



New York State Education Department

***2012-2013 Annual Report Guidelines for
New York State Charter Schools***

Our World Neighborhood Charter School
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School Information and Cover Page

School Name: Our World Neighborhood Charter School
School Leader: Brian Ferguson
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School website: www.owncs.org
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BEDS # 343000860836
District/CSD of Location: NYC CSD 30
Charter authorizer: SUNY, Board of Trustees
Chair, Board of Trustees: Dr. Jeanette Betancourt
Date school first opened for instruction: 09/30/2002
2012-2013 Enrollment: 705
2012-2013 Grades Served: K-8

Our signatures below attest that all of the information contained herein is truthful and accurate.

Brian Ferguson
Print Name, Head of Charter School

Signature and Date

Dr. Jeanette Betancourt
Print Name, President, Board of Trustees

Signature and Date

III. New York State School Report Card

The most recent, 2011-2012 NY State Report Card for Our World Neighborhood Charter School can be found at the following links:

<https://reportcards.nysed.gov/schools.php?year=2011&instid=800000042203>

IV. Key Focus Area

1. Enrollment and Retention Targets

In keeping with Education Law subdivision 2851(4), Our World Neighborhood Charter School will work with the Charter Schools Institute to establish enrollment and retention targets for student with disabilities, English language learners, and students who are eligible to participate in the federal free and reduced-price lunch programs.

Outreach to parents in all three categories will be based on the following strategy:

1. OWN will increase its advertisement in local and community newspapers that target an immigrant population.
2. OWN will disseminate information about its school's programs designed to serve students with disabilities, English language learners and disadvantaged to community centers such as the Sunnyside Community Center, YMCA, Boys and Girls Club, as well as other social and religious organizations.
3. Informational materials will be written in languages other the English.
4. OWN will partner with local Universal Pre-K and Nursery programs that serve the targeted populations, to inform them about the school's programs and admissions process.
5. OWN will devote at least two of its ten Open Houses to families of children in the targeted population, while maintaining confidentiality and ensuring fairness and equity in the lottery process.

In order to meet the goals and targets set by the Institute, OWN will evaluate the efficacy of its recruitment and enrollment efforts by:

1. Documenting the places and the number of people in the target population who attend informational meetings
2. Tracking the numbers of children who belong to each category of the target to discern if the enrollment trend is increasing at a rate that will allow the school to meets its charter renewal goals.
3. If the school determines that its increase recruitment drives is not resulting in and increase in the number of applicants in the target populations, the school will revisit creating specific lottery preferences to students who are in each of the categories, based on the category in which the school is under enrolling.

Appendix A: Progress Toward Charter Goals

INTRODUCTION

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

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

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

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

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

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

- Recruit, retain, and develop a Board of Trustees that was committed to the mission of providing a rigorous liberal arts education to its students that would lead to entry into the best high school programs in the city.
- Improve student achievement in English Language Arts, Mathematics, Science and Social Studies and outperformed its District 30 counterparts.
- Create a school culture that is welcoming to parental involvement and engagement.

- Create a team of teachers and administrators committed to working with all students and parents to improve their social, emotional, and academic needs.

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

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

PLEASE NOTE THAT THE ANALYSIS BELOW AND THE DATA REPRESENTS A REPORT BASED ON THE NYS TESTING FOR 2011-2012. Data for the 2012-2013 school year has not yet been released by NYSED. Once the school gets the most recent data for 2012-2013 school year it will complete another analysis with new charts and tables.

ENGLISH LANGUAGE ARTS

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

Background

OWN has been working on curriculum revisions and enhancements to enact an English Language Arts program rich in authentic literature, non-fiction analysis, and writing. In 2009 and 2010 the ELA professional development experiences that were provided helped teachers to create ELA instructional mini-lessons and small group instruction for all students. The purpose of small group instruction was to use information from data collected to target skills development for each student. In 2010 OWN expanded its ELA coaching team from 2.0 FTE staff members to 2.5 FTE staff members.

Goal 1: Absolute Measure 1
 Each year through 2008-09, 75 percent of all tested students 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, 2010-11, and 2011-12, 75 percent of all tested students who are enrolled in at least their second year will perform at or above the state's Time Adjusted Level 3 cut scores on the New York State English language arts examination.¹

Method

The school administered the New York State Testing Program English language arts assessment to students in 3rd through 8th grade in April 2012. Each student's raw score has been 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, 2010-11, and 2010-12, the criterion for success on this measure requires students to have a Scale Score at or above the state's Time Adjusted Level 3 cut scores¹, presented in the table below.

Grade	Time Adjusted Cut Scores
	Level 3
3	657
4	654
5	654
6	654
7	652
8	652

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.

2011-12 State English Language Arts Exam Number of OWN Students Tested and Not Tested

Grade	Total Tested	Not Tested ²			Total Enrolled
		IEP	ELL	Absent	
3	74	0	0	0	74
4	75	0	0	0	75
5	74	0	0	0	74
6	74	0	0	0	74
7	72	0	0	0	72
8	97	0	0	0	97
All	466	0	0	0	466

¹ In order to abide by the measures to which schools are held accountable in their school's Accountability Plans, the Institute will continue to use the Time Adjusted Level 3 cut scores, which provide year-to-year consistency with the Plan's standard while accounting for the timing of the test administration (i.e., SED now gives the test later in the school year).

² 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

There were 439 grade 3-8 students enrolled in their second year as OWN students, of those 439 87.7% achieved a Scale Score at or above the Time Adjusted Level 3 cut score.

OWN Charter School Performance on 2011-12 State English Language Arts Exam By All Students and Students Enrolled in At Least Their Second Year

Grade	Population	Percent Scoring at or above Time Adjusted Level 3 Cut Score	Number Tested
3	All Students	79.7	74
	Students in At Least 2 nd Year	81.2	69
4	All Students	84.0	75
	Students in At Least 2 nd Year	83.8	74
5	All Students	97.3	74
	Students in At Least 2 nd Year	98.6	71
6	All Students	83.8	74
	Students in At Least 2 nd Year	87.0	69
7	All Students	90.3	72
	Students in At Least 2 nd Year	88.3	60
8	All Students	86.6	97
	Students in At Least 2 nd Year	87.5	96
All	All Students	86.9	466
	Students in At Least 2 nd Year	87.7	439

Evaluation

At each grade level OWN students surpassed the 75% benchmark established by this measure. The grade 5 performance is notable with 98.6% of students enrolled in at least their second year achieving a Scale Score at or above the state's Time Adjusted Level 3 cut scores. The above table also paints a picture in which one sees that students who are enrolled in at least their second year in the OWN ELA program achieved at higher levels than students who were newly enrolled.

Additional Evidence

The trend in ELA achievement for OWN students continues to be positive. The table below shows that between 201-11 and 2011-12 there was an increase of 4.2% in the number of students who earned a Scale Score at or above the Time Adjusted Level 3 cut score. Between 2010-11 and 2011-12 four of the six grade levels showed increases in their overall performance levels. There was an average decrease of 7.4% in the performance of the students in Grades 4 and 7 between 2010-11 and 2011-12. Grades 3, 5, 6 and 8 saw an average increase of 10.6%. The most notable increase was seen in grade 8 where the change was an increase from 70.7% to 87.5% meeting the goal.

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 in 2008-09 and a Scale Score at or above the Time Adjusted Level 3 cut score in 2009-10, 2010-11 and 2011-12			
	2008-09	2009-10	2010-11	2011-12

	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	91.5	71	86.6	67	71.2	73	81.2	69
4	83.1	71	91.8	73	90.1	71	83.8	74
5	84.7	98	84.7	72	94.3	70	98.6	71
6	87.6	89	85.7	98	75.8	66	87.0	69
7	91.9	62	85.4	89	96.8	94	88.3	60
8	75.0	60	85.9	64	70.7	82	87.5	96
All	85.8	451	86.6	463	83.5	455	87.7	439

Goal 1: Absolute Measure 2
 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 2011-12 is 148. 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 score for grade 3-8 OWN students on the 2011-12 English Language Arts exam was 164, which exceeds the state’s benchmark AMO of 148. Our World Neighborhood Charter School met and exceeded this accountability measure.

Calculation of 2011-12 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	2	32	61	5	466

$$\begin{aligned}
 \text{PI} &= 32 + 61 + 5 = 98 \\
 &+ 61 + 5 = 66 \\
 \text{PI} &= \mathbf{164}
 \end{aligned}$$

Evaluation
 As the table above shows the aggregate PI for OWN grade 3-8 students was 164, which exceeded the targeted benchmark of 148 by 18 points.

Additional Evidence

OWN has a history of exceeding the state’s benchmark AMO for English Language Arts. As the table below shows in 2008-09, 2010-11, and 2011-12 OWN’s performance index exceeded the state AMO by 42, 34, and 16 points respectively. It was only on the 2009-10 English Language Arts exam when OWN failed to meet the state’s AMO.

