



New York State Education Department

***Annual Report 2010-2011
for
Our World Neighborhood Charter School
36-12 35th Avenue
Astoria, NY 11106***

The Regents of The University of the State of New York
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School Information and Cover Page

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BEDS # 343000860836

District/CSD of Location: NYC—Queens District 30

Charter authorizer: SUNY, Charter Schools Institute

Chair, Board of Trustees: Steven Solinsky

Date school first opened for instruction: 2002

2010-11 Enrollment: 698

2010-11 Grades Served: K-8

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

Print Name, Head of Charter School

Signature and Date

Print Name, President, Board of Trustees

Signature and Date

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Appendix A: Progress Toward Charter Goals

INTRODUCTION

Our World Neighborhood Charter School was founded by members of the former Astoria Parents Network and chartered in 2001. OWN has the mission of educating students to become independent thinkers and lifelong learners based on an educational philosophy of inquiry, experiential and active learning, and social justice. OWN is also committed to working with its parents and students to help them find the most appropriate and best high schools for all graduates. OWN is proud of the success of its students who graduate from Grade 8, as they continue to gain entrance into some of the city's best and strongest public, parochial, and private high schools. In the last two years OWN students have been accepted into high school programs such as Spence, St. David's, Xavier, Bronx High School of Science, Townsend Harris High School, Frank Sinatra High School, and International Baccalaureate High School

As one of the largest charter schools in New York City, OWN has students who come from 4 of the 5 city boroughs, with the changes in Charter Law requiring that each charter school give preference to residents of the district in which the school is located, OWN has seen a shift in the locations of where its students come from. OWN is also very proud of the diversity of its student body. OWN students reflect the American dream of a school in which Asian, Black, Caucasian, and Hispanic students from varying economic, ethnic, and religious backgrounds can get together and create a safe environment for learning and excellence in achievement. In the last two years OWN has seen a shift in its demographics, with an increase in the percent of Asian students, coming from Bangladesh and Tibet, and Moslem families. With that shift there has also been a congruent shift in the percent of Kindergarten students who are English language learners. While the full school population has only 8% English language learners, it is important to note that the challenge is two fold. Given the schools existing lottery preference to siblings, the school in its most recent Kindergarten class admitted 1/3 of its Kindergarten class was given to siblings, thus decreasing the pool of seats to ELL. It should be noted as well, that

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

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

Background

OWN began a successful collaboration with the Teachers College Readers and Writers workshop in all Kindergarten to Grade 8 classrooms in September 2008. Since then, OWN has worked on curriculum revisions and enhancements to enact an English Language Arts program rich in authentic literature, non-fiction analysis, and writing. In 2010 OWN expanded its ELA coaching team from 2.0 FTE staff members to 2.5 FTE staff members. There was also an increase in the number of ELA in grades 6-8 from four to five full-time teachers. 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.

Goal 1: Absolute Measure

Each year through 2008-09, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State English language arts examination.

In 2009-10 and 2010-11, 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 2011. 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 and 2010-11, 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.

**2010-11 State English Language Arts Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ²			Total Enrolled
		IEP	ELL	Absent	
3	74	0	0	0	74

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.

4	76	0	0	0	76
5	75	0	0	0	75
6	71	0	0	0	71
7	98	0	0	0	98
8	82	0	0	0	82
All	476	0	0	0	476

Results

For the 2010-2011 NYS English Language Arts Exam, 83.6% of OWN Charter School students enrolled in at least their second year performed at or above the state's Time Adjusted Level 3 cut score. OWN met and surpassed its goal and this measure.

OWN Charter School Performance on 2010-11 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	71.6	74
	Students in At Least 2 nd Year	71.2	73
4	All Students	89.5	76
	Students in At Least 2 nd Year	90.1	71
5	All Students	93.3	75
	Students in At Least 2 nd Year	94.3	70
6	All Students	76.1	71
	Students in At Least 2 nd Year	75.8	66
7	All Students	96.9	98
	Students in At Least 2 nd Year	96.8	94
8	All Students	70.7	82
	Students in At Least 2 nd Year	70.7	82
All	All Students	83.6	476
	Students in At Least 2 nd Year	83.6	456

Evaluation

OWN students in grades 4, 5, 6, and 7 met and surpassed the established absolute measure for the 2010-2011 English language arts exam. Grade 3 and 8 OWN students did not meet the absolute measure. While grade 6 students surpassed the 75% benchmark by only 0.8 percentage points, grade 7 students surpassed the benchmark measure by over 21 percentage points. Similarly, grade 4 and grade 5 surpassed the benchmark measure by over 15 and 19 percentage points respectively.

