

Accountability Plan Progress Reports for the 2005-06 School Year

Reader's Guide

SUNY Authorized Charter Schools and Accountability

As set forth in the *Practices, Policies and Procedures for the Renewal of Charter Schools Authorized by the State University Board of Trustees*, the single most important factor that the Charter Schools Institute and the State University Board of Trustees consider in making renewal determinations is the school's record in generating successful student achievement outcomes. In order to determine whether a school has met that high standard, **each charter school that the State University Board of Trustees authorizes is required to enter into an accountability agreement, known as the Accountability Plan**, which ultimately becomes part of its charter.

The Charter Schools Institute closely monitors each school's progress toward achieving the goals outlined in its Accountability Plan.

In addition, as part of their annual reporting requirements **all SUNY authorized charter schools must submit an Accountability Plan Progress Report which, from their vantage point, addresses each of the goals and outcome measures contained in their Accountability Plans**. The information presented in these Progress Reports constitutes important evidence that a school is keeping its promises to its students, parents and community, and is critical to making its case for renewal at the end of its charter period. The most important parts of Progress Reports are student achievement results on state exams and other assessments. However, not all schools will have tested grade levels for a particular exam. Each year the state administers ELA and math tests to grades 3-8, science tests to grades 4 and 8, and social studies tests to grades 5 and 8.

Important Note: **The Accountability Plan Progress Report is authored by the charter school.** In reporting school progress toward meeting the outcome measures set forth in the Accountability Plan, schools are encouraged to build a case for the effectiveness of their program and to lay the groundwork for writing a Renewal Application and ultimately for charter renewal. **The school's evaluation of its own progress does not necessarily reflect the conclusions of the Institute.** Further, the Institute does not affirm the completeness or accuracy of the report's data and may not endorse the school's characterization of the progress it has made toward achieving its Accountability Plan goals. Throughout the life of the school's charter, the Institute will visit each school, generating Institute School Visit Reports, and at the end of each charter period, a Renewal Report (select the <back> button in your browser to return to the school profile to see any/all available reports). These reports include detailed summaries of the Institute's observations of the school, as well as its evaluation of student performance and progress toward meeting the academic subject goals in its Accountability Plan.

Our World Neighborhood Charter School

ACCOUNTABILITY PLAN PROGRESS REPORT

Progress Towards Goals ACADEMIC PROGRAM

Goal I: All students attending the Our World Neighborhood Charter School will become proficient readers of the English Language.

A. Findings

1. Measure

Cohorts of students will show an annual increase of 3.0 NCE in the Reading subsections of the IOWA Tests of Basic Skills based on the Spring testing cycle.

a. Method

The ITBS are standardized achievement tests taken by children all over the nation. ITBS are norm-referenced tests administered annually in May to all OWN students. To determine if OWN met the measures stipulated in the Accountability Plan, OWN calculated the grade level and school wide NCE averages for the two-year and four-year cohorts.

b. Results

Table 1 indicates that in Spring 2006, the average NCE gain for students enrolled at OWN for at least two years was -2 NCE points, compared to the expected goal of +3 NCE points. *The 2-Year Cohort did not meet the Accountability Plan goals.*

TABLE 1

Average NCE Gains in Reading on Iowa Tests of Basic Skills 2 Year Cohort								
Grade from 2005-2006	N=	Spring 2005		Spring 2006		Actual NCE Gain 05-06	Expected NCE Gain 05-06	Goal Met?
		Grade	NCE	Grade	NCE			
K to Gr. 1	50	K	73	Gr. 1	67	-6	+3	No
Gr. 1 to 2	89	Gr. 1	53	Gr. 2	56	+3	+3	Yes
Gr. 2 to 3	91	Gr. 2	58	Gr. 3	56	-2	+3	No
Gr. 3 to 4	57	Gr. 3	60	Gr. 4	55	-5	+3	No
Gr. 4 to 5	66	Gr. 4	59	Gr. 5	58	-1	+3	No
Gr. 5 to 6	67	Gr. 5	53	Gr. 6	51	-2	+3	No
Gr. 6 to 7	40	Gr. 6	44	Gr. 7	46	+2	+3	No
Gr. 7 to 8	41	Gr. 7	42	Gr. 8	43	+1	+3	No
Avg. NCE School Wide Gain – 2 Year Cohort						-1	+3	No

c. Evaluation

The 2-year cohort did not meet the targeted NCE gains, however, when the population is examined as a 4-year cohort, OWN students showed positive NCE gains (see Table 2) of +4 NCE points. Exposure to the OWN curriculum and instructional program has helped to bridge the achievement gaps and create advances in the NCE gains.

TABLE 2

Average NCE Gains in Reading Total in Iowa Tests of Basic Skills 4-Year Cohort										
		Spring 2003		Spring 2004		Spring 2005		Spring 2006		NCE Gain 03-06
	N=	Grade	NCE	Grade	NCE	Grade	NCE	Grade	NCE	
K to 3	48	K	61	Gr. 1	56	Gr. 2	61	Gr. 3	61	+0
Gr 1 to 4	43	Gr. 1	53	Gr. 2	58	Gr. 3	59	Gr. 4	55	+2
Gr 2 to 5	52	Gr. 2	51	Gr. 3	52	Gr. 4	60	Gr. 5	59	+8
Gr 3 to 6	33	Gr. 3	46	Gr. 4	51	Gr. 5	56	Gr. 6	51	+5
Gr 4 to 7	25	Gr. 4	48	Gr. 5	50	Gr. 6	49	Gr. 7	48	+0
Gr 5 to 8	24	Gr. 5	33	Gr. 6	38	Gr. 7	41	Gr. 8	42	+9
Average School-Wide NCE Gain for 4-Yr Cohort										+4

d. Further Evidence

There has been a consistently precipitous dip in the NCE scores between Kindergarten and Grade 1 since the school has been administering the ITBS. Between Spring 2003 and Spring 2004 the school wide (K-5) average NCE gain was +7 points. Between Spring 2005 and 2006 the school wide (K-7) average NCE gain was +4 points. (See Table 3)

TABLE 3

Average NCE in Reading Total on Iowa Tests of Basic Skills All Students Tested									
	K	1 ST	2 ND	3 RD	4 TH	5 TH	6 TH	7 TH	8 TH
SPR 03	N=50 58	N=75 49	N=74 49	N=61 43	N=47 45	N=45 37			
SPR 04	N=74 69	N=96 52	N=73 55	N=75 51	N=63 47	N=37 50	N=49 43		
SPR 05	N=55 73	N=98 53	N=100 56	N=69 57	N=71 59	N=72 54	N=49 46	N=46 44	
SPR 06	N=72 79	N=72 61	N=98 58	N=97 56	N=65 55	N=74 57	N=72 51	N=42 46	N=44 43

2. Measure

Sixty percent of Fourth and Eighth Grade students, who have been OWN students for at least two years, will score on or above Level 3 on the New York State English Language Arts Examination.

a. Method

In January 2006 all enrolled Grade 3 to 8 OWN students took the ELA exam. The ELA exam measures skills and knowledge that have been mastered during a student's full school history. Progress towards meeting this goal is measured by specifically assessing students who have been enrolled at OWN for at least two years.

b. Results

There were fifty-nine students enrolled for at least two years in grade 4 at the time of the January 2006 ELA exam. Of those fifty-nine students, thirty-nine earned scores of Levels 3 & 4. Thus OWN, by having 66% of its grade 4 students at Levels 3 and 4, surpassed the established 60% goal. The story is different for OWN's first eighth grade class. There were forty-one students enrolled for at least two years in grade 8 at the time of the January 2006 ELA exam. Of those forty-one students, 14 scored at Levels 3 and 4. OWN's grade 8 students did not meet the goal of having at least 60% of them score at Levels 3 & 4. OWN had only 34% of its grade eight students, enrolled for at least two years score at Levels 3 & 4.

TABLE 4

Percent of OWN Grade 4 Students Scoring at each Level on NYS ELA Exam								
Level	2003		2004		2005		2006	
	1 Yr. N = 45	≥ 2 Yrs. N = 0	1 Yr. N = 17	≥ 2 Yrs. N = 45	1 Yr. N = 6	≥ 2 Yrs. N = 66	1 Yr. N = 7	≥ 2 Yrs. N = 59
4	11.1	NA	5.9	13.3	0	21.2	0	13.6
3	33.3	NA	47.1	44.4	66.7	50.0	85.7	52.5
2	44.4	NA	41.2	37.8	0.0	24.2	14.3	23.7
1	11.1	NA	5.9	4.4	33.3	4.5	0	10.2

c. Evaluation

Table 4 above indicates *OWN has significantly met and exceeded the school's goal of at least 60 percent of the students scoring on or above Level 3 on the 2006 New York State Elementary-level English Language Arts exam.* In 2003 only 44% of OWN students were at Levels 3 and 4; there has been substantial progress. Now in 2006, 66% of OWN students are scoring at Levels 3 and 4.

