



Subsequent Renewal Report

Our World Neighborhood Charter School

1/10/2012

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The final version of Institute renewal reports should be broadly shared by the school with the entire school community. This report will be posted on the Institute's website at: www.newyorkcharters.org/pubsReportsRenewals.htm.

REPORT INTRODUCTION

This report is the primary means by which the Charter Schools Institute (the “Institute”) transmits to the Board of Trustees of the State University of New York (the “SUNY Trustees”) its findings and recommendations regarding a school’s Application for Renewal, and more broadly, details the merits of a school’s case for renewal. This report has been created and issued pursuant to the *Practices, Policies and Procedures for the Renewal of Charter Schools Authorized by the State University Board of Trustees* (the “SUNY Renewal Practices”).¹

Information about the SUNY renewal process and an overview of the requirements for renewal under the New York Charter Schools Act of 1998 (as amended, the “Act”) are available on the Institute’s website at: www.newyorkcharters.org/schoolsRenewOverview.htm.

RECOMMENDATION AND SUMMARY DISCUSSION

Recommendation

Full Term Renewal

The Institute recommends that the SUNY Trustees approve the Application for Subsequent Renewal of the Our World Neighborhood Charter School and renew its charter for a period of five years with authority to provide instruction to students in Kindergarten through 8th grade in such configuration as set forth in its Application for Renewal, with a maximum projected enrollment of 756 students.

Background and Required Findings

According to the SUNY Renewal Practices:

In subsequent renewal reviews, and in contrast to initial renewal reviews, the SUNY Trustees evaluate the strength and effectiveness of a school’s academic program almost exclusively by the degree to which the school has succeeded in meeting its academic Accountability Plan goals during the Accountability Period.² This approach is consistent with the greater time that a school has been in operation and a concomitant increase in the quantity and quality of student achievement data that the school has generated. It is also consistent with the Act’s purpose of moving from a rules-based to an outcome-based system of accountability in which schools are held accountable for meeting measurable student achievement results.

Our World Neighborhood Charter School (“OWN”) has applied for a Subsequent Full-Term Renewal of five years. In OWN’s tenth year of operation and at the end of its second charter period, the SUNY Renewal Practices provide only two possible outcomes for OWN: Full-Term Renewal or Non-Renewal. In order to earn a Full-Term Subsequent Renewal, OWN must demonstrate that it has met the criteria for such a renewal as described in the SUNY Renewal Practices. Specifically, the

¹ The *Practices, Policies and Procedures for the Renewal of Charter Schools Authorized by the State University Board of Trustees* (revised September 15, 2009) are available at: <http://www.newyorkcharters.org/documents/renewalPractices.doc>.

² For the purpose of reporting student achievement results, the Accountability Period is defined in the SUNY Renewal Practices as the time the Accountability Plan was in effect. In the case of a Subsequent Renewal, the plan covers the last year of the previous charter period and the first four years of the current charter period.

school “must have been previously renewed and met or come close to meeting its academic Accountability Plan goals during the Accountability Period.” Given that SUNY previously renewed OWN and based on the Institute’s review of the evidence that it gathered and that OWN has provided including, but not limited to, the school’s Application for Subsequent Renewal, evaluation visits conducted during the charter period, a renewal evaluation visit conducted in the final year of the current charter period, and the school’s record of academic performance determined by the extent to which it has met its academic Accountability Plan goals, the Institute finds that the school has consistently met or come close to meeting its academic Accountability Plan goals during the Accountability Period.

Based on all the evidence submitted in the current charter term and as described in, or submitted with, the Application for Renewal, the Institute makes the following findings required by the Act. OWN as described in the Application for Subsequent Renewal meets the requirements of the Act and all other applicable laws, rules and regulations. The school has demonstrated the ability to operate in an educationally and fiscally sound manner in the next charter period. Finally, given the programs it will offer, its structure and its purpose, approving the school to operate for another five years is likely to improve student learning and achievement and materially further the purposes set out in Education Law subdivision 2850(2).

Therefore, in accordance with the standard for Subsequent Renewal found in the SUNY Renewal Practices, the Institute recommends that the SUNY Trustees approve OWN’s Application for Charter Renewal and renew the school’s charter for a full term of five years.

Consideration of School District Comments

In accordance with the Act, the Institute notified the school district in which the charter school is located regarding the school’s Application for Renewal. As of the date of this report, no district comments were received in response.

Summary Discussion

Academic Success

In the last three years of OWN’s five-year Accountability Period, the school has consistently met its Accountability Plan English Language Arts and mathematics goals. OWN has met the two goals’ absolute measures, outperformed the local community school district and generally met its targets in comparison to similar schools statewide. The school is meeting its science goal. In the first four years of the Accountability Period, OWN was deemed to be meeting its NCLB goal. In the last year of the period, it did not meet the goal because an insufficient proportion of special education students were deemed to be proficient in English Language Arts.

Based on results of the five measures in its Accountability Plan, OWN has met its English Language Arts goal in the last three years. In terms of the individual measures, the school’s performance has exceeded the absolute target of 75 percent proficiency in the last four years, with more than 80 percent of students scoring proficient in the last three years. The school has exceeded the Annual Measureable Objective (AMO) set by the state and outperformed the local community school district during each of the five years in the Accountability Period. In comparison to demographically similar schools, the school performed better than expected and generally met the target in the three most-

recent years of the Accountability Period. The school showed overall year-to-year cohort growth in three of the five years, with one year being unchanged.

