

Accountability Plan Progress Reports for the 2007-08 School Year

Reader's Guide

SUNY Authorized Charter Schools

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 an 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 its annual reporting requirements, **each SUNY authorized charter school must submit an Accountability Plan Progress Report which, from its vantage point, addresses each of the goals and outcome measures contained in its Accountability Plan.** 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 state exam. Each year, the state administers English language arts and mathematics tests to 3rd through 8th grade, science tests to the 4th and 8th grades, and social studies tests to the 5th and 8th grades.

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**

2007-08

**ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

July 27, 2008

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prepared this 2007-08 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Steven Zimmerman	President (Executive and Finance)
Anastasia Macris	Co-Vice President (Education)
Jeanette Betancourt	Co-Vice President (Executive and Education)
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INTRODUCTION

Our World Neighborhood Charter School was founded by members of the former Astoria Parents Network and chartered in 2001. OWN has the mission of educating students to become independent thinkers and lifelong learners based on an educational philosophy of inquiry, experiential and active learning, and social justice. As one of the largest charter schools in New York City, OWN has students who come from 4 of the 5 city boroughs. These students are 37% Hispanic, 31% Caucasian, 17% Black/African America, 14% Asian and Middle Eastern, and 1% Native American. Nearly 15% have learning disabilities and special needs.

OWN's curriculum places as much emphasis on arts and humanities as well as on English language arts, mathematics, science and social studies. OWN's commitment to its students' academic and social success has led it to invest in both curriculum and professional development.

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

During the 2007-2008 school year OWN took steps to implementing Readers and Writers workshop in all its Kindergarten to Grade 8 classrooms. The process began with an investigation of the school's ELA curriculum and modifications to incorporate the workshop method of instruction. Professional development was provided by the school's literacy coaches in collaboration with trainers from the A.U.S.I.E.S. Classroom teachers continued to work closely with support staff (reading specialists and special educators) to find ways to support students who were struggling with gaining proficiency in reading or writing.

Goal 1: Absolute Measure

Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State English language arts examination.

Method

The school administered the New York State Testing Program English language arts assessment to students in 3rd through 8th grade in January 2008. Each student's raw score has been converted to a grade-specific scaled score and a performance level. The criterion for success on this measure requires students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4.

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 been enrolled for less than one year.

**2007-08 State English Language Arts Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ¹			Total Enrolled
		IEP	ELL	Absent	
3	74	0	0	0	74
4	100	0	0	0	100
5	101	0	0	0	101
6	75	0	0	0	75
7	65	0	0	0	65
8	57	0	0	0	57
All	472	0	0	0	472

Results

OWN students continued to meet with success on the New York State English Language Arts exams. In each grade level over 75% of the students enrolled for at least two years scored at levels 3 and 4.

**OWN Charter School Performance on 2007-08 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Population	Percent at Each Performance Level					Number Tested
		Level 1	Level 2	Level 3	Level 4	Level 3/4	
3	All Students	1.4	23.0	58.1	17.6	75.7	74
	Students in At Least 2 nd Year	0	21.2	59.1	14.7	78.8	66
4	All Students	3.0	13.0	78.0	6.0	84.0	100
	Students in At Least 2 nd Year	3.4	13.5	76.4	6.7	83.1	89
5	All Students	0	19.8	76.2	4.0	80.2	101
	Students in At Least 2 nd Year	0	20.0	75.6	4.4	80.0	90
6	All Students	0	25.3	69.3	5.3	74.6	75
	Students in At Least 2 nd Year	0	26.5	67.6	5.9	73.5	68
7	All Students	0	27.7	69.2	3.1	72.3	65
	Students in At Least 2 nd Year	0	26.4	71.7	1.9	73.6	53
8	All Students	0	31.6	61.4	7.0	68.4	57
	Students in At Least 2 nd Year	0	32.1	60.7	7.1	67.8	56
All	All Students	0.9	22.2	69.9	7.0	76.9	472
	Students in At Least 2 nd Year	0.8	22.2	69.4	7.6	77.0	422

Evaluation

As the table above indicates 77% of all students enrolled for at least two years in grades 3-8 scored at levels 3 and 4, thus exceeding the target of 75%. Students in grades 3, 4, and 5 exceeded the target by an average of 5.4%. Students in grades 6 and 7 were very close to meeting the target. In grade 6 74% of students in at least their 2nd year scored at levels 3 and 4. This is 1% below the target. The picture for grade 7 is much the same. Though grade 8 students have shown great improvement in

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.

their achievement over the years, only 68% of them scored at levels 3 and 4. This is 7% points under the target.

Additional Evidence

As the table below indicates with each successive year more and more OWN students are scoring at levels 3 and 4 on each grade level. OWN believes that some of the student success must be attributed to the stability of its student population and the faculty in grades 2-5. With a higher level of teacher turnover in the upper grades OWN students have not had consistently high quality instruction. The school did make a commitment to providing reading support for students with a Reading Specialist and also through a more formalized test preparation course that targeted testing strategies for the NYS exam in grades 6-8. OWN also increased the amount of instructional time for its middle school students.

English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Levels 3 and 4									
	2003-04		2004-05		2005-06		2006-07		2007-08	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3					71.3	94	72.6	84	78.8	66
4			71.2	66	66.1	59	76.7	86	83.1	89
5					77.3	66	60.7	56	80.0	90
6					59.9	65	72.1	68	73.5	68
7					54.8	42	59.3	59	73.6	53
8					34.1	41	60.5	38	67.8	57
All					62.9	367	68.5	391	77.3	422

Goal 1: Absolute Measure

Each year, the school’s aggregate Performance Index (PI) 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 all students being proficient by the year 2013-14. As a result, the state sets an Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal that 100 percent of students will ultimately be proficient in the state’s learning standards in English Language Arts. To achieve this measure, all tested students must have a Performance Index (PI) value that equals or exceeds this year’s English language arts AMO, which for 2007-08 is 133. The PI 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 PI is 200.