d. Further Evidence

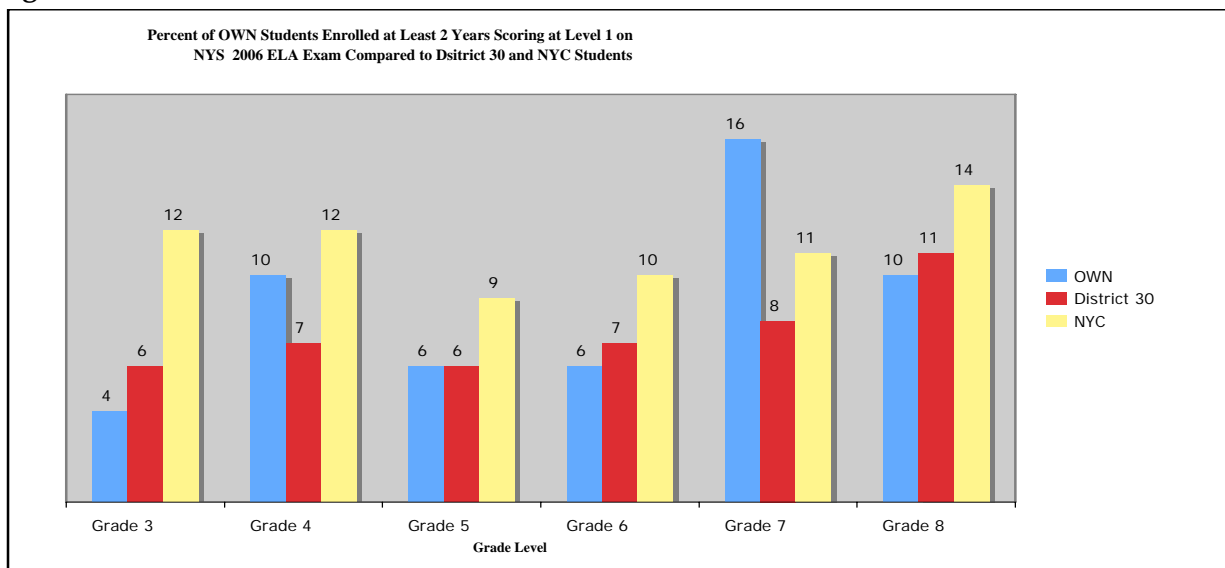
Between years 1, 2, and 3, OWN finds it significant that not only are more children passing on or above Level 3, but that the percentage of children scoring at the very highest level (Level 4) has significantly increased. A study of the Grade 4 students enrolled at least two years shows that OWN Grade 4 outpaced District 30 students. In 2003, 11% of OWN students scored at Level 4 compared to District 30, where 16% of the students scored at Level 4. In 2004, 14% of OWN students scored at level 4 compared to 12% in District 30. OWN increased the percentage of students performing at the highest levels while that percentage decreased in the District schools. In 2005, 21% of those students enrolled at OWN for at least two years scored at Level 4 as compared to the District 30 performance of 18%. Again, in 2006, 14% of those students enrolled at OWN for at least two years scored at Level 4 as compared to 7% of District 30 students. Of the 8 students scoring at Level 4, 7 of them (i.e. 88%) had been enrolled as OWN students since the opening of the school.

Concerns about the number of students scoring at Level 1, indicating students with serious academic difficulties persists, especially at the middle school level. The statewide 2006 test results show that 8% of students tested in NY State in Grades 3-8 scored at Level 1. That number was 12% for New York City students. Of all tested OWN students 8% scored at Level 1. The graph below shows that a smaller percentage of OWN students enrolled for at least two years were at Level 1 in Grades 3, 5, 6, and 8 as compared to both District 30 and New York City students.

Table 5

Percent of OWN Students Enrolled at Least 2 Years Scoring at Level 1 on NYS 2006 ELA Exam Compared to District 30 and New York City Students						
	Grade 3 (N=94)	Grade 4 (N=59)	Grade 5 (N=66)	Grade 6 (N=65)	Grade 7 (N=42)	Grade 8 (N=41)
OWN	4	10	6	6	16	10
District 30	6	7	6	7	8	11
NYC	12	12	9	10	11	14

Figure I



3. Measure

A higher proportion of OWN students, in the Fourth and Eighth Grades who have been enrolled for at least two years, will score on or above Level 3 on the New York State English Language Arts Examination than comparable students in District 30.

a. Method

OWN primarily draws its students from District 30 and since the purpose of this measure is to compare OWN student performance relative to similar schools, OWN will compare its data to District 30.

b. Results

Of the fifty-nine grade 4 students, enrolled for at least two years, 66% of them scored at Levels 3 and 4 as compared to 66% of all tested District 30 students scoring at Levels 3

and 4. (See Figure II.) OWN stayed level with District 30 in grade 4 ELA student achievement. OWN's grade 8 students, enrolled for at least two years, 34% of them scored at Levels 3 and 4 as compared to 43% of all tested District 30 eighth grade students. This data indicates that OWN's eighth grade students underperformed District 30 eighth grade students.

c. Evaluation

With the introduction of OWN's first eighth grade class the results on the NYS ELA exam is mixed. While OWN's grade 4 students continue to meet the established comparative measures of its accountability plan, the grade 8 students did not meet this measure. Since its initial year of operation OWN grade 4 students have been compared to District 30 students on the NYS English Language Arts exam. In 2003, OWN's grade 4 students performed below the district. In 2004, OWN had made strides and were not significantly behind the district – 58% of OWN Grade 4 students, who had been enrolled for at least two years, compared to 59% of all Grade 4 students in District 30. By 2005, OWN had surpassed District 30 levels 71% to 68%. In 2006, 66% of grade 4 students both at OWN and in District 30 passed the state ELA exam.

d. Further Evidence

In January 2006, forty-nine of the sixty-six enrolled Grade 4 students had been in attendance for at least three years. Of these forty-nine students, 67% scored at Levels 3 and 4 compared to 66% of District 30 students. Here we see OWN students outperforming District 30 students and we also see that students enrolled at OWN for a longer time perform better. (See Figure III.)

Figure II

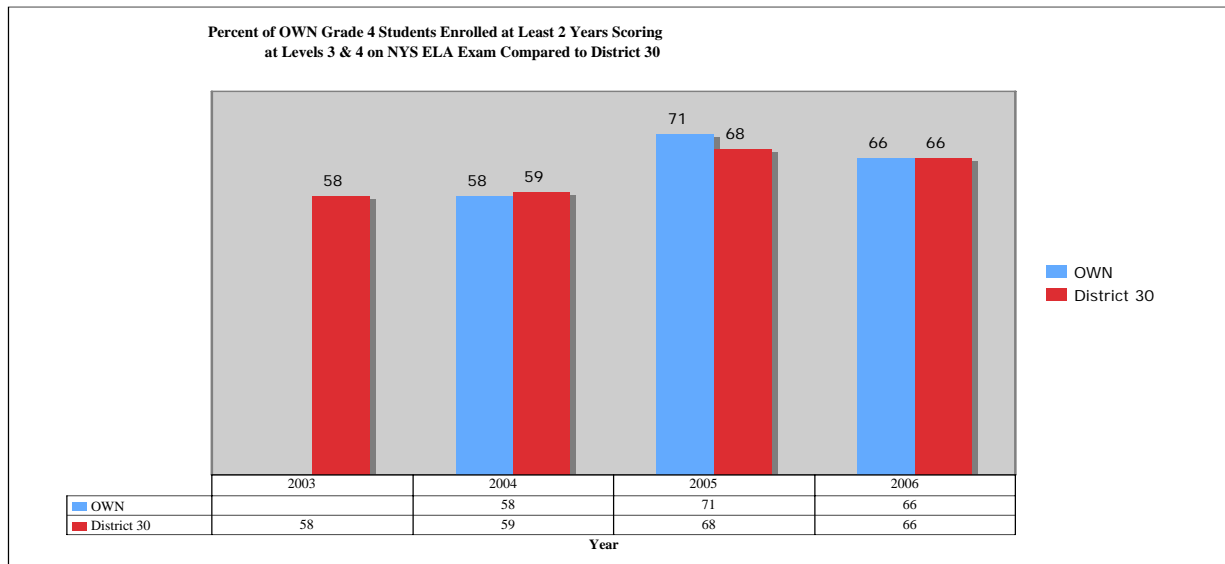
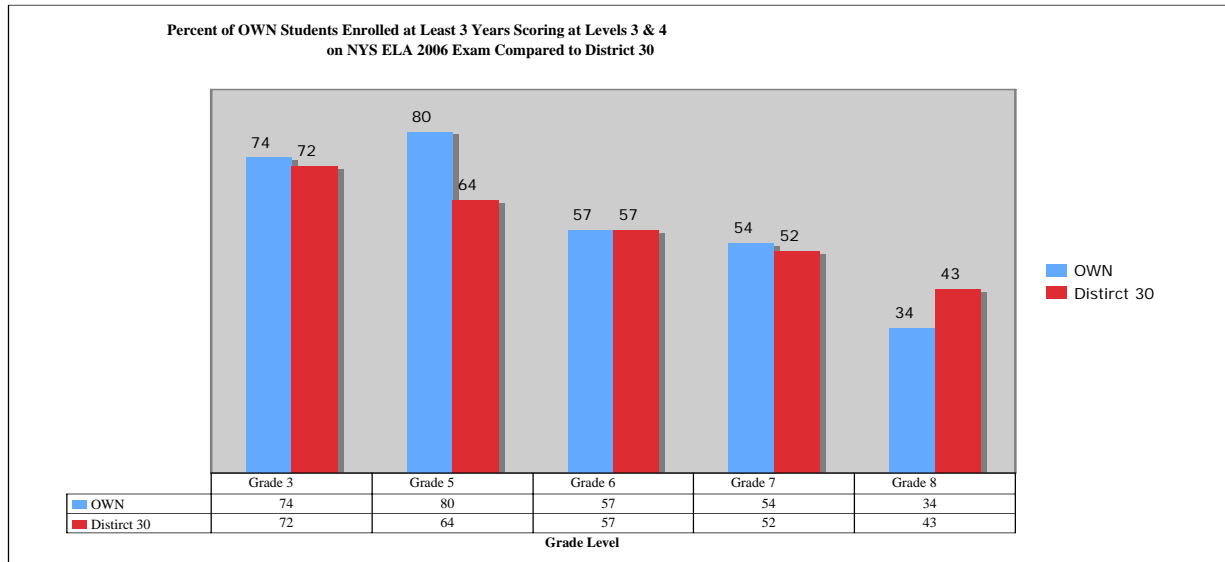


Figure III



In January 2006, New York State implemented a new series of ELA tests for all students in grades 3 through 8. Though the results for grades 3, 5, 6, and 7 are not included in OWN's accountability plan, OWN believes that the results further indicate the success and strength of OWN's students and English Language Arts program.