Based on the results of the five measures in its Accountability Plan, OWN has met its Accountability Plan goal in mathematics during the last three years. In terms of the individual measures, the school's performance has generally exceeded the absolute target of 75 percent proficiency, with more than 90 percent scoring proficient in the last three years. The school has exceeded the Annual Measureable Objective (AMO) set by the state during each of the five years in the Accountability Period and outperformed the local community school district in each of the last four years. In comparison to demographically similar schools, the school met the target in the recent years of the Accountability Period. The school showed notable year-to-year cohort growth in each grade level cohort in the last year of the Accountability Period.

OWN has strong instructional leadership that has provided teachers with planning and instructional guidance throughout the charter period. The school's superintendent has been with the school since its founding. The leadership team of principals and academic coaches has remained stable for the bulk of the charter period with the exception of a new elementary school principal hired in the fifth charter year. Instructional leaders provide teachers with sustained and coordinated coaching as well as scheduled opportunities for guidance on lesson planning and instructional alignment across grades. At the time of the renewal visit, the school had begun to implement a structured teacher evaluation system that incorporates informal feedback from coaches on pedagogy and lesson planning with the principals' annual performance evaluation.

The school has implemented a comprehensive program of professional development throughout the charter period consistent with its priorities and supportive of staff interests and needs. OWN internal and external staff developers provide professional development training to teachers on a weekly basis in staff and grade level meetings. Implementation and follow up on these professional development sessions occurs through weekly coaching observation and feedback sessions.

Quality instruction has been evident throughout the charter period. Strong teacher content knowledge, student engagement, and rigorous instruction are present in particular in English language arts classes. Teachers have effective classroom management and use daily techniques for monitoring student learning. Teachers implement purposeful, well-paced lessons with clear, measurable objectives and challenge students with activities that develop depth of understanding and higher order thinking and problem solving skills.

OWN has an assessment system that is used to improve instructional effectiveness. The school regularly administers a variety of assessments designed to generate useful information about student mastery of curriculum content, overall learning gains, and preparation for standardized state assessments. Over the course of the charter period, the school has refined and honed a formal process for evaluating data and uses the data to inform instruction and improve student performance. Instructional leaders use assessment results to evaluate teacher effectiveness and to develop professional development and coaching strategies.

OWN has continued to rely upon published curricular products to prepare students to meet state performance standards. Over the course of the charter period, the school has developed a curriculum team of administrators and teachers that has defined a curriculum review and revision process to ensure horizontal alignment between grades and school levels. The team has also identified gaps between state standards and the published materials and coordinated the development of

supplemental materials to fill the gaps. Teachers have adequate resources and guidance to determine what to teach and when to teach it.

Throughout the charter period, OWN has had comprehensive services in place to meet the needs of students with special needs. OWN has a clearly defined process for identifying students with disabilities, English language learners and students at-risk of academic failure. While earlier in the charter period, OWN teachers were not fully aware of students' Individualized Education Programs (IEPs), at the time of the renewal visit; teachers were cognizant of their students' IEP goals and made efforts to accommodate their needs in the general education classroom. Teachers report serving the needs of at risk students by checking for their understanding during whole group instruction, and by providing students with extra attention during small group or one-on-one flex time sections. Teachers also report having more formal opportunities to coordinate with at-risk program staff in order to meet the needs of students with special needs. Notwithstanding these reports of program implementation and of a formal process for monitoring student progress, evidence from the state's NCLB accountability system suggests that the school is currently not enabling students with IEPs to perform as well as their general education peers.

Under the state's NCLB accountability system, OWN has been placed in *Improvement (year 1) – Basic*, because it failed to make Annual Yearly Progress (AYP) in 2010-11 for the first time *in one year* in one accountability subgroup; namely, students with IEPs. The remedy built into the state system calls for a school to take prescribed corrective action steps if it fails to meet the AYP subgroup requirement after *two* years. While only required to do so if failing to make AYP for the subgroup for one year, OWN's desire to immediately address this issue resulted in the creation of a plan to improve the ELA program for special education students. OWN's leadership expresses confidence that strong implementation of the plan will serve students well thus ensuring the school will not be cited for a second year of failing to make AYP for this subgroup.

The Institute finds that the school has presented a viable plan to address the literacy needs of students with disabilities. The plan is likely to be effective in enabling these students to make adequate yearly progress and thereby return the school to good standing in meeting the requirements of the state's NCLB accountability system. The plan is a collaborative effort of members of the school's academic intervention, special education, and English-as-a-second language teams, as well as administrators and the Education Committee of the school's board of trustees and the Education Committee of the Parent Teacher Organization. The new and enhanced instructional program includes an item analysis of a September standardized assessment, a new lesson plan format to identify specific instructional methods and goals for students with disabilities, a remediation plan for each child, a computer assisted instructional program, an after-school program in which students with disabilities receive additional support in reading and writing, a reading specialist dedicated to students with disabilities, and enhanced professional development.

Overall, OWN has established a safe and orderly environment that promotes a culture of learning and scholarship. During this charter period, the middle school, in particular, made substantial progress in establishing consistent expectations for all students regarding discipline. At the time of renewal, the school had in place a clear and consistently applied discipline system.

