

Accountability Plan Progress Reports for the 2009-10 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 SUNY 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 SUNY 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**

2009-10

**ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 2, 2010

By Brian Ferguson

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Brian Ferguson prepared this 2009-10 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 (facilities committee)
Melissa Chin	Member (education committee)
Sara Geelan	Member (education & facilities committees)
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Maura Fitzgerald	Member (development & facilities committees)
Sari Nadler	Member (development & finance committees)

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.

In 2009-2010, there were 708 students and a staff of 90. Of the 708 students,

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 in September 2008. During the last three years, OWN has worked on curriculum revisions to enact an English Language Arts program that included more authentic literature and more opportunities for writing. With two OWN full-time staff members devoted to working with a team of three coaches from Teachers College, classroom teachers and English Language Arts teachers implemented a balanced literacy program that is 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 and to use assessments such as running records to inform instructional decisions and program enhancements

Goal 1: Absolute Measure

Each year through 2008-09, 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.

In 2009-10, 75 percent of all tested students who are enrolled in at least their second year will perform at or above a Scale Score of 650 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 April 2010. Each student’s raw score was converted to a grade-specific scaled score and a performance level. Through 2008-09, the criterion for success on this measure required 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. For 2009-10, the criterion for success on this measure requires students to have a Scale Score of 650 or above.

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.

**2009-10 State English Language Arts Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ¹			Total Enrolled
		IEP	ELL	Absent	
3	73	0	0	0	73
4	75	0	0	0	75

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

5	74	0	0	0	74
6	100	0	0	0	100
7	92	0	0	1	93
8	64	0	0	0	64
All	478	0	0	1	479

Results

In 2009-10, 86.6% of OWN students who were enrolled in at least their second year performed at or above a Scale Score of 650 on the New York State English language arts examinations.

**OWN Charter School Performance on 2009-10 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Population	Percent Scoring at or above 650	Number Tested
3	All Students	86.3	73
	Students in At Least 2 nd Year	86.6	67
4	All Students	92.0	75
	Students in At Least 2 nd Year	91.8	73
5	All Students	85.1	74
	Students in At Least 2 nd Year	84.7	72
6	All Students	86.0	100
	Students in At Least 2 nd Year	85.7	98
7	All Students	85.9	92
	Students in At Least 2 nd Year	85.4	89
8	All Students	85.9	64
	Students in At Least 2 nd Year	85.9	64
All	All Students	86.8	478
	Students in At Least 2 nd Year	86.6	463

Evaluation

OWN students surpassed the absolute measure goal by 16.6 points. At all grade levels OWN students surpassed the measure. In grade 4, over 91% of students met the goal.

Additional Evidence

Between 2007 and 2009 the overall percentage of OWN students enrolled in at least their second year who have met and surpassed the accountability plan target has increased from 68.5% to 85.8%. In 2010 the percent of students scoring at the scale score of at 650 was 86.6%. The trend for achievement in English language arts continued to be positive for all Grade 3-8 students.

English Language Arts Performance by Grade Level and School Year

Grade	Percent of OWN Students Enrolled in At Least Their Second Year at Levels 3 and 4 through 2008-09 and a Scale Score of 650 in 2009-10							
	2006-07		2007-08		2008-09		2009-10	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	72.6	84	78.8	66	91.5	71	86.6	67
4	76.7	86	83.1	89	83.1	71	91.8	73
5	60.7	56	80.0	90	84.7	98	84.7	72
6	72.1	68	73.5	68	87.6	89	85.7	98
7	59.3	59	73.6	53	91.9	62	85.4	89
8	60.5	38	67.8	57	75.0	60	85.9	64
All	68.5	391	77.3	422	85.8	451	86.6	463

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 2009-10 is 155.² 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

In 2009-10, the aggregate PI for all tested OWN students in grades 3-8 was 152.

Calculation of 2009-10 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	5	38	50	7	478

$$\begin{aligned}
 \text{PI} &= 38 + 50 + 7 = 95 \\
 &+ 50 + 7 = 57 \\
 \text{PI} &= 152
 \end{aligned}$$

² With the change in Proficiency Scores, the State Education Department is currently reviewing the current Annual Measurable Objectives in English language arts and mathematics.

Evaluation

The AMO for 2009-10 was set at 155; OWN did not meet the measure, since the Performance Index (PI) for OWN students was 152.