As can be seen in Figure III, OWN students enrolled for at least two years were on par with or outperformed their District 30 counterparts in grades 3, 5, and 7. District 30 students in grade 6 outperformed OWN students, enrolled for at least two years. It is significant to note that for students enrolled for at least three years, OWN was on par or outperformed District 30 students in grades 3, 5, 6, and 7 (see figure IV). Thus OWN students outperformed District 30 students in grades 3, 4, 5, and 7. OWN students performed on par with District 30 students in grade 6. District 30 students in grade 8 outperformed OWN students.

Figure IV

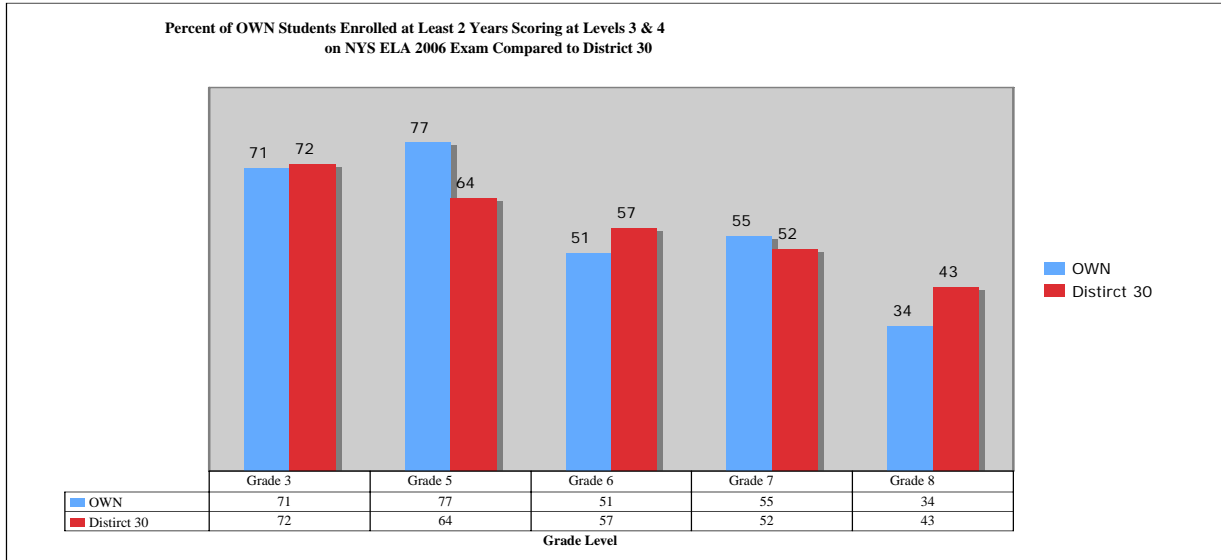
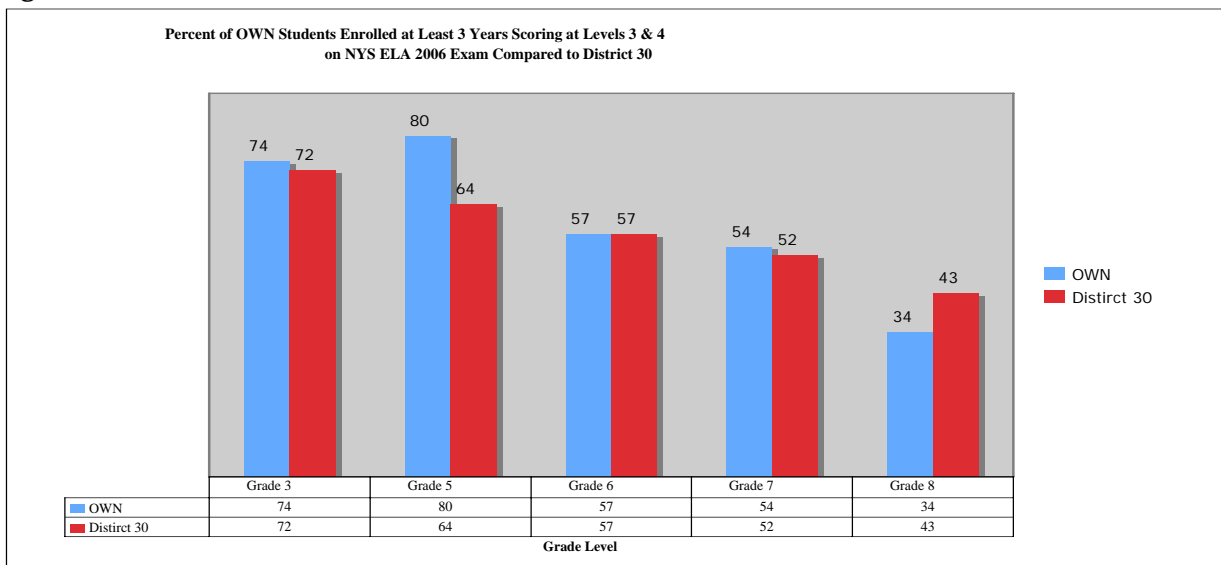


Figure V



With the introduction of the new testing program in ELA for Grades 3-8, NYSED in accordance with No Child Left Behind Act (NCLB) has established an Annual Measurable Objective (AMO) of 122. The following table shows that OWN’s aggregate Performance Index in English Language Arts for Grades 3-8 was 156, thus exceeding the 2006 AMO for elementary-middle schools. Each grade level’s individual AMO was above the threshold of 122 established by NYSED.

Year	Grades	Percent of Students at Each Performance Level	(N)
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		Level 1	Level 2	Level 3	Level 4	
2006	3-8	8	28	56	8	(396)

PI =	28	+ 56	+ 8		
		+ 56	+ 8	= 156	

In March 2006 SUNY, Charter Schools Institute examined OWN's performance on the 2005 NYS ELA exam using a regression analysis. According to the regression analysis OWN's grade 4 students it was predicted that 68% of OWN students would score at Levels 3 and 4. However, the actual performance was 72%. *Thus resulting in an effect size of 0.30, indicating a higher than expected to a small degree compared to other public schools in New York State.*

B. Summary

OWN believes that the data presented above paints a picture that unambiguously supports the statement that OWN students have achieved strong results in English Language Arts. As a school OWN has performed comparatively well on the New York State English Language Arts exam. OWN students in grades 3, 4, 5, 6, and 7 outperformed District 30 and New York City students. (See Figures IV and V).

Since the opening of the school, when only 44% of Grade 4 students passed the ELA exam, the trend has been to move closer to the established goal of 60% according to the school's accountability plan and to meet or surpass District 30 achievement levels. Consistently, OWN Grade 4 students have trended towards meeting those goals. By the 2005 ELA exam OWN had significantly surpassed its absolute goal and both met and surpassed District 30 achievement levels.

OWN's first Grade 8 did not perform well on the NYS ELA exam. Only 35% of the 43 tested student passed. Of these 43 students 24 had been enrolled since grade 5 and at that time their average normal curve equivalency was 33 in Reading on the Iowa Test of Basic Skills. By Spring 2006 this group had an average NCE of 42, a growth of 9 points. The grade 8 students had shown average increase of +3 NCE points from one spring to the next. Overall, as indicated in Table 3 OWN students are essentially on grade level in Reading according to the NCE scores on the Iowa Test of Basic Skills.

In addition to meeting both absolute and comparative measures for Grade 4 in English Language Arts, OWN students in other grades performed well on the newly instituted English Language Arts exam. The performance of students in grades 3, 5, 6, and 7 (See Figures III and IV) indicate the success of OWN students relative to District 30 students. This data indicates that those students enrolled for longer periods consistently achieve at higher levels and that these students are also achieving at or above District 30 levels. The effect size from the regression analysis further supports the argument that OWN's English Language Arts program has positively influenced student learning and achievement.

C. Action Plan

Continued success and growth in student achievement on the New York State English Language Arts exams and overall literacy will be approached using a four-pronged course of attack.

First, the school will provide opportunities for all teachers to become more proficient in using data gathered from formal, informal, and standardized tests to drive their instruction and to create learning plans of attack, especially for those students that are not meeting NYS learning standards. The data now available through nyStart website will be instrumental in this process.

