



**Our World Neighborhood
CHARTER SCHOOL**

**2013-14 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:
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Brian Ferguson, Executive Director prepared this 2013-14 Accountability Progress Report on behalf of the school’s board of trustees:

Trustee’s Name	Board Position
Jeanette Betancourt, Ed.D	Chair, Executive, Education & Development Committees
Steven Solinsky	Treasurer, Executive & Finance Committees
Maura Fitzgerald	Secretary, Executive & Finance Committees
Melissa Chin	Member, Education & Facilities Committees
Sara Espanol	Member, Development & Education Committees
Joshua Adland	Member, Development & Education Committees
Richard Bogle	Member, Facilities Committee
Charles Guadagnolo	Member, Finance & Facilities Committee

Brian Ferguson has served as the Executive Director since 2002.

INTRODUCTION

It is the mission of Our World Neighborhood Charter School to educate students to become independent-thinkers and lifelong learners. OWN Charter School is committed to an educational philosophy based on inquiry, active and experiential learning, and social justice. Through a literacy-based, integrated and standards-driven curriculum that encourages community and honors diversity, OWN students receive the broad education they will need to meet the academic and social challenges of successfully entering and completing a strong high school program, and indeed, to thrive in today's world.

Our World Neighborhood Charter School is located in an ethnically, racially, and economically diverse neighborhood. OWN celebrates this diversity by integrating the cultural richness of its community with the lessons of the classroom and the governance of the school. All members of the OWN community—students, teachers, and administration—are expected to reflect on the nature and quality of their work and interactions, and to strive to reach their full potential as learners and as citizens.

Since the school's inception in 2002, OWN has created a positive culture of learning and excellence in academics and character. To continue the school's success, the school devotes itself to the following guiding principles:

- Provide a rigorous standards-driven curriculum that provides multiple opportunities for diverse assessments
- Employ a balanced literacy approach to the teaching of reading and writing
- Provide greater use of and the development of analytic reading and writing skills in the content areas of Science and Social Studies
- Utilize assessments that serve as a tool to develop and adjust individual learning plans for students
- Provide opportunities to students for targeted remediation, enrichment and acceleration
- Foster social and cultural awareness through inter-disciplinary, project-driven curriculum
- Support teachers through an extensive and continuous professional development program
- Provide multiple opportunities for family involvement in the activities and governance of the school
- Provide a high school readiness program to all middle school students and parents beginning in grade 6
- Provide students with a rich, standards driven program in foreign languages
- Provide students with a rich standards driven program in Arts education

OWN has not only managed its enrollment, its financial position, and created internal organizational structures to guide the school, it has also accomplished its goal of attracting and maintaining a top quality teaching and administrative team that has led to higher student achievement. OWN has proven that it can be used as a charter school success story. Students are showing positive achievement, the school is a part of the wider Queens community, and the school is governed in an efficient and effective manner.

The reputation for excellence that OWN currently has, was gained through hard work. Our World Neighborhood Charter School has become a successful school because it has been able to:

- Recruit, retain, and develop a Board of Trustees that is committed to the mission of providing a rigorous liberal arts education to its students that would lead to entry into the best high school programs in the city.
- Improve student achievement in English Language Arts, Mathematics, Science and Social Studies and outperformed its District 30 counterparts.
- Create a school culture that is welcoming to parental involvement and engagement.
- Create a team of teachers and administrators committed to working with all students and parents to improve their social, emotional, and academic needs.

At this point of the school's maturation expectations are very high. There is the unstated idea that after ten years of operation the school should have in place an organizational structure that allows it to meet the majority of the SUNY Renewal Benchmarks. OWN believes that today it has demonstrated parental and student satisfaction with its program, with student attendance rates and persistence rates of over 94%, with waitlists of over 600 each year, and with positive responses from parents about the school's educational programs. Similarly, the school has created a team of school administrators who are well versed in ensuring that the school remains fiscally strong and meets all its legal requirements and obligations.

As we look to the future, the Board is confident that it has the resources and the discipline to govern the school in its next phase. As student achievement continues to improve and structures are solidly in place for addressing the needs of students the Board intends to provide all students with a state of the art facility that will further support their efforts to achieve at the highest standard. OWN has an embedded reflective culture. It is committed to always looking critically at what is working and what is not working to support student learning and achievement and to take bold steps to address the needs of the school.

Data for the 2013-2014 school year has not yet been released by NYSED. Once the school gets the most recent data for 2013-2014 school year it will complete another analysis with new charts and tables.

