

Accountability Plan Progress Reports for the 2008-09 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, up through 2009-10, 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**

2008-09

**ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

July 21, 2009

By Brian Ferguson

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Brian Ferguson prepared this 2008-09 Accountability Progress Report on behalf of the school’s board of trustees:

Trustee’s Name	Board Position
Steven Solinsky	President (finance & facilities committees)
Jeanette Betancourt	V-President (education committee)
Mary Bogle	Member
Melissa Chin	Member (education & facilities committees)
Sara Geelan	Member (education & facilities committees)
Rachel Brody	Secretary (development committee)
Douglas Brody	Treasurer (finance and development committees)
Steve Zimmerman	Member

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.

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts
 All students attending Our World Neighborhood Charter School will become proficient readers and writers of the English Language

Background

OWN began a successful collaboration with the Teachers College Readers and Writers workshop in all Kindergarten to Grade 8 classrooms beginning in September 2008. During the last two years, OWN began to work on curriculum revisions to move it away from a basal reader program to one that included more authentic literature and more opportunities for writing. With two full-time staff members devoted to working with a team of three coaches from Teachers College, all classroom teachers worked together to develop and implement a balanced literacy program that became more targeted and individualized. The focus of the work with teachers was to improve their understanding of using mini-lessons on targeted skills to improve students reading and writing levels. Teachers expanded their assessment repertoire beyond Dibels to incorporate the effective use of running records as a key strategy for modifying and individualizing student instruction.

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 2009. Each student’s raw score has been converted to a grade-specific scaled score and a performance level and. 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.

**2008-09 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	0.0	0.0	74
4	75	0.0	0.0	0.0	75
5	100	0.0	0.0	0.0	100
6	97	0.0	0.0	0.0	97
7	72	0.0	0.0	0.0	72
8	61	0.0	0.0	0.0	61
All	479	0.0	0.0	0.0	479

Results

Of the 479 students enrolled in grades 3-8, there were 451 students enrolled in at least their second year at OWN Charter School. OWN met and surpassed its absolute measure goal of 75%, by having 85.8% of all tested students who are enrolled in at least their second year perform at or above Level 3 on the New York State English language arts examination.

**Charter School Performance on 2008-09 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	0	9.0	82.0	8.0	90.0	74
	Students in At Least 2 nd Year	0	8.5	83.1	8.4	91.5	71
4	All Students	0	17.0	71.0	12.0	83.0	75

¹ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

	Students in At Least 2 nd Year	0	16.9	71.8	11.3	83.1	71
5	All Students	0	15.0	71.0	14.0	85.0	100
	Students in At Least 2 nd Year	0	15.3	70.4	14.3	84.7	98
6	All Students	0	12.0	79.0	8.0	87.0	97
	Students in At Least 2 nd Year	0	12.4	78.7	8.9	87.6	89
7	All Students	0	8.0	81.0	11.0	92.0	72
	Students in At Least 2 nd Year	0	8.1	80.6	11.3	91.9	62
8	All Students	0	25.0	66.0	10.0	76.0	61
	Students in At Least 2 nd Year	0	25.0	65.0	10.0	75.0	60
All	All Students	0	14.0	75.0	11.0	86.0	479
	Students in At Least 2 nd Year	0	14.2	74.9	10.0	85.8	451

Evaluation

OWN students in all tested grade met and surpassed the targeted goal of having at least 75% of students enrolled in at least their second year score at or above level 3 on the NYS English language arts examination. In grades 3-7 OWN surpassed the target by anywhere from 8 points to 17 points. Students in grade 7 performed particularly well. Students in grade 8 met the target of 75%.

Additional Evidence

Since the administration of the 2005-2006 English language arts exam to OWN students we have seen a steady climb in the overall achievement of all students as well on individual grade levels. While in 2005-2006, only 62.9 percent scored at levels 3 and 4, in 2008-2009 that number had increased by 22.9 percent to 85.8 percent scoring at levels 3 and 4.

As the table indicates in the early years there was a gradual decline in performance from grades 4 to 8 in the numbers and percentages of students passing the English language arts exam at levels 3 and 4. However, between 2005-2006 and 2008-2009 we have seen a positive trend in the number and percentages of students in grades 6-8 passing and on a school wide level we also see a less precipitous drop in achievement levels between grades 6 and 8.

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							
	2005-06		2006-07		2007-08		2008-09	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	71.3	94	72.6	84	78.8	66	91.5	71
4	66.1	59	76.7	86	83.1	89	83.1	71
5	77.3	66	60.7	56	80.0	90	84.7	98
6	59.9	65	72.1	68	73.5	68	87.6	89
7	54.8	42	59.3	59	73.6	53	91.9	62
8	34.1	41	60.5	38	67.8	57	75.0	60
All	62.9	367	68.5	391	77.3	422	85.8	451

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 2008-09 is 144. 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 aggregate PI for the 2008-2009 school year for grade 3-8 OWN students in English Language Arts was 186. The PI of 186 is above the target of 144 established by the state.

Calculation of 2008-09 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	14	75	11	479

$$\begin{array}{rcl}
 \text{PI} & = & 14 + 75 + 11 = 100 \\
 & & + 75 + 11 = 86 \\
 \text{PI} & = & \mathbf{186}
 \end{array}$$

Evaluation

Students in grades 3 to 8 have shown great progress in meeting and surpassing the states’ established Annual Measurable Objective for the year. The goal was to have a Performance Index (PI) of at least 144. OWN students had a PI of 186, which is 42 points over the required level.

Additional Evidence

As the table below indicates during the last four academic years OWN students have had Performance Indices that substantially surpass the state establish Annual Measurable Objective. In the 2005-2006 school year OWN surpassed the targeted AMO by 35 points and in 2008-2009 OWN again surpassed the targeted AMO by 42 points and was shy 14 points from a perfect Performance index of 200.

The table below also indicates that while almost 10 percent of OWN students scored at level 1, by 2008-2009 that had been reduced to zero percent. The table indicates OWN making progress

towards the goals of No Child Left Behind in which all students will be proficient in English Language Arts by the year 2013-2014.

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
2008-09	3-8	479	0	14	75	11	186	144

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.

Results

OWN students met and surpassed this comparative measure. Over 85 percent of OWN students enrolled in at least their second year performed at or above Level 3 on the state English language arts exam as compared to 75 percent of all District 30 students.

2008-09 State English Language Arts Exam Charter School and District 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	91.5	71	74.6	2890
4	83.1	71	73.4	2820
5	84.7	98	77.3	2916
6	87.6	89	79.0	3046
7	91.9	62	77.8	2805
8	75.0	60	66.9	2879
All	85.8	451	74.9	17,356

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.

Evaluation

At every tested grade level OWN students out-performed District 30 on the 2008-2009 NYS English language arts exam, by margins ranging from 16.9 percentage points in grade 3 to 7.4 percentage points in grade 5. OWN is also proud of continued strong and improving performance of its students in grades 6-8, who consistently outperformed their district compatriots.

Additional Evidence

The table below further demonstrates the progress that OWN students have made over the years in English language arts achievement. While over the years OWN students have in aggregate out-performed District 30 students, it is noteworthy to take a look at the progress made in the achievement levels in grade 8. In 2005-2006, only 34 percent of OWN grade 8 students passed the exam compared to 43 percent of District 30 students. By the 2006-2007 administration of the English language arts exam, OWN grade 8 students had turned the table by outperforming District 30 students by a margin of 13 percentage points. The progress of OWN grade 8 students continued into the 2008-2009 school year, when we saw 75 percent of OWN grade 8 students as compared to 67 percent of District 30 grade 8 students scoring at or above Level 3 on the state English language arts exam.

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

Grade	Percent of Charter School Students at Levels 3 and 4 and Enrolled in At Least their Second Year Compared to Local District Students							
	2005-06		2006-07		2007-08		2008-09	
	OWN	District 30	OWN	District 30	OWN	District 30	OWN	District 30
3	71.3	71.6	72.6	62.1	78.8	64.6	91.5	74.6
4	66.1	66.2	76.7	60.1	83.1	65.1	83.1	73.4
5	77.3	64.4	60.7	62.7	80.0	73.7	84.7	77.3
6	59.9	57.3	72.1	57.2	73.5	60.7	87.6	79.0
7	54.8	51.9	59.3	54.1	73.6	66.1	91.9	77.8
8	34.1	43.3	60.5	47.5	67.8	48.9	75.0	66.9
All	62.9	58.6	68.5	57.3	77.3	63.3	85.8	74.9

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 2008-09 analysis is not yet available. This report contains 2007-08 results, the most recent ones available.

Results

The aggregate Effect size for OWN students for the 2007-2008 English language arts exam was a negative effect size of -0.06, resulting in a comparative performance of “About the same as expected.”

2007-08 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		74	75.70	78.20	-2.50	-0.27	
4		100	84.00	79.01	4.99	0.50	
5		101	80.20	84.38	-4.18	-0.50	
6		75	74.60	75.25	-0.65	-0.07	
7		65	72.30	76.38	-4.08	-0.45	
8		57	68.40	62.97	5.43	0.45	
All		21.14	472	76.90	77.13	-0.24	-0.06

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

Evaluation

The school’s aggregate Effect Size did not exceed the required level of 0.3. The Effect size was in fact -0.06 showing an overall comparative performance of about the same as expected. In grades 4 and 8 it was observed that the effect size was 0.50 and 0.45 respectively, showing an effect size of higher than expected to a small and medium degree. While in grade 5 and 7 the Effect size was -0.50 and -0.45 showing and effect size lower than expected to a small and medium degree.

Additional Evidence

During the last several years, though the percentage of students scoring at or above Level 3, the percent of students eligible for free lunch has decreased as indicated by the chart below. The school has not kept pace with the accompanying predicted level of achievement for students in English language arts.

The table below will also indicate that while there was a positive effect size in 2005-2006, there was a difference of 4.2 percent between the school’s actual achievement level and the predicted

achievement level. In 2007-2008, the difference between the school’s actual achievement level and predicted achievement level had decreased to 0.2%, but this resulted in a negative effect size.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2005-06	3-8	41.5	396	64.1	59.9	0.24
2006-07	3-8	31.2	450	67.8	68.0	-0.03
2007-08	3-8	21.1	472	76.9	77.1	-0.06

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 2008-09 and also have a state exam score in 2007-08. It includes students who repeated the grade. Students who repeated the grade should be included in their current grade level cohort, not the cohort to which they previously belonged. 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 2008-09. If a cohort had already achieved 75 percent proficient in 2007-08, 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

Out of the five cohorts, four cohorts surpassed their targeted achievement level. There were 380 students who took the NYS English language arts exam in both 2007-2008 and 2008-2009. In 2007-2008, 78.4% of them, i.e. 298 students scored at or above Level 3. In 2008-2009, there was an increase of 6.3 percent, so that 84.7% of these students scored at or above Level 3.

Cohort Growth on State English Language Arts Exam from 2007-08 to 2008-09

Grade	Cohort Size	Percent at Levels 3 and 4			Target Achieved
		2007-08	Target	2008-09	
4	71	76.1	77.0	83.1	YES
5	98	85.7	85.8	84.7	NO
6	89	79.8	80.0	87.6	YES
7	62	72.6	73.8	91.9	YES
8	60	73.3	74.2	75.0	YES
All	380	78.4	79.0	84.7	YES

Evaluation

Overall there was an increase in the percent and numbers of students who scored at or above Level 3 on the state English language arts exam. Out of the 380 students making up the cohort, 298 scored at Level 3 in 2007-2008, compared to 322 scoring at or above Level 3 in 2008-2009. So 24 students who did not pass the exam in the first year were able to pass in the second year. The grade 4 to 5 Cohort was the only group who did not meet the target. While 84 students in the Grade 4-5 Cohort passed in 2007-2008, there was a net loss of one student, so that only 83 students in the cohort passed in 2008-2009. The target for the cohort was 85.8; OWN was only 1.1 percent below the target.

Additional Evidence

In 2006-2007, only one cohort out of the five evaluated cohorts in the school met the targeted achievement level on the English language arts exam. During the last two testing cycles only one cohort out of the five did not meet the targeted achievement level. The growth as been steady in the numbers of students now meeting standards and the number of cohorts of students showing growth and value added in their English language arts achievement.

**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
2008-09	4-8	4	5

Summary of the English Language Arts Goal

Overall, OWN students continued to show strong progress in the attainment of the goal of having all students becoming proficient readers and writers of the English language. Absolute measures , growth, and value added measures were significantly met by not just students enrolled in at least their second year, but by all students.

The rate at which OWN students continue to show improvement in achievement surpasses the rate of growth of achievement by District 30 students. OWN’s attention during the last two years to improving the instructional practices of all its teachers by increasing access to professional development during the school year and summer months and increasing the amount of funds devoted to the purchasing of instructional materials have been successful. Teachers have spent more time observing each other and learning from each other on how to provide optimal, targeted and individualized instruction to all students. Classroom teachers have also spent more time learning how to help each child move from one reading level to the next through a targeted skill development program.

The data presented demonstrates that at each grade level more and more OWN students are meeting the goal of becoming proficient readers and writers of the English language. With over 85 percent of grade 3-8 students enrolled in at least their second year scoring at or above level 3, OWN not only surpassed its absolute measure goal, but has surpassed the local school district as well. The progress

made is significant, but more clearly the success of OWN’s programs is profoundly demonstrated by the performance of students in grades 6, 7, and 8.

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

During the 2009-2010 school year, OWN has committed to the continued professional development of all its teachers. OWN made great strides to improve the overall reading and writing achievement of all its students through a collaborative model of intervention and support. With classroom teachers and instructors of English as a Second Language and Special Education working together to develop instructional and assessment tools that will chart a path for each student to meet with greater success in reading and writing.

In addition, OWN has taken steps to increase the amount of time devoted to reading and writing in each grade and has also increased the reading intervention staff. OWN is not only committed to but is sure that as it provides more support for excellence in teaching and assessing, that students will become stronger students.

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

During the 2008-2009 school year OWN completed its transition to the use of Glencoe Math in Grades 5-8 and TERC (Pierson) Investigations in Number, Data, and Space in Grades K-4. Direct support aimed at improving teaching strategies and process was provided by a consultant for Grades 3-8, and by the curriculum staff developer in Grades K-2. Classroom teachers worked together to develop and implement a standards-based mathematics program that became more targeted and individualized. The focus of the work with teachers was to improve their understanding of using mini-lessons on targeted skills to improve student mathematics competencies and on developing efficient and consistent assessment tools and processes.

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 2009. 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.

**2008-09 State Mathematics Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ³			Total Enrolled
		IEP	ELL	Absent	
3	74	0.0	0.0	0.0	74
4	75	0.0	0.0	0.0	75
5	96	0.0	0.0	0.0	96
6	97	0.0	0.0	0.0	97
7	71	0.0	0.0	0.0	71
8	61	0.0	0.0	0.0	61
All	474	0.0	0.0	0.0	474

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

Results

Of the 446 students in at least their second year of enrollment at OWN Charter School, 92.8% scored at or above level 3 on the state mathematics exam. Therefore, surpassing the goal by almost twenty points.

**OWN Charter School Performance on 2008-09 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	0.0	0.0	88.0	12.0	100.0	74
	Students in At Least 2 nd Year	0.0	0.0	87.3	12.7	100.0	71
4	All Students	3.0	11.0	49.0	37.0	87.0	75
	Students in At Least 2 nd Year	2.8	11.3	47.9	38.0	85.9	71
5	All Students	0.0	5.0	54.0	41.0	95.0	96
	Students in At Least 2 nd Year	0.0	5.3	54.7	40.0	94.7	95
6	All Students	0.0	9.0	61.0	30.0	91.0	97
	Students in At Least 2 nd Year	0.0	9.0	61.8	29.2	91.0	89
7	All Students	0.0	3.0	54.0	44.0	97.0	71
	Students in At Least 2 nd Year	0.0	1.6	55.7	42.6	98.3	61
8	All Students	0.0	13.0	69.0	18.0	87.0	61
	Students in At Least 2 nd Year	0.0	13.3	68.3	18.3	86.6	60
All	All Students	0.4	6.8	61.8	31.0	92.8	474
	Students in At Least 2 nd Year	0.5	6.7	62.3	30.5	92.8	446

Evaluation

At each grade level OWN students surpassed the targeted goal of having at least 75% of the students scoring at or above Level 3 on the state mathematics exam. In four out of the six tested grades over 90% of the students scored at or above Level 3.

Additional Evidence

With each passing year there has been substantial progress in improving student mathematics achievement in all grades. The table below shows the greatest progress made in mathematics achievement by the middle school grades. While less than 30 percent of grade 7 and 8 students scored at or above level 3 in 2005-2006, by 2008-2009 there was a dramatic increase to 98 percent of grade 7 students and 86 percent of grade 8 students scoring at or above level 3. Similar grades have also shown a positive trend in achievement. In Grade 3, the growth in student achievement has been consistent. In 2005-2006, only 81 percent of grade 3 students scored at levels 3 and 4, each year the percentage of students scoring at that level increased, so that by 2008-2009, 100 percent scored at levels 3 and 4. In grade 5, between 2006-2006 and 2008-2009, there was an increase of 22 percent in the numbers of students scoring at levels 3 and 4. In 2005-2006 only 72.7 percent of grade 5 students scored at levels 3 and 4, but in 2008-2009 that had increased to 94.7 percent scoring at levels 3 and 4.

Mathematics Performance by Grade Level and School Year

Grade	Percent of OWN Students Enrolled in At Least Their Second Year at Levels 3 and 4							
	2005-06		2006-07		2007-08		2008-09	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	80.8	94	84.3	83	90.8	65	100.0	71
4	86.4	59	82.6	86	91.0	89	85.9	71
5	72.7	66	67.9	56	84.4	90	94.7	95
6	57.6	66	80.3	66	89.2	65	91.0	89
7	26.2	42	54.2	59	86.8	53	98.3	61
8	22.0	41	42.1	38	64.3	56	86.6	60
All	63.3	368	72.2	388	85.2	418	92.8	446

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 Mathematics. To achieve this measure, all tested students must have a Performance Index (PI) value that equals or exceeds this year’s Mathematics AMO, which for 2008-09 is 119. 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

For 2008-2009, the Performance Index (PI) for OWN students in grades 3-8 was 193. This surpasses the established target of 119.

Calculation of 2008-09 Mathematics Performance Index (PI)

Grades	Percent of OWN Students at Each Performance Level				Number Tested
	Level 1	Level 2	Level 3	Level 4	
3-8	0	7	62	31	474

$$\begin{aligned}
 \text{PI} &= 7 + 62 + 31 = 100 \\
 &+ 62 + 31 = 93 \\
 \text{PI} &= 193
 \end{aligned}$$

Evaluation

OWN students surpassed the targeted Annual Measurable Objective of 119, by over 74 points. With no student at level OWN students are making strong progress to meeting this measure.

Additional Evidence

Since 2005-2006, OWN students have surpassed the state established Annual Measurable Objective by as few as 68 points in 2006, to as much as 81 points in 2008. There has been a steady decline in the percentage of OWN students scoring at Level 1. While in 2006, 10 percent of grade 3 -8 students were at level 1, that number decreased to 0 percent in 2009

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

Year	Grades	Number Tested	Percent of OWN Students at Each Performance Level				PI	AMO
			Level 1	Level 2	Level 3	Level 4		
2005-06	3-8	397	10	26	51	13	154	86
2006-07	3-8	448	7	20	55	18	166	86
2007-08	3-8	468	2	13	57	28	183	102
2008-09	3-8	474	0	7	62	31	193	119

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

OWN students met this comparative measure, by outperforming District 30 students by over 5 percentage points. While 92.8 percent of OWN students enrolled in at least their second year performed at or above Level 3, only 87.2 percent of District 30 students scored at or above Level 3.

**2008-09 State Mathematics Exam
OWN Charter School and NYC 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	100.0	71	94.3	2970
4	85.9	71	88.1	2864
5	94.7	95	88.7	2972
6	91.0	89	83.9	3126
7	98.3	61	87.6	2192
8	86.6	60	80.8	2990
All	92.8	446	87.2	17,114

Evaluation

OWN met this comparative measure by exceeding the aggregate District 30 performance by 5.6 percent. At each grade level, excepting grade 4, OWN students outperformed District 30 students.

Additional Evidence

For the 2005-2006 and 2006-2007 school years, District 30 students outperformed OWN students in mathematics achievement in almost all grade levels. By the 2007-2008 school year, there was a shift in which OWN students outperformed District 30 students in all grade levels excepting in grade 8, where 68% of District 30 students scored at or above Level 3 compared to 64% of OWN Grade 8 students. In aggregate OWN students did outperform District 30 students by 4 percent. For the 2008-2009 school year, in aggregate OWN students continue to outperform District 30 students. OWN had 92.8% of its students score at or above Level 3 as compared to 87.2% of District 30 students.

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

Grade	Percent of OWN Charter School Students at Levels 3 and 4 and Enrolled in At Least their Second Year Compared to NYC District 30 Students							
	2005-06		2006-07		2007-08		2008-09	
	OWN	District 30	OWN	District 30	OWN	District 30	OWN	District 30
3	80.8	82	84.3	87.0	90.8	90.1	100.0	94.3
4	86.4	77	82.6	79.6	91.0	84.0	85.9	88.1
5	72.7	69	67.9	78.2	84.4	84.0	94.7	88.7
6	57.6	63	80.3	74.1	89.2	80.7	91.0	83.9
7	26.2	54	54.2	64.2	86.8	80.4	98.3	87.6
8	22.0	45	42.1	57.6	64.3	67.7	86.6	80.8
All	63.3	64.8	72.2	73.4	85.2	81.2	92.8	87.2

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 2008-09 analysis is not yet available. This report contains 2007-08 results, the most recent ones available.

Results

As the results below indicate OWN has 21.14 percent of its population eligible for free lunch. For grades 3-8, based on the regression analysis it was predicted at 86.72% of OWN students would achieve at or above level 3 on the 2007-2008 Mathematics exam. However, only 85.47% of OWN student’s actually scored at or above level, resulting in an effect size of -0.11. This effect size indicates that compared to similar schools OWN students scored about the same as expected.

2007-08 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		73	90.40	93.23	-2.83	-0.48	
4		100	91.00	88.73	2.27	0.28	
5		101	86.10	88.18	-2.08	-0.24	
6		72	88.90	85.04	3.86	0.41	
7		65	84.70	85.14	-0.44	-0.05	
8		57	64.90	76.16	-11.26	-0.85	
All		21.14	468	85.47	86.72	-1.24	-0.11

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 in fact was no a positive Effect Size. The effect size for 2007-2008 was -0.11, which puts the school performance in the range of “about the same as expected.” It is noteworthy to focus on several particular grade levels. Since the school’s inception Grade 4 students have performed at the highest levels, while grade 8 students have not faired well. The mathematics program in grade 6 showed a very positive effect to a high degree, while the grade 8 showed a negative effect to a high degree.

As the school took steps in the 2006-2007 school year, to improve overall mathematics achievement in devoted time to a full alignment of its curriculum to NYS standards, while increasing the amount of professional development provided to teachers. OWN began to see improvement in the instructional program of grades 6 and 7, with little improvement in grade 8. Additional, steps were taken in grade 8 during the 2008-2009 school year to staff the grade with two teachers targeting instruction to a greater degree.

Additional Evidence

During the last two years, OWN have taken steps to improve the school’s mathematics curriculum and instructional programs. Greater time has been devoted to the professional development of all teachers, in particular in grades 6-8. As the table below indicates between 2006-2007 and 2007-2008 there was an improvement in the effect size.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2005-06	3-8	41.5	397	63.7	65.5	-0.04
2006-07	3-8	31.2	448	73.0	77.3	-0.30
2007-08	3-8	2114	468	85.47	86.72	-0.11

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 2008-09 and also have a state exam score in 2007-08. It includes students who repeated the grade. Students who repeated the grade should be included in their current grade level cohort, not the cohort to which they previously belonged. The criterion for achieving this measure is for each grade-level cohort to halve the difference between the percentage of students proficient in 2007-08 and 75 percent proficient in 2008-09. If a cohort had already achieved 75 percent proficient in 2007-08, 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

Of the five tested cohorts three achieved at the target.

Cohort Growth on State Mathematics Exam from 2007-08 to 2008-09

Grade	Cohort Size	Percent at Levels 3 and 4			Target Achieved
		2007-08	Target	2008-09	
4	70	91.4	91.5	85.7	NO
5	95	92.6	92.7	94.7	YES
6	89	85.4	85.5	91.0	YES
7	61	90.2	90.3	98.3	YES
8	60	86.7	86.8	86.7	NO
All	375	89.3	89.4	91.5	YES

Evaluation

Three out of the five cohorts met their targets during the 2008-2009 school year. The 2008-2009 Grade 4 cohort did not meet the target by 5.8%. For the grade 8 cohort, we see 86.7% of those students scoring at or above Level 3 in grade 7, in grade 8, exactly 86.7% of them scored at or above Level 3. There was not change in the percent of students passing, but they did miss the target of 86.8% by 0.1%.

**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
2008-09	4-8	3	5

Summary of the Mathematics Goal

During the 2008-2009 school year, OWN students overall demonstrated strong achievement in mathematics. The greatest levels of increase could be seen in the progress made by the cohorts of students in grades 6 to 8. At those levels we saw students meeting absolute, comparative and value added measures.

OWN invested considerable funds in both materials and professional development directed at improving both mathematics instruction and achievement. Teachers worked on ensuring that their scope and sequence was not just tightly aligned to the states March to March performance indicators, but also that they had created a series of assessment tools that allowed them to monitor student progress towards mastery of each indicator. The data shows that at each grade level student achievement was strong, excepting at Grade 4. In grade 4 students met the absolute measure, however, they did not meet the comparative or growth measures.

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

As the school moves in the 2009-2010 school year, it must take immediate steps to revisit its scope and sequence to now reflect the changes to the state testing schedule. The state has now moved away from a March-to-March scope and sequence to a September to May sequence for this the students in grades 3 to 8 will be held accountable. OWN teachers and administrators will revisit the current curriculum to make sure that each grade level addresses all standards and performance indicators in a timely manner.

During the coming school year, OWN will also continue to work with all students who scored below Level 3 on the 2008-2009 state mathematics exam. In addition to identifying those students, they will be provided with after school support and small group targeted instruction.

In the coming years, OWN must commit to finding a way to meet and or surpass the comparative measures by exceeding its predicted level of performance on the State exam by at least a small Effect Size.

SCIENCE

Goal 3: Science

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

Background

OWN began the 2008-2009 school year with three new science teachers in grades 6, 7, and 8. The grade 7 and 8 teachers were enrolled as members of the Urban Advantage program with the American Museum of Natural History where they received content and pedagogical support. In Kindergarten to Grade 5, OWN continued to upgrade its science curriculum by increasing the use of FOSS science kits and by doing more vertical and horizontal alignment of the curriculum. OWN also invested time and effort in incorporating more reading and writing in the science curriculum.

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 2009. 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

Over 90% of Grade 4 students enrolled for at least 2 years OWN scored at or above Level 3 on the state science exam. In grade 8, 72% scored at or above Level 3 on the state science exam.

**OWN Charter School Performance on 2008-09 State Science 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	
4	All Students	2.7	6.7	25.3	65.3	90.6	75
	Students in At Least 2 nd Year	2.8	7.0	23.9	66.2	90.1	71
8	All Students	0.0	27.9	62.3	9.8	72.1	61
	Students in At Least 2 nd Year	0.0	28.3	61.7	10.0	71.7	60

Evaluation

While grade 4 OWN students greatly surpassed the absolute science measure, grade 8 students did not meet the measure. Grade 4 students surpassed the measure by 15% and grade 8 student missed the measure by 3%.

During the last several years, the teaching staff in Grade 4 has been very stable and they have worked very closely with the curriculum developer to improve teaching and learning. The staff for Grade 8 was completely new to both OWN and the profession this year. Both grade 8 teachers received support, in both content and teaching pedagogy and it is the school’s plan to continue to work to stabilize the science staff and to provide them with the opportunities to improve their practice and the levels of student achievement.

Additional Evidence

Since 2005-2006 the overall trend in student science achievement in both grades 4 and 8 have been mixed. In 2005-2006 only 46.3% of grade 8 student demonstrated science proficiency compared to 71.7% in 2008-2009. The story is similar in grade 4. In all testing years, grade 4 students surpassed the targeted 75% level of achievement substantively. Grade 8 students have still not met that measure, with scores ranging from 46.3% in 2005-2006 to the highest level in 2006-2007 with 74.3% scoring at levels 3 and 4.

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

Grade	Percent of Students Enrolled in At Least Their Second Year at Levels 3 and 4							
	2005-06		2006-07		2007-08		2008-09	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
4	89.8	59	91.3	80	94.3	89	90.1	71
8	46.3	41	74.3	34	72.2	54	71.7	60
All	72.0	100	87.7	114	86.0	143	82.4	131

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

Data for District 30 students for the 2008-2009 state Science exams is not available at the writing of this report and so comparisons cannot be drawn between OWN and District 30 student achievement and this time.

**2008-09 State Science 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
4	90.1	71		
8	71.7	60		

Evaluation

Data for District 30 students is not yet available and so no comparison can be made at this time.

Additional Evidence

Overall OWN students have surpassed District 30 students on the state science exams. OWN grade 4 students have consistently done well on this exam, while the results have been less consistent for grade 8 students.

In 2005-2006, OWN grade 4 students surpassed District 30 students by 10 percent, while OWN grade 8 students were 3 percentage points below District 30 students. In aggregate, 72% of OWN students scored at levels 3 and 4 compared to only 64% of District 30 students. By 2007-2008, both grade 4 and 8 OWN students had surpassed District 30 students. For 2007-2008, in aggregate, 86.9% of OWN grade 4 and 8 students compared to 62% of District 30 students scored at levels 3 and 4.

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

Grade	Percent of Charter School Students at Levels 3 and 4 and Enrolled in At Least their Second Year Compared to District 30 Students							
	2005-06		2006-07		2007-08		2008-09	
	OWN	District 30	OWN	District 30	Charter School	District 30	OWN	District 30
4	89.8	79	91.3	75	94.3	79	90.1	
8	46.3	49	74.3	57	72.2	62	71.7	
All	72.0	64.2	87.7	65.6	86.9	70.9	82.4	

Summary

Students in grade 4 have consistently met both absolute and comparative measure for performance on the state science exam. Not only have OWN grade 4 students surpassed the absolute measure of having at least 75% of its students, enrolled for at least two years, score at levels 3 and 4, it has done so with strong numbers. In 2005-2006, 89.8% of OWN grade 4 students scored at levels 3 and 4, by 2008-2009 that number had increased to 90.1%, surpassing the measure by 15.1%. Grade 4 students have also consistently out-performed District 30 students, since 2006-2006. OWN grade 4 students have outperformed District 30 students by as much as little as 10.8% in 2005-2006 and as much as

16.3% in 2006-2007. OWN anticipates that when the data for District 30 achievement in 2008-2009 is released that OWN grade 4 students will continue to outperform them

Even though OWN grade 8 students have not yet met the 75% absolute measure, the closest they have come is in 2006-2007 when 74.3% of OWN students enrolled for at least two years scored at levels 3 and 4. The widest margin between OWN achievement and the expected level of achievement has been in 2005-2006, when only 46.3% of OWN grade 8 students scored at levels 3 and 4. However, compared to District 30 grade 8 students OWN students have been doing relatively well. In 2005-2006 OWN grade 8 students outperformed District 30 students by 2.7%, that number had increased to 10.2% by 2007-2008. OWN anticipates that this trend will continue in the 2008-2009 results.

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.	Achieved

Action Plan

OWN must continue to work to ensure greater levels of achievement for its grade 8 students on the state exam. This will require retaining a strong and effective middle school science teaching team and providing them with the required professional development and support. OWN has begun the process of providing the professional development to its staff and will continue to work to stabilize the staff. During the 2009-2010 school year OWN will also revisit its science curriculum to ensure that it is properly aligned with the state standards and that students are being systematically assessed to ensure that they are making the needed progress to succeed on the state exam.

SOCIAL STUDIES

Goal 4: Social Studies

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

Background

Students in Kindergarten to Grade 8 are exposed to a rich program in Social Studies that addresses not just the New York State learning standards, but the national standards as well. The school has invested much time into the development of its curriculum and enriched each student’s exposure to the study of geography.

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 2008 and 8th grade in June 2009. 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

Grade 5 students surpassed the established target of having 75 percent of students enrolled in at least their second year perform at or above Level 3 on the social studies exam.

**Charter School Performance on 2008-09 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	0.0	1.0	56.0	43	99.0	100
	Students in At Least 2 nd Year	0.0	1.0	55.1	43.9	99.0	98
8	All Students	3.3	21.3	60.7	14.8	75.5	61
	Students in At Least 2 nd Year	3.3	21.7	60.0	15.0	75.0	60

Evaluation

Grade 5 and 8 students met the established measure during the 2008-2009 school year. Grade 5 students surpassed the measure by over 25 percent while Grade 8 students exactly met the measure. The school will continue to focus on its study of social studies in grades 6 and 7, to ensure that students develop greater mastery of addressing document based questions and being able to perform at the highest standard while reading non-fiction material. OWN is also proud of the numbers of students in Grade 5 who scored at level 4 and that no student scored at the lowest level.

Additional Evidence

Since the 2005-2006 school year Grade 5 students have met or surpassed its absolute measure for social studies achievement excepting on the 2006-2007 school year. Since that time, the gains in achievement have been over 10 percentage points, so that while only 71.2% scored at or above Level 3 in 2006-2007, that number increased by 14.3% the next year and by another 13.5% during the 2008-2009 school year.