The table below also indicates that while the percent of students scoring at the very lowest level, Level 1, has remained relatively stable at 2%, there has been a decline in the percentage of students scoring at Level 2. It should be noted that the state did recalibrate the AMO in 2010-11 to reflect the revised cut scores in English Language Arts. OWN believes it is making positive moves towards meeting the goals set forth by the state.

English Language Arts 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		
2008-09	3-8	479	0	14	75	11	186	144
2009-10	3-8	478	5	38	50	7	152	169
2010-11	3-8	476	2	40	55	3	156	122
2011-12	3-8	466	2	32	61	5	164	148

Goal 1: Comparative Measure 3
 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, NYC District 30.

Method

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

Results

OWN Charter School’s aggregate performance for grades 3-8 students on the 2011-12 English Language Arts exam exceeded the performance of NYC District 30 students.

**2011-12 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 30 Students	
	Percent	Number Tested	Percent	Number Tested
3	65.2	69	52.9	3061
4	60.8	74	55.5	2951
5	74.6	71	56.3	3028
6	71.0	69	53.5	3307
7	63.3	60	52.5	2962
8	69.8	96	46.9	2968

All	67.7	439	53.0	18,277
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Evaluation

OWN students met and surpassed the comparative measure between OWN and District 30 students. At each grade level, OWN students enrolled in at least their second year outperformed District 30 students by as much as 22.9% in grade 8 (69.8% OWN versus 46.9% District 30), and as little as 5.3% in grade 4 (60.8% OWN versus 55.5% District 30). While 67.7% of all tested grade 3-8 OWN students in at least their second year earned level 3 and above, only 53.0% of all tested grade 3-8 District 30 students earned level 3 and above.

Additional Evidence

While 55.1% of grade 3-8 students across the State met or exceeded the ELA proficiency standard (an increase from 52.8% last year), only 53.0% of NYC District 30 grade 3-8 students met or exceeded the ELA proficiency standard. The change for District 30 between last year and this year was an increase of 3.7%. For students at OWN in at least their second year of enrollment there was an increase on 10.2% in the number of students who met or exceeded the ELA proficiency standard between last year and this year. In 2010-11, 57.5% of OWN student met or exceeded the ELA proficiency standard and in 2011-12 that number increased to 67.7%.

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							
	2008-09		2009-10		2010-11		2011-12	
	OWN Charter School	NYC District 30	OWN Charter School	NYC District 30	OWN Charter School	NYC District 30	OWN Charter School	NYC District 30
3	91.5	74.6	59.7	48.8	54.8	49.7	65.2	52.9
4	83.1	73.4	57.5	51.0	66.2	52.2	60.8	55.5
5	84.7	77.3	52.8	50.9	65.7	56.7	74.6	56.3
6	87.6	79.0	55.0	48.8	57.6	50.0	71.0	53.5
7	91.9	77.8	51.6	44.7	55.3	44.7	63.3	52.5
8	75.0	66.9	67.2	45.2	47.6	42.5	69.8	46.9
All	85.8	74.9	57.0	48.2	57.5	49.3	67.7	53.0

Goal 1: Comparative Measure 4

Each year, OWN 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. The Institute uses a regression analysis to control for the percentage of students eligible for free lunch among all public schools in New York State. The Institute compares the school's actual performance to the predicted performance of public schools with a similar 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 or performing higher than expected to a small degree, is the requirement for achieving this measure.

Given the timing of the state’s release of family income data, the 2011-12 analysis is not yet available. This report contains 2010-11 results, the most recent one available.

Results

For the 2010-11 results on the NYS ELA exam, the effect size in English Language Arts was 0.67. Our World Neighborhood Charter School students surpassed the measure by scoring higher than expected to a medium degree.

2010-11 English Language Arts Comparative Performance by Grade Level

Grade	Percent of Free Lunch Eligible Students	Number of Students Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	53	74	54.1	51.8	2.3	0.15
4		76	64.5	52.1	12.4	0.82
5		75	64.0	49.1	14.9	0.93
6		71	56.3	49.3	7.0	0.45
7		98	57.1	40.0	17.1	1.04
8		82	47.5	39.3	8.3	0.48
All		476	57.1	46.5	10.7	0.67

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

Evaluation

The school’s aggregate Effect size in English Language Arts was 0.67, which exceeded the benchmark goal of 0.3. It should be noted that while the school’s aggregate performance indicates an effect size that is higher than expected to a medium degree, that three out of the three out of the six tested grades demonstrated an effect size that is higher than expected to a large degree. As the table above shows, the difference between the predicted level of performance and the actual level of performance in grades 4, 5, and 7 resulted in effect sizes of 0.82, 0.93, and 1.04 respectively. The results in grades 6 and 8 were that students performed higher than expected to a small degree. Grade 3 results, while positive, were lackluster showing only achievement slightly higher that expected.

Additional Evidence

OWN Charter School students’ has shown some fluctuation between the 2007-08 and 2010-11. While in 2007-08, OWN students performed slightly lower than expected with an Effect Size of -0.06, it seemed to turn things around in 2008-09 when there was an increase in the Effect Size to 0.67 indicating that OWN students had achieved at levels higher that expected to a medium degree. In 2009-10 as the state recalibrated the cut scores for the English Language Arts exam the school’s Effect Size decreased to 0.23. However, by 2010-11 OWN students were once again performing at levels that were higher than expected to a medium degree as compared to similar schools across the state.

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
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
2009-10	3-8	39.5	478	56.5	53.5	0.23
2010-11	3-8	53.0	476	57.1	46.5	0.67

Goal 1: Growth Measure 5

On the current year’s state English language arts exam, 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. 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 of students performing at or above proficient. Each grade level cohort consists of those students who took the state exam in 2011-12 and also have a state exam score in 2010-11. It includes students who repeated the grade. Students who repeated the grade are included in their current grade level cohort, not the cohort to which they previously belonged. In addition, the school examines the aggregate of all cohorts to determine the growth of all students taking a state exam in both years.

Results

Between 201-1011 and 2011-2012 there were 370 students in the tested cohort for the two years. Of the 370 students 58.4 percent scored at or above level 3 in 2010-11. Based on the goal of this measure, a target of 66.7% was established for the 2011-12 exam. For the 2011-12 exam 68.1 percent of the 370 tested students scored at or above level 3. Of the five cohorts three met the established target for the 2011-12 exam.

Cohort Growth on State English Language Arts Exam from 2010-11 to 2011-12

Grade	Cohort Size	Percent Performing At or Above Level 3			Target Achieved
		2010-11	Target	2011-12	
4	74	54.1	64.6	60.8	NO
5	71	66.2	70.6	74.6	YES
6	69	59.4	67.2	71.0	YES
7	60	55.0	65.0	63.3	NO
8	96	57.3	66.2	69.8	YES
All	370	58.4	66.7	68.1	YES

Evaluation

The measure was not met because all five tested cohorts did not meet the targeted performance level. As the table above shows three of the five cohorts met the target and the overall school performance did beat the overall performance target.

The grade 4 and grade 7 cohorts did not meet the targeted performance level. The grade 4 target for 2011-12 was 64.6 but only 60.8 percent of the cohort scored at or above level 3. The grade 4 cohort missed the target by 3.8 percent.

While the underperformance was less severe for the grade 7 cohort, they missed the targeted performance level by 1.7 percent.

The grades 5, 6, and 8 cohorts showed moderate improvements in their performance levels. The grade 5 cohort had the highest levels of performance and showed the greatest gains as well. The grade 5 target for 2011-12 was 70.6 percent, the cohort met and surpassed the target by having 74.6 percent of the students score at or above level 3. The grade 6 and 8 cohorts also showed moderate improvements in their performance. Grade 6 beat its target by 3.8 percent and grade 8 beat its target by 3.6 percent. Provide a narrative explicitly stating whether or not the school met the measure; i.e. whether all of the cohorts achieved their targets. In addition, the evaluation may include how close each cohort came to its target, which cohorts' performance increased or decreased, and the overall performance of all cohorts.

Additional Evidence

While none of the grade 4-8 cohorts met the target growth measure in 2010-11, 3 of the cohorts met the target for the 2011-12 ELA exam.

Cohort Performance on State English Language Arts Exam

School Year	Cohort Grades	Number of Cohorts Meeting Target	Number of Cohorts
2008-09	4-8	4	5
2009-10	4-8	2	5
2010-11	4-8	0	5
2011-12	4-8	3	5

Goal 1: Growth Measure 6

Each year, on the Terra Nova Reading Composite, all grade-level cohorts of students (in grades K-3) will reduce by one half the gap between their average NCE in the previous year and an NCE of 50 in the current year. If a grade-level cohort exceeds an NCE of 50 in the previous year, the cohort is expected to show a positive gain 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 made towards the desirable outcome of grade level or an NCE of 50. Each grade level cohort consists of those students who took the same norm-referenced exam in 2010-11 and 2011-12. It includes students who repeated the grade. In addition, the school examines the aggregate of all cohorts to determine the growth of all students who took the exam in both years.