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

All students attending Our World Neighborhood Charter School will become proficient readers and writers of the English Language

Background

OWN continued to work on program and curriculum revisions and enhancements to enact an English Language Arts program rich in authentic literature, non-fiction analysis, and writing. The expansion of the school's ELA professional development experiences helped teachers to create ELA instructional mini-lessons and small group instruction for all students and to expand their repertoire in assisting students with disabilities and English language learners. The purpose of small group instruction was to use information from data collected to target skills development for each student. In 2010 OWN expanded its ELA coaching team from 2.0 FTE staff members to 2.5 FTE staff members. During the 2012-2013 school year that coaching team was expanded to 3.0 FTE staff members. The plan is to further expand the group to 3.5 FTE. The school further expanded its reading intervention program to include a certified Reading Recovery teacher, who provided direct services to children and also professional development to all elementary school classroom teachers.

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.

Method

The school administered the New York State Testing Program English language arts assessment to students in the 3rd through 8th 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 ¹			Total Enrolled
		IEP	ELL	Absent	
3	79	0	0	0	79
4	79	0	0	0	79
5	80	0	0	0	80
6	75	0	0	0	75

¹ 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.

7	78	0	0	0	78
8	59	0	0	0	59
All	450	0	0	0	450

Results

The results for the 2013-2014 NYS English Language Arts Exam have not yet been released. No analysis can be completed at the time of writing of this report.

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				
6				
7				
8				
All				

Evaluation

Evaluation cannot be completed at this time.

Additional Evidence

Between 2012 and 2013 there was a large decrease in the numbers and percentages of students achieving proficiency on the NYS Exam. Since the school does not currently have access to the 2014 data it cannot observe trends in the data at this time.

English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2011-12		2012-13		2013-14	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3						
4						
5						
6						
7						
8						

All						
-----	--	--	--	--	--	--

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 200.²

Results

Analysis will be completed once the state releases the relevant data for 2013-2014.

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
	?	?	?	?

$$\begin{array}{rcccccccc}
 \text{PI} & = & ? & + & ? & + & ? & = & ? \\
 & & & & ? & + & ? & = & ? \\
 & & & & & & \text{PLI} & = & ?
 \end{array}$$

Evaluation

Data for the 2013-2014 administration of the NYS exam has not yet been released.

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

² In contrast to SED’s Performance Index, the PLI does not account for year-to-year growth toward proficiency.

the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.³

Results

Data has not yet been released.

**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 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3				
4				
5				
6				
7				
8				
All				

Evaluation

Data has not been released.

Additional Evidence

Data has not been released.

**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					
	2011-12		2012-13		2013-14	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3						
4						
5						
6						
7						
8						
All						

³ Schools can acquire these data when the New York State Education Department releases its Access database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

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.⁴

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, the most recent Comparative Performance Analysis available.

Results

As the table below indicates the aggregate Effect Size for the 2012-2013 English Language Arts exam was 1.01, which far exceeded the goal of 0.30. OWN grade 308 students performed at a “higher than expected to a large degree.”

2012-13 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3		80	41.3	22.6	18.7	1.39
4		80	30.0	22.8	7.2	0.56
5		81	35.8	24.3	11.5	0.85
6		79	39.2	21.8	17.4	1.41
7		78	35.9	25.5	10.4	0.70
8		71	39.5	23.3	16.2	1.15
All	71.2	469	36.9	23.4	13.5	1.01

School’s Overall Comparative Performance:
Higher than expected to a large degree

⁴ The Institute will continue using *economically disadvantaged* instead of *eligibility for free lunch* as the demographic variable in 2013-14. Schools should report previous year’s results using reported free-lunch statistics.

Evaluation

OWN Charter School's aggregate Effect Size in English Language Arts for the 2013 administration of the state exam was 1.01, which far exceeded 0.3. In fact OWN students comparative performance was higher than expected to a large degree.

At each grade level more OWN students passed the state exams than their compatriots in similar schools. The lowest Effect Size of 0.56 was in grade 4 while the largest Effect Size of 1.41 was found in the grade 6 cohort.

Additional Evidence

While the Effect Size decreased from 1.15 in 2011-2012 to 1.01 in 2012-2013, OWN students have consistently performed better than expected and has out-performed their compatriots in similar schools.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2010-11	3-8	53.0	476	57.1	46.5	0.67
2011-12	3-8	53.7	466	66.3	49.5	1.15
2012-13	3-8	71.2	469	36.9	23.4	1.01

Goal 1: Growth Measure⁵

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

Method

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2012-13 and also have a state exam score from 2011-12 including students who were retained in the same grade. Students with the same 2011-12 score are ranked by their 2012-13 score and assigned a percentile based on their relative growth in performance (student 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.