Results

The established AMO for English Language Arts for Grades 3-8 for 2007-2008 was 133. OWN’s performance index was substantially above the target established under No Child Left Behind.

Calculation of 2007-08 English Language Arts Performance Index (PI)

Grades	Percent of Students at Each Performance Level				Number Tested
	Level 1	Level 2	Level 3	Level 4	
3-8	0.9	22.2	69.9	7.0	472

$$\begin{aligned}
 \text{PI} &= 22.2 + 69.9 + 7.0 = 99.1 \\
 &+ 69.9 + 7.0 = 76.9 \\
 \text{PI} &= 176
 \end{aligned}$$

Evaluation

The PI for OWN’s grade 3-8 students in English Language Arts was 176. This was more than 40 points over the target AMO of 133.

Additional Evidence

With each year OWN has continued to show an increase in the percentage of students scoring at Levels 3 and 4. In addition, OWN is also pleased that less than 1% of its students scored at Level 1 on the 2007 NYS English Language Arts exam.

English Language Arts Performance Index (PI) and Annual Measurable Objective (AMO) by School Year

Year	Grades ²	Number Tested	Percent of Students at Each Performance Level				PI	AMO
			Level 1	Level 2	Level 3	Level 4		
2005-06	3-8	396	8	29	56	8	157	122
2006-07	3-8	449	4	27	63	7	167	122
2007-08	3-8	472	0.9	22	70	7	176	133

Goal 1: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 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

Tested students who were enrolled in at least their second year are compared 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 and the results for the respective grades in the local school district, as well as between the total result of 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.

² Beginning in 2005-06 the state administered tests in grades 3-8 and a single AMO was set for the aggregate PI of all tested students in those grades.

Results

OWN Students in grades 3-8 met with greater success than District 30 students in the same tested grades. The aggregate performance of OWN students exceeded District 30 by 14%.

**2007-08 State English Language Arts Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Levels 3 and 4			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	78.8	66	64.6	2802
4	83.1	89	65.1	2915
5	80.0	90	73.7	2849
6	73.5	68	60.7	3005
7	73.6	53	66.1	2852
8	67.8	56	48.9	2773
All	77.3	422	63.3	17196

Evaluation

With 77.3% of OWN students enrolled for at least two years scoring at or above Level 3 on the NYS 2008 ELA exam, OWN exceeded the aggregate District 30 performance by 14 points. OWN outperformed District 30 on each grade level by between 6.3 percentage points and 18.9 percentage points. The average difference was 12.8 percentage points in favor of OWN students.

Additional Evidence

OWN has consistently outperformed District 30 on the NYS ELA exams. OWN is especially proud of the achievement and improvements in student achievement in its middle school division (grades 6-8). In 2005-2006 OWN students did not perform at District 30 levels. In fact in that year OWN students were -9 point compared to District 30. Since then, OWN has outperformed District 30 by +13 and +19 points.

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

Grade	Percent of Charter School Students Enrolled in At Least Second Year and All District Students at Levels 3 and 4									
	2003-04		2004-05		2005-06		2006-07		2007-08	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
3					71.3	71.6	72.6	62.1	78.8	64.6
4	64.4	59.1	71.2	68.1	66.1	66.2	76.7	60.1	83.1	65.1
5					77.3	64.4	60.7	62.7	80.0	73.7
6					59.9	57.3	72.1	57.2	73.5	60.7
7					54.8	51.9	59.3	54.1	73.6	66.1
8					34.1	43.3	60.5	47.5	67.8	48.9
All					62.9	58.6	68.5	57.3	77.3	63.3

Goal 1: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state English language arts exam by at least a small Effect Size (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.

Method

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school’s performance to demographically similar public schools state-wide. Regression analysis is used to control for the percentage of students eligible for free lunch among all public schools in New York State. The school’s actual performance is then compared to the predicted performance of public schools with a similar free lunch percentage. The difference between the school’s actual and predicted performance, relative to other schools with similar free lunch statistics, produces an Effect Size. An Effect Size of 0.3 is considered performing higher than expected to a small degree, which is the requirement for achieving this measure. Given the timing of the state’s release of poverty data, the 2007-08 analysis is not yet available. This report contains 2006-07 results, the most recent ones available.

Results

OWN has been working diligently to improve the accuracy of the data that NYSED provides to CSI about the percent of its students that are eligible for free lunch. That notwithstanding OWN students did not perform as expected based on this measure. OWN believes that much of the issue was in its grade 3 and 5 program during the period of 2005 – 2006. Since then OWN has worked to improve the quality of instruction in reading comprehension and writing. Changes were also made in the actual staffing of those grades.

2006-07 English Language Arts Comparative Performance by Grade Level

Grade	Percent Eligible for Free Lunch	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size	
			Actual	Predicted			
3		95	69.5	71.3	-1.8	-0.16	
4		100	75.0	72.1	2.9	0.25	
5		73	63.0	72.4	-9.4	-0.85	
6		75	70.7	66.1	4.6	0.39	
7		69	60.9	59.5	1.4	0.11	
8		38	60.5	59.4	1.1	0.08	
All		31.2	450	67.8	68.0	-0.2	-0.03

School’s Overall Comparative Performance:
<i>About the same as expected</i>

Evaluation

The school’s aggregate Effect Size did not exceed 0.3 and was in fact a negative Effect Size. Four out of the six test grades had a positive effect size, but the size of the negative Effect Size in grades 3 and 5 was very large and had a great impact on the aggregate.