Organizational Effectiveness and Viability

Throughout the charter period, OWN has strived to fulfill its mission of providing the broad Kindergarten through 8th grade education its students need to “meet the academic and social challenges of the best New York City high schools.” To accomplish this, OWN’s high school guidance program coordinates high school visits, provides counseling on high school options as well as preparing and coaching students for specialized high school entrance exams. The school reports that the majority of its graduates attend their first choice high school with several students, each year, gaining acceptance and sometimes scholarships into some of the most competitive public and private high school programs in New York City. In addition, OWN has effectively implemented the key design elements of its charter including a liberal arts education encompassing foreign language, art, music and physical education as well as fostering social and cultural awareness through an interdisciplinary, project-driven social studies curriculum.

Based on limited data, parents appear satisfied with the school. The school utilized a New York City Department of Education (NYCDOE) annual parental survey of the school to show that during the last three years, 90 percent or more of parents that responded to annual surveys consistently expressed high levels of satisfaction with OWN’s educational program and teachers. In addition, over the last four years OWN has consistently had a waitlist of over 500 students and student persistence rates have exceeded 94 percent in each charter year.

OWN has established a well-functioning organizational structure with staff, systems, and procedures that allow the school to carry out its academic program. Day-to-day operations are competently managed by a sizeable staff, and the priorities of the school’s leadership are generally aligned to the school’s mission. The school’s current and proposed organizational structure supports the maintenance of distinct lines of accountability with clearly defined roles and responsibilities.

The school board has worked effectively to oversee the educational program and achieve the school’s mission. The composition of the board includes individuals with a diverse set of skills, as well as four parent trustees who communicate the needs of the student body and school community to the rest of the board. The school board believes it is well represented in critical areas including management, business, education, and financial expertise, but seeks to add individuals with real estate and fundraising expertise to augment its skill set. The school board is currently conducting a strategic planning effort to ensure that its existing committee structure adequately reflects the needs of the school. The school board has generally and substantially met the requirements of the Open Meetings Law, though the finance committee has conducted meetings without adequate public notice and without the proper establishment of a quorum.

The OWN board of trustees has generally avoided creating conflicts of interest where possible, and where conflicts existed, the board has generally managed those conflicts in a clear and transparent manner through recusal. However, following the passage of the May 2010 amendments to the Charter Schools Act, which made certain conflict of interest provisions codified in the General Municipal Law applicable to charter schools, the school has impermissibly maintained a contractual relationship with a law firm that employs the spouse of a current board member. The school will be directed to either remove the trustee with the prohibited conflict of interest or to sever the contractual relationship with the firm.

In material respects, the school board has implemented adequate policies and procedures to ensure the effective governance and oversight of the school. The school has adopted a comprehensive complaint policy, and the school board and leadership team have promptly and effectively responded to parent and community complaints. The board has also adopted a whistleblower policy to ensure that staff complaints are brought to the attention of the board without fear of retaliation.

The school board has and continues to maintain an informal relationship with the OWN Foundation. The Foundation is providing direct services to the Academy of the City Charter School (a SUNY-authorized charter school formerly named "Our World Neighborhood Charter School II") through a formal contractual agreement. The school board intends to enter into an agreement to license the name "OWN" and to share intellectual property with the Foundation. The school board also intends to maintain an informal relationship with the Academy of the City Charter School board in order to share best practices.

Based on the evidence available at the time of the renewal inspection visit and throughout the current charter period, in material respect OWN has been in general and substantial compliance with the terms of its charter, bylaws, applicable state and federal law, rules and regulations. Minor deficiencies were noted in the areas of teacher certification requirements, Freedom of Information Law compliance, federal Family Educational Rights and Privacy Act (FERPA) compliance, Gun Free Schools Act compliance, and, as mentioned above, compliance with the Open Meetings Law and General Municipal law. Aside from the noted conflict of interest, the school board has generally maintained a relationship with outside counsel including the solicitation of pro bono services for advice on legal, compliance, and real estate matters. The school has substantially followed the terms of its monitoring plan.

The school's Application for Renewal contains all necessary elements as required by the Act. The proposed school calendar allots an appropriate amount of instructional time to comply with all necessary requirements, and taken together with other academic and key design elements, should be sufficient to allow the school to meet its proposed accountability plan goals. Other key aspects of the Application for Renewal, to include the proposed bylaws and code of ethics, have been amended to comply with various provisions of the Education Law, Not-for-Profit Corporation Law, Public Officers Law, and the General Municipal Law, as appropriate.

Fiscal Soundness

OWN has created realistic budgets over the course of the charter period that it has monitored and adjusted when appropriate. The school's business manager and staff develop annual budgets with appropriate input from the school's executive director, key instructional staff, finance committee and other school trustees. The business manager routinely analyzes budget variances and discusses material variances with the executive director and the school board as necessary. The school has implemented a strategic approach when considering spending trends, staffing and instructional needs in the development of its budgets. Actual expenses have been equal to or less than actual revenue over the course of this charter period without exception.

The school has maintained appropriate fiscal policies, procedures and controls related to external and internal compliance for cash disbursements, cash receipts, bank reconciliations, payroll, fixed assets, grants/contributions, and the preparation of financial statements. School staff have accurately recorded and appropriately documented transactions in accordance with management's direction. The business manager works with her staff, the executive director and the school board to ensure that

school staff document and follow fiscal policies and procedures. The school's Fiscal Year (FY) 2007-08 - 2010-11 audit reports of internal controls—related to financial reporting and compliance with laws, regulations and grants—disclosed no material weaknesses or instances of non-compliance. The FY 2009-10 audit reported one non material deficiency that was remedied by the school. The lack of any other deficiencies in the reports provides some, but not absolute, assurance that the school has maintained adequate internal controls and procedures.