Given the timing of the state's release of Growth Model data, the 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Growth Model data available.⁶

⁵ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

⁶ Schools can acquire these data from the NYSED's Business Portal: portal.nysed.gov.

Results

Provide a brief narrative highlighting 2012-13 results in the data table that directly addresses the critical data: the school's mean growth percentile. In addition, the discussion may also include highlighting individual grade levels and their respective percentiles.

2012-13 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
3		50.0
4		50.0
5		50.0
6		50.0
7		50.0
8		50.0
All		50.0

Evaluation

Narrative explicitly stating whether the school met the measure; i.e. whether the school's overall mean growth percentile is greater than the state median of the 50th percentile. In addition, the narrative may also include discussion of specific grade-level results.

Additional Evidence

Narrative provides a discussion of current and past performance in comparison to the statewide average.

English Language Arts Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			Statewide Average
	2010-11 ⁷	2011-12 ⁷	2012-13	
3				50.0
4				50.0
5				50.0
6				50.0
7				50.0
8				50.0
All				50.0

Summary of the English Language Arts Goal

The full data has not been released for the 2013-2014 school year and so no overall analysis can be made at this time. Based on the 2012-2013 data OWN students did not meet the overall goal of

⁷ Grade level results not available.

having at least 75% of its students scoring at Levels 3 and 4, however, compared to the overall results in New York state OWN surpassed the state averages and showed modest growth in student performance.

The analysis done by SUNY, Charter Schools Institute did show a positive Effect Size for the school’s English Language Arts program and student achievement.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Achieved/ 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/ Did Not Achieve
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/ Did Not Achieve
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 2012-13 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/ Did Not Achieve

Action Plan

The school has continued to commit funds and time to the professional development of its teachers and has made adjustments to its curriculum to address the instructional and assessment shifts in the demands of the Common Core standards.

MATHEMATICS

Goal 2: Mathematics

All students attending Our World Neighborhood Charter School will demonstrate competency in their understanding and application of mathematical computation and problem solving.

Background

OWN began the process of responding to changes in the state mathematics curriculum in 2010. Teachers and administrators have laid out the transition plan from NYS standards to NYS Common Core Standards and will continue to hone its curriculum, instructional practices, and assessment regime.

Goal 2: 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.

Method

The school administered the New York State Testing Program mathematics assessment to students in 3rd through 8th grade 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 ⁸			Total Enrolled
		IEP	ELL	Absent	
3	79	0	0	0	79
4	79	0	0	0	79
5	80	0	0	0	80
6	75	0	0	0	75
7	78	0	0	0	78
8	59	0	0	0	59
All	450	0	0	0	450

Results

Data for the 2013-2014 state Math exam has not yet been released.

**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				
6				
7				

⁸ 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.

8				
All				

Evaluation

Data has not been released.

Additional Evidence

2013-2014 data has not been released.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2011-12		2012-13		2013-14	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3						
4						
5						
6						
7						
8						
All						

Goal 2: 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 200.⁹

Results

2013- 2014 data has not been released.

⁹ In contrast to NYSED’s Performance Index, the PLI does not account for year-to-year growth toward proficiency.

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
	?	?	?	?

$$\begin{array}{rcccccccc}
 \text{PI} & = & ? & + & ? & + & ? & = & ? \\
 & & & & ? & + & ? & = & ? \\
 & & & & & & \text{PLI} & = & ?
 \end{array}$$

Evaluation

2013-2014 data have not been released.

Goal 2: 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.¹⁰

Results

2013-2014 data have not been released.

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 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3				
4				
5				
6				
7				
8				
All				

¹⁰ Schools can acquire these data when the New York State Education Department releases its Access database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

Evaluation

2013-2014 data have not been released.

Additional Evidence

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					
	2011-12		2012-13		2013-14	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3						
4						
5						
6						
7						
8						
All						

Goal 2: 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.¹¹

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, the most recent Comparative Performance Analysis available.

¹¹ The Institute will continue using *economically disadvantaged* instead of *eligibility for free lunch* as the demographic variable in 2013-14. Schools should report previous year's results using reported free-lunch statistics.

Results

OWN students met and surpassed the goals of this measure. At each grade level OWN students showed a positive effect size in their achievement levels.

2012-13 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3 & 4		Difference between Actual and Predicted	Effect Size	
			Actual	Predicted			
3		80	52.6	26.0	26.6	1.51	
4		80	53.8	28.5	25.3	1.48	
5		80	40.0	24.3	15.7	0.98	
6		79	53.2	23.4	29.8	1.66	
7		78	39.7	21.6	18.1	1.02	
8		71	39.4	18.9	20.5	1.10	
All		71.2	468	46.6	23.9	22.7	1.30

School's Overall Comparative Performance:
Higher than expected to a large degree

Evaluation

The aggregate Effect Size for grade 3-8 students in Mathematics was 1.30 for the 2012-1023 school year. This result exceeded the 0.3 requirement. Overall the Effect Size and the performance of OWN students in mathematics compared to all tested students in New York State was higher than expected to a large degree.