Goal 1: Growth Measure

Each year, each grade-level cohort will reduce by one-half the gap between the percent at or above Level 3 on the previous year’s state English language arts exam and 75 percent at or above Level 3 on the current year’s state English language arts exam. If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, that cohort is expected to show at least an increase in the current year.

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 towards the absolute measure of 75 percent proficient. Each grade level cohort consists of those students who took the state exam in 2007-08 and also have a state exam score in 2006-07. It includes students who repeated the grade. The criterion for achieving this measure is for each grade-level cohort to halve the difference between the percentage of students proficient in 2006-07 and 75 percent proficient in 2007-08. If a cohort had already achieved 75 percent proficient in 2006-07, it is expected to show some positive growth in the subsequent year. In addition, the aggregate of all cohorts is examined to determine the growth of all students who took a state exam in both years.

Results

Four of the five cohorts substantially exceeded their targets. The one cohort (grade 8) that did not meet its target failed to do so by only 1 percentage point. Overall students in grades 3-8 exceeded the target by 5 percentage points. The targeted goal was that 71.8% of all grade 4-8 students would score at levels 3 and 4 in 2008. OWN had 76.8% of its grade 4-8 cohort score at levels 3 and 4.

Cohort Growth on State English Language Arts Exam from 2006-07 to 2007-08

Grade	Cohort Size	Percent at Levels 3 and 4			Target Achieved
		2006-07	Target	2007-08	
4	88	70.5	72.8	84.1	YES
5	90	76.7	77.7	80.0	YES
6	67	61.2	68.1	73.1	YES
7	53	67.9	71.5	73.6	YES
8	56	62.5	68.8	67.8	NO
All	354	68.6	71.8	76.8	YES

Evaluation

The grade 4-7 cohort of students, totaling 298 and representing 84% of the entire grade 4-8 cohort, met this measure by significantly exceeding the targets. In grade 4 the target was exceeded by 11.3%, while in grade 7 the target was exceeded by 2.1%. The grade 8 cohort did not meet its target of having 68.8% of the group scoring at levels 3 and 4. Instead, 67.8% of the grade 8 cohort scored at levels 3 and 4. The target was missed by 1%.

Additional Evidence

In 2006-2007 only twenty percent of the cohorts met the targeted level of performance. For the 2007-2008 school year that number had increased to eighty-percent of the cohorts meeting the targeted level of performance. It is significant to note that while grade 8 cohort did not meet the target, that no student scored at level 1 during the 2007-2008

**Cohort Performance on State English Language Arts Exam
Since the Advent of the Grades 3-8 Testing Program by School Year**

School Year	Cohort Grades	Number of Cohorts Meeting Target	Number of Cohorts
2006-07	4-8	1	5
2007-08	4-8	4	5

Summary of the English Language Arts Goal

Since OWN opened its doors in 2002 it has made student achievement in English Language Arts a priority. OWN students have consistently done very well on the NYS ELA exam in grade 4 by meeting both its absolute and comparative measure. OWN also met the Effect Size measure when it was first introduced.

With the advent of the grade 3-8 testing and a new Accountability Plan OWN set higher expectations of performance for all its students. To that end it expanded access to remediation and tutorial support in grades 3 through 8. OWN also increased the amount of instructional time for writing and created a testing taking strategy course focused on individual areas of weakness. During the 2007-2008 school year OWN also contracted with AUSSIE to provide additional ongoing professional development in support of the reading and writing workshop method of instruction.

OWN is particularly proud of its achievement in reducing the percent of students who scored level 1 on the NYS ELA exam in 2008. No student in grades 5-8 scored at level 1 and. While there is a noticeable decrease in the percent of students passing the test from grade 3 to grade 8, OWN students did not see the same precipitous drop-off in performance as did District 30 students. OWN will continue to increase its efforts to find the proper mix of curriculum and pedagogical methodologies to maintain the level of achievement in the middle school grades.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State examination.	Achieved
Absolute	Each year, the school's aggregate Performance Index (PI) on the State exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Achieved/
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district.	Achieved/
Comparative	Each year, the school will exceed its predicted level of performance on the State exam by at least a small Effect Size.	Did Not Achieve
Growth	Each year, each grade-level cohort will reduce by one-half the gap between the percent at or above Level 3 on the previous year's State exam and 75 percent at or above Level 3 on the current year's State exam.	Achieved/

Action Plan

OWN continued to invest in the professional development of its teachers by sending at least one teacher per grade level to the Teachers College Reading and Writing Institute during the July and

August 2008. OWN has also created a team of teachers and curriculum developers to review its current curriculum and assessments.

During the 2008-2009 school year OWN will intensify its focus on the quality of reading and writing instruction and assessments with the goal of improved student achievement. OWN will use its two literacy coaches to help all teachers with lesson planning, instructional methodologies, and timely and useful assessments. Coaches will also monitor teacher progress in implementing the curriculum. OWN will also provide a series of professional development opportunities in collaboration with the Teachers College Readers and Writers Workshops. OWN will establish a model ELA classroom for each grade and will use that as the laboratory in which other teachers will get to see best practices in action.

OWN will also revisit how it utilizes its two Reading Specialist to enhance improved reading and writing skills for our most challenged students. The ELA team will now be made up of the ELA teachers, Reading Specialists, Special Education teachers and literacy coaches. This team will monitor student progress towards:

1. Reading and Writing on or above grade level by the end of May
2. Create assessments and discuss student and grade level progress towards mastery of NYS 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 students have used McGraw-Hills SRA mathematics since the inception of the school to mixed success. During the last two years the school embarked on a gradual transition to a math curriculum that was not only better aligned to the NYS pre- and post- March scope and sequence, but also a curriculum that better integrated technology, problem solving, and literacy. For the 2007-2008 school year OWN introduced a new curriculum to its grade 5 to 8 students. The introduction of the new curriculum was supported by a very intensive series of ongoing professional development opportunities for grade 5 to 8 mathematics teachers.

Since the inception of our middle school program, OWN has struggled to recruit and retain very highly skilled mathematics teachers for its grade 6-8 program. OWN believes that it was successful in finding two math educators in grades 7 and 8 for the 2007-2008 school year.

Goal 2: Absolute Measure

Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State mathematics examination.

Method

The school administered the New York State Testing Program mathematics assessment to students in 3rd through 8th grade in March 2008. Each student's raw score has been converted to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students

who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4.

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 been enrolled for less than one year.

**2007-08 State Mathematics Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ³			Total Enrolled
		IEP	ELL	Absent	
3	73	0	0	0	73
4	100	0	0	0	100
5	101	0	0	0	101
6	72	0	0	0	72
7	65	0	0	0	65
8	57	0	0	0	57
All	468	0	0	0	468

Results

In grades 3, 4, 5, 6, and 7 over 80% of students enrolled in at least their second year scored at levels 3 and 4. In grade 4, over 91% of students scored at levels 3 and 4, while in Grade 5, 80% of these students scored at levels 3 and 4. Only 64.3% of grade 8 students enrolled at least their second year scored at levels 3 and 4.

**OWN Charter School Performance on 2007-08 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Population	Percent at Each Performance Level					Number Tested
		Level 1	Level 2	Level 3	Level 4	Level 3/4	
3	All Students	0	9.6	60.3	30.1	90.4	73
	Students in At Least 2 nd Year	0	9.2	60.0	30.8	90.8	65
4	All Students	0	9.0	55.0	36.0	91.0	100
	Students in At Least 2 nd Year	0	9.0	55.1	36.0	91.1	89
5	All Students	0	19.8	76.2	4.0	80.2	101
	Students in At Least 2 nd Year	0	20.0	75.6	4.4	80.0	90
6	All Students	1.4	9.7	58.3	30.6	88.9	72
	Students in At Least 2 nd Year	1.5	9.2	60.0	29.2	89.2	65
7	All Students	0	15.4	58.5	26.2	84.7	65
	Students in At Least 2 nd Year	0	13.2	60.4	26.4	86.8	53
8	All Students	7.0	28.1	54.4	10.5	64.9	57
	Students in At Least 2 nd Year	7.1	28.6	53.6	10.7	64.3	56
All	All Students	1.7	12.8	57.1	28.4	85.5	468
	Students in At Least 2 nd Year	1.9	12.9	56.5	28.7	85.2	418

³ 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

Evaluation

For all students in grades 3-8, 85.2% of students enrolled in at least their second year at OWN scored at levels 3 and 4. This data indicates that OWN students met and surpassed the goal of having at least 75% of students enrolled in at least their second year score at levels 3 and 4.

OWN was able to meet this target through the improved achievement of its students primarily in grades 5, 6, and 7. The weekly workshops, meetings, model lessons, and lesson planning for these teachers helped them to make their practice more data driven and responsive to student success.

Additional Evidence

As the table below demonstrates over the past several years there has been a positive trend in student achievement in mathematics at each grade level. Perhaps the greatest improvements have been in grade 7 and 8 scores. In 2006, less than 30% of grade 7 and 8 students scored at levels 3 and 4 on the NYS Mathematics exam. There has been a tremendous improvement in the last two years, so that by 2008 over 86% of grade 7 students and over 64% of grade 8 students scored at levels 3 and 4.

Aggregate student performance in grades 3-8 have now made it possible for OWN to state that in 2008 it met and surpassed the goal of having at least 75% of its students score at levels 3 and 4 by having 85.2% of all students in at least their second year score at levels 3 and 4 on the NYS mathematics exam.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Second Year at Levels 3 and 4									
	2003-04		2004-05		2005-06		2006-07		2007-08	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3					80.8	94	84.3	83	90.8	65
4	58.1	44	90.8	65	86.4	59	82.6	86	91.0	89
5					72.7	66	67.9	56	84.4	90
6					57.6	66	80.3	66	89.2	65
7					26.2	42	54.2	59	86.8	53
8					22.0	41	42.1	38	64.3	56
All					63.3	368	72.2	388	85.2	418

Goal 2: Absolute Measure

Each year, the school’s aggregate Performance Index (PI) 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 all students being proficient by the year 2013-14. As a result, the state sets an Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal that 100 percent of students will ultimately be proficient in the state’s learning standards in English Language Arts. To achieve this measure, all tested students must have a Performance Index (PI) value that equals or exceeds this year’s English language arts AMO, which for 2007-08 is 102. The PI 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 PI is 200.

Results

OWN’s aggregate Performance Index for 2007-2008 was 184

Calculation of 2007-08 Mathematics Performance Index (PI)

Grades	Percent of Students at Each Performance Level				Number Tested
	Level 1	Level 2	Level 3	Level 4	
3-8	1.7	12.8	57.1	28.4	468

$$\begin{aligned}
 \text{PI} &= 12.8 + 57.1 + 28.4 = 98.3 \\
 &+ 57.1 + 28.4 = 85.5 \\
 \text{PI} &= \mathbf{183.8}
 \end{aligned}$$

Evaluation

OWN exceeded this measure by over 80 points. The PI for OWN’s grade 3-8 students was calculated at 184, which is greater than the AMO goal of 102.

Additional Evidence

OWN grade 3-8 students have surpassed the established AMO each year since 2006. In addition to meeting this goal, there has been a consistent decrease in the percentage of OWN students scoring at the level 1 on the NYS Mathematics exam.

Mathematics Performance Index (PI) and Annual Measurable Objective (AMO) by School Year

Year	Grades	Number Tested	Percent of Students at Each Performance Level				PI	AMO
			Level 1	Level 2	Level 3	Level 4		
2006-07	3-8	448	7	20	55	18	166	86
2007-08	3-8	468	1.7	12.8	57.1	28.4	184	102

Goal 2: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the state mathematics exam will be greater than that of all students in the same tested grades in the local school district.

Method

Tested students who were enrolled in at least their second year are compared 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 and the results for the respective grades in the local school district, as well as between the total result of students in at least their second year at the school and the total result for the corresponding grades in the school district.

Results

85.2% of all OWN students in at least their second year scored at levels 3 and 4 compared to only 81.2% of all District 30 students in grades 3-8.

**2007-08 State Mathematics Exam
OWN Charter School and District 30 Performance by Grade Level**

Grade	Percent of Students at Levels 3 and 4			
	OWN Students In At Least 2 nd Year		All District 30 Students	
	Percent	Number Tested	Percent	Number Tested
3	90.8	65	90.1	2881
4	91.0	89	84.0	3000
5	84.4	90	84.0	2924
6	89.2	65	80.7	3088
7	86.8	53	80.4	2949
8	64.3	56	67.7	2880
All	85.2	418	81.2	17722

Evaluation

OWN students in grades 3-8 met and surpassed this measure by having 4% more of their students score at levels 3 and 4 than District 30 students. At each grade level, excepting grade 8, OWN students outperformed District 30 students. It should be noted that while the difference was less than a full percentage point in grades 3 and 5, the difference in grades 4, 6 and 7 was significant. In grade 4 OWN students outperformed District 30 students by 7-percentage points; in grade 6 that difference increased to 8.5-percentage points. District 30 students outperformed OWN grade 8 students by 3.4-percentage points.

Additional Evidence

Since the opening of the school in 2002, OWN has struggled to raise the level of student achievement in Mathematics to a consistently high level. While it met it easily met the absolute measure of having at least 60% of its students scoring at levels 3 and 4, it has struggled to outperform District 30 students in all grade levels. Since the 2004-2005 administration of the NYS Math exam OWN grade 4 students have outperformed District 30 students by as much as 9-percentage points in 2006, when 86% of OWN students compared to 77% of District 30 students scored at levels 3 and 4. In both 2005 and 2006,

As the table below indicates the picture has not been as good for other grades, especially grades 6-8. In 2006, District 30 students in grade 7 outperformed OWN students by over 25-percentage points. In that year, 54% of District 30 students compared to 26% of OWN students scored at levels 3 and 4 on the math exam. In 2007, OWN had decreased that achievement gap for grade 7 students to just 10-percentage points. In that year, 64% of District 30 students compared to 54% of OWN students scored at levels 3 and 4 on the math exam. Though OWN had more that doubled the percent of grade 7 students passing the exam, it was still not enough to outperform District 30 students. In 2008, OWN eliminated that achievement gap for grade 7 students by outperforming District 30 students by 6-percentage points. In that year, 87% of OWN students compared to 80% of District 30 grade 7 students scored at levels 3 and 4.

In both 2006 and 2007, four of the six District 30 grades outperformed OWN students. In 2008, OWN had made enough progress so that five out of its six tested grades outperformed District 30 students. In 2008, OWN's grade 3, 4, 5, 6, and 7 students had outperformed District 30 students on those grade levels. It was only in grade 8 that District 40 students outperformed OWN students. However, the aggregate performance

**Mathematics Performance of OWN Charter School and District 30
by Grade Level and School Year**

Grade	Percent of OWN Students Enrolled in At Least Second Year and All District 30 Students at Levels 3 and 4									
	2003-04		2004-05		2005-06		2006-07		2007-08	
	OWN	District 30	OWN	District 30	OWN	District 30	OWN	District 30	OWN	District 30
3					80.8	82	84.3	87.0	90.8	90.1
4	58.1	76.7	90.8	81.9	86.4	77	82.6	79.6	91.0	84.0
5					72.7	69	67.9	78.2	84.4	84.0
6					57.6	63	80.3	74.1	89.2	80.7
7					26.2	54	54.2	64.2	86.8	80.4
8					22.0	45	42.1	57.6	64.3	67.7
All					63.3	64.8	72.2	73.4	85.2	81.2

Goal 2: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state mathematics exam by at least a small Effect Size (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.

Method

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school’s performance to demographically similar public schools state-wide. Regression analysis is used to control for the percentage of students eligible for free lunch among all public schools in New York State. The school’s actual performance is then compared to the predicted performance of public schools with a similar free lunch percentage. The difference between the school’s actual and predicted performance, relative to other schools with similar free lunch statistics, produces an Effect Size. An Effect Size of 0.3 is considered performing higher than expected to a small degree, which is the requirement for achieving this measure. Given the timing of the state’s release of poverty data, the 2007-08 analysis is not yet available. This report contains 2006-07 results, the most recent ones available.

Results

OWN students have struggled to achieve at the highest levels on the NYS Mathematics exam. As indicated in the table below OWN students achieved at a level lower than expected to a small degree. The aggregate Effect size was -0.30. There was a negative effect size in grades 3, 5, 7, and 8. With grade 8 have an effect size of -1.03, which is significantly below expected and desirable levels.

2006-07 Mathematics Comparative Performance by Grade Level

Grade	Percent Eligible for Free Lunch	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3		95	83.2	87.2	-4.0	-0.41
4		100	83.0	82.6	0.4	0.04
5		73	69.9	78.7	-8.8	-0.66
6		73	82.2	73.6	8.6	0.60

7		69	55.1	68.1	-13.0	-0.82
8		38	42.1	60.5	-18.4	-1.03
All	31.2	448	73.0	77.3	-4.4	-0.30

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

Evaluation

In 2006-2007 OWN did not meet this comparative measure of having the school's aggregate Effect Size exceed 0.3. In fact, OWN's aggregate Effect size was -0.30.

Goal 2: Growth Measure
 Each year, each grade-level cohort will reduce by one-half the gap between the percent at or above Level 3 on the previous year's state mathematics exam and 75 percent at or above Level 3 on the current year's state mathematics exam. If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, that cohort is expected to show at least an increase in the current year.

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 towards the absolute measure of 75 percent proficient. Each grade level cohort consists of those students who took the state exam in 2007-08 and also have a state exam score in 2006-07. It includes students who repeated the grade. The criterion for achieving this measure is for each grade-level cohort to halve the difference between the percentage of students proficient in 2006-07 and 75 percent proficient in 2007-08. If a cohort had already achieved 75 percent proficient in 2006-07, it is expected to show some positive growth in the subsequent year. In addition, the aggregate of all cohorts is examined to determine the growth of all students who took a state exam in both years.

Results

For the 2007-2008 exam there were results for five cohorts. Three out of the five cohorts achieved the targeted percent of students on levels 3 and 4. Cohorts in grades 4, 6, and 7 met their targets by at least 6 points, while the cohorts in grades 5 and 8 did not meet their targets. Because of the impressive performance of the grade 4, 6, and 7 cohorts, the overall performance of all students was that 84.1% scored at levels 3 and 4. This is 6.4-percentable points above the target of 77.7 %.

Cohort Growth on State Mathematics Exam from 2006-07 to 2007-08

Grade	Cohort Size	Percent at Levels 3 and 4			Target Achieved
		2006-07	Target	2007-08	
4	89	82.0	83.0	91.1	YES
5	90	86.7	87.7	84.4	NO
6	64	71.9	73.5	89.1	YES
7	53	79.2	80.2	86.8	YES
8	56	55.4	65.2	64.3	NO
All	352	76.7	77.7	84.1	YES

Evaluation

OWN was successful in demonstrating that its program added value to student achievement in grades 4-8, and in particular in grades 4, 6, and 7. There was no decrease in any cohort’s performance, in fact there was significant increase in each cohort’s performance. However, in grades 5 and 8 the level of increase was not sufficient to meet the target

Additional Evidence

As the table below shows there has been in an increase in the number of cohorts that are meeting with success and showing that students are making gains from one year to the next. While only two cohorts met their targeted level of performance in 2006, three cohorts met their targets in 2007 and by substantial amounts.

**Cohort Performance on Mathematics Exam
Since the Advent of the Grades 3-8 Testing Program by School Year**

School Year	Cohort Grades	Number of Cohorts Meeting Target	Number of Cohorts
2006-07	4-8	2	5
2007-08	4-8	3	5

Summary of the Mathematics Goal

It is significant to note that overall the picture for mathematics achievement by grade 3-8 OWN student is a positive one. There has been a steady increase in the percent of students attaining proficiency in mathematics each year. The improvements have been most impressive in the upper grades. In 2008, OWN can finally state that it has outperformed District 30 students on the NYS Mathematics exam.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State examination.	Achieved
Absolute	Each year, the school’s aggregate Performance Index (PI) on the State exam will meet the Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the State exam by at least a small Effect Size.	Did Not Achieve
Growth	Each year, each grade-level cohort will reduce by one-half the gap between the percent at or above Level 3 on the previous year’s state exam and 75 percent at or above Level 3 on the current year’s State exam.	Achieved

Action Plan

In 2007-2008 OWN began an aggressive series of steps to improve mathematics instruction at all grade levels, but in particular in grades 5-8. The steps taken included purchasing a new mathematics series in grades 5-8, increasing the amount of time devoted to mathematics instruction , reducing the number of classes that each teacher taught, contracting with a mathematics coach, and improving the

use of assessment data to drive instruction and remediation services. OWN also formalized its test prep methods.

In order to maintain and continue to have more and more students attaining proficiency in mathematics, OWN will continue to use the above listed strategies for grades 2-8 for the 2008-2009 school year. OWN will also be using TERC Mathematics in its Kindergarten through grade 4 programs. OWN has also invested in *Smartboards* for the grade 6-8 mathematics classrooms.

SCIENCE

Goal 3: Science

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

Background

OWN students in K-5 use the Harcourt Brace science program supplemented with experiment kits and other supplementary materials used to enrich the science exploration. During the 2007-2008 school year students in Grade 6 spent an entire quarter studying science by using the materials of the Voyage of the Mimi. Grade 7 and 8 students and teachers benefitted from the school's participation in the Urban Advantage program for science educators. Across the school professional development support was provided by OWN's curriculum development.

Goal 3: Absolute Measure

Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 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 2008. Each student's raw score has been converted to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4.

Results

Students in grade 4 achieved strong results on the 2008 NYS Science exam. Ninety-four percent of grade 4 students enrolled in at least their second year scored at or above Level 3 on the New York State science exam. Seventy-two percent of grade 8 students enrolled in at least their second year scored at or above Level 3 on the New York state science exam.

Evaluation

Achievement in science continues to be very strong in grade 4, where students surpassed the achievement goal by almost twenty percentage points. This level of achievement is not reflected in grade 8. Grade 8 did not meet the achievement goal of 75%, they were 3 percentage points below the goal with 72% of students enrolled in at least their second year scoring at or above Level 3 on the New York State science exam.

Additional Evidence

The table below demonstrates that student achievement has been moving in a positive direction for both grade 4 and 8 students since 2005-2006. As the quality of instruction has improved students have garnered a stronger understanding of the concepts and content being taught. Grade 8 still has some work to do and there was a slight decrease in achievement between spring 2007 and spring 2008.

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

Grade	Percent of Students Enrolled in At Least Second Year at Levels 3 and 4									
	2003-04		2004-05		2005-06		2006-07		2007-08	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
4	69.8	43	83.1	60	89.8	59	91.3	80	94.3	89
8					46.3	41	74.3	34	72.2	54

Goal 3: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State science exam will be greater than that of all students in the same tested grades in the local school district.

Method

Tested students who were enrolled in at least their second year are compared 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 and the results for the respective grades in the local school district.

Results

At the writing of this report the District 30 results for grades 4 and 8 on the 2007-2008 science exam have not been released.

Evaluation

An evaluation of the data cannot be made at this time.

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

Grade	Percent of OWN Charter School Students Enrolled in At Least Second Year and All District 30 Students at Levels 3 and 4									
	2003-04		2004-05		2005-06		2006-07		2007-08	
	OWN	District 30	OWN	District 30	OWN	District 30	OWN	District 30	OWN	District 30
4	69.8		83.1	71	90	79	91.3	75	94.3	
8					46	49	74.3	56	72.2	

Summary

In the past several years grade 4 students have met both the absolute measure and comparative measure criteria for science by have more than 75% of students enrolled for at least two years scoring at or above Level 3 on the NYS science exam and out performing District 30 students by many points. It is our belief that this trend will continue.

The 8th grade data has been less consistent. There was an initial increase in the percentage of students scoring at level 3 since OWN's first set of grade 8 students completed the exam. However, that increase has not surpassed the goal of 75%. In 2006-2007, OWN Grade 8 students outperformed District 30 students by over 16%. Because OWN does not have the enough data on grade 8 science performance relative to District 30, OWN does not believe that it can make projections at this time.

Action Plan

OWN will continue to work to improve both its science curriculum and the quality of instruction that each child receives. Grade 7 and 8 teachers will continue to participate in professional development opportunities provided by Urban Advantage, while the K-6 team will work in the coming year with OWN's curriculum developer to include more hands-on activities in their daily lessons. Teachers will work on both a horizontal and vertical crosswalk of the science curriculum. The team will also increase the number of projects that the children must complete in a given school year.

SOCIAL STUDIES

Goal 4: Social Studies

All students attending Our World Neighborhood Charter School will become proficient in their understanding and of Social Studies.

Background

OWN implemented a new school-wide Social Studies curriculum in 2006. OWN has continued to develop and improve on this curriculum with particular attention given to Geography across all grades and New York State history in grade 4. Teachers worked with the school's curriculum developer to increase student's facility with document based responses in the context of history.

Goal 4: Absolute Measure

Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State social studies examination.

Method

The school administered the New York State Testing Program social studies assessment to students in 5th grade in November 2007 and 8th grade in June 2008. Each student's raw score has been converted to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4.

Results

In grade 5, 85.5% of students in at least their second year at OWN scored at levels 3 and 4, while in grade 8, 69.6% of students enrolled at least two years scored at levels 3 and 4.

Charter School Performance on 2007-08 State Social Studies Exam

By All Students and Students Enrolled in At Least Their Second Year

Grade	Population	Percent at Each Performance Level					Number Tested
		Level 1	Level 2	Level 3	Level 4	Level 3/4	
5	All Students	4.0	8.9	56.4	30.7	87.1	101
	Students in At Least 2 nd Year	4.4	10.0	54.4	31.1	85.5	90
8	All Students	1.8	28.1	45.6	24.5	70.1	57
	Students in At Least 2 nd Year	1.8	28.6	44.6	25.0	69.6	56

Evaluation

Grade 5 students surpassed the 75% target by 10-percentage points. Their Grade 8 counterparts did not meet the target. Students in grade 8 have struggled with their reading comprehension and writing skills and this has impacted their ability to be fully successful even in social studies.

Additional Evidence

As the table below demonstrates students in grade 4 have had an inconsistent levels of achievement in Social Studies.

**Social Studies Performance
by Grade Level and School Year**

Grade	Percent of Students Enrolled in At Least Second Year at Levels 3 and 4									
	2003-04		2004-05		2005-06		2006-07		2007-08	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
5	66.7*	30	53.7	54	92.4	66	71.2	59	85.5	90
8									69.6	56

* 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) is reported above.)

Goal 4: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State social studies exam will be greater than that of all students in the same tested grades in the local school district.

Method

Tested students who were enrolled in at least their second year are compared 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 and the results for the respective grades in the local school district.

Results

At the present time OWN has not being able to access information on how District 30 students performed on the 2007-2008 Social Studies exam.

**2007-08 State Social Studies Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Levels 3 and 4			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
5	85.5	90		
8	69.6	56		

Evaluation

At this time an evaluation cannot be made.

Additional Evidence

Once the data becomes available OWN will be able to make comparisons with District 30 performance.

Social Studies Performance of Charter School and Local District by Grade Level and School Year

Grade	Percent of Charter School Students Enrolled in At Least Second Year and All District Students at Levels 3 and 4									
	2003-04		2004-05		2005-06		2006-07		2007-08	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
5	66.7	69.1	53.7		92.4	77	71.2			
8							59.5			

Summary

While the grade 5 students met their absolute measure target, grade 8 students did not meet the target. At the present time OWN cannot give a response to how its student did relative to District 30 students on the 2007-2008 Social Studies exams.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State examination.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district.	Data not yet available

Action Plan

Over the years the achievement of grade 5 students have been inconsistent on the NYS Social Studies exams. In the last two years the school has taken steps to improve social studies instruction in both grades 4 and 5, by engaging those teachers in curriculum development and increasing the attention paid to reading and writing in the content area.

Students in grade 8 have not faired as well as their grade 5 counterparts on the NYS Social Studies exam. The school took steps to realign the curriculum in both grades 7 and 8, to ensure that students had ample time and exposure to the topics and themes of American History that are mandated by New York State. As the school moves forward it plans to increase opportunities for all grade 6-8 social studies teachers to work together in planning their programs in addition to working closely

with English language arts teachers to increase and improve student ability to write to prompts and to read in the content areas.

NCLB

Goal 5: NCLB
 Each year Our World Neighborhood Charter School will meet the requirements needed to achieve “Good Standing” status with the New York State Education Department.

Goal 5: Absolute Measure
 Under the state’s NCLB accountability system, the school’s Accountability Status will be “Good Standing” each year.

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 the state standard in and of themselves aside from the overall school results. New York, like all states, established a system for making these determinations for its public schools. Each year the state issues School Report Cards which indicate each school’s status under the state’s NCLB accountability system. For a school’s status to be “Good Standing” it must not have failed to make Adequate Yearly Progress (AYP) for two consecutive years.

Results

Based on the Annual Report 2005-2006 from the New York State Education Department, Our World Neighborhood Charter School has been designated as a school in “Good Standing” for the 2007-2008 school year.

Evaluation

OWN has consistently maintained its status as a school in “Good Standing.”

NCLB Status by Year

Year	Status
2003-04	Good Standing
2004-05	Good Standing
2005-06	Good Standing
2006-07	Good Standing
2007-08	Good Standing

Goal 6: Parent Satisfaction
 Parents and students at Our World Neighborhood Charter School will indicate satisfaction with the school’s educational programs.

Goal 6: Absolute Measure

Each year two-thirds of parents will demonstrate satisfaction with the school’s program based on a parent satisfaction survey.

Method

The NYC Department of Education developed the 2007-2008 Learning Environment Survey. The survey was distributed to all registered families via the mail and they were responsible for completing the survey and mailing it back to an independent data analyst. The results of the survey were reported as percentages of respondents and so the analysis is based on a small sample of the parents.

Results

The response rate for this survey was only 48% of the families. Based on this limited sample parents expressed satisfaction with the school educational program as indicated by satisfaction levels of over 85% when asked if they were satisfied with the education their child received, how well the school communicated and opportunities to be involved in their child’ education.

2007-08 Parent Satisfaction Survey Responses

Number of Responses	Number of Families	Response Rate
200	526	38%

2007-08 Parent Satisfaction on Key Survey Results

Item	Percent of Respondents Satisfied
Academic Expectations	90%
Communication	88%
Engagement	86%
Safety and Respect	94%

Evaluation

This was the first year in which OWN participated in the NYC Department of Education’s Learning Environment Survey. We are therefore not able to make valid and direct comparisons between the results of this survey and past surveys.

The results of the survey continue to point to the need for the school’s teachers and administrator to communicate for effectively with parents and to increase their participation in school activities and the learning process. To that end the school’s administration is committed to attending all Parent Teacher Organization meetings and to mandate that all teachers use a newsletter monthly to communicate with families. The school has also invested in improving the telecommunications infrastructure of the school.

Goal 6: Fiscal Soundness and Legal Compliance

Our World Neighborhood Charter School will be a strong, viable organization, which carries out sound fiscal and legal practices.

Goal 7: Measure 1

Each year, Our World Neighborhood Charter School will operate on a balanced budget.

Even as OWN has expanded its teaching, support, and administrative staff and its programs to include an after school program, it has been able to operate with a small surplus. The impact of the fiscal levels of efficiencies has allowed OWN to revisit its current retirement benefits package and to increase the funding for that program.

Goal 7: Measure 2

Each year, Our World Neighborhood Charter School will take corrective action, if needed, in a timely manner, to address any internal control or compliance deficiencies identified by its external auditors, New York State Education Department, or SUNY, Charter Schools Institute.

Our World Neighborhood Charter School was subjected to several audits during the several years. The most intrusive and disruptive to the school operations was the audit performed by the New York State Office of the Comptroller. OWN worked diligently to respond to all issues brought forth by the audit and believes that it has put in place a series of internal controls that have improved the school's efficiency and compliance.

Goal 7: Measure 3

Each year, Our World Neighborhood Charter School will generally and substantially comply with all applicable federal and state laws, rules, and regulations, including, but not limited to, the New York Charter School Act, the New York Open Meetings Law, the federal Individual with Disabilities Education Act, and the federal Family Educational Rights and Privacy Act, and the provisions of its by-laws, Provisional Charter (certificate of incorporation) and Charter Agreement.

OWN has meet all requirements of this measure through its steadfast attention to operational details and board supervision of the school's policies and procedures. The school is able to monitor its compliance through its close and open relationship with both SUNY, Charter Schools Institute and the New York City Center for Charter School Excellence.

OWN was responsive to changes in the Charter Schools Act that impacted its admissions policies and procedures.