Similarly, Grade 8 students have shown an overall improvement in their social studies achievement. While only 69.6% scored at or above Level 3 in 2007-2008, thus not meeting accountability plan target, we see an increase to 75.0% scoring at or above Level 3 on the 2008-2009 state exam. Thus finally meeting the targeted measure for social studies achievement.

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

Grade	Percent of OWN Students Enrolled in At Least Their Second Year at Levels 3 and 4							
	2005-06		2006-07		2007-08		2008-09	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
5	92.4	66	71.2	66	85.5	90	99.0	98
8					69.6	56	75.0	60
All					79.5	146	89.9	158

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

Data for District 30 performance on the November 2008 and June 2009 state Social Studies exam was not available at the time of the writing of this report.

**2008-09 State Social Studies Exam
Charter School and District 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
5	99.0	98		
8	75.0	60		

Evaluation

A comparison between OWN student achievement on the state Social Studies exam for the 2008-2009 school year and District 30 students cannot be made at the present time, since OWN does not yet have access to the data for District 30 students.

Additional Evidence

OWN students in both grades 5 and 8 have consistently outperformed District 30 students on the state social studies exams. The gap in achievement has ranged from as little as 0.2% in 2006-2007 for grade 5, to as much as 22.6% in 2007-2008 for grade 8 students outperforming District 30 students.

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

Grade	Percent of OWN Charter School Students at Levels 3 and 4 and Enrolled in At Least their Second Year Compared to Local District Students							
	2005-06		2006-07		2007-08		2008-09	
	OWN	District 30	OWN	District 30	OWN	District 30	OWN	District 30
5	92.4	77	71.2	71	85.5	80	99.0	
8		36	59.5	40	69.6	47	75.0	
All		57		55	79.5	64	89.9	

Summary

Grade 5 students have consistently met all absolute and comparative measures of achievement on the state social studies exam during the last two testing cycles. The level of achievement for the 2008-2009 exam was impressive with 99.0% of students enrolled in at least their second scoring at or above Level 3. OWN Grade 5 student achievement has also consistently surpassed that of District 30 students since 2005; OWN anticipates that it will have outperformed District 30 during the 2008-2009 school year as well.

Grade 8 students have no met the absolute measure of achievement until the 2008-2009 school year in which 75.0% of students enrolled in at least their second year scored at or above Level 3. OWN Grade 8 students have consistently outperformed District 30 Grade 8 students on the state social studies exam, ranging from 19.5% in 2006-2007 to 22.6% in 2007-2008.

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.	Achieved

Action Plan

While OWN students in both grades 5 and 8 met and surpassed absolute and comparative measures on the New York State Social Studies exams, OWN is determined to have all its students perform at the very highest levels. In particular OWN is committed to seeing greater numbers of grade 8 students scoring at or above Level 3 on the state social studies exam.

During the 2009-2010 school year, OWN will undergo another series of planning meetings between the school's administration and grade 6-8 social studies team to review specific areas of improvement, which should be targeted in preparation for the grade 8 exam. OWN has already begun to increase the amount of instructional time devoted to reading and writing at the middle school level. It will continue to increase the partnership between English language arts and social studies instructors in the coming year.

NCLB

Goal 5: NCLB

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

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

Our World Neighborhood Charter School's NCLB status for 2008-2009 is "Good Standing."

Evaluation

OWN met its measure for NCLB accountability.

Additional Evidence

Since the school's inception it has always been a school in "Good Standing" as designated by New York State.

NCLB Status by Year

Year	Status
2005-06	Good Standing
2006-07	Good Standing
2007-08	Good Standing
2008-09	Good Standing

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 6: Absolute Measure 1
Each year, OWN will operate on a balanced budget.

Method

Each year the school prepares its annual budget for submission to both SUNY, Charter Schools Institute and New York State Education Department. OWN’s Finance and Audit Committee plans and creates the budget always keeping in mind the need to have a balanced budget.

Results

OWN has consistently met this measure, and has annually had a small budgetary surplus.

Goal 6: Absolute Measure 2
Each year, OWN will take corrective action, if needed, in a timely manner to address any internal control or compliance deficiencies identified by its external auditor, NYS Education Department, or SUNY, Charter Schools Institute.

Method

Each year OWN contracts with an external auditor to review compliance issues. OWN’s Finance and Audit Committee of the Board of Trustees reviews the audit reports with the school’s administration to ensure that any required corrective action is taken in a timely manner.

Results

OWN has not been remanded to take any corrective action by either its external auditor, NYS Education Department or SUNY, Charter Schools Institute.

Goal 6: Absolute Measure 3

Each year, OWN will generally and substantially comply with all applicable federal and state laws, rules and regulations, including but not limited to the NY Charter School Act, the NY Freedom of Information Law, the New York Open Meetings Law, federal IDEA and FERPA, and the provisions of its by-laws, Provisional Charter (certificate of incorporation) and Charter Agreement.

Results

OWN has met this measure and continues to review its policies and procedures to ensure further compliance with all applicable laws, rules and regulations.