In May and June 2012, all K-3 students took the Terra Nova reading exam. The Terra Nova is a series of standardized achievement tests published by CTB/McGraw-Hill. The results are nationally norm-referenced, meaning that students' scores reflect their achievement in comparison to all students who took the test nationally.

Results

At the time of the writing of this report the school has not received results of the Terra Nova reading exam.

**Cohort Growth on Terra Nova Reading Test
from Spring 2011 to Spring 2012**

Grade	Cohort Size	Percent Performing At or Above NCE of 50			Target Achieved
		2010-11	Target	2011-12	
1					YES/NO
2					YES/NO
3					YES/NO
All					YES/NO

Evaluation

Evaluation will be done when the data are received.

Summary of the English Language Arts Goal

For the 2011-2012 New York State English Language Arts exam, OWN students continued to make progress towards meeting state proficiency standards. Students met the all absolute and comparative measures based on the NYS exam results for all tested grade 3-8 students.

Type	Measure	Outcome
Absolute	75 percent of all tested students enrolled in at least their second year will perform at or above at or above the Time Adjusted Level 3 cut score 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 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	On the 2011-12 state exam, each grade 4-8 level cohort will reduce by one-half the gap between the percent at or above level 3 on the 2010-11 state exam and 75 percent at or above Level 3.	Did Not Achieve
Growth	On the 2011-2012 Terra Nova Reading test, each grade 1-3 level cohort will reduce by one-half the gap between their average NCE in the previous year and an NCE of 50 in the current year.	Achieved/ Did Not Achieve

Action Plan

As New York State Education Department continues to increase the demands and rigor of its testing regime Our World Neighborhood Charter School has committed itself to not only responding to these changes but also taking proactive steps to improve and increase the rigor of its curriculum, instructional practices, and assessment protocols. During the 2011-2012 school year teachers at all grade levels began the process of transitioning the school's English Language Arts curriculum to align with NYS's Common Core Curriculum standards. Teachers, coaches, and administrators also began the process of mapping the curriculum and engaging in a detailed school improvement program. This program includes

the use of data-driven decision-making, professional learning communities, peer review, and teacher and school leader evaluations. In addition the school took steps in early 2011 to look at its practices as it relates to remediation and serving students who struggled with reading and writing, those with disabilities, and English language learners. During the upcoming pre-service workshops and in early September 2012 the school will engage in a process of analyzing the impact of its remediation protocols of 2011 to see how, where, and if they were effective in producing improved student outcomes. The school believes that the most efficient and effective ways for all students to meet with academic success is to address reading and writing difficulties early in the academic lives of all children. The school is also revising the manner in which it will screen for reading and writing difficulties in K-2 and use its remediation team and Reading Recovery in grade 1 to address learning gaps.

MATHEMATICS

Goal 2: Mathematics
All students attending Our World Neighborhood Charter School will demonstrate competency in their understanding and application of mathematical computation and problem solving.

Background

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

Goal 2: Absolute Measure 1
 Each year through 2008-09, 75 percent of all tested students enrolled in at least their second year will perform at or above Level 3 on the New York State mathematics examination.

 In 2009-10, 2010-11, and 2011-12, 75 percent of all tested students who are enrolled in at least their second year will perform at or above the state’s Time Adjusted Level 3 cut scores on the New York State mathematics examination.³

Method

The school administered the New York State Testing Program mathematics assessment to students in 3rd through 8th grade in April 2012. Each student’s raw score has been 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, 2010-11, and 2010-12, the criterion for success on this measure requires students to have a Scale Score at or above the state’s Time Adjusted Level 3 cut scores¹, presented in the table below.

Grade	Time Adjusted Cut Scores
	Level 3
3	656

³ In order to abide by the measures to which schools are held accountable in their school’s Accountability Plans, the Institute will continue to use the Time Adjusted Level 3 cut scores, which provide year-to-year consistency with the Plan’s standard while accounting for the timing of the test administration (i.e., SED now gives the test later in the school year).

4	655
5	653
6	653
7	651
8	652

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.

**2011-12 State Mathematics Exam
Number of OWN Students Tested and Not Tested**

Grade	Total Tested	Not Tested ⁴			Total Enrolled
		IEP	ELL	Absent	
3	73	0	0	1	74
4	75	0	0	0	75
5	74	0	0	0	74
6	74	0	0	0	74
7	72	0	0	0	72
8	97	0	0	0	97
All	465	0	0	1	466

Results

On the 2011-2012 NYS Mathematics examinations, 95.2% of all grade 3-8 OWN students in at least their 2nd year scored at or above the Time Adjusted Level 3 Cut Score.

**OWN Charter School Performance on 2011-12 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Population	Percent Scoring at or above Time Adjusted Level 3 Cut Score	Number Tested
3	All Students	100.0	73
	Students in At Least 2 nd Year	<u>100.0</u>	68
4	All Students	92.0	75
	Students in At Least 2 nd Year	<u>91.9</u>	74
5	All Students	97.3	74
	Students in At Least 2 nd Year	<u>97.2</u>	71
6	All Students	97.3	74
	Students in At Least 2 nd Year	<u>97.1</u>	69
7	All Students	93.1	72
	Students in At Least 2 nd Year	<u>93.3</u>	60
8	All Students	91.8	97

⁴ 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	92.7	96
All	All Students	95.10	465
	Students in At Least 2 nd Year	95.2	438

Evaluation

OWN students met and surpassed the absolute attainment measure by 20.2%. The target goal was 75%, but 95.2% of OWN students in grades 3-8 scored at or above the Time Adjusted Level 3 Cut Score. While all 100% of grade 3 students met the benchmark, it should be noted that in grades 4, 5, 6, 7, and 8 the percent of students meeting the benchmark exceeded 90%.

Additional Evidence

Between 2011 and 2012 there was a decline of 3% in the aggregate percent of OWN grade 3-8 students enrolled in at least their 2nd year who scored at or above the Time Adjusted Level 3 cut score. In 2011 there were 97.8% compared to 95.2% in 2012 who met the Time Adjusted Level 3 benchmark. Between 2011 and 2012 one grade level performance level stayed the same (grade 3), one grade level increased (grade 6, by 3.2%), and four grade levels showed a decrease (grades 4, 5, 7, and 8) by as much as little as 2.8% and as much as 5.6%.

As the table below indicates the performance of grade 3 students has been very stable, with all 100% of them meeting the time adjusted level 3 cut score benchmark. Overtime, from 2009 through 2012 the performance levels in grades 4-8 have fluctuated. However, it should be noted that in grades 5, 6, and 7, the performance level of students has always exceeded 90% during the last four years. It is in grades 4 and 8 that one will notice that in 2008, the performance levels were below 90%; 86% in grade 4 and 87% in grade 8. Since that time over 90% of grades 4 and 8 students in at least their 2nd year have scored at or above the time adjusted level 3 cut score.

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 in 2008-09 and a Scale Score at or above the Time Adjusted Level 3 cut score in 2009-10, 2010-11 and 2011-12							
	2008-09		2009-10		2010-11		2011-12	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	100.0	71	100.0	66	100.0	73	100	68
4	85.9	71	90.4	73	95.8	71	91.9	74
5	94.7	95	90.3	72	100.0	70	97.2	71
6	91.0	89	95.8	95	93.9	66	97.1	69
7	98.3	61	92.0	88	98.9	93	93.3	60
8	86.6	60	96.9	64	97.6	82	92.7	96
All	92.8	446	94.1	458	97.8	455	95.2	438

Goal 2: Absolute Measure 2

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 2011-12 is 158. 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 for all grade 3-8 students was 177 in 2012.

Calculation of 2011-12 Mathematics Performance Index (PI)

Grades	Percent of Students at Each Performance Level				Number Tested
	Level 1	Level 2	Level 3	Level 4	
3-8	2	19	42	37	466

$$\begin{aligned}
 \text{PI} &= 19 + 42 + 37 = 98 \\
 &+ 42 + 37 = 79 \\
 \text{PI} &= 177
 \end{aligned}$$

Evaluation

The aggregate performance index (PI = 177) of all tested OWN grade 3-8 students exceeded the state established AMO of 158. In fact, OWN surpassed the goal by 19 points.

Additional Evidence

The state recalibrated the AMO in 2010-11 to reflect the revised cut scores for the Mathematics exam. The percentage of OWN students scoring at Level 1 during the last two years has remained stable at 2%. The PI decreased by 1 point, going from 178 in 2010-11 to 177 in 2011-12. While the OWN PI exceeds the state’s established AMO for both years, it should be watched to make sure that the trend from year to year should be an increase in the school’s PI.

OWN 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		
2008-09	3-8	474	0	7	62	31	193	168
2009-10	3-8	479	3	31	40	27	165	174
2010-11	3-8	476	2	18	45	35	178	137
2011-12	3-8	466	2	19	42	37	177	158

Goal 1: Comparative Measure 3

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

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

Results

The aggregate percent of grade 3-8 students enrolled in at least their 2nd year at Our World Neighborhood Charter School who scored at or above level 3 on the mathematics exam was 79.9% compared to 68.6% of all tested NYC District 30 students.