Second, the amount of time devoted to reading and writing has increased at all grade levels. Changes have already been made in the Social Studies and Mathematics curriculum to include more targeted writing in the content area. The school has increased the amount of time devoted to reading and writing instruction through both structural and curricular modifications.

Third, the school will continue to track the progress of students enrolled in both its Saturday Academy and Monday Tutorials to see what impact the additional remedial instruction is having on student success. The statistical analysis of pre-test and post-test currently underway will expand to include interim assessments. In addition, the school plans to implement participation in New York City Department of Education's Interim Assessments to better identify and target students who are falling behind.

Fourth, OWN will embark on an ambitious curriculum change in English Language Arts. Teams of teachers, administrators, and members of the Education Committee of the Board of Trustees will improve the current ELA curriculum to include more writing and targeted intervention and instruction. This will be supported with intensive professional development to include classroom modeling and coaching.

OWN believes that it has been responsive to the changing needs and challenges of improving student achievement and proficiency in reading and writing.

Goal II: All students attending the Our World Neighborhood Charter School will become proficient in the use of Mathematics.

A. Findings

1. Measure

Cohorts of students will show an annual increase of 3.0 NCE in the Mathematics subsections of the IOWA Test of Basic Skills based on the Spring testing cycle.

a. Method

To determine if OWN has met the measures stipulated in the Accountability Plan, OWN calculated the grade level and school wide NCE averages for the two-year and four-year cohorts.

b. Results

Table 6 indicates that in Spring 2006, the average NCE gain for students who had been enrolled at OWN for two years was -1 NCE points, compared to the expected goal of a +3 NCE points. *The 2-Year Cohort did not meet the Accountability Plan goals.*

TABLE 6

Average NCE Gains in Mathematics Total on Iowa Tests of Basic Skills 2 Year Cohort								
Grade from 05-06	N	Spring 2005		Spring 2006		Actual NCE Gain 05-06	Expected NCE Gain 05-06	Goal Met?
		Grade	NCE	Grade	NCE			
K to Gr. 1	67	K	71	Gr. 1	57	-14	+3	No
Gr. 1 to 2	89	Gr. 1	56	Gr. 2	52	-4	+3	No
Gr. 2 to 3	91	Gr. 2	53	Gr. 3	59	+6	+3	Yes
Gr. 3 to 4	58	Gr. 3	58	Gr. 4	62	+4	+3	Yes
Gr. 4 to 5	66	Gr. 4	58	Gr. 5	58	+0	+3	No
Gr. 5 to 6	67	Gr. 5	54	Gr. 6	53	-1	+3	No
Gr. 6 to 7	40	Gr. 6	49	Gr. 7	46	-3	+3	No
Gr. 7 to 8	41	Gr. 7	48	Gr. 8	44	-4	+3	No
Average NCE School Wide Gain – 2 Year Cohort						-1	+3	No

c. Evaluation

The 2-Year Cohort did not meet the goals of the Accountability Plan, but the 4-Year Cohort did show overall progress in Mathematics achievement. Table 7 tracks the progress from grade level to grade level of the students enrolled at OWN for four years. Of particular interest to OWN is the path of the students who were the first Middle School graduates. As Grade 5 students, their average NCE was 37. These students came to OWN with serious academic deficiencies. This group of students has made progress, they ended their grade 8 year with an average NCE of 41.

TABLE 7

Average NCE Gains in Mathematics Total in Iowa Tests of Basic Skills 4-Year Cohort

		Spring 2003		Spring 2004		Spring 2005		Spring 2006		NCE Gain 03-06
	N	Grade	NCE	Grade	NCE	Grade	NCE	Grade	NCE	
K to 4	48	K	59	Gr. 1	57	Gr. 2	57	Gr. 3	64	+5
Gr 1 to 4	43	Gr. 1	47	Gr. 2	55	Gr. 3	57	Gr. 4	61	+14
Gr 2 to 5	52	Gr. 2	49	Gr. 3	53	Gr. 4	59	Gr. 5	58	+9
Gr 3 to 6	33	Gr. 3	47	Gr. 4	55	Gr. 5	52	Gr. 6	50	+3
Gr 4 to 7	25	Gr. 4	52	Gr. 5	50	Gr. 6	52	Gr. 7	50	-2
Gr 5 to 8	24	Gr. 5	37	Gr. 6	44	Gr. 7	45	Gr. 8	41	+4
Average School-Wide NCE Gain 4-Yr Cohort										+6

d. Further Evidence

A study of the 2-year and 4-year cohorts indicate varying levels of achievement across the grade levels at OWN. The analysis also showed that there was a positive correlation between the length of exposure to the OWN instructional program and higher achievement in Mathematics.

A view of the school-wide data from Spring 2003 to Spring 2004 to Spring 2005 to Spring 2006, shows an overall positive growth in the average NCE points from year to year on each grade level. (See Table 8.) While in Spring 2003, only two grade levels (K and 4th) were on grade level as indicated by an average NCE of 50, by Spring 2006 all grade levels but two were on grade level.

TABLE 8

Average NCE in Mathematics Total on Iowa Tests of Basic Skills All Students Tested									
	K	1 ST	2 ND	3 RD	4 TH	5 TH	6 TH	7 TH	8 TH
SPR 03	N=66 55	N=76 46	N=74 48	N=62 44	N=47 50	N=45 41			
SPR 04	N=90 69	N=98 53	N=73 51	N=75 52	N=64 55	N=37 51	N=49 48		
SPR 05	N=74 70	N=98 56	N=100 53	N=70 55	N=71 58	N=72 54	N=49 51	N=46 48	
SPR 06	N=72 74	N=71 58	N=98 53	N=95 60	N=64 62	N=73 60	N=72 54	N=42 47	N=45 43

2. Measure

Sixty percent of Fourth and Eighth Grade students, who have been OWN students for at least two years, will score on or above Level 3 on the NY State Mathematics Examination.

a. Method

In March 2006 all currently enrolled Grade 3-8 students took the New York State Mathematics Exam. The Mathematics exam measures skills and knowledge that have been mastered during a student's full school history. Progress towards meeting this goal will be measured by specifically assessing students who have been enrolled at OWN for at least two years.

b. Results

Of the sixty-six students who took the grade 4 mathematics test in March 2006, fifty-nine had been enrolled at OWN for at least two years. Eighty-six percent of these students scored at Levels 3 and 4. OWN's grade 4 students met and surpassed the goal of having at least 60% of its students enrolled for at least two years score at Levels 3 and 4.

TABLE 9

Percent of OWN Grade 4 Students Scoring at Each Level on NYS Math Exam								
Level	Number of Years Enrolled in 2003		Number of Years Enrolled in 2004		Number of Years Enrolled in 2005		Number of Years Enrolled in 2006	
	1 Yr. N=50	≥2 Yr.	1 Yr. N=19	≥2 Yr. N=44	1 Yr. N=6	≥2 Yr. N=65	1 Yr. N=7	≥ 2 Yr. N=59
4	16	NA	16	16	0	43	29	31
3	56	NA	47	52	83	49	57	55
2	18	NA	37	32	17	8	14	5
1	10	NA	0	0	0	0	0	8

The story is different for OWN's first set of grade 8 students. Of the forty-four students who took the grade 8 mathematics test in March 2006, forty-one had been enrolled at OWN for at least two years. Only twenty-one percent of these students scored at Levels 3 & 4. OWN's grade 8 students did not meet the goal of having at least 60% of its students enrolled for at least two years score at Levels 3 and 4.

c. Evaluation

Table 9 below shows that the accomplishments of OWN's Grade 4 in meeting the absolute measure of the accountability plan has been unambiguous. OWN has securely demonstrated success by surpassing the 60% threshold by as much as 32 percentage points in 2005 and as little as 8 percentage points in 2004. Sixty-six grade 4 students took the Math exam, 20 of these children scored at Level 4. Of the twenty students at Level 4, 90% (i.e. 18) of them had been enrolled for at least two years, in addition, 65% (i.e. 13) of the 20 had been enrolled for at least four years. This level of excellence in mathematics for OWN's grade 4 students can be attributed to the duration of exposure to the OWN program.

d. Further Evidence

Of all 397 OWN students tested in grades 3 to 8, ten percent scored at Level 1. Statewide results show that eleven percent of all NY State and District 30 grade 3 to 8 students scored at Level 1, while twelve percent of OWN students in grades 3 to 8 who had been enrolled for at least two years scored at Level 1. See Table 10.

Table 10

Percent of OWN Students Enrolled for at Least 2 Years Scoring at Level 1 on NYS 2006 Math Exam as Compared to District 30 and New York City Students						
	Grade 3 N=94	Grade 4 N=59	Grade 5 N=66	Grade 6 N=65	Grade 7 N=42	Grade 8 N=41
OWN	1	9	6	15	21	22
District 30	7	8	8	12	13	20

3. Measure

A higher proportion of OWN students in the Fourth and Eighth Grades will score on or above Level 3 on the New York State Mathematics Examination than students in District 30.