Additional Evidence

As the table below indicates during period of 2007-2009, OWN students have had Performance Indices that substantially surpassed the state establish Annual Measurable Objective. In the 2006-2007 school year OWN surpassed the targeted AMO by 45 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.

In 2010, the New York Education Department raised the bar for students to meet the levels 3 and 4 performance standard. The impact was an increase in the percent of students scoring at levels 1 and 2 as compared to prior years. If OWN is to make positive strides towards the goals of No Child Left Behind in which all students will be proficient in English Language Arts by the year 2013-2014 OWN will have to redouble its efforts to ensure that all students are able to meet the changing bar for proficiency in English language arts.

English Language Arts 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	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
2009-10	3-8	478	5	38	50	7	152	155

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

Of the 463 OWN students enrolled in at least there 2nd year, 57.0% scored at levels 3 and 4 compared to 48.2 % of all NYC District 30 students.

2009-10 State English Language Arts Exam

OWN Charter School and NYC District 30 Performance by Grade Level

Grade	Percent of Students at Levels 3 and 4			
	OWN Charter School Students In At Least 2 nd Year		All NYC District Students	
	Percent	Number Tested	Percent	Number Tested
3	59.7	67	48.8	2922
4	57.5	73	51.0	2923
5	52.8	72	50.9	2878
6	55.0	98	48.8	3108
7	51.6	89	44.7	2923
8	67.2	64	45.2	2906
All	57.0	463	48.2	17,660

Evaluation

In 2009-10, OWN Charter School students met the comparative measure of its accountability plan, by exceeding the aggregate district performance. OWN grade 3 to 8 students outperformed NYC District 30 students by 8.8% points. At every tested grade level OWN students out-performed District 30 on the 2009-10 NYS English language arts exam, by margins ranging from 22 percentage points in grade 8 to 1.9 percentage points in grade 5. The continued strong and improving performance of OWN students in grades 6-8, who consistently outperformed their district compatriots is also noteworthy, given the statewide trend for middle grade students to do significantly worse than their elementary grade compatriots, OWN believes that the success of its middle school program can be attributed to the strengths of the instructional program in grades 6, 7, and 8.

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 outperformed District 30 students, it is noteworthy to take a look at the progress made in the comparative achievement levels in grade 8. In 2006-2007, 60.5 percent of OWN grade 8 students passed the exam compared to 47.5 percent of District 30 students. By the 2009-2010 administration of the English language arts exam, OWN grade 8 students continued outperforming District 30 students by a margin of 22 percentage points.

English Language 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							
	2006-07		2007-08		2008-09		2009-10	
	OWN	NYC District 30	OWN	NYC District 30	OWN	NYC District 30	OWN	NYC District 30
3	72.6	62.1	78.8	64.6	91.5	74.6	59.7	48.8
4	76.7	60.1	83.1	65.1	83.1	73.4	57.5	51.0
5	60.7	62.7	80.0	73.7	84.7	77.3	52.8	50.9
6	72.1	57.2	73.5	60.7	87.6	79.0	55.0	48.8
7	59.3	54.1	73.6	66.1	91.9	77.8	51.6	44.7
8	60.5	47.5	67.8	48.9	75.0	66.9	67.2	45.2
All	68.5	57.3	77.3	63.3	85.8	74.9	57.0	48.2

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 2009-10 analysis is not yet available. This report contains 2008-09 results, the most recent ones available.

Results

The aggregate Effect size for OWN students for the 2008-2009 English language arts exam was a positive effect size of 0.67, resulting in a comparative performance of “Higher than expected to a medium degree.”

2008-2009 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	90.5	77.5	13.0	1.28	
4		75	82.7	78.6	4.1	0.40	
5		100	85.0	84.2	0.8	0.10	
6		97	87.6	82.1	5.5	0.70	
7		72	91.7	81.2	10.5	1.19	
8		61	75.4	69.3	6.1	0.51	
All		36.7	479	85.8	79.5	6.3	0.67

School’s Overall Comparative Performance:
<i>Higher than expected to a medium degree</i>

Evaluation

The school’s aggregate Effect Size exceeded the required level of 0.30. The Effect size was in fact 0.67 showing an overall comparative performance of *higher than expected to a medium degree*. In grades 3 and 7, it was observed that the effect size was 1.28 and 1.19 respectively, showing an effect

size of higher than expected to a large degree. While in grade 5 the Effect size was 0.10 showing an effect size about the same as expected.

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 indicates 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. During the 2008-2009 school year, with another shift in the percent of student who were eligible free lunch, the difference between the actual and predicted achievement levels had increased to 6.3%.

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
2008-09	3-8	36.7	479	85.8	79.5	0.67

Goal 1: Growth Measure

Each year through 2008-09, 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.

In 2009-10, each grade-level cohort will reduce by one-half the gap between the percent of students at or above a Scale Score of 650 on the 2008-09 state exam and 75 percent of students at or above a Scale Score of 650 on the 2009-10 state exam. If a grade-level cohort exceeds 75 percent at or above a Scale Score of 650 in 2008-09, that cohort is expected to show at least an increase in the percentage in 2009-10.

Method

This measure examines the change in performance of the same group of students from one year to the next and in 2009-10 the progress they are making towards the absolute measure of 75 percent of students performing at or above a Scale Score of 650. Each grade level cohort consists of those students who took the state exam in 2009-10 and also have a state exam score in 2008-09. 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. 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

OWN students in grades 4-8 did not meet the growth measure. The target for the 2009-2010 school year was that 88.0% of the cohort students would earn a Scale Score of at least 650. However, only 86.1% of the cohort earned a Scale Score of 650.

Cohort Growth on State English Language Arts Exam from 2008-09 to 2009-10

Grade	Cohort Size	Percent Performing At or Above 650			Target Achieved
		2008-09	Target	2009-10	
4	73	91.8	91.9	90.4	NO
5	72	83.3	83.4	84.7	YES
6	93	86.0	86.0	83.9	NO
7	87	85.1	85.2	86.2	YES
8	64	95.3	95.4	85.9	NO
All	389	87.9	88.0	86.1	NO

Additional Evidence

Of the five tested cohorts only two met the target for 2009-2010. The grade 5 and 7 cohorts both surpassed their targets

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
2009-10	4-8	2	5

Summary of the English Language Arts Goal

Type	Measure	Outcome
Absolute	75 percent of all tested students who are enrolled in at least their second year will perform at or above a Scale Score of 650 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.	Did Not Achieve
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.	Achieved
Growth	Each grade-level cohort will reduce by one-half the gap between the percent at or above a Scale Score of 650 on the 2008-09 state exam and 75 percent at or above a Scale Score of 650 on the 2009-10 state exam.	Did Not Achieve

Action Plan

For the 2010-2011 school year OWN will continue its commitment to a very robust professional development program for all teachers of reading and writing. In addition to the development of instructional skills, OWN will ensure that each teacher is better able to utilize the item analysis of student performance on the ELA exam from the prior year. The review of the item analysis will be included in the creation of individual student profiles that identify skills deficiencies and mastery. On each grade level, teachers will work together to create learning space and time to address deficiencies.

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

In 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 to all teachers intensified during the 2009-2010 school year as the teachers and support also realigned the program to reflect changes made by NY State Education Department. 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 through 2008-09, 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.

In 2009-10, 75 percent of all tested students who are enrolled in at least their second year will perform at or above a Scale Score of 650 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 May 2010. Each student's raw score has been converted to a performance level and a grade-specific scaled score. Through 2008-2009 the criterion for success on this measure required 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. For 2009-2010, the criterion for success on this measure requires students to have a Scale Score of 650 or above.

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.

**2009-10 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	75	0	0	0	75
5	74	0	0	0	74

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

6	100	0	0	0	100
7	93	0	0	0	93
8	64	0	0	0	64
All	479	0	0	0	479

Results

For the 2009-2010 administration of the New York State Mathematics exam 94.1% of OWN students enrolled in at least their 2nd year earned a scale score of at least 650.

**OWN Charter School Performance on 2009-10 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Population	Percent Scoring at or above 650	Number Tested
3	All Students	100	73
	Students in At Least 2 nd Year	<u>100</u>	66
4	All Students	90.7	75
	Students in At Least 2 nd Year	<u>90.4</u>	73
5	All Students	90.5	74
	Students in At Least 2 nd Year	<u>90.3</u>	72
6	All Students	96.0	100
	Students in At Least 2 nd Year	<u>95.8</u>	95
7	All Students	92.5	93
	Students in At Least 2 nd Year	<u>92.0</u>	88
8	All Students	96.9	64
	Students in At Least 2 nd Year	<u>96.9</u>	64
All	All Students	94.4	479
	Students in At Least 2 nd Year	<u>94.1</u>	458

Evaluation

At each grade level OWN students surpassed the targeted goal of having at least 75% of the students earn a scale score of at least 650 on the state mathematics exam. In all six tested grades over 90% of the students earned a scale score of at least 650.