**2011-12 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	79.4	68	63.3	3126
4	70.3	74	71.6	3017
5	94.4	71	69.5	3101
6	82.6	69	68.9	3392
7	81.7	60	69.5	3040
8	73.9	96	69.1	3038
All	79.9	438	68.6	18,714

Evaluation

Our World Neighborhood Charter School met the local district comparative measure. OWN exceeded the aggregate District 30 performance level by 11.3 %. OWN students outperformed their NYC District 30 counterparts in grades 3, 5, 6, 7, and 8. In grade 4, NYC District 30 students outperformed their OWN counterparts by 1.3 points. The table above indicates that OWN students outperformed their NYC District 30 counterparts by as much as 24.9% in grade 5 and as little as 4.8% in grade 8.

Additional Evidence

Across New York State 64.8% of grade 3-8 students met or exceeded the Math proficiency standard (up from 63.3% in the previous year). For NYC District 30 there was an increase of 3.9% between 2010-11 and 2011-12 in the number of grade 3-8 students who met or exceeded the Math proficiency standard. While there was a decrease in the overall OWN performance during that same two-year period, a decrease from 81.4% in 2010-11 to 79.9% in 2011-12, OWN students continued to outperform its District 30 counterparts.

**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
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	2008-09		2009-10		2010-11		2011-12	
	OWN Charter School	NYC District 30	OWN Charter School	NYC District 30	OWN Charter School	NYC District 30	OWN Charter School	NYC District 30
3	100.0	94.3	68.2	57.2	74.0	55.8	79.4	63.3
4	85.9	88.1	64.4	62.7	81.7	66.4	70.3	71.6
5	94.7	88.7	62.5	66.9	87.1	70.6	94.4	69.5
6	91.0	83.9	69.5	63.7	78.8	64.4	82.6	68.9
7	98.3	87.6	69.3	63.3	86.0	67.2	81.7	69.5
8	86.6	80.8	68.8	57.3	79.3	63.7	73.9	69.1
All	92.8	87.2	67.2	61.9	81.4	64.7	79.9	68.6

Goal 2: Comparative Measure 4

Each year, OWN Charter 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. The Institute uses a regression analysis to control for the percentage of students eligible for free lunch among all public schools in New York State. The Institute compares the school's actual performance to the predicted performance of public schools with a similar 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 or performing higher than expected to a small degree, is the requirement for achieving this measure.

Given the timing of the state's release of family income data, the 2011-12 analysis is not yet available. This report contains 2010-11 results, the most recent one available.

Results

OWN Charter School's overall comparative performance on the 2010-11 Mathematics examination was higher than expected to a large degree. The school's aggregate effect size was determined to be 1.19.

2010-11 Mathematics Comparative Performance by Grade Level

Grade	Percent of Free Lunch Eligible Students	Number of Students Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	53	74	74.4	56.0	18.4	1.03
4		76	81.6	62.8	18.9	1.15
5		75	84.0	62.0	22.0	1.24
6		71	76.0	57.0	19.0	0.98
7		98	86.7	57.4	29.3	1.46
8		82	79.2	52.9	26.4	1.20
All		476	80.7	57.91	22.8	1.19

School's Overall Comparative Performance:

Higher than expected to a large degree

Evaluation

OWN Charter School's aggregate Effect Size exceeded the benchmark of 0.3 by 0.89 points. At each grade level the comparative performance of OWN students in mathematics was higher than expected to a large degree. The Effect Sizes ranged from 0.98 in grade 6 to 1.46 in grade 7, thus demonstrating a positive effect of the OWN mathematics curriculum, pedagogy, and instructional practices on student mathematics achievement.

Additional Evidence

As the table below shows, there was a negative effect size of -0.11 for the 2007-2008 mathematics exam. At that time students' performance was slightly lower than expected. During the next two years, mathematics performance improved so that in student performance has ranged from an effect size of 0.38 to 1.19. The school's commitment to increasing the amount of instructional time devoted to mathematics and the time and funds committed to transitioning the school's curriculum to common core standards has been fruitful.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
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
2009-10	3-8	39.5	479	67.2	61.2	0.38
2010-11	3-8	53.0	476	80.7	57.91	1.19

Goal 2: Growth Measure 5

On the current year's state mathematics exam, 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. 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 of students performing at or above proficient. Each grade level cohort consists of those students who took the state exam in 2011-12 and also have a state exam score in 2010-11. It includes students who repeated the grade. Students who repeated the grade are included in their current grade level cohort, not the cohort to which they previously belonged. In addition, the school examines the aggregate of all cohorts to determine the growth of all students taking a state exam in both years.

Results

Of the five tested cohorts only two met the 2011-12 performance target.

Cohort Growth on State Mathematics Exam from 2010-11 to 2011-12

Grade	Cohort Size	Percent Performing At or Above Level 3			Target Achieved
		2010-11	Target	2011-12	
4	74	73.0	74.0	70.3	NO
5	71	81.7	81.8	94.4	YES
6	69	82.6	82.7	82.6	NO
7	60	75.0	75.1	81.7	YES
8	96	86.5	86.6	73.9	NO
All	370	80.3	80.4	80.0	NO

Evaluation

Since all the cohorts did not achieve their targets OWN students did not meet the established growth measure. The target for grade 4 was set at 74%, however, only 70.3% scored at or above level 3. While the grade 6 cohort did not meet the target of 82.7%, they missed the mark by 0.1%. The grade 8 cohort showed the greatest discrepancy in meeting the target. The goal was set at 86.6% but only 73.9% of the cohort scored at or above level 3; this was 12.7% below the goal. Given the size of the grade 8 cohort and the large gap between the goal and current level of attainment it was not surprising that the entire grade 4-8 cohort failed to meet the target. The overall target was 80.4%, but only 80.0% performed at or above level 3.

Additional Evidence

As the table below shows, there was a considerable drop in the number of cohorts that met their performance goals in mathematics between the 2010-11 and 2011-12 exams.

Cohort Performance on State Mathematics Exam

School Year	Cohort Grades	Number of Cohorts Meeting Target	Number of Cohorts
2008-09	4-8	3	5
2009-10	4-8	2	5
2010-11	4-8	5	5
2011-12	4-8	2	5

Goal 2: Growth Measure 6

Each year, on the Terra Nova Mathematics Composite, all grade-level cohorts of students (in grades K-3) will reduce by one half the gap between their average NCE in the previous year and an NCE of 50 in the current year. If a grade-level cohort exceeds an NCE of 50 in the previous year, the cohort is expected to show a positive gain 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 made towards the desirable outcome of grade level or an NCE of 50. Each grade level cohort consists of those students who took the same norm-referenced exam in 2010-11 and 2011-12. It includes students who repeated the grade. In addition, the school examines the aggregate of all cohorts to determine the growth of all students who took the exam in both years.

In May and June 2012, all K-3 students took the *Terra Nova* reading exam. The *Terra Nova* is a series of standardized achievement tests published by CTB/McGraw-Hill. The results are nationally norm-referenced, meaning that students' scores reflect their achievement in comparison to all students who took the test nationally.

Results

At the time of writing this report the school has not received the K-3 Terra Nova results

Cohort Growth on Cohort Growth on Terra Nova Test from Spring 2011 to Spring 2012

Grade	Cohort Size	Percent Performing At or Above NCE of 50			Target Achieved
		2010-11	Target	2011-12	
1					YES/NO
2					YES/NO
3					YES/NO
All					YES/NO

Evaluation

At the time of writing this report the school has not received the K-3 Terra Nova results

Cohort Growth on Terra Nova Mathematics Test from Spring 2011 to Spring 2012

Grade	Cohort Size	Average NCE			Target Achieved
		2010-11	Target	2011-12	
K					YES/NO
1					YES/NO
2					YES/NO
3					YES/NO
All					YES/NO

ADDITIONAL & OPTIONAL MATHEMATICS DATA

Goal 2: Absolute Measure
 Each year, 75 percent of Grade 8 students who take the New York State Regents Integrated Algebra mathematics exam will score at least 65.

Method

The school administered the New York State Regents Integrated Algebra exam to a group of Grade 8 students in June 2012. The school scores Regents on a scale from 0 to 100; students must score at least 65 to pass and at least 80 to be designated as college ready. The state has designated that students who earn a score of at least 80 on a given mathematics Regents exam has earned a college ready score.

Results

On the New York State Regents Integrated Algebra exam, 100% of all tested Grade 8 students earned a passing grade of at least 65. In fact, 100% scored at levels designated as college ready by the New York State Education Department by scoring above 80 on the mathematics Regents exam.

**2012 Mathematics Regents—Integrated Algebra
Performance Level and Passing**

Year	Number Tested	Percent of students scoring at or above			Percent Passing
		55	65	85	
2012	25	100.0	100.0	80.0	100.0%

Evaluation

The twenty-five grade 8 students who took the Integrated Algebra Regents exam were faced with completing a very challenging high school level course while also preparing to take the New York State grade 9 mathematics exam. All twenty-five students passed the Regents exam, but it should be noted that 5 students scored between 80 and 84; 12 students scored between 85 and 89; and 8 students scored between 90 and 100 on the Integrated Algebra Regents exam. These are very strong results.