Additional Evidence

The table below demonstrates an overall positive trend in NYS English Language Arts examination achievement for grades 3-8. Between 2008 and 2011 there was an overall increase of 6.2% in the percent of OWN grade 3-8 students scoring at or above level 3. During

that same period of time each grade level, except grade 3 showed positive gains. The trend for grade 3 has been erratic, while in 2008, 78.8% scored at or above level 3, with a substantial gain of 12.7% in 2009, the percent of students scoring at or above the Time Adjusted Level 3 cut score had decreased to 71.2% in 2011.

While grade 8 showed the smallest overall gains in achievement levels between 2008 and 2011 and the results were sometimes erratic, there was a positive gain of +2.9%. In 2008, 77.3% of grade 8 students scored at or above 3; in 2011, 83.5% of grade 8 students scored at or above the Time Adjusted Level 3 cut score. On the other hand, grade 7 students have demonstrated the greatest gains in achievement between 2008 and 2011 of +23.2%. In 2008, 73.6% of grade 7 students scored at or above level 3; by 2011, 96.8% of grade 7 students scored at or above the Time Adjusted Level 3 cut score.

English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Levels 3 and 4 through 2008-09 and a Scale Score at or above Time Adjusted Level 3 cut score in 2009-10 and 2010-11							
	2007-08		2008-09		2009-10		2010-11	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	78.8	66	91.5	71	86.6	67	71.2	73
4	83.1	89	83.1	71	91.8	73	90.1	71
5	80.0	90	84.7	98	84.7	72	94.3	70
6	73.5	68	87.6	89	85.7	98	75.8	66
7	73.6	53	91.9	62	85.4	89	96.8	94
8	67.8	57	75.0	60	85.9	64	70.7	82
All	77.3	422	85.8	451	86.6	463	83.5	455

Goal 1: Absolute Measure

Each year, the school's aggregate Performance Index (PI) on the State English language arts exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards all students being proficient by the year 2013-14. As a result, the state sets an Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal that 100 percent of students will ultimately be proficient in the state's learning standards in English Language Arts. To achieve this measure, all tested students must have a Performance Index (PI) value that equals or exceeds this year's English language arts AMO.

As SED has not yet determined this year's AMO, schools need not calculate their Performance Index and may omit reporting on this measure.

Goal 1: Comparative Measure

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

Method

Tested students who were enrolled in at least their second year are compared to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students and the results for the respective grades in the local school district, as well as between the total result of students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.

Results

Our World Neighborhood Charter School students in grades 3-8 outperformed NYC District 30 students at each grade level on the NYS English Language Arts 2011 exam. OWN students met and surpassed this comparative measure

**2010-11 State English Language Arts Exam
Charter School and District 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	54.8	73	49.7	2959
4	66.2	71	52.2	2933
5	65.7	70	56.7	2966
6	57.6	66	50.0	3096
7	55.3	94	44.7	2949
8	47.6	82	42.5	2969
All	57.5	456	49.3	17872

Evaluation

At each grade level, OWN students who had been enrolled for at least 2 years out performed their grade level equivalents in NYC District 30. The difference between OWN students and NYC District 30 achievement levels varied from as little as 5.1% in Grade 3, where 54.8% of OWN students in at least their 2nd year scored at levels 3 and 4 compared to only 49.7% of their NYC District 30 counterparts, to as much as 14.0% in Grade 4, where 66.2% of OWN students in at least their 2nd year scored at levels 3 and 4 compared to 52.2% of their NYC District 30 counterparts.

Additional Evidence

Since the beginning of the 2007-20012 term of OWN's charter, students in grade 3-8 have consistently outperformed their grade level colleagues in District 30. