address: | City/State

4. \*Your Home Address: | Zip

5. \*Your Business Address

5. \*Your Business Address | Street Address

5. \*Your Business Address | City/State

5. \*Your Business Address | Zip

6. \*Daytime Phone Number:

7. \*E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

*(No response)*

9. Are you a trustee and also an employee of the school?

*No*

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

*No*

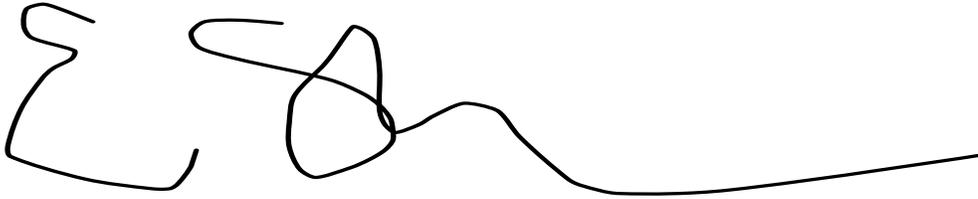
13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

A handwritten signature in black ink, consisting of a large, stylized initial 'E' followed by a series of loops and a long horizontal stroke extending to the right.

# Required Form: 2013-14 Appendix E - Disclosure of Financial Interest Form

Created Friday, July 11, 2014

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/5e244>

## Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. Trustee Name:

*Linton Mann III*

2. Charter School Name:

*Ocean Hill Collegiate Charter School*

3. Charter Authorizer:

*SUNY*

4. \*Your Home Address:

4. \*Your Home Address: | Street Address

4. \*Your Home Address: | City/State

4. \*Your Home Address: | Zip

5. \*Your Business Address

5. \*Your Business Address | Street Address

5. \*Your Business Address | City/State

5. \*Your Business Address | Zip

6. \*Daytime Phone Number:

7. \*E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

---

• Chair/President

---

9. Are you a trustee and also an employee of the school?

*No*

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

*No*

13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

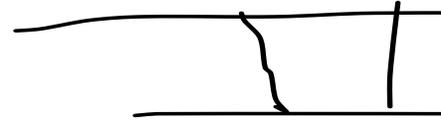
No

14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

Linton Mann

A stylized handwritten signature consisting of a horizontal line, a vertical line, and a short horizontal line at the end, resembling the letters 'L' and 'M'.