Goal 2: Comparative Measure
Each year, the percent of grade 8 OWN students passing the Integrated Algebra Regents mathematics exam with a score of 65 or above will exceed that of NYC District 30.

Method

The school compares the performance of its Grade 8 students who take the New York State Regents Integrated Algebra mathematics exam to the performance of all NYC District 30 students who took the same exam. Given that students may take Regents exam up through the summer of their fourth year, the most recently available district results are presented. Our World Neighborhood Charter School has also chosen to compare its results to three neighboring district 30 middle schools—IS 204, IS 227, and IS230 who also administer the exam to grade 8 students.

Results

At the time of the writing of this report the relevant data on how NYC District 30 students performed on the 2012 Integrated Algebra Regents exam is not available.

**2012 Mathematics Regents—Integrated Algebra
by OWN Charter School and Three District 30 Schools**

Year	OWN Charter School			IS 204		IS 227		IS 230				
	Percent at or above		Nos. tested	Percent at or above		Nos. tested	Percent at or above		Nos. tested	Percent at or above		Nos. tested
	65	85		65	85		65	85		65	85	
2012	100%	80%	25									
2011	NA	NA	NA	96%	22%	81	100%	80%	86	100%	91%	34

Evaluation

At the time of the writing of this report the relevant data on how NYC District 30 students performed on the 2012 Integrated Algebra Regents exam is not available.

Summary of the of the Mathematics Goal

OWN students in aggregate continued to make positive strides towards proficiency of the NYS mathematics standards. While there was improvement in the overall numbers and percentages of students meeting proficiency standards, the individual student growth from spring 2011 to spring 2012 was not at the targeted levels.

OWN is also proud of the accomplishments of its grade 8 students who took the NYS Regents Integrated Algebra exam in June 2012. All students passed the exam and all scored above 80% on the exam.

Type	Measure	Outcome
Absolute	75 percent of all tested grade 3-8 students enrolled in at least their second year will perform at or above at or above the Time Adjusted Level 3 cut score 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 grade 3-8 students 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	On the 2011-12 state exam, each grade 4-8 level cohort will reduce by one-half the gap between the percent at or above level 3 on the 2010-11 state exam and 75 percent at or above Level 3.	Did Not Achieve
Growth	On the 2011-2012 Terra Nova Mathematics test, each grade 1-3 level cohort will reduce by one-half the gap between their average NCE in the previous year and an NCE of 50 in the current year.	
Additional Absolute	On the 2011-2012 NYS Regents Integrated Algebra exam, 75% of tested grade 8 students will score at least 65%.	Achieved
Additional Comparative	On the 2011-2012 NYS Regents Integrated Algebra exam, a greater proportion of tested OWN students will score 65% than students in NYC District 30.	

Action Plan

While showing progress in the numbers and percentages of students meeting proficiency standards in Mathematics, OWN is committed to ensuring that more students show growth in their scale scores from one year to the next. In addition to using its after school remediation program, OWN will revisit its use of data in identifying students who are not making standards and created a program of targeted instruction for those students within the classroom.

SCIENCE

Goal 3: Science

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

Background

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

Goal 3: Absolute Measure 1

Each year, 75 percent of all tested students 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 2012. The school converted each student’s raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4.

Results

At the time of the writing of this report the NYS Science exam scores have not been released.

**OWN Charter School Performance on 2010-11 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						
	Students in At Least 2 nd Year						
8	All Students						
	Students in At Least 2 nd Year						

Evaluation

At the time of the writing of this report the NYS Science exam scores have not been released.

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Levels 3 and 4							
	2008-09		2009-10		2010-11		2011-12	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
4	90.1	71	90.2	72	93.0	71		
8	71.7	60	79.7	64	73.2	82		

All	82.4	131	85.3	136	82.4	153		
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Goal 3: Comparative Measure 2
 Each year, the percent of all tested students 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 NYC District 30.

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

Results
 At the time of the writing of this report, the school does not have access to the NYC District 30 performance levels on either the grade 4 or grade 8 exams. However, during the last five years, OWN students in grades 4 and 8 have outperformed their NYC District 30 counterparts and it is anticipated that the 2012 data will reflect that trend.

**2011-12 State Science 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
4				
8				

Evaluation
 At the time of the writing of this report the NYS Science exam scores have not been released.

**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							
	2008-09		2009-10		2010-11		2011-12	
	OWN Charter School	NYC District 30	OWN Charter School	NYC District 30	OWN Charter School	NYC District 30	OWN Charter School	NYC District 30
4	90.1	82.0	90.2	84.0	93.0	85.0		
8	71.7	61.0	79.7	66.0	73.2	65.0		
All	82.4	71.5	85.3	75.2	83.4	75.1		

ADDITIONAL & OPTIONAL SCIENCE DATA

Goal 3: Absolute Measure

Each year, 75 percent of Grade 8 students enrolled in the New York Regents science course—Living Environment will score at least 65 on a New York State Regents science exam.

Method

New York State administers multiple high school science assessments; current Regent exams are Living Environment, Earth Science, Chemistry and Physics. OWN Charter School administered Living Environment to one of its three Grade 8 sections. It scores Regents on a scale from 0 to 100; students must score at least 65 to pass. The New York State Education Department reports the results annually through the Comprehensive Information Report of the New York State School Report Card for each school and district. Scores are reported as percentage of students scoring at or above 55, 65 and 85.

Results

There were 20 tested grade 8 students, 100% of them passed the Living Environment Science Regents exam.

OWN Charter School Science Regents—Living Environment Performance

Year	Number Tested	Percent of students scoring at or above			Percent Passing
		55	65	85	
2012	20	100%	100%	85%	100%

Evaluation

All grade 8 students who were enrolled in the Living Environment Regents course passed the exam. It is notable that 100% of the students scored above 80 on the exam and that 85% of them scored above 85.

Additional Evidence

OWN Charter School is proud of the accomplishments of its first group of grade 8 students who took this high school Regents course in its first year of implementation.

Goal 3: Comparative Measure

Each year, the percent of OWN grade 8 students passing the Regents Science exam—Living Environment with a score of 65 or above will exceed that of comparable NYC District 30 schools.

Method

The performance of OWN grade students enrolled in Living Environment is compared to that of the respective students in the NYC District 30 schools. Given that students may take Regents exam up through the summer of their fourth year, the most recently available district results are presented. OWN has chosen IS 227 Louis Armstrong, which is one of the only schools in NYC District 30 that administers the Regents—Living Environment exam to its grade 8 students. Renaissance was also chosen as a charter school in the local district, but it should be noted that the data presented for Living Environment might include high school students and grade 8 students. The cumulative NYC District 30 data includes all students in grades 8-12 who took the Living Environment exam in either June or August of the designated year.

Results

At the writing of this report OWN cannot compare its 2012 data with the comparison schools listed below. However, to give the school some framework for understanding how its students did relative to other students in District 30 and other grade 8 programs in the district, the school has listed the available 2011 data for the comparison schools. It would appear that OWN students are performing within reason with the comparison schools.

2012 Science Regents—Living Environment by OWN Charter School and Two District 30 Schools

Year	OWN Charter School			NYC District 30			IS 227			Renaissance Charter		
	Percent at or above		Nos. tested	Percent at or above		Nos. tested	Percent at or above		Nos. tested	Percent at or above		Nos. tested
	65	85		65	85		65	85		65	85	
2012	100%	80%	25									
2011	NA	NA	NA	75%	16%	3315	100%	60%	83	94%	24%	49

Evaluation

The data for NYC District 30, IS 227, and Renaissance Charter School for 2012 are not yet available for the school to make an comparative evaluation on its performance on the 2012 Regents Living Environment Exam.

Summary of the Science Goal

At the writing of this report the 2012 data for grade 4 and 8 students on the NYS Science examinations were not released. Therefore an analysis was not completed.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above Level 3 on the New York State examination.	Achieved/ Did Not Achieve
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at 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/ Did Not Achieve
Absolute	Each year, 75 percent of all tested Grade 8 students will pass the Living Environment Regents exam with a score of at least 65.	Achieved
Comparative	Each year, the percent of tested grade 8 students in Living Environment Regents course will be greater than that of all students in NYC District 30, IS 227, and Renaissance Charter School	Achieved

Action Plan

The school is proud of the success of its 8th grade students on the newly implemented science Regents course—Living Environment. The school will take a close look at the data gathered on student performance to ensure that it makes the needed adjustments to the current curriculum, pedagogical practices, and assessments to ensure the future success of

new cohorts of grade 8 students. The school will also invest more funds in the science lab and equipment for this program and provide additional professional development for its teachers.

During late spring 2012 Common Core Standards in Science were released for public comment. The school’s leadership has begun conversations with the school’s Board of Trustees and science teachers to begin taking a look at the expectations of these new science standards and what steps the schools should be taking to ensure that it is prepared to transition to future changes and demands in the science curriculum.

NCLB

Goal 4: NCLB
 Under the NYS’ NCLB accountability system, OWN Charter School’s Accountability Status will be “Good Standing” each year.

Goal 4: Absolute Measure 1
 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 No Child Left Behind (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

OWN Charter school did not meet this measure for the 2011-2012 school year and was designated as a School in Need of Improvement, since the subgroup, students with disabilities, did not make Adequate Yearly Progress (AYP) for two consecutive years.

Evaluation

Since the inception of OWN Charter School, all students and the NCLB designated subgroups have made Adequate Yearly Progress in both English Language Arts and Mathematics. When NY State Education Department adjusted the standards of its testing regime, OWN students with disabilities did not perform well on the English Language Arts exam in both 2010 and 2011. In both 2010 and 2011, OWN students with disabilities met AYP in Mathematics.

Other subgroups, such as Limited English Proficient, Disadvantaged, Black and Hispanic student met and surpassed AYP standards in both English Language Arts and Mathematics in 2010 and 2011.

NCLB Status by Year

Year	Status
2007-08	Good Standing
2008-09	Good Standing
2009-10	Good Standing
2010-11	Good Standing

2011-12	School in Need of Improvement
2012-13	Good Standing

PARENT AND STUDENT SATISFACTION

Goal 5: Parent Satisfaction

Parents and students at OWN Charter will indicate satisfaction with the school's educational programs.

Goal 5: Measure 1

Each year, parents will express satisfaction with the school's educational program, based on a Parent Survey with at least two-thirds of parents providing a positive response to each survey item.

Method

Beginning in March, the New York City Department of Education distributes surveys to all families in the school. The survey can be completed either online or on paper. If completed on paper, the parent is provided with an envelope in which they return the survey directly to the agents who collate and analyze the data. The New York City Department of Education then sends the completed analysis and survey report to the school and also publishes the data on their website.

Results

The response rate for the 2011-2012 NYC School Survey conducted by the NYC Department of Education was 36%. Given that the response rate is low, the data should be read with caution. Overall, parents continue to express confidence in the quality of the education that their children receive.

2011-12 Parent Satisfaction Survey Response Rate

Number of Responses	Number of Families	Response Rate
199	552	36%

2011-12 Parent Satisfaction on Key Survey Results

Item	Percent of Respondents Satisfied
The school has high expectations for my child	94%
The quality of my child's teacher(s) this year	99%
The school clearly communicates its expectation for my child's learning to me and my child	96%
I feel welcome at my child's school	96%
My child is safe in school	89%

Evaluation

The response rate is very low and the school must take greater steps to discern why the rate is so low and then take steps to improve the response rate of the families. While in most areas of questioning parents express great satisfaction at rates above 90%, it is worth exploring why in the area of school safety that parents responded that they did not know about a particular situation. For example, when asked, is there gang activity in my child's school, 78% said never, 1% said once in a while, 1% said very often, but 21% said they did not know. Again, these types of response indicates that

the school needs to take more proactive steps in communicating and educating parents about the school’s culture and things that are happening in the school.

Goal 5: Measure 2

Each year, 90% of all students enrolled during the course of the year will return the following September, excepting those students who have moved out of District 30.

Method

During the school year, both the School Secretary and Admissions and Enrollment Coordinator are charged with monitoring the numbers of students who enroll and withdraw from the school. All students who withdraw are asked to complete a withdrawal form in which the school seeks information such as why and where they are moving to.

Results

Of the 694 students enrolled in June 2011, 82 graduated as 8th graders, 15 students left OWN and moved out of state and out of the district, 22 students transferred from OWN to other local District 30 schools. Based on these numbers the retention rate is 94.0%.

2011-12 Student Retention Rate

2010-11 Enrollment	Number of Students Who Graduated in 2010-11	Number of Students Who Returned in 2011-12	Retention Rate 2011-12 Re-enrollment ÷ (2010-11 Enrollment – Graduates)
694	82	575	94.0

Evaluation

OWN has a very stable student population in which over 90% of its students in K-7 return from one year to the next. Between June 2011 and September 2011, 15 students left OWN because their families were moving out of the district and even out of the state. The greatest influx of students occurs in grades 6 and 7. Of the 11 students in grades 6 and 7 who transferred from OWN, three transferred to competitive New York City independent schools on academic scholarships and four were accepted into one of the cities premier school’s that have a Grade 7-12. As the table below shows the retention rate continues to be around 94% each year.

Additional Evidence

Year	Retention Rate
2008-09	95.2%
2009-10	94.7%
2010-11	94.8%
2011-12	94.0%

Goal 5: Measure 3

Each year, the school will have a daily attendance rate of at least 95 percent.

Method

OWN tracks student attendance using the NY City Department of Education’s ATS student management system. Teachers take daily attendance in their classrooms, passing that information along to the school’s Attendance Secretary,

who then inputs the attendance data into ATS. ATS calculates and reports back to the school a monthly attendance rate from September to June. The school finds the yearly attendance rate by calculating the average of the monthly attendance rate calculated and reported by the NY City Department of Education’s ATS student management system.

Results

The average annual attendance rate for all students (K-8) was calculated to be 95.8%.

Evaluation

OWN Charter School met the attendance measure. Student attendance rates are relatively stable. The school experiences a drop off in attendance in the later part of June and at the beginning of school in late August, when immigrant families send their children abroad.

Additional Evidence

Year	Average Daily Attendance Rate
2008-09	95.2%
2009-10	95.7%
2010-11	94.0%
2011-12	95.8%

FISCAL SOUNDNESS AND LEGAL COMPLIANCE

Goal 6: Fiscal Soundness and Legal Compliance
OWN Charter School will be a strong, viable organization, which carries out sound fiscal and legal practices.

Goal 6: Measure 1
 Each year, OWN Charter School will operate 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 and the school’s administration plans and creates the budget always keeping in mind the need to have a balanced budget.

Results

During the 2011-2012 school year OWN operated a balanced budget. By January 2012 the school revisited its budget to make revisions based on earlier projections and it was able to demonstrate that the school continued to operate within its means. There was also a small budgetary surplus.

Goal 6: Measure 2

Each year, OWN Charter School 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 reviews the audit reports with the school’s administration to ensure that any required corrective action is taken in a timely manner.

Results

During the 2011-2012 school year OWN met this measure. There were no recommended corrective actions from SUNY, Charter Schools Institute or the external auditor. During the school year OWN engaged in a Title I Audit with members of the NYS Education Department. The audit was completed and all recommendations made by NYS Education Department were accepted and addressed by the school-based team.

Goal 6: Measure 3

Each year, OWN Charter School 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 provision of its by-laws, Provisional Charter (certificate of incorporation) and Charter Agreement.

OWN met this measure. In response to changes in New York Open Meetings Law, members of the school’s leadership team and Board of Trustees attended a workshop on the topic given by CEI-PEA. The school has continued to monitor its compliance with all federal and state laws, rules and regulations and believes that it continues to be in compliance with all such laws, rules and regulations.

Appendix B: Instructional Timetable

This Table is required only of Board of Regents-authorized charter schools.

2012-2013 Instructional Time	
Total number of instructional days for the 2011-2012 school year	190
First and last day of the 2011-2012 school year	08/29/12 06/26/2013
Length of school day (please note if schedule varies throughout the week or the year)	K-5: 7:50 to 3:00 Gr.6-8:8:00to 3:30

Appendix C: Total Expenditures and Administrative Expenditures per Child

<u>ACCOUNT NO. / DESCRIPTION</u>	<u>Annual Budget</u>	<u>Current Mth. Act.</u>	<u>YTD Actual</u>	<u>Budget YTD</u>	<u>Budget Variance</u>	<u>Remaining Bud. Bal.</u>
REVENUE						
Per Pupil Rev Local	9,333,632.00	792,475.45	9,256,994.72	9,333,632.00	(76,637.28)	(76,637.28)
Per Pupil Revenue - Special Ed	286,800.00	13,726.06	238,463.17	286,800.00	(48,336.83)	(48,336.83)
Title I Revenue	280,000.00	85,309.96	281,579.83	280,000.00	1,579.83	1,579.83
Title Funding - Other	26,616.00	1,814.42	28,019.78	26,616.00	1,403.78	1,403.78
E-Rate Revenue	60,200.00	0.00	67,652.17	60,200.00	7,452.17	7,452.17
Food Subsidy - Federal aid	133,584.00	13,824.79	146,229.92	133,584.00	12,645.92	12,645.92
Food Subsidy - State aid	5,244.00	522.00	5,639.14	5,244.00	395.14	395.14
Food Sales - Non Reimbursable	36,420.00	3,864.00	41,337.50	36,420.00	4,917.50	4,917.50
Fundraising - Development	54,500.00	0.00	9,499.20	54,500.00	(45,000.80)	(45,000.80)
Fundraising - Other	4,000.00	433.00	8,898.85	4,000.00	4,898.85	4,898.85
Textbook Donation (FAMIS)	55,635.00	0.00	54,854.00	55,635.00	(781.00)	(781.00)
Interest Income	3,940.00	477.04	4,961.05	3,940.00	1,021.05	1,021.05
Student Activities Revenue	16,000.00	16,934.25	21,892.15	16,000.00	5,892.15	5,892.15
Revenue - Other	15,000.00	2,613.90	14,842.23	15,000.00	(157.77)	(157.77)
Contributions - Inkind	0.00	0.00	0.00	0.00	0.00	0.00
CSI Grant	71,943.00	0.99	71,944.45	71,943.00	1.45	1.45
State - Special Legislative Grant	0.00	0.00	0.00	0.00	0.00	0.00
Other Grants	0.00	0.00	0.00	0.00	0.00	0.00
Restricted Grant	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL REVENUE	\$10,383,514.00	\$931,995.86	\$10,252,808.16	\$10,383,514.00	(\$130,705.84)	(\$130,705.84)
EXPENDITURES						
Admin & Personnel Costs						
Administrative Staff	582,449.94	45,788.20	585,977.14	582,449.94	3,527.20	(3,527.20)
Executive Management	201,945.12	15,578.76	189,441.12	201,945.12	(12,504.00)	12,504.00
Instructional Management	341,396.44	29,166.66	331,595.22	341,396.44	(9,801.22)	9,801.22
Directors & Coordinators	261,554.00	6,718.59	234,570.70	261,554.00	(26,983.30)	26,983.30
Operations & Business Manager	191,086.15	16,548.18	190,022.93	191,086.15	(1,063.22)	1,063.22
Instructional Personnel Costs						
Salarier-Regular	2,138,284.84	179,593.94	2,112,862.44	2,138,284.84	(25,422.40)	25,422.40
Salaries - SPED Staff	178,400.00	13,782.16	179,890.50	178,400.00	1,490.50	(1,490.50)
Salaries Assistant Teacher	523,183.03	17,046.19	465,553.34	523,183.03	(57,629.69)	57,629.69
Specialty Teachers	885,904.21	70,052.18	863,855.62	885,904.21	(22,048.59)	22,048.59
Counselor & Social Worker	144,035.93	11,930.60	146,400.18	144,035.93	2,364.25	(2,364.25)
Non-Instructional Personnel						
Librarian & Custodian	90,614.64	7,336.84	88,208.09	90,614.64	(2,406.55)	2,406.55
Payroll, Taxes & Benefits						
Payroll Taxes	720,051.06	37,702.06	602,644.91	720,051.06	(117,406.15)	117,406.15
Fringe/Employee Benefits	630,838.80	52,487.03	643,753.56	630,838.80	12,914.76	(12,914.76)
Retirement/Pension	332,331.26	33,605.04	320,854.10	332,331.26	(11,477.16)	11,477.16
Salaries & Benefits	\$7,222,075.42	\$537,336.43	\$6,955,629.85	\$7,222,075.42	(\$266,445.57)	\$266,445.57
CONTRACTED SERVICES						
Audit Expense	35,600.00	4,566.74	37,200.00	35,600.00	1,600.00	(1,600.00)
Legal	50,025.00	0.00	100.00	50,025.00	(49,925.00)	49,925.00
Food Services	54,000.00	5,714.64	60,496.50	54,000.00	6,496.50	(6,496.50)
SPED Services	33,000.00	2,700.00	23,773.45	33,000.00	(9,226.55)	9,226.55
Admin. & Technology	48,724.00	4,670.89	49,213.81	48,724.00	489.81	(489.81)
Contracted Services - SES	81,000.00	19,596.16	74,623.36	81,000.00	(6,376.64)	6,376.64
Other Instructional	94,968.00	16,243.74	124,631.30	94,968.00	29,663.30	(29,663.30)
Contracted Services	397,317.00	53,492.17	370,038.42	397,317.00	(27,278.58)	27,278.58
SCHOOL OPERATIONS						
Supplies & Materials - Classroom	52,500.00	8,538.40	44,758.17	52,500.00	(7,741.83)	7,741.83
Supplies & Materials - SPED	5,000.00	0.00	3,717.55	5,000.00	(1,282.45)	1,282.45
Supplies & Materials Admin.	50,000.00	2,500.59	55,312.18	50,000.00	5,312.18	(5,312.18)
Textbooks & Workbooks	83,929.16	1,711.42	91,557.25	83,929.16	7,628.09	(7,628.09)

PERIOD ENDING: Jun, 2012

Annual Current YTD Budget Budget Remaining

<u>ACCOUNT NO. / DESCRIPTION</u>	<u>Budget</u>	<u>Mth. Act.</u>	<u>Actual</u>	<u>YTD</u>	<u>Variance</u>	<u>Bud. Bal.</u>
Student Testing & Assessment			3,017.29	30,791.36	30,000.00	791.36
Field Trips			7,903.60	29,778.58	20,000.00	9,778.58
Equipment & Furniture			10,003.63	79,584.03	59,098.00	20,486.03
Telephone			10,377.89	88,461.67	91,349.00	(2,887.33)
Computer Repair & Maintenance			785.64	11,539.44	14,570.65	(3,031.21)
Computer Software			1,239.24	21,585.26	25,761.61	(4,176.35)
Copier Lease			3,690.00	56,086.70	54,608.00	1,478.70
Postage & Shipping			(128.04)	13,319.04	15,000.00	(1,680.96)
Professional Development - Instr.			5,025.22	84,523.83	87,240.00	(2,716.17)
Professional Development - Admin.			(5,319.75)	(2,041.84)	8,000.00	(10,041.84)
Advertising			7,027.00	31,402.00	23,000.00	8,402.00
Travel			(274.60)	4,275.82	6,200.00	(1,924.18)
Fundraising - Development			350.00	24,404.21	25,200.00	(795.79)
Food Service Contracts			22,732.74	216,290.74	200,000.00	16,290.74
Student Transportation			0.00	0.00	5,000.00	(5,000.00)
Other Miscellaneous Expense	52,500.00	22,272.18	52,418.49	52,500.00	(81.51)	81.51
School Operations	908,956.42	101,452.45	937,764.48	908,956.42	28,808.06	(28,808.06)

FACILITY OPERATION & MAINT.

Insurance	82,260.13		6,855.00	82,260.00	82,260.13	(0.13)	0.13
Building Rental	678,211.57		68,541.73	711,330.30	678,211.57	33,118.73	(33,118.73)
Building Repairs & Maintenance	41,500.00		17,249.01	63,006.90	41,500.00	21,506.90	(21,506.90)
Building Cleaning & Maintenance	268,962.34		18,563.77	275,277.59	268,962.34	6,315.25	(6,315.25)
Utilities - Gas & Electric	178,800.00		12,122.51	167,753.53	178,800.00	(11,046.47)	11,046.47
Security Services	66,305.00	7,125.24	65,250.71	66,305.00	(1,054.29)	1,054.29	
Facilities	1,316,039.04	130,457.26	1,364,879.03	1,316,039.04	48,839.99	(48,839.99)	

DEPRECIATION & AMORTIZATION

Depreciation Expense	222,200.00	15,141.72	230,985.50	222,200.00	8,785.50	(8,785.50)	
Total Expenditures	\$10,066,587.88	\$837,880.03	\$9,859,297.28	\$10,066,587.88	(\$207,290.60)	\$207,290.60	
REVENUE OVER EXPENDITURES	\$316,926.12	\$94,115.83	\$393,510.88	\$316,926.12	\$76,584.76	(\$337,996.44)	

Appendix F: Disclosure of Financial Interest Form

Disclosure of Financial Interest by a New York Charter School Board of Trustees Member
Annual Report 2011-2012

**Note: This Disclosure is a public record, but asterisked data fields will be redacted.*

- 1. Trustee Name (print) Steven Solinsky
- 2. Charter School Name Our World Neighborhood Charter School
- 3. Charter Authorizer Entity SONY Ch. 1 (Teach for All) District
- 4. Home Address* 175 West 77rd, St., New York, NY 10024
- 5. Business Address* Teach for All, 315 West 38th St., 5th floor, New York, NY 10018
- 6. Daytime Phone* 212-279-0505
- 7. E-Mail Address* ssolinsky@teachforallnyc.org
- 8. List all positions held on board (e.g., chair, treasurer, parent representative)
Treasurer (Finance, Facilities & Executive Committees)

9. Is the trustee an employee of the school? Yes No

If Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

10. Is the trustee an employee or agent of the management company or institutional partner of the charter school? Yes No

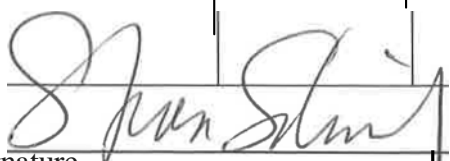
If Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

11. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write None. Please note that if you answered Yes to Question 2-4 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
	None		

12. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school that is doing business with the school through a management or services agreement, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write None.