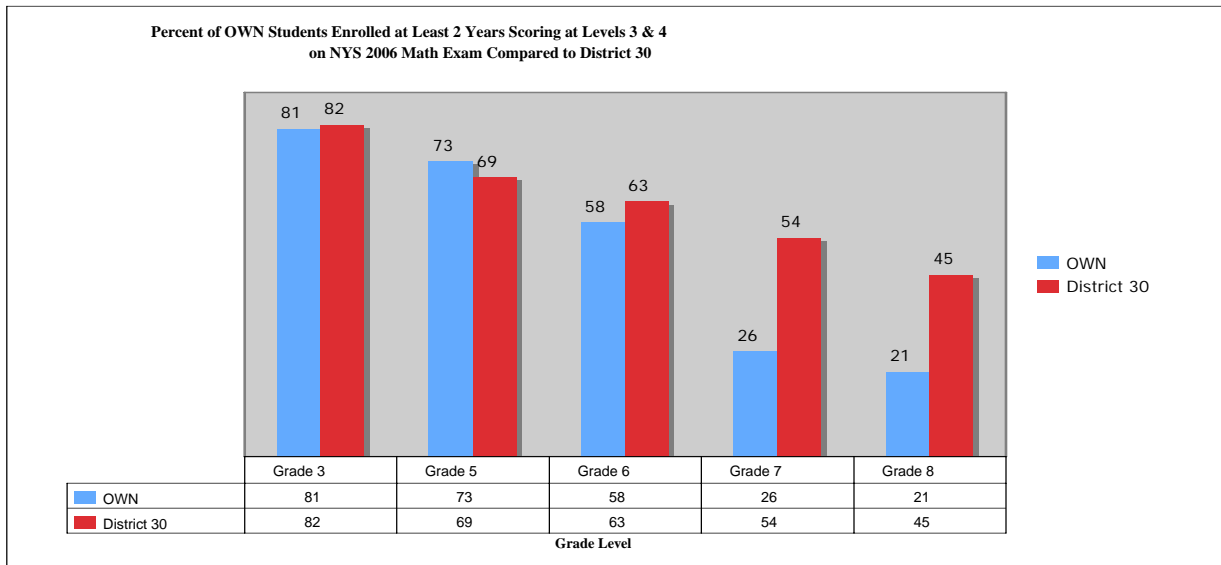
a. Method

OWN primarily draws students from District 30 and will compare its data to that of the District 30 averages.

b. Results

OWN Grade 4 students met the comparative measure by having 86% of grade 4 students enrolled for at least two years scoring at Levels 3 and 4 as compared to 77% of District 30 students. OWN’s grade 8 students performed below District 30 levels. While 45% of District 30 students scored at levels 3 and 4, only 22% of OWN’s thirty-four grade 8 students who had been enrolled for at least two years scored at levels 3 and 4.

Figure VI



c. Evaluation

While grade 4 students kept pace with both the absolute and comparative measures of the accountability plan, a higher percentage of grade 4 students scored at level 1 than in past years, OWN is confident that based on the results of both the ITBS and the NYS math exam that its grade 4 program is helping to prepare students to achieve excellent results. Some of the decrease in scores can be attributed to the fact that the 2006 math exam was harder than in previous years.

d. Further Evidence

In both 2003 and 2004 OWN grade 4 students did not meet or surpass the percent of students in District 30 who scored at Levels 3 and 4. However, in 2005 OWN successfully surpassed District 30 by 10 percentage points. OWN maintained that success again in 2006, when it surpassed District 30 by 9 percentage points. Table 11.

TABLE 11

NYS Gr. 4 Percent of Students Meeting Math Standard – Levels 3 and 4				
	2003	2004	2005	2006
OWN	72	68 (n=44)	92 (n=65)	86 (n = 59)
District 30	74	78	82	77

The data for OWN students enrolled for at least two years in grades 3 through 8 shows OWN students being on par with and outperforming District 30 students in grades 3, 4, and 5. District 30 students outperformed OWN students in grades 6, 7, and 8.

Since the school's opening OWN has consistently satisfied Its Annual Yearly Progress. With the introduction of the new testing program in Mathematics for Grades 3-8, NYSED in accordance with No Child Left Behind Act (NCLB) has established an Annual Measurable Objective of 86 for grades 3 to 8.

The following table shows that OWN's aggregate Performance Index in Mathematics for Grades 3-8 was 154, thus exceeding the 2006 AMO for elementary-middle schools.

Year	Grades	Percent of Students at Each Performance Level				(N)
		Level 1	Level 2	Level 3	Level 4	
2006	3-8	10	26	51	13	(397)
		PI =	26	+51	+13	
				+51	+13	=154

SUNY, Charter Schools Institute examined OWN's performance on the 2005 NYS Math exam using a regression analysis. According to the regression analysis of OWN's grade 4 students it was predicted that 84% of them would score at Levels 3 and 4 on the NYS Grade 4 Math exam. However, 96% of OWN's grade 4 students scored at Levels 3 & 4 on the 2005 Math exam. *Thus resulting in an effect size of 1.10, which is higher than expected to a large degree compared to other public schools in New York State.*

D. Summary

In a short period of time OWN has made strides to demonstrate its capacity to have high student achievement in Mathematics. Current data continues to strongly indicate that students enrolled at OWN for a longer period of time meet with greater success in Mathematics. The data presented earlier shows unambiguously that Grade 4 has met and significantly surpassed the established accountability measures for the New York State Mathematics testing program.

The value added data that can be gleaned from Tables 6, 7, and 8 are more ambiguous about student achievement. While OWN did not meet the accountability measure of showing an increase of 3NCE points between Spring 2005 and Spring 2006 for students enrolled for at least two years. One can see that students enrolled for at least four years benefited from exposure to the school's mathematics program and that five of the six cohorts had shown progress, resulting in a school wide NCE gain of +6 points. It is important to note that while in Spring 2003, only two out of five grade levels were

essentially on grade level in mathematics, as indicated by an average NCE of 50, by Spring 2006 all grades, excepting grades 7 and 8 were essentially on grade level. See Table 8.

As indicated by the data for grades 3, 5, 6, and 7 on the 2006 NY State Mathematics exam students enrolled for a longer period of time in OWN's program achieved at higher levels. Of the seventy-four grade 5 students who were tested, sixty had been enrolled for at least three years; of these students 73% scored at levels 3 and 4 compared to 72% of the sixty-six students who had been enrolled for at least two years. A similar situation can be seen in grades 3, 6, and 7, where the percentage of students enrolled for at least three years who attained levels 3 and 4 surpassed the percentage of students enrolled for at least two years who attained levels 3 and 4.

If similar accountability measures had been established for grades 3, 5, 6, and 7 as currently exists for grades 4 and 8, the data would show that grades 3 and 5 would have met its absolute and comparative measures. Grade 6 would be very close while grade 7 would be significantly off the mark.

E. Action Plan

In order to completely meet Goal II, OWN continues to plan and execute a stronger program in Mathematics to assure that students continue to reach their highest potential. OWN has set a goal to decrease the numbers and percentages of students scoring at Level 1, while increasing the percentage of students scoring at Level 4 on the New York State Mathematics examination.

In 2005-2006, OWN continued to increase the level of mathematics remediation available to its grades 4 to 8 by developing pull-out programs during the school day and also Monday After-School Tutorials and Saturday School curricula focused on mathematics concepts and skills.

OWN also began the process of creating and using a series of quarterly mathematics assessments that are aimed at tracking student progress towards meeting NYS learning standards. Teachers and administrators will be better able to target instruction and will use these assessments and subsequent results, especially for students who are below acceptable level 3 standards. OWN will also increase its professional development in both data driven instruction and differentiation.

For grades 6 through 8 OWN also spent time during the summer 2006 creating a pacing chart based on the pre and post March topics designated by NYSED and also began implementing a different mathematics series with the students.

Goal III: All students attending Our World Neighborhood Charter School (OWNCS) will become proficient in the use of Science.

- A. Findings
 - 1. Measure

Sixty percent of Fourth Grade and Eighth Grade students, who have been OWN students for at least two years, will score on or above Level 3 on the New York State Science Examination.

a. Method

In May 2006, all OWN 4th and 8th grade students took the Grade 4 Elementary-level Science examination. The purpose of the exam is to assess students' mastery of the New York State Science standards and provides information about the growth of learning about science between grades K and 4 and grades K and 8.

b. Results

The results for the May 2006 Science exam have not been released at the time of this report so OWN is unable to indicate whether this measure has been met. However, based on the data presented from prior years (May 2004 and May 2005), OWN expects to meet this measure for Grade 4 students. OWN does not have any historical data for Grade 8, since the May 2006 group was the first 8th grade group.