OWN has complied with financial reporting requirements during the charter period. The school filed budget, quarterly and annual financial statement audit reports in a timely, accurate and complete manner. Each of the school's annual financial audits indicate that school staff followed and conducted reports in accordance with generally accepted accounting principles and received an unqualified opinion, indicating that, in the auditor's opinion, the school's financial statements and notes fairly represent, in all material respects, the school's financial position, changes in net assets, and cash flows. The school board has reviewed and approved various monthly and quarterly reports along with the annual financial audit report.

The school has maintained more than adequate financial resources to ensure stable operations and has monitored and successfully managed cash flow. The school completed the FY 2010-11 in stable financial condition slightly increasing the school's total net assets while maintaining and increasing a healthy cash reserve.

As illustrated in the Institute's Fiscal Dashboard,³ which appears as an appendix to this report, the school has averaged a "fiscally strong" financial responsibility composite score rating over the current charter term along with its most recent year of operation, 2010-11, indicating a constant level of fiscal stability. The composite score assists in measuring the financial health of a school using a blended score that measures the school's performances on key financial indicators. The blended score allows a school's sources of financial strength to offset areas of financial weakness. The school has also averaged a "medium risk/good" rating in its working capital ratio, which indicates the school has had enough short-term assets to cover immediate liabilities/short-term debt. Further, OWN has averaged a "low risk/excellent" rating debt-to-asset ratio, indicating the proportion of debt the school has relative to its assets. The school has no significant short or long-term debt in relation to operating revenue. Finally, the school has averaged a "medium risk/good" rating in regards to the months-of-cash ratio, demonstrating it generally has had the suggested three months of annual expenses in reserves. The school has no major investments and has left all cash in savings and/or money market accounts to ensure the school has sufficient cash available to pay current bills and other payables due shortly.

OWN averaged slightly under 79 percent of all expenses being allocated to program services over the current charter term. The school also saw revenue exceed expenses per student on an average of just under 10 percent a year, consistent with its effective year-to-year operational plan.

Based on all of the foregoing, the school has demonstrated fiscal soundness over the course of its charter term.

³ The Institute's Fiscal Dashboard, which provides a detailed financial analysis of each school authorized by the SUNY Trustees, is available at: <http://www.newyorkcharters.org/FiscalDashboard.htm>. A memo explaining the metrics used within the dashboard is also available at that web address.

Plans for the Next Charter Period

OWN has provided all of the key structural elements for a renewal charter and those elements are deemed to be reasonable, feasible and achievable. The school proposes to continue implementing the core features of its educational program but would change the mission, class size and enrichment program, as well as facilities plans during the next charter period.

The school revised its mission statement as follows:

It is the mission of Our World Neighborhood Charter School to educate our students to become independent-thinkers and lifelong learners. We are 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 a very ethnically, racially, and economically diverse neighborhood. We celebrate this diversity by integrating the cultural richness of our 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.

The school would continue to provide instruction to students in Kindergarten through 8th grade. Projected enrollment would increase from 725 to 756 students due to the expansion of class sizes from 25 to 27 students. Our World Neighborhood proposes class size increases in response to stagnant per-pupil revenue and increasing operating costs. The school plans to review its current class schedule to maximize the learning time available for the arts programs and to increase teacher flexibility to focus on the key academic subjects of mathematics, English Language Arts, science and social studies.

The school has presented a reasonable and appropriate fiscal plan for the term of the next charter, including adequate budgets, that is likely achievable. The school has taken a strong strategic approach to budgeting and planning. Due to state deficit problems and the uncertainty of per-pupil funding beyond 2012-13, OWN has developed a working budget that uses the 2010-11 and 2011-12 funding levels as a baseline for the 2012-13 academic year, increasing three percent each year thereafter. The plan projects a considerable operating and cash flow surplus in each year contingent upon the school continuing to meet enrollment goals that it has historically met. These surpluses would further strengthen the school's fiscal stability.

The one major factor that could impact the school's operational plan and fiscal viability arises from OWN's facilities plans. OWN currently operates elementary and middle school grades in two separate locations. The school seeks a new facility to host the entire academic community. This new facility would include better laboratory space, technology-capable classrooms, a K-8 library and a common meeting space to accommodate the full school community. The move to a single facility would also create economies of scale through a reduction in administrative expenses and greater collaboration between staff. While OWN has only reached the negotiation phase of this project, the leadership believes that the strength of this plan is more feasible and sustainable than any other. If

fully implemented, the plan would require OWN to undertake new financing obligations and develop a revised long-range budget that would enable the school to remain fiscally viable and solvent. If presented, the Institute would analyze any such facility plans for fiscal soundness.

Long-range fiscal projections are more susceptible to error than those for a single year. Such projections are subject to revision due to changes in local conditions, objectives, laws and state funding. The school would be required to continually develop and adopt annual budgets based on known per pupil amounts for the districts from which it draws enrollment. Based on the foregoing fiscal information and the school's track record of fiscal soundness to date, the Institute finds that the school has demonstrated the ability to operate in a fiscally sound manner during the next charter term.

To the extent that OWN has achieved its key academic goals, continues to implement an educational program that supports achieving those goals, operates an effective and viable organization, and is fiscally sound, its plans to continue to implement the educational program as currently constituted during the next charter period are reasonable, feasible and achievable.