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 50 percent of grade 7 and 8 students scored at or above level 3 in 2006-2007, by 2008-2009 there was an increase to 98 percent of grade 7 students and 86 percent of grade 8 students scoring at or above level 3.

The results for the 2009-2010 continue to demonstrate OWN students’ strong mathematics achievement. The strongest achievement levels were attained in grades 3 and 8. In grade 3, 100% of

OWN students enrolled in at least their 2nd year earned a scale score of at least 650. In grade 8, approximately 97% of OWN students enrolled in at least their 2nd year earned a scale score of at least 650.

OWN 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 through 2008-09 and a Scale Score of 650 in 2009-10							
	2006-07		2007-08		2008-09		2009-10	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	84.3	83	90.8	65	100.0	71	100.0	66
4	82.6	86	91.0	89	85.9	71	90.4	73
5	67.9	56	84.4	90	94.7	95	90.3	72
6	80.3	66	89.2	65	91.0	89	95.8	95
7	54.2	59	86.8	53	98.3	61	92.0	88
8	42.1	38	64.3	56	86.6	60	96.9	64
All	72.2	388	85.2	418	92.8	446	94.1	458

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 2009-10 is 135⁴. 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 Performance Index (PI) for all tested OWN students was 165.

Calculation of 2009-10 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	3	31	40	27	479

$$\begin{aligned}
 \text{PI} &= 31 + 40 + 27 = 98 \\
 &+ 40 + 27 = 67 \\
 \text{PI} &= 165
 \end{aligned}$$

⁴ With the change in Proficiency Scores, the State Education Department is currently reviewing the current Annual Measurable Objectives in English language arts and mathematics.

Evaluation

In 2009-2010 the Performance Index (PI) of 165 for all tested OWN students was greater than the established Annual Measurable Objective (AMO) of 135. OWN surpassed the target by 30 points.

Additional Evidence

In 2009-2010 New York State Education raised the bar for what it means for a student to be proficient in Mathematics. The result was that across the state fewer students met or exceeded the new Mathematics proficiency standards in 2010 than in previous years. Across grades 3-8 statewide in 2009, 86% of students met or exceeded standards in Mathematics. However, in 2010 only 61% of grades 3-8 students statewide met or exceeded standards in Mathematics.

Given the changes in the classification of students into the various proficiency levels between the last two administrations of the NYS mathematics exams, it is difficult to compare the year to year numbers. However, it is clear based on the new requirements that OWN must endeavor to improve mathematics achievement for approximately one-third of its student population.

OWN 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	2	13	57	28	183	102
2008-09	3-8	474	0	7	62	31	193	119
2009-10	3-8	479	3	31	40	27	165	135

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

For the 2009-2010 mathematics exam, 67.2% of OWN students in at least their 2nd year were at levels 3 and 4 compared to 61.9% of all District 30 students.

**2009-10 State Mathematics Exam
OWN Charter School and NYC District 30 Performance by Grade Level**

Grade	Percent of Students at Levels 3 and 4			
	OWN Charter School Students In At Least 2 nd Year		All NYC District 30 Students	
	Percent	Number Tested	Percent	Number Tested
3	68.2	66	57.2	2975
4	64.4	73	62.7	2995
5	62.5	72	66.9	2962
6	69.5	95	63.7	3205
7	69.3	88	63.3	3023
8	68.8	64	57.3	2991
All	67.2	458	61.9	18,151

Evaluation

OWN Charter School students enrolled in at least their 2nd year outperformed District 30 students on the 2009-2010 mathematics exam. OWN outperformed District 30 by over 5 percentage points. At each grade level, except Grade 5, OWN students outperformed District 30 students.

Additional Evidence

For 2006-2007 school year, 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 that year. For the 2008-2009 school year, in aggregate OWN students continued 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. The trend of OWN students in aggregate outperforming District 30 students continued into the 2009-2010 school year.

**Mathematics 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 NYC District 30 Students							
	2006-07		2007-08		2008-09		2009-10	
	OWN	District 30	OWN	District 30	OWN	District 30	OWN	District 30
3	84.3	87.0	90.8	90.1	100.0	94.3	68.2	57.2
4	82.6	79.6	91.0	84.0	85.9	88.1	64.4	62.7
5	67.9	78.2	84.4	84.0	94.7	88.7	62.5	66.9
6	80.3	74.1	89.2	80.7	91.0	83.9	69.5	63.7
7	54.2	64.2	86.8	80.4	98.3	87.6	69.3	63.3
8	42.1	57.6	64.3	67.7	86.6	80.8	68.8	57.3
All	72.2	73.4	85.2	81.2	92.8	87.2	67.2	61.9

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 2009-2010 analysis is not yet available. This report contains 2008-2009 results, the most recent ones available.

Results

As the results below indicate OWN has 36.7 percent of its population was eligible for free lunch. For grades 3-8, based on the regression analysis it was predicted at 87.5% of OWN students would achieve at or above level 3 on the 2008-2009 Mathematics exam. However, 92.8% of OWN student’s actually scored at or above level 3, resulting in an effect size of 0.67. This effect size indicates that compared to similar schools OWN students scored higher than expected to a medium degree.

2008-2009 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		74	100.0	93.7	6.3	1.18	
4		75	86.6	88.3	-1.7	-0.20	
5		96	94.8	89.2	5.6	0.71	
6		97	90.7	84.0	6.7	0.76	
7		71	97.2	88.1	9.1	1.08	
8		61	86.9	81.3	5.6	0.48	
All		36.7	474	92.8	87.5	5.3	0.67

School’s Overall Comparative Performance:
<i>Higher than expected to a medium degree</i>

Evaluation

The school’s aggregate Effect Size exceeded the required 0.3 for the 2008-2009 school year. While the effect size for 2007-2008 was -0.11, which puts the school performance in the range of “about the

same as expected.” The results for 2008-2009 showed strong overall improvements, so that the school not only surpassed the required 0.3 effect size, but also did so in all grade levels except for grade 4. While grade 4 showed a negative effect size, students in grades 3 and 7 performed at levels that were higher than expected to a larger degree, students in grades 5 and 6 performed at levels that were higher than expected to a medium degree.

As the school took steps in the 2006-2007 school year, to improve overall mathematics achievement it 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 2008-2009, there was an improvement in the effect size, so that not only does OWN’s mathematics program demonstrate a positive effect size, it now has resulted in performance that is *higher than expected to a medium degree*.

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	21.1	468	85.5	86.7	-0.11
2008-09	3-8	36.7	474	92.8	87.5	0.67

Goal 2: Growth Measure

Each year through 2008-09, 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.

In 2009-10, each grade-level cohort will reduce by one-half the gap between the percent of students at or above a Scale Score of 650 on the 2008-09 state exam and 75 percent of students at or above a Scale Score of 650 on the 2009-10 state exam. If a grade-level cohort exceeds 75 percent at or above a Scale Score of 650 in 2008-09, that cohort is expected to show at least an increase in the percentage in 2009-10

Method

This measure examines the change in performance of the same group of students from one year to the next and in 2009-10 the progress they are making towards the absolute measure of 75 percent of students performing at or above a Scale Score of 650. Each grade level cohort consists of those students who took the state exam in 2009-10 and also have a state exam score in 2008-09. It includes students who repeated the grade. Students who repeated the grade were included in their current grade level cohort, not the cohort to which they previously belonged. 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 387 students who made up the grade 4-8 cohort of students who took the mathematics exam in both 2008-09 and 2009-10, 94.3% earned a Scale Score of at least 650 in 2008-09 and 93.0% earned a Scale Score of at least 650 in 2009-10. The group did not meet the target of 94.4%. Of the five tested cohorts achieved the target.

Cohort Growth on State Mathematics Exam from 2008-09 to 2009-10

Grade	Cohort Size	Percent Performing At or Above 650			Target Achieved
		2008-09	Target	2009-10	
4	73	100	100	90.4	NO
5	72	87.5	87.6	90.3	YES
6	91	95.6	95.7	95.6	NO
7	87	89.7	89.8	92.0	YES
8	64	100	100	96.9	NO
All	387	94.3	94.4	93.0	NO

Evaluation

Two out of the five cohorts met their targets during the 2009-2010 school year. The 2009-2010 Grade 4 cohort did not meet the target by 9.6%. For the grade 6 cohort, we see 95.6% of those students earning a Scale Score of at least 650 in grade 5, in grade 6, exactly 95.6% of them earned a Scale Score of 650. There was not change in the percent of students passing, but they did miss the target of 95.7% by 0.1%.