c. Evaluation

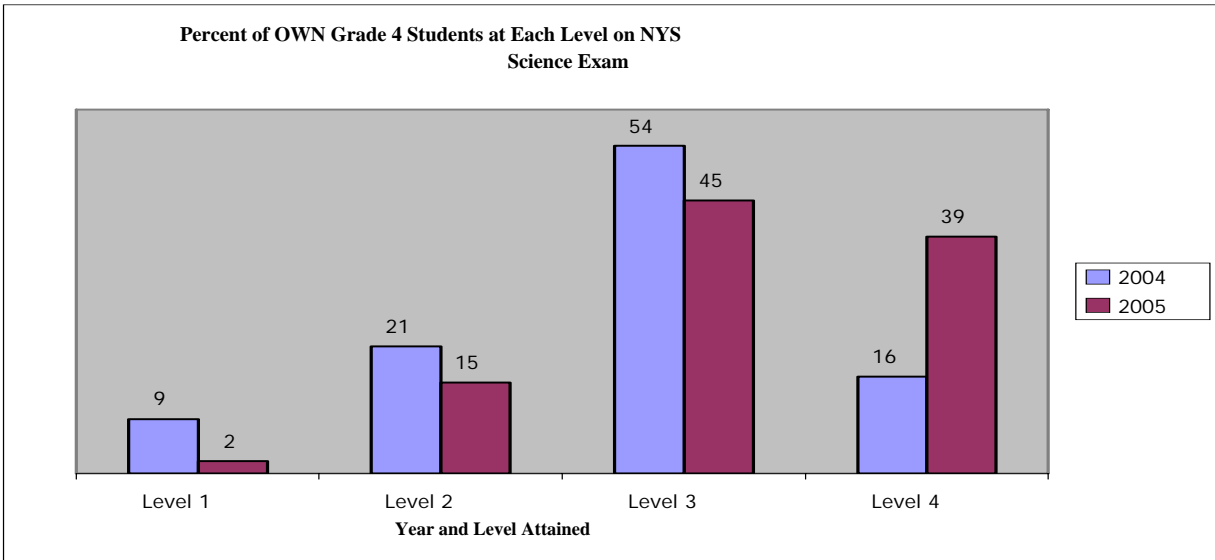
OWN is unable to assess progress towards meeting this measure for the 2005-2006 school year because the scores for the May 2006 Science examination have not been released.

d. Further Evidence

The graph below illustrates the percentage of Grade 4 students who were enrolled for at least two years who scored on each performance level during the May 2004 and May 2005 administration of the NYS Elementary Level Science Examination.

For the 2004-2005 school year 83.1% of the Fourth Grade students who had been enrolled for at least two years scored on or above Level 3 on the New York State Science examination. During that year, *OWN significantly met and exceeded its goal of 60 percent of these students scoring at Levels 3 and 4.*

Figure VII



2. Measure

A higher proportion of OWN students in the Fourth and Eighth Grades will score on or above Level 3 on the New York State Science Examination than comparable students in District 30.

a. Method

OWN is located in District 30 and primarily draws its students from District 30. OWN will use the data collected about the students of District 30 as a basis for comparison. The NYS Science test was administered to all Fourth and Eighth Grade students.

b. Results

At the time of the writing of this progress report New York State had not released the scores for the May 2006 Science examination.

c. Evaluation

OWN is unable to assess progress towards meeting this measure for the 2005-2006 school year because the scores for the May 2006 Science examination have not been released.

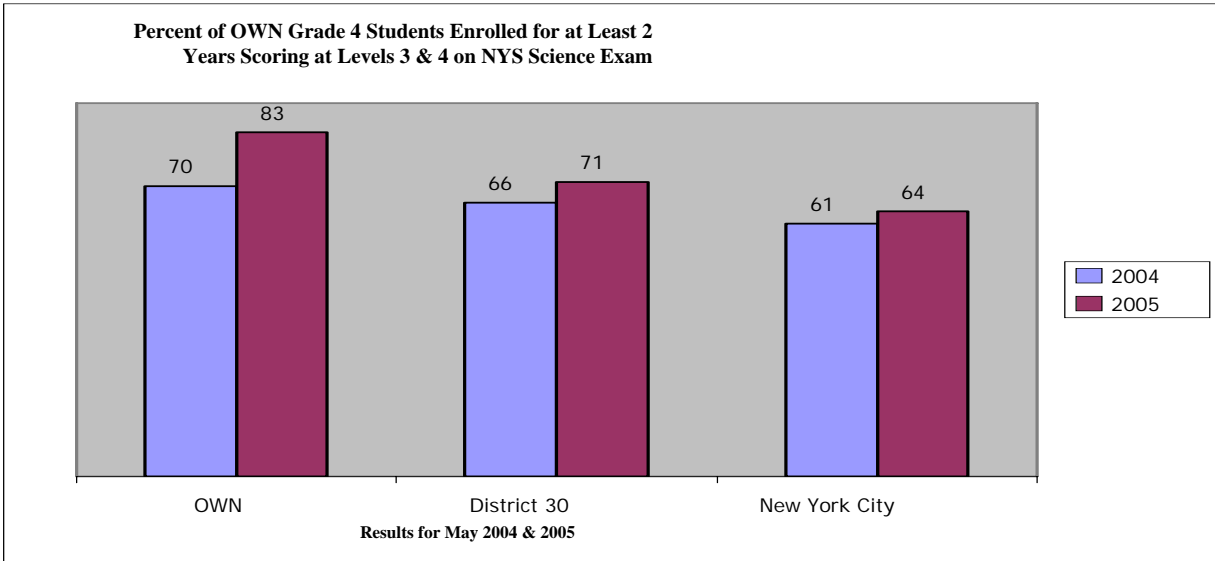
d. Further Evidence

The graph below indicates that Grade 4 OWN students, who were enrolled for at least two years, outperformed students in District 30 on the May 2005 administration of the examination.

In 2005, 64% of New York City students scored at or above Level 3; 71% of students in District 30 scored at Level 3, compared to 83% of OWN Grade 4 students enrolled for at least two years.

During these first two years of the new assessment in elementary-level science *OWN significantly met and exceeded its goal of having a higher proportion of its students in the Fourth Grade score at or above Level 3 than students in District 30.*

Figure VIII



It is also significant to note that at the time of the May 2004 Science exam there were 62 students in Grade 4. As Table 15 indicates, of these 62 students, 43 had been at OWN for two years, the other 19 had only been at OWN for one year. 70% of OWN students who had been enrolled for two years scored at or above Level 3. In contrast, 58% of the students who had been enrolled for one year scored on or above Level 3. This illustrates the positive impact that OWN’s instructional program in Science has had on student achievement.

TABLE 12

Percent of OWN Students Scoring at each level on NYS Grade 4 Science Exam					
Level	May 2004 Test		May 2005 Test		
	1 Yr. N= 19	2 Yr. N = 43	1 Yr. N = 6	2 Yr. N = 10	3 Yr. N = 55
4	15.8	16.3	0.0	50.0	36.4
3	42.1	53.5	83.3	50.0	43.6
2	31.6	20.9	16.7	0.0	18.2
1	10.5	9.3	0.0	0.0	1.8

B. Summary

OWN has met Goal III of the Accountability Plan with SUNY, Charter Schools Institute that states, “All students attending Our World Neighborhood Charter School (OWNCS) will become proficient in the use of Science” using an absolute and a comparative measure. In 2004, OWN had 70 percent of its students who were enrolled for at least two years score at Level 3 and 4. Our World Neighborhood met its goal and outperformed District 30.

Similarly, in 2005, OWN had 83 percent of its students who were enrolled for at least two years score at Level 3 and 4.

C. Action Plan

OWN struggled to find certified and highly qualified Science teachers and is intent on attracting and retaining experienced and superior Science teachers for Grades 7 and 8. Science teachers will participate in the ongoing development of a coherent, standards-based science curriculum for Kindergarten through 8th Grade.

In addition, OWN teachers will make use of the professional development programs and resources offered by New York State Education Department, such as the resource guides for Science Standards.

Goal IV: All students attending Our World Neighborhood Charter School (OWN) will become proficient in their understanding of Social Studies.

A. Findings

1. Measure

Sixty percent of Fifth Grade students, who have been OWN students for at least two years, will score on or above Level 3 on the New York State Social Studies Examination.

a. Method

In November 2005, all OWN Fifth Grade students took the New York State Elementary-level Social Studies examination.

b. Results

In November 2005, seventy-four Grade 5 students took the New York State Social Studies Examination. Of these, sixty-six students had been enrolled for at least two years, while eight had been enrolled for only one year.

As Table 13 indicates, 92.4% of Fifth Grade students, who had been OWN students for at least two years, scored on or above Level 3 on the New York State Social Studies Examination. OWN met and surpassed its goal of having 60 percent of Fifth Grade students scoring on or above Level 3.

TABLE 13

Percent of OWN Students Scoring at each Level on NYS Grade 5 Social Studies Exam						
Level	Nov. 2004		Nov. 2005			
	1 Yr. N = 19	2 Yr. N = 54	1Yr. N= 8	2 Yr. N = 6	3 Yr. N = 6	4 Yr. N= 54
4	16	7	25	0	17	37
3	53	46	50	67	83	57
2	16	17	25	0	0	2
1	16	30	0	33	0	4

c. Evaluation

OWN met its goal of having sixty percent of its students score on or above Level 3. It is also noteworthy that the trend in student achievement in the area of social studies has been positive. It should also be noted that a comparison of the student achievement between students enrolled for four years versus students enrolled for only one indicate that students enrolled at OWN for a longer period of time meet with greater academic success. Over 94% of the students enrolled for 4 years scored at or above Level 3 as compared to only 75% of students enrolled for only 1 year.

2. Measure

A higher proportion of OWN students in the Fifth and Eighth Grades will score on or above Level 3 on the New York State Social Studies Examination than comparable students in District 30.

a. Method

OWN is located in District 30 and will compare how its students performed on the Elementary-level NYS Social Studies exam to the students of District 30.

b. Results

At the time of this report New York City Department of Education had not reported the percent of students who scored on or above Level 3 on the Social Studies examination in November 2005.