SCHOOL OVERVIEW

Opening Information

Date Initial Charter Approved by SUNY Trustees	January 23, 2001
Date Initial Charter Approved by: Board of Regents	March 19, 2001
School Opening Date	September 30, 2002

Location

School Year(s)	Location(s)	Grades	District
2002 - 2005	36-12 35 th Avenue, Queens, NY	K-5	Queens District 30
2005 - present	36-12 35 th Avenue & 31-20 37 th Street, Queens, NY	K-8	Queens District 30

Renewal

Type of Renewal	Date
Short Term Planning Year	April 4, 2006
Full Term	March 20, 2007

Current Mission Statement

It is the mission of Our World Neighborhood Charter School to educate our students to become independent-thinkers and lifelong learners. We are 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.

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Current Key Design Elements

<ul style="list-style-type: none"> ● rigorous liberal arts education that includes art, music, physical education and foreign language as well as a balanced literacy approach to the teaching of reading and writing;
<ul style="list-style-type: none"> ● integration of all students into the classroom through a curriculum aimed at building community, honoring diversity and addressing multiple intelligences;
<ul style="list-style-type: none"> ● providing opportunities to students for remediation as well as enrichment;
<ul style="list-style-type: none"> ● fostering social and cultural awareness through an interdisciplinary, project-driven social studies curriculum;
<ul style="list-style-type: none"> ● fully integrating technology in the classroom;
<ul style="list-style-type: none"> ● supporting teachers through extensive and continuous professional development; and
<ul style="list-style-type: none"> ● providing multiple opportunities for family involvement in the activities and governance of the school.

School Characteristics

School Year	Original Chartered Enrollment	Revised Charter Enrollment	Actual Enrollment ⁴	Original Chartered Grades	Actual Grades
2005-06	625	675	650	K-8	K-8
2006-07	700	-	670	K-8	K-8
2007-08	725	-	701	K-8	K-8
2008-09	725	-	704	K-8	K-8
2009-10	702	-	707	K-8	K-8
2010-11	725	-	702	K-8	K-8
2011-12	725	-		K-8	K-8

Student Demographics

	2007-08 ⁵		2008-09 ⁶		2009-10 ⁷	
	Percent of School Enrollment	Percent of School District Enrollment	Percent of School Enrollment	Percent of School District Enrollment	Percent of School Enrollment	Percent of School District Enrollment
Race/Ethnicity						
American Indian or Alaska Native	0.0%	0.0%	1.0%	0.0%	0.0%	0.0%
Black or African American	17.0%	9.0%	16.0%	9.0%	16.0%	8.0%
Hispanic	38.0%	53.0%	36.0%	54.0%	37.0%	54.0%
Asian, Native Hawaiian, or Pacific Islander	14.0%	22.0%	15.0%	22.0%	16.0%	22.0%
White	31.0%	15.0%	31.0%	15.0%	31.0%	16.0%
Multiracial	0.0%	0.0%	1.0%	0.0%	0.0%	0.0%
Special Populations						
Students with Disabilities ⁸	6.0%				7.6%	
Limited English Proficient	7.0%	25.0%	7.0%	24.0%	7.0%	23.0%
Free/Reduced Lunch						
Eligible for Free Lunch	21.0%	67.0%	37.0%	72.0%	39.0%	69.0%
Eligible for Reduced-Price Lunch	11.0%	11.0%	15%	11.0%	16.0%	10.0%

⁴ Source: SUNY Charter School Institute's Official Enrollment Binder. (Figures may differ slightly from New York State Report Cards, depending on date of data collection.)

⁵ Source: 2007-08 School Report Cards, New York State Education Department

⁶ Source: 2008-09 School Report Cards, New York State Education Department

⁷ Source: 2009-10 School Report Cards, New York State Education Department

⁸ School data is from NYC DOE Progress Reports.

Current Board of Trustees⁹

Board Member Name	Term Expires	Position/Committees
Mr. Steven Solinsky	11/11	Chair/Finance, Executive, Facilities
Ms. Jeanette Betancourt	11/12	Vice Chair/Executive, Education
Ms. Melissa Chin	11/13	Education
Ms. Sara Geelan	11/12	Education, Facilities
Ms. Maura Fitzgerald	11/11	Development, Finance, Executive
Mr. Anthony Lopez	11/13	Development, Facilities
Ms. Mary Bogle	11/11	Development, Facilities
Mr. Douglas Brody	11/12	Treasurer/Finance

School Leader(s)

School Year	School Leader(s) Name and Title
2007-2008	Brian Ferguson, Executive Director
2008-2009	Brian Ferguson, Executive Director
2009-2010	Brian Ferguson, Executive Director
2010-2011	Brian Ferguson, Executive Director
2011-2012	Brian Ferguson, Executive Director

School Visit History

School Year	Visit Type	Evaluator (Institute/External)	Date
2001-2002	Planning Year	Institute	December 2001
2002-2003	First Year Evaluation	Institute	May 23, 2003
2003-2004	Second Year Evaluation	External	January 29-30, 2004
2004-2005	Third Year Evaluation	Institute	June 2, 2005
2006-2007	Initial Renewal	Institute	October 31-November 2, 2006
2008-2009	Seventh Year Evaluation	Institute	April 7, 2009
2011-2012	Subsequent Renewal	Institute	September 12-13, 2011

⁹ Source: School renewal application and Institute board information.

ACADEMIC ATTAINMENT AND IMPROVEMENT

Background

At the beginning of the charter period the school developed and adopted an Accountability Plan that set academic goals in the key subjects of English language arts and mathematics. The plan also includes science and NCLB goals. For each goal in the Accountability Plan specific outcome measures define the level of performance necessary to meet that goal. The required outcome measures include the following three types: 1) the absolute level of student performance on state examinations; 2) the comparative level of student performance on state examinations; and 3) the growth in student learning according to year-to-year comparisons of grade level cohorts. The following table shows the outcome measures currently required by the Institute in each subject area goal, as well as for the NCLB goal. Schools may have also elected to include additional optional goals and measures in their Accountability Plan.