Organization conducting business with the school	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school and the nature of the interest	Steps Taken to Avoid Conflict of Interest
		None		

Signature 

Date 7/24/12

Disclosure of Financial Interest by a New York Charter School Board of Trustees Member
Annual Report 2011-2012

**Note: This Disclosure is a public record, but asterisked data fields will be redacted.*

13. Trustee Name (print) Maura Fitzgerald
14. Charter School Name Our World Neighborhood Charter School
15. Charter Authorizer Entity SENYCART e Schools, Inc.
16. Home Address* 39-43 47th St., Sunnyside, NY 11104
17. Business Address* Helen Keller Foundation, 352 Park Avenue South, 12th flr. NY, NY 10010
18. Daytime Phone* 646-472-0344
19. E-Mail Address* mfitzgerald@owncs.org
20. List all positions held on board (e.g., chair, treasurer, parent representative)
Secretary (Finance, Facilities & Executive Committees)

21. Is the trustee an employee of the school? Yes No

If Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

22. Is the trustee an employee or agent of the management company or institutional partner of the charter school? Yes No

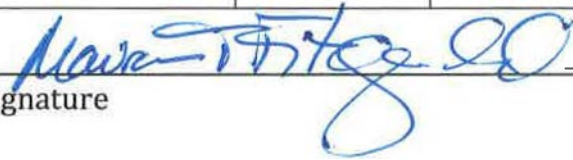
If Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

23. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None**. Please note that if you answered **Yes** to Question 2-4 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
	None		

24. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school that is doing business with the school through a management or services agreement, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **None**.

Organization conducting business with the school	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school and the nature of the interest	Steps Taken to Avoid Conflict of Interest
		None		


7/9/12
 Signature Date

Disclosure of Financial Interest by a New York Charter School Board of Trustees Member
Annual Report 2011-2012

**Note: This Disclosure is a public record, but asterisked data fields will be redacted.*

25. TrusteeName (print) Jeanette Betancourt Ed.D.
26. CharterSchool Name Our World Neighborhood Charter School
27. Charter Authorizer Entity State of New York State Education Department
28. Home Address* 21-37 46U• St. Astoria. NY 11105
29. Business Address* Sesame Workshop. 1900 Broadway. New York. NY 10023
30. Da imePhone* 257 6-5 17
31. E-Mail Ad jeanette@ourworldns.org

32. List all positions held on board (e.g., chair, treasurer, parent representative)
President and Chairwoman (Education & Executive Committees)

33. Is the trustee an employee of the school? Yes No

If Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

34. Is the trustee an employee or agent of the management company or institutional partner of the charter school? Yes No

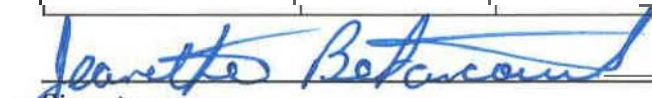
If Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

35. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None**. Please note that if you answered **Yes** to Question 2-4 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
	None		

36. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school **and** in which such entity, during the time of your tenure as a *trustee*, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school that is doing business with the school through a management or services agreement, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **None**.

Organization conducting business with the school	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school and the nature of the interest	Steps Taken to Avoid Conflict of Interest
		None		


 Signature


 Date

Disclosure of Financial Interest by a New York Charter School Board of Trustees Member
Annual Report 2011-2012

**Note: This Disclosure is a public record, but asterisked data fields will be redacted.*

37. Trustee Name (print) :iaara Geelan
38. Charter School Name Our World Neighborhood Charter School
39. Charter Author Entity su N y C b aKt e nSoCwh o ol s l n sU tue.....
40. Home Address 35-56 79th St. Jackson Heights, NY 11372
41. Business Address • Guagnone Museum, 345 Hudson St., New York, NY 10014
42. Daytime Phone • 212 · 4 233 588 -----
43. E-Mail Address * ozs.g eickelkamu@f.joyd wunus.Ou.f.g
44. List all positions held on board (eg., chair, treasurer, parent representative)
 Member (Academics & Education Committees)
-

45. Is the trustee an employee of the school? Yes No

If Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

46. Is the trustee an employee or agent of the management company or Institutional partner of the charter school? Yes No

If Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

47. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write None. Please note that if you answered Yes to Question 2-4 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
	None		

48. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school that is doing business with the school through a management or services agreement, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write None.

Organization conducting business with the school	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school and the nature of the interest	Steps Taken to Avoid Conflict of Interest
		None		

Sara Decker
Signature

7/30/12
Date

Disclosure of Financial Interest by a New York Charter School Board of Trustees Member
Annual Report 2011-2012

**Note: This Disclosure is a public record, but asterisked data fields will be redacted.*

49. Trustee Name (print) Mr. B...

50. Charter School Name Our World Neighborhood Charter School

51. Charter Authorizer Entity SUNY Charter School Association

52. Home Address* 21-10 3rd Road #6D Long Island City, NY 11106

53. Business Address* Finish Line Physical Therapy, 119 W. 2nd St. Irdfl. New York, NY 10011

54. Daytime Phone* 9-1 7 -8 8 6 -4 1 3 8 -----

55. E-Mail Address* idbogl@news.org -----

56. List all positions held on board (e.g., chair, treasurer, parent representative)

Member (Facilities & Development Committees)

57. Is the trustee an employee of the school? Yes XNo

If Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

58. Is the trustee an employee or agent of the management company or institutional partner of the charter school? Yes XNo

If Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

59. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None**. Please note that if you answered **Yes** to Question 2-4 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding Interest or engaging in transaction and relationship to yourself
	None		

60. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school that is doing business with the school through a management or services agreement, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **None**.

Organization conducting business with the school	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school and the nature of the interest	Steps Taken to Avoid Conflict of Interest
		None		

Mary Boger
Signature

7/29/12
Date

Disclosure of Financial Interest by a New York Charter School Board of Trustees Member
Annual Report 2011-2012

**Note: This Disclosure is a public record, but asterisked data fields will be redacted.*

61. Trustee Name (print) Ma Hsa Chin

62. Charter School Name Our World Neighborhood Charter School

63. Charter Authorizer Entity SUN Y Charter Schools Institute

64. Home Address* 33-53 28th St., Astoria, NY 11106

65. Business Address* Kid Krazy Preschool. 21-25 21st Avenue, Astoria, NY 11105

66. Daytime Phone* 718-545-5728

67. E-Mail Address* mdchin96@aol.com

68. List all positions held on board (e.g., chair, treasurer, parent representative)
Member (Education Committee)

69. Is the trustee an employee of the school? Yes No

If Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

70. Is the trustee an employee or agent of the management company or institutional partner of the charter school? Yes No

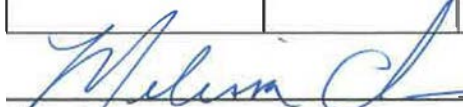
If Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

71. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None**. Please note that if you answered **Yes** to Question 2-4 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
	None		

72. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school **and in** which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school that is doing business with the school through a management or services agreement, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **None**.

Organization conducting business with the school	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school and the nature of the interest	Steps Taken to Avoid Conflict of Interest
		None		



 Signature

7/9/12

 Date

Disclosure of Financial Interest by a New York Charter School Board of Trustees Member
Annual Report 2011-2012

**Note: This Disclosure is a public record, but asterisksed data fields will be redacted.*

73. Trustee Name (print) Jeffrey Maclin

74. Charter School Name Our World Neighborhood Charter School

75. Charter Authorizer Entity NYC Department of Education

76. Home Address* 49 Streambank Qrlve. Freehold. NJ07728

77. Business Address* Community Service Society of NY 105 East 22DCI St.. New York. NY 10010

78. Daytime Phone• 212.464.538

79. E-Mail Address• jeff.maclin@owncs.org

80. List all positions held on board (e.g., chair, treasurer, parent representative)
Member (Development Committee)

81. Is the trustee an employee of the school? Yes No

If Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

82. Is the trustee an employee or agent of the management company or institutional partner of the charter school? Yes No

If Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

Disclosure of Financial Interest by a New York Charter School Board of Trustees Member
Annual Report 2011-2012

**Note: This Disclosure is a public record, but asterisked data fields will be redacted.*

OS. Trustee Name (print) Anthony Lopez

86. Charter School Name Our World Neighborhood Charter School

87. Charter Authorizer Entity SUNY Charter Schools Institute

88. Home Address* 5700 Arln&t<In Avenue, Bronx, NY 10472

89. Business Address* Dr. R. Izquierdo Charter School, 800 Home Street, Bronx, NY 10456

90. Da lmePbone* 9821 187
1

91. E-Mail Address* alopez@aprendesnyc.org

92. List all positions held on board (e.g., chair, treasurer, parent representative)

Member (Finance & Development Committees)

93. Is the trustee an employee of the school? Yes No

If Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

94. Is the trustee an employee or agent of the management company or institutional partner of the charter school? Yes No

If Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

10. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the charter school *and in* which such entity, during the preceding school year you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school that is doing business with the school through a management or services agreement, you need not list every transaction between such entity and the school that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the charter school. If there was no financial interest, please write "None."

Entity Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the School and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
None	None	None	None	None