TABLE 14

Percent of OWN Grade 5 Students Enrolled at Least 2 Years Scoring at Levels 3 & 4 on NYS Social Studies Exam			
	Nov. 2003	Nov. 2004	Nov. 2005
OWN	66.7* n=30	53.7 n=54	92.4 n=66
District 30	69.1	71.5	Not available

* In Nov. 2003 there were 39 students enrolled. Of these 9 students have no scores or an INV reported by ATS as their scores. Only students who got a performance score (Level 1, 2, 3, or 4) are reported above.

c. Evaluation

OWN did not meet its goal of having a higher proportion of OWN students score on or above Level 3 than students in District 30.

B. Summary

OWN met its goal of 60% of its students who have been enrolled for at least two years scoring on or above Level 3 or having a higher percentage of its students than District 30 score at or above Level 3 for the November 2005 administration of the Grade 5 Social Studies Examination. OWN has no data for the Grade 8 program at the present time.

C. Action Plan

OWN is proud and pleased with the success of its Grade 5 students. Of the 74 students enrolled in Grade 5, 66 had been enrolled for at least two years. Of those 66 students 92% scored at or above Level 3 thus successfully meeting the established standards for Social Studies.

OWN devoted many months to enhance its Social Studies curriculum. There was an increase in the amount of time devoted to the reading of charts, maps, and graphs, New York State and New York City specific content, interpreting historical documents, and specific and targeted instruction on test-taking strategies.

ORGANIZATIONAL VIABILITY

Goal I: By the end of the initial three-year charter period, the school will demonstrate that its students have exhibited positive behavior related to academic success.

A. Findings

1. Measure

For each year of school operation, average daily attendance will improve compared with the previous year, until it exceeds 90% of the average daily enrollment by the end of the third year of the charter.

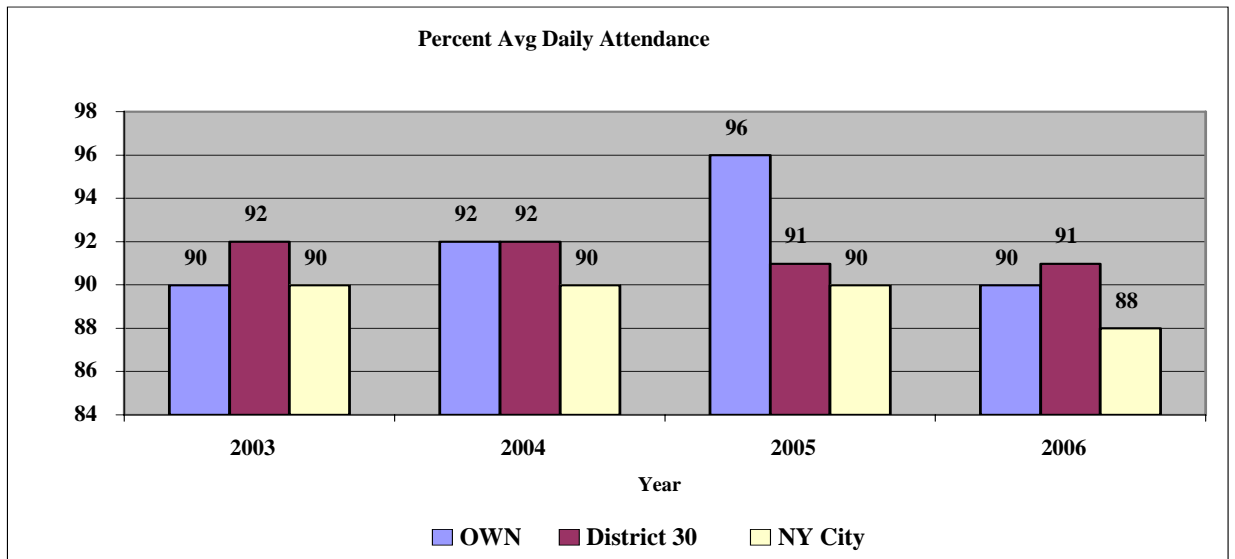
a. Method

Attendance is tracked daily for every student through ATS and Power School. Evidence indicates that children who spend more time focused on learning and attend school consistently have a greater chance for academic success.

b. Results

The average daily attendance for OWN students has been relatively steady and at a high rate. For the 2005-2006 school year the average daily attendance rate was 90%.

Figure IX



c. Evaluation

OWN has successfully met the measure of having an average daily attendance that exceeds 90% by the end of the third year of the charter.

d. Further Evidence

Table 15 below provides an analysis of contrasting data between OWN’s attendance rates to those of District 30 and overall New York City elementary schools. During the first year of operation the average daily attendance rate at OWN was lower than that of

District 30 schools. Although audited and official data is not yet available for District 30 and NYC for 2005-2006, OWN expects that it will be compatible, if not above the averages of both measures.

TABLE 15

OWN Attendance Rates Compared to District 30 and NYC From 2003-2005				
	2003	2004	2005	2006
OWN	90	92	96	90
District 30	92	92	91	91
New York City	90	90	90	88

2. Measure

For each year of school operation, the school will have fewer total reportable incidents than the average for all schools with the same grade configuration in the New York City schools.

a. Method

Incidents are measured in three categories – major crimes, other crimes, and non-criminal incidents. OWN assessed incidents based on guidelines established by the NYC Department of Education method of tracking and reporting incidents. Data was harvested from www.nycenet.edu. OWN is located in Region 4 and assessed this measure relative to “similar sized schools” in Region 4.

b. Results

OWN had no reportable incidents for the 2005-2006 school year. The New York City Department of Education has not yet published the official data for the 2005-2006 school year, however given the past data of the Region and District, OWN is confident that it has significantly met this measure. Table 16

c. Evaluation

During the 2005-2006 school year OWN believes that it has met its goal of having fewer total reportable incidents than the average for schools of similar size with the same grade configuration.

d. Further Evidence

In an effort to contrast OWN’s data with that of Region 4, OWN used the NYC Department of Education data that consolidates this information by region and size of school. OWN fell into the category of 0-750 students. In Table 14 OWN is compared to similarly sized schools in Region 4. The comparative data reveals the significant comparison of no reportable incidents at OWN in all three categories compared to the Region’s average rates of 0.47 to 3.22.

TABLE 16

Involved in Police Department Incidents in 2004-2005			
	Major Crimes	Other Crimes	Non-criminal
OWN (642 students)	0.0	0.0	0.0
Avg. for Similar Sized School in Region 4 (501-750 student)	0.47	1.76	3.22

3. Measure

Each year, at least 75% of the non-graduating student body will return to the school the following September, excepting those students whose residence has changed.

a. Method

The persistence rate was calculated using the number of students who were in attendance at OWN in June 2006 as compared to the number of those students who returned in September 2006, excluding students who had moved out of the local district.

b. Results

The persistence rate in student enrollment between June 2006 and September 2006 was steady at 97%. This solid persistence rate indicates organizational stability and viability because of its stable student population.

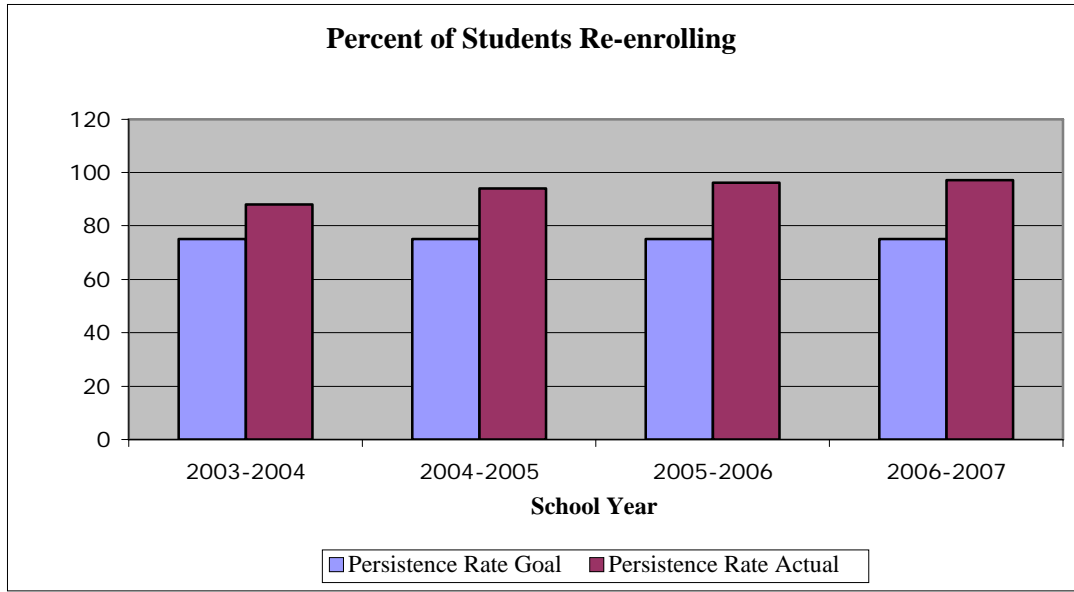
c. Evaluation

For the 2005-2006 school year, *OWN met and exceeded the measure of a 75% persistence rate by having 97% of its students return.*

d. Further Evidence

The graph below reveals the positive trend in OWN's persistence rate. The persistence rate was 94% between year 2 and year 3. Of the June 2006, 641 students, 42 students did not return in September 2006, however, it should be noted that 22 out of the 42 students not returning to OWN had moved out of either the Queens, New York, and even had left the country. The persistence rate between year 4 and 5 was 97%.

Figure X



B. Summary

Part of attaining long-term organizational viability and stability relies on students achieving excellence in both academic and social arenas. This data has allowed the school to increase its commitment to programs and staff that create a safe learning environment.

C. Action Plan

The social, emotional, and academic development of students, especially in the Middle School grades, has been a priority for the Board of Trustees and the school's administration and faculty. The school has continued to work to enhance its programs to address the demands of the adolescent years. The school will continue to use its Guidance Counselor, Social Worker, Dean and staff to help its students be positive members of the school community.

Goal II: By the end of the initial three-year charter period, the school will demonstrate that it has strong market accountability.

A. Findings

1. Measure

Each year, the school will have at least enough students seek admission to the school to have 90% of the maximum number of students allowed by the charter enrolled in the beginning of the school year.

a. Method

OWN actively manages its enrollment throughout the year. OWN monitors its actual enrollment on a monthly basis. The school capacity is set by agreement with SUNY, Charter School Institute.

b. Results

OWN has successfully managed enrollment and for the 2005-2006 school year OWN continued to meet enrollment targets by filling 96% of available seats. See Table 17.

TABLE 17

OWN Actual Enrollment as compared to School Capacity			
School Year	Actual Enrollment	School Capacity	% of utilization
2002-2003	371	450	82%
2003-2004	497	525	95%
2004-2005	580	600	97%
2005-2006	650	675	96%

c. Evaluation

OWN has met the goal of 90% utilization during the last two years of operation.

d. Further Evidence

Table 18 indicates both OWN's growth in utilization and shows that OWN compares favorably with the school district.

TABLE 18

Percent of Utilization at OWN compared to District 30				
	2003	2004	2005	2006
OWN	82	95	97	96
District 30	105	104	99	Not yet available
New York City	94	91	89	Not yet available

2. Measure

Student attendance will be at least 85% of the enrollment throughout the charter period.

a. Method

This measure is a calculation of the annual daily attendance rates.

b. Results

Over the three year period of the charter attendance rates were reported as 90.2% in 2003, 92.1% in 2004, 95.5% in 2005, and 90.0% in 2006. The average over the last four years of the charter is 92%, *which meets and exceeds the goal of 85%*.

c. Evaluation

Since the opening of the school in September 2002, the school has maintained strong enrollment figures and correspondingly strong attendance rates of its students.

3. Measure

By the third year of school operation, the school will have a waiting list of students seeking admission.

a. Method

The number of students on the waitlist varies monthly. In order to get a picture of the trend in the number of students on the waitlist, the school has consistently looked at the number of applicants it has who were not offered a seat at the conclusion of the admissions lottery in March and then again in June.

b. Results

Table 19 provides a view of OWN waitlists at each grade level. As of June 2006 there are 569 applicants on the waitlist for 2006-2007.

TABLE 19

Number of Children on Waitlist for Admission on June 2006			
Grade	Open Seats	Accepted Applicants	Waitlisted Applicants
K	75	80	149
1	2	2	85
2	2	3	52
3	2	4	41
4	2	5	34
5	5	6	40
6	2	4	122
7	4	4	22
8	0	0	24
TOTALS	94	108	569

c. Evaluation

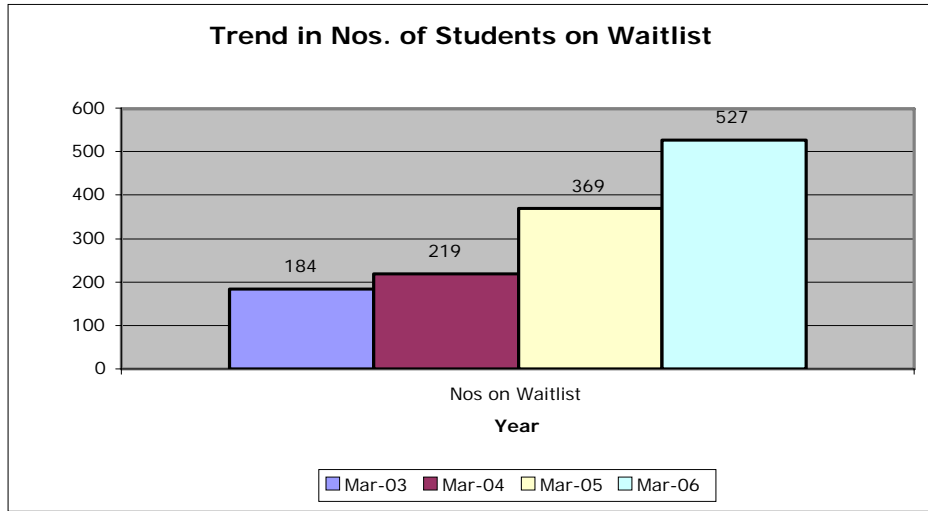
By using the number of students who are on the waitlist as a measure of OWN's organizational viability the data shows that parents in the community continue to want their children to enter this school.

d. Further Evidence

As the community has become more familiar with OWN's academic accomplishments, there has been both a decrease in the annual attrition rate of current students and an increase in the number of children seeking to enroll in the school program. The result has been a positive trend in the number of students on the school's waitlist.

After the lottery in March 2003, there were 184 applicants on the waitlist, in March 2004 there were 219 applicants on the waitlist, and in March 2005, that number increased to 369, this number has reached the 500 mark in March 2006. See Figure XI.

Figure XI



B. Summary

OWN has successfully met and exceeded its goal of maintaining organizational viability by virtue of the fact that the market demonstrates that it needs and wants a school like OWN and that it supports the organizational mission and goals. OWN has done this by maintaining an enrollment with a percent of utilization during the last four years that is over 90%.

C. Action Plan

Even with a strong market position as expressed through our waitlist (demand) and enrollment (supply,) OWN intends to secure its market position by improving student achievement and spreading the word to the community about our success.

Goal III: *By the end of the initial three-year charter period, the school will demonstrate that the parents of the students at the school are satisfied with the school's administration and educational program.*

A. Findings

1. Measure

For each year of school operation, at least 80% of the parents of students who attend the school, and who return the survey, will indicate satisfaction with the school's administration and education program.

a. Method

FSA, an independent third party company, designed the parent surveys that were used in 2003, 2004, 2005, and 2006. FSA also analyzes of the data. In April, homeroom teachers distributed the parent surveys to each of their students. Parents were told the purpose of the surveys and asked to return them to the school or to send them directly to FSA. Envelopes were provided

Parent surveys have a series of twelve questions that are rated on a scale of 1 to 5. Parents are asked to indicate their level of agreement with the statements rating them on a scale of 1 to 5. (See actual survey below).

b. Results

As indicated in Table 20, the overall CAO/Leadership Team parent rating was 8.93 for the 2005-2006 school year. Parents gave an 8.94 rating to the quality of the school's education program and also indicated satisfaction with the school's ability to "Meets child's individual needs" with a rating of 9.14. The trend since the first survey has been a positive one. The school has responded to parental concerns about special education, communication, discipline and the overall educational program.

c. Evaluation

Parents have indicated satisfaction with the school's administration and the educational program by consistently giving ratings above 8.00. OWN has successfully met the goal of having a stable and committed base of "satisfied students and parents."

d. Further Evidence

The data, collected from the parent surveys, indicates a positive trend over time in parent satisfaction with all levels of the school's operation. Not only does this further the school's organizational viability, by having "satisfied customers," but it also validates the steps that OWN took to address issues such as discipline, special education, and differentiation of instruction.

B. Summary

Parent satisfaction with the school's administration and the education program has shown solid results. Parents have expressed continued trust and faith in the quality of the instruction that teachers deliver, that the school has created a safe learning environment for their children and that the school has grappled with and satisfactorily addressed earlier concerns about the discipline practices at the school and the special education program.

C. Action Plan

OWN wants to ensure that its current students continue to learn and achieve in a safe and welcoming learning center. To accomplish this OWN is working hard to improve and increase the degree of parental involvement.

TABLE 20

Parent Survey Results for 2003, 2004, & 2005				
	June 2003	June 2004	June 2005	June 2006
	N= 253	N=418	N=372	N=306
CAO/Leadership Team*	8.00	8.33	8.64	8.93
Overall child's experience	8.28	8.35	8.85	9.20
Education program quality	8.28	8.44	8.69	8.94
School overall discipline practice	7.28	7.79	8.03	8.70
Feel welcome at school	8.92	8.78	9.03	9.25
Safe School	8.39	8.75	8.90	9.25
Instructional materials/equipment	8.38	8.45	8.68	8.84
Teacher				
Satisfaction	8.74	8.73	9.02	9.29
Communication	8.65	8.45	8.97	9.19
Discipline Practices	8.03	8.18	8.65	9.12
Meets child's individual needs	8.19	8.29	8.80	9.14
Principal/CAO				
Performance	8.50	8.26	8.45	9.00
Communication	8.25	8.04	8.29	8.78
Positive Interaction	8.29	8.06	8.33	8.69
Special Education				
Teacher Communication	7.00	7.93	8.62	8.78
Parent opinions shape services	6.83	7.97	8.51	8.84
Pleased with IEP	6.50	8.00	8.63	8.86
School's Board Performance				
School's Board Performance	7.92	7.97	8.38	8.23

Average Ratings are based on a scale from '1' to '10,' where '1' means *Strongly Disagree*, and '10' means *Strongly Agree*.

*CAO/Leadership Team is an average of all average ratings, except School's Board performance