Summary of Required Goals and Outcome Measures in Elementary/Middle School (K-8) Accountability Plans					
GOAL	Required Outcome Measures				
	Absolute¹⁰		Comparative		Growth
	75 percent at or above Level 3 on state exam	Performance Index (PI) meets Annual Measurable Objective (AMO)	Percent proficient greater than that of local school district	School exceeds predicted level of performance compared to similar public schools by small Effect Size	Grade-level cohorts reduce by half the gap between prior year's percent at or above Level 3 and 75 percent
English Language Arts	◆	◆	◆	◆	◆
Mathematics	◆	◆	◆	◆	◆
Science	◆		◆		
NCLB	School is deemed in "Good Standing" under state's NCLB accountability system				

The most important criterion for renewal is academic success, which is demonstrated in large part by meeting or coming close to meeting the goals in a school's Accountability Plan. The Institute determines the outcome of a goal by evaluating the multiple measures associated with that goal.

The following presentation indicates the outcome of each of the school's goals, as well as an analysis of the respective measures for each goal during the last four years of the five-year Accountability Period.¹¹ Italicized text indicates goals or measures as written in the school's Accountability Plan;

¹⁰ Note: In 2009-10, the State Education Department (SED) raised its achievement standard, by increasing the scaled score cut off for proficiency or Level 3 performance on the English language arts and mathematics exams. In order to maintain a consistent standard for determining meeting the absolute measure, the Institute has adapted SED's "time-adjusted" cut-offs. In the presentation of English language arts and mathematics results below, we use the "time-adjusted" Level 3 cut-offs, where noted, for 2009-10 and 2010-11.

¹¹ Because the renewal decision is made in the last year of a Charter Period, the Accountability Period ends in the next to last year of the Charter Period. For initial renewals, the Accountability Period is the first four years of the Charter Period. For subsequent renewals, the Accountability Period includes the last year of the previous Charter Period through the next to last year of the current Charter Period.

bold numbers appearing in the tables are the critical values for determining if a measure was achieved in a given year. Aside from required Accountability Plan measures, the following also presents the results of optional measures that the school may have included in its plan.

English Language Arts

Accountability Plan Goal: All students attending Our World Neighborhood Charter School will become proficient readers and writers of the English language.

Outcome: OWN has met its English Language Arts goal.

Analysis of Accountability Plan Measures:

Absolute Measure: <i>Each year, 75% of third to eighth graders, who are enrolled in at least their second year, will perform at or above Level 3¹² on the New York State ELA examination.</i>				
Results (in percents)				
	School Year			
Grade	2007-08 (Tested: 416)	2008-09 (Tested: 448)	2009-10 (Tested: 449)	2010-11 (Tested: 451)
3	77.3	90.4	73.1	71.2
4	83.0	81.7	84.9	89.9
5	79.1	84.2	80.6	94.3
6	72.7	87.5	81.7	81.8
7	74.1	91.9	79.5	96.7
8	67.9	74.6	85.2	70.4
All	76.4	85.3	80.8	84.3

OWN has exceeded its absolute performance target in English Language Arts throughout the current Accountability Period. In 2007-08, 76 percent of students were proficient and the school exceeded its 75 percent goal by a slim margin. In 2006-07, the school’s performance improved and 85 percent of students were proficient. Since then, the school has maintained at least 80 percent proficiency.

Absolute Measure: <i>Each year, the school’s aggregate Performance Index on the state ELA exam will meet its Annual Measurable Objective set forth in the State’s No Child Left Behind (NCLB) accountability system.¹³</i>				
Results (in percents)				
	School Year			
Index	2007-08 (Tested 472)	2008-09 (Tested: 479)	2009-10 (Tested: 478)	2010-11 (Tested: 476)
PI	176	186	181	155
AMO	133	144	155	122

OWN has surpassed the elementary/middle school English Language Arts Annual Measurable Objective (AMO) established by the state’s NCLB accountability system during each year of its accountability period.

¹² In 2009-10 and 2010-11, this standard is based upon the state determined “time adjusted cut scores” instead of Level 3 cut scores as in previous years.

¹³ In 2009-10, the Performance Index was based on “time adjusted cut scores” instead of Level 3 cut scores used in the other years. In 2010-11, the stated adjusted the AMO to reflect the higher standard used in setting the Level 3 cut score.

Comparative Measure: <i>Each year, the percent of students who are enrolled in at least their second year and performing at or above Level 3 on the state ELA exam in grades 3-8 will be greater than that of the local school district, NYC CSD 30.</i>				
Results (in percents)				
	School Year			
Comparison	2007-08	2008-09	2009-10	2010-11
	(Grades 3-8)	(Grades 3-8)	(Grades 3-8)	(Grades 3-8)
School	76.4	85.3	56.6	57.2
District	63.2	74.9	48.2	49.3

OWN has outperformed its local school district on the state English Language Arts exam during each year of the Accountability Period.