At each grade level more students scored at levels 3 & 4 on the Mathematics exam than was predicted. As the table above shows the Effect Size ranged from as much as 1.66 in grade 6 to as little as 0.98 in grade 5

Additional Evidence

OWN grade 3-8 students, since the 2010-2011 administration of the NYS Mathematics exam, have consistently performed at a higher level than expected to a large degree. The Effect Size showed a small decrease between 2011 and 2012, but increased to 1.30 in 2013.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2010-11	3-8	53.0	476	80.7	57.9	1.19

2011-12	3-8	53.7	465	79.6	59.7	1.15
2012-13	3-8	71.2	468	46.6	23.9	1.30

Goal 2: Growth Measure¹²

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 2012-13 and also have a state exam score in 2011-12 including students who were retained in the same grade. Students with the same 2011-12 scores are ranked by their 2012-13 scores and assigned a percentile based on their relative growth in performance (mean growth percentile). Students’ growth percentiles are aggregated school-wide to yield a school’s mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

Given the timing of the state’s release of Growth Model data, the 2013-14 analysis is not yet available. This report contains 2012-13 results, the most recent Growth Model data available.¹³

2012-13 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Average
3		50.0
4		50.0
5		50.0
6		50.0
7		50.0
8		50.0
All		50.0

Evaluation

Additional Evidence

Mathematics Mean Growth Percentile by Grade Level and School Year

¹² See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

¹³ Schools can acquire these data from the NYSED’s business portal: portal.nysed.gov.

Grade	Mean Growth Percentile			
	2010-11 ¹⁴	2011-12 ¹⁴	2012-13	Statewide Average
3				50.0
4				50.0
5				50.0
6				50.0
7				50.0
8				50.0
All				50.0

Summary of the Mathematics Goal

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.	Achieved/ 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/ Did Not Achieve
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/ Did Not Achieve
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 2012-13 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/ Did Not Achieve

Action Plan

SCIENCE

Goal 3: Science

All students attending the Our World Neighborhood Charter School will become proficient in their understanding and use of Science.

Background

¹⁴ Grade level results not available.

The Kindergarten to Grade 5 science program is based on the NYS Science standards and has been implemented through the use of the FOSS science kits and a literacy rich science non-fiction program. The grade 7 and 8 science teachers and the school are members of the Urban Advantage program with the American Museum of Natural History where teachers receive content and pedagogical support. Beginning in September 2012 the school also introduced one of the New York State science Regents courses. Students in grade 8 were given the opportunity to enroll in the Living Environment, which is a high school level course.

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 4th and 8th grade in spring 2014. 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

Data not yet released.

**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 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
4				
8				

Evaluation

Data not yet released.

Additional Evidence

Data not yet released.

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at
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	Proficiency					
	2011-12		2012-13		2013-14	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
4						
8						
All						

Goal 3: Comparative Measure

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

Method

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

Results

Data not yet released.

**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 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
4				
8				

Evaluation

Data not yet released.

Additional Evidence

Data not yet released.

**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		
	2011-12	2012-13	2013-14

	Charter School	Local District	Charter School	Local District	Charter School	Local District
4						
8						
All						

Summary of the Science Goal

Present a narrative providing an overview of which measures the school achieved, as well as an overall discussion of its attainment of this Accountability Plan goal.

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/ Did Not Achieve
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.	Achieved

Action Plan

NCLB

Goal 4: NCLB

Under the NYS' NCLB accountability system, OWN Charter School's Accountability Status will be "Good Standing" each year.

Goal 4: 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. The report cards indicate each school's status under the state's No Child Left Behind (NCLB) accountability system.

Results

OWN met this measure and has been designated as a school in Good Standing for both the 2013-2014 and 2014-2015 school years.

Evaluation

Since the opening of the school in 2002 OWN has always been designated as a school in “Good Standing,” excepting for the 2011-2012 school year in which it received a status of “School in need of improvement.” This was the result of the continued underperformance of its students with disabilities on the NYS English Language Arts exams. However, during the last two school years, OWN has met its NCLB goals of being designated a school in “Good Standing.”

NCLB Status by Year

Year	Status
2011-12	In need of Improvement
2012-13	Good Standing
2013-14	Good Standing