Additional Evidence

**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
2009-10	4-8	2	5

Summary of the Mathematics Goal

Type	Measure	Outcome
Absolute	75 percent of all tested students who are enrolled in at least their second year will perform at or above a Scale Score of 650 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.	Achieved
Growth	Each grade-level cohort will reduce by one-half the gap between the percent at or above a Scale Score of 650 on the 2008-09 state exam and 75 percent at or above a Scale Score of 650 on the 2009-10 state exam.	Did Not Achieve

Action Plan

In reviewing the mathematics achievement data over the last two years, there are two points that require further action on the part of the school. Overall OWN students have outperformed District 30 students and have had very few students scoring at level 1. However, each year grade 5 achievement has not been at the appropriate levels. To that end, in 2009 the school began to invest more time in the training and development of the grade 5 math program and instructional levels. This work will continue. The school has also taken the steps to reconfigure the grade 5 instructional team.

The school also plans to revisit the steps it has taken in the past to identify and work with students who are not meeting NYS mathematics learning standards. The students who did not make adequate progress from one year to the next will be assessed and steps will be taken to make sure that all learning gaps are addressed.

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 2010. 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

For the spring 2010 administration of the NY State science assessment 90.2% of grade 4 and 79.7% of grade 8 students who were enrolled in at least their second year scores at levels 3 and 4.

**OWN Charter School Performance on 2009-10 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	0.0	9.6	33.8	56.8	90.6	74
	Students in At Least 2 nd Year	0.0	9.7	33.3	56.9	90.2	72
8	All Students	0.0	20.3	57.8	21.9	79.7	64
	Students in At Least 2 nd Year	0.0	20.3	57.8	21.9	79.7	64

Evaluation

Grade 4 students exceeded the 75% benchmark by 15 percentage points. Grade 8 students also met and surpassed the measure by almost 5 percentage points.

Additional Evidence

Since 2006-2007 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 79.7% in 2009-2010. The story is similar in grade 4. In all testing years, grade 4 students surpassed the targeted 75% level of achievement substantively. Since OWN has been administering the NY State science assessment Grade 8 students have struggled to meet the 75% benchmark. With results ranging from 46.3% in 2005-2006 to the highest level in 2006-2007 with 74.3% and now finally surpassing the benchmark by having 79.7% scoring at levels 3 and 4 in 2009-2010.

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

Grade	Percent of OWN Students Enrolled in At Least Their Second Year at Levels 3 and 4							
	2006-07		2007-08		2008-09		2009-10	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
4	91.3	80	94.3	89	90.1	71	90.2	72
8	74.3	34	72.2	54	71.7	60	79.7	64
All	87.7	114	86.0	143	82.4	131	85.3	136

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 2009-2010 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.

**2009-10 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	90.2	72		
8	79.7	64		

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 2006-2007, OWN grade 4 students surpassed District 30 students by 16 percent, while OWN grade 8 students were 17 percentage points above District 30 students. In aggregate, 88% of OWN students scored at levels 3 and 4 compared to only 66% of District 30 students. By 2008-2009, both grade 4 and 8 OWN students continued to surpass District 30 students. For 2008-2009, in aggregate, 82% of OWN grade 4 and 8 students compared to 72% of District 30 students scored at levels 3 and 4.

OWN achievement in both grades 4 and 8 continued to trend positively into the 2009-2010, and so OWN believes that it has most likely continued to surpass District 30 achievement levels in science.

**Science 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							
	2006-07		2007-08		2008-09		2009-10	
	OWN	District 30	OWN	District 30	OWN	District 30	OWN	District 30
4	91.3	75	94.3	79	90.1	82.0	90.2	
8	74.3	57	72.2	62	71.7	61.0	79.7	
All	87.7	65.6	86.9	70.9	82.4	71.5	85.3	

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 2006-2007, 88% of OWN grade 4 students scored at levels 3 and 4, by 2009-2010 that number had increased to 90%, surpassing the measure by 15%. Grade 4 students have also consistently out-performed District 30 students since 2006-2007. 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 2009-2010 is released that OWN grade 4 students will continue to outperform them

In 2009-2010, OWN grade 8 students have finally met and surpassed the 75% absolute measure, by having 79.7% of OWN students enrolled for at least two years score at levels 3 and 4. OWN grade 8 students have been doing relatively well compared to District 30 grade 8 students. In 2006-2007 OWN grade 8 students outperformed District 30 students by 17%, in 2008-2009 OWN grade 8

students continued to outperform District 30 students by a margin of 11%. OWN anticipates that this trend will continue in the 2009-2010 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.