Comparative Measure: <i>Each year, OWN will exceed its expected level of performance on the State ELA exam by at least a small Effect Size (performing higher than expected to small degree) according to a regression analysis, performed by the Institute, controlling for students eligible for free lunch among all public schools in New York State.</i>				
Results (in percents)				
	School Year			
Index	2007-08	2008-09	2009-10	2010-11
	(Grades 3-8)	(Grades 3-8)	(Grades 3-8)	(Grades 3-8)
	(Tested: 472)	(Tested: 479)	(Tested: 478)	(Tested: 476)
Predicted	77.1	79.5	53.5	46.5
Actual	76.9	85.8	56.5	57.1
Effect Size	-0.06	0.67	0.23	0.67

In comparison to demographically similar schools state-wide, OWN has improved its relative performance during the current Accountability Period. In 2007-08, OWN performed worse than expected. In 2008-09, the school's relative performance improved and it exceeded its Effect Size target, performing better than predicted to a medium degree. In 2009-10, OWN performed better than predicted to a small degree. In the most recent year, the school performed better than expected to a medium degree and again exceeded its Effect Size target.

Growth Measure: <i>Each year, grade-level cohorts of students will reduce by one-half the gap between the percent at or above Level 3 on the previous year's State ELA exam and 75 percent at or above Level 3 on the current year's State ELA exam.</i>				
Results (in percents)				
	School Year			
Percent	2007-08	2008-09	2009-10¹⁴	2010-11
Level 3 & 4	(Grade 4-8)	(Grade 4-8)	(Grade 3-8)	(Grade 3-8)
	(N=352)	(N=380)	(N= 390)	(N= 382)
Baseline	69.0	78.4	87.2	55.8
Target	73.0	78.5	87.3	65.4
Actual	76.4	84.7	82.3	58.1
Cohorts Made Target	4 of 5	4 of 5	0 of 5	1 of 5

¹⁴ In 2009-10, cohort growth is based on the state determined "time adjusted cut scores" instead of the Level 3 cut scores used in other years.

The school showed overall year-to-year cohort growth in three of the last four years. During these years, the school met about half of its individual cohort targets.

Optional Measures:

The school’s Accountability plan included an optional measure related to its English Language Arts goal.

Accountability Plan Goal: Each year, grade-level cohorts of students will reduce by one-half the gap between their average NCE in the previous spring on the Terra Nova, a nationally normed reading test, and an NCE of 50 (i.e. grade-level) in the current spring.

Outcome: With the knowledge of the Institute the school did not report on this measure.

Mathematics

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

Outcome: OWN has met its mathematics goal.

Analysis of Accountability Plan Measures:

Absolute Measure: <i>Each year, 75% of third to eighth graders, who are enrolled in at least their second year, will perform at or above Level 3¹⁵ on the New York State Mathematics examination.</i>				
Results (in percents)				
	School Year			
Grade	2007-08	2008-09	2009-10	2010-11
	(Tested: 3-8)	(Tested: 3-8)	(Tested: 3-8)	(Tested: 3-8)
3	89.2	100.0	98.5	100.0
4	90.9	85.9	84.9	95.7
5	83.7	94.5	90.3	100.0
6	88.9	90.9	94.6	93.9
7	87.0	98.4	91.7	98.9
8	64.3	86.4	96.7	96.3
All	84.7	92.8	92.7	97.6

OWN has improved its absolute performance on the state’s mathematics exam and has exceeded its target by a wide margin throughout the current Accountability Period. In 2007-08, 85 percent of students were proficient exceeding the school’s 75 percent target. During the remainder of the Accountability Period, student proficiency exceeded 92 percent. In the most recent year, the school posted even stronger results with 98 percent of students scoring proficient.

¹⁵ In 2009-10, this is based upon the State’s determined “time adjusted cut scores” instead of Level 3 cut scores as in previous years.

Absolute Measure: <i>Each year, the school's aggregate Performance Index¹⁶ on the State Mathematics exam will meet its Annual Measurable Objective set forth in the State's No Child Left Behind (NCLB) accountability system.</i>				
Results (in percents)				
	School Year			
Index	2007-08 (Tested 468)	2008-09 (Tested: 474)	2009-10 (Tested: 479)	2010-11 (Tested: 476)
PI	184	192	193	179
AMO	102	119	135	137

OWN has surpassed the elementary/middle school mathematics Annual Measurable Objective (AMO) established by the state's NCLB accountability system during each year of its Accountability Period.

Comparative Measure: <i>Each year, the percent of students who are enrolled in at least their second year and performing at or above Level 3 on the State Mathematics exam in Grades 3-8 will be greater than that of New York City CSD 30.</i>				
Results (in percents)				
	School Year			
Comparison	2007-08 (Grades 3-8)	2008-09 (Grades 3-8)	2009-10 (Grades 3-8)	2010-11 (Grades 3-8)
School	84.7	92.8	67.1	81.4
District	81.2	87.2	61.9	64.7

OWN has outperformed the local school district on the state's elementary/middle school mathematics exam during each year of the Accountability Period.

Comparative Measure: <i>Each year, OWN will exceed its expected level of performance on the State Mathematics exam by at least a small Effect Size (performing higher than expected to small degree) according to a regression analysis, performed by the Institute, controlling for students eligible for free lunch among all public schools in New York State.</i>				
Results (in percents)				
	School Year			
Index	2007-08 (Grades 3-8) (Tested: 468)	2008-09 (Grades 3-8) (Tested: 474)	2009-10 (Grades 3-8) (Tested: 479)	2010-11 (Grades 3-8) (Tested: 476)
Predicted	86.7	87.5	61.2	57.9
Actual	85.5	92.8	67.2	80.7
Effect Size	-0.11	0.67	0.38	1.19

In comparison to demographically similar schools state-wide, OWN has improved its relative performance during the current Accountability Period. In 2007-08, the school performed worse than expected. In 2008-09 and 2009-10, OWN performed better than predicted and met its target. In the most recent year, the school performed better than expected to a large degree and again exceeded its Effect Size target.

¹⁶ In 2009-10, the Performance Index was based on "time adjusted cut scores" instead of Level 3 cut scores used in the other years. In 2010-11, the state adjusted the AMO to reflect the higher standard used in setting the Level 3 cut score.

Growth Measure: Each year, grade-level cohorts of students will reduce by one-half the gap between the percent at or above Level 3 on the previous year's State Mathematics exam and 75 percent at or above Level 3 on the current year's State Mathematics exam.				
Results (in percents)				
	School Year			
Percent Level 3 & 4	2007-08 (Grade 4-8) (N=350)	2008-09 (Grade 4-8) (N=375)	2009-10¹⁷ (Grade 3-8) (N= 388)	2010-11 (Grade 3-8) (N= 383)
Baseline	76.9	89.3	93.6	68.7
Target	77.0	89.4	93.7	71.8
Actual	84.3	91.5	91.8	82.5
Cohorts Made Target	3 of 5	3 of 5	2 of 5	5 of 5

With respect to cohort growth, OWN's performance on the state's mathematics exam has improved during its Accountability Period. In 2009-09, two of the school's grade level cohorts achieved their target and overall performance improved. The number of grade level cohorts to achieve their target declined in 2009-10, but in the most recent year all grade level cohorts achieved or exceeded their targets.

Optional Measures:

The school's Accountability plan included an optional measure related to its mathematics goal.

Accountability Plan Goal: Each year, grade-level cohorts of students will reduce by one-half the gap between their average NCE in the previous spring on the Terra Nova, a nationally normed mathematics test, and an NCE of 50 (i.e. grade-level) in the current spring.

Outcome: With the knowledge of the Institute the school did not report on this measure.

Science

Accountability Plan Goal: All students attending Our World Neighborhood Charter School will become proficient in their understanding and use of science.

Outcome: OWN has met its science goal.

Absolute Measure: Each year, 75% of fourth and eighth graders, who are enrolled in at least their second year, will perform at or above Level 3 on the New York State Science examination.				
Results (in percents)				
	School Year			
Grade	2007-08 (Tested: 143)	2008-09 (Tested: 131)	2009-10 (Tested: 136)	2010-11 (Tested: 153)
4	94.3	90.1	90.2	93.0
8	72.2	71.7	79.7	73.2

¹⁷ In 2009-10, cohort growth is based on the state determined "time adjusted cut scores" instead of the Level 3 cut scores used in other years.

OWN has consistently posted strong results on the 4th grade science exam and has come close to meeting its target on the 8th grade science exam during the current Accountability Period.

Comparative Measure: <i>Each year, the percent of students who are enrolled in at least their second year and performing at or above Level 3 on the State Science exam will be greater than that of New York City CSD 30.</i>				
Results (in percents)				
School Year				
Comparison	2007-08	2008-09	2009-10	2010-11
	(Grade 4)	(Grade 4)	(Grade 4)	(Grade 4)
School	94.3	90.1	90.2	93.0
District	79.0	82.0	84.0	N/A
School Year				
Comparison	2007-08	2008-09	2009-10	2010-11
	(Grade 8)	(Grade 8)	(Grade 8)	(Grade 8)
School	72.2	71.7	79.7	73.2
District	63.0	61.0	66.0	N/A

OWN has consistently outperformed the local school district on the state science exam during the current Accountability Period.

NCLB

In addition to meeting its specific subject area goals, the school is expected under No Child Left Behind to make adequate yearly progress towards enabling all students to score at the proficient level on the state English language arts and mathematics exams. In holding charter schools to the same standards as other public schools, the state issues an annual school accountability report that indicates the school’s status each year.

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

Outcome: The school did not meet the goal.

Absolute Measure: <i>Under the state’s NCLB accountability system, the school’s Accountability Status will be “Good Standing” each year.</i>				
Results				
School Year				
Status	2007-08	2008-09	2009-10	2010-11
Good Standing	Yes	Yes	Yes	No

OWN was deemed to be in good standing each year until the final year of the Accountability Period. In 2010-11, the State Education Department identified OWN as a School in Need of Improvement because “it failed to make Annual Yearly Progress in one accountability subgroup,” namely students with disabilities.

Analysis of Additional Evidence

Our World Neighborhood received a letter grade of a “B” on its 2010-11 NYCDOE Progress Report. According to the NYCDOE, overall Progress Report scores are based on school performance in three categories: School Environment, Student Performance and Student Progress, with the greatest

emphasis placed on Student Progress. To raise the bar for schools and increase stability in grades, the city reports that overall cut scores were determined for 2010-11 based on a pre-determined scoring distribution: 25 percent A, 35 percent B, 30 percent C, seven percent D, and three percent E.

Our World Neighborhood received the “B” based on the composite score of the three categories. The school received a “B” in school environment, which measures factors other than student achievement. This category is largely based on parent and teacher satisfaction surveys which are used to measure the conditions necessary for learning. In the category that measures student performance, the school received a “C”, indicating that the school’s absolute performance, especially in English language arts was not as good as its peer schools in the city. As a result of Our World Neighborhood’s moderate year-to-year growth in comparison to its peer schools, it received a “B” in Student Growth.

These results are consistent with the Institute’s analysis above.

APPENDIX: FISCAL DASHBOARD