In the ongoing effort to increase science achievement at all levels OWN will continue to revisit its K-8 science curriculum, paying close attention to the connections between the types of activities does at each grade level to ensure that students have the required experiences that will support success on the state science assessments.

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

OWN Charter School administered the New York State Testing Program social studies assessment to students in 5th grade in November 2009 and 8th grade in June 2010. 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

Grades 5 and 8 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. While 87.5% of grade 5 students scored at or above Level 3, 94.9% of grade 8 students scored at or above Level 3.

**Charter School Performance on 2009-10 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	5.3	6.7	53.3	34.7	88.0	75
	Students in At Least 2 nd Year	5.6	6.9	51.4	36.1	87.5	72
8	All Students	3.4	16.9	52.5	42.4	94.9	59
	Students in At Least 2 nd Year	3.4	16.9	52.5	42.4	94.9	59

Evaluation

Grade 5 and 8 students met the established measure during the 2009-2010 school year. Grade 5 students surpassed the measure by over 12 percent while Grade 8 students surpassed the measure by 20 percent. OWN is also proud of the numbers of students in Grades 5 and 8 who scored at level 4.

Additional Evidence

In 2006-2007 only 71.2% of Grade 5 students scored at or above Level 3, that number increased by 14.3% the next year and by another 13.5% during the 2008-2009 school year. By the 2009-2010, 87.5% of Grade 5 students scored at or above Level 3.

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 the accountability plan target, there was an increase to 75.0% scoring at or above Level 3 on the 2008-2009 state exam. By 2009-2010, 94.9% of Grade 8 students scored at or above Level 3.

**OWN 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							
	2006-07		2007-08		2008-09		2009-10	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
5	71.2	66	85.5	90	99.0	98	87.5	72
8			69.6	56	75.0	60	94.9	59
All			79.5	146	89.9	158	90.8	131

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 2009 and June 2010 state Social Studies exams was not available at the time of the writing of this report.

**2009-10 State Social Studies 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
5	87.5	72		
8	94.9	59		

Evaluation

A comparison between OWN student achievement on the state Social Studies exam for the 2009-2010 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 25.0% in 2007-2008 for grade 8 students outperforming District 30 students.

**Social Studies 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							
	2006-07		2007-08		2008-09		2009-10	
	OWN	District 30	OWN	District 30	OWN	District 30	OWN	District 30
5	71.2	71	85.5	80	99.0	81.0	87.5	
8	59.5	40	69.6	47	75.0	50.0	94.9	
All		55	79.5	64	89.9	65.5	90.8	

Summary

Grade 5 students have consistently met all absolute and comparative measures of achievement on the state social studies exam during the last three testing cycles. The level of achievement for the 2009-2010 exam was strong with 87.5% of students enrolled in at least their second scoring at or above Level 3. OWN Grade 5 student achievement has consistently surpassed that of District 30 students since 2006; OWN anticipates that it will have outperformed District 30 during the 2009-2010 school year as well.

Grade 8 students did not meet 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. For the 2009-2010 school year over 94% of Grade 8 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 256% in 2008-2009.

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 having fewer numbers of grade 5 and 8 students scoring at Level 1 on the state social studies exam.

During the 2010-2011 school year, OWN will undergo another series of planning meetings between the school’s administration and Gr. 2-8 social studies team to review specific areas of improvement, which should be targeted in preparation for the grade 5 and 8 exams. Though NY State Education Department has taken the position that it will not administer the grade 5 and 8 exams for the 2010-2011 school year, OWN plans to continue to operate as if the state were going to administer those exams. OWN believes that improving achievement in social studies will require all students to be better able to read and analyze documents and non-fiction passages and to write in response to prompts and specific targeted questions. So OWN 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 2009-2010 is “Good Standing.”

Evaluation

OWN met its measure for NCLB accountability.

Additional Evidence

Since the school’s inception New York State Education Department has it has always designated OWN Charter School as been a school in “Good Standing” as designated by New York State.

NCLB Status by Year

Year	Status
2006-07	Good Standing
2007-08	Good Standing
2008-09	Good Standing
2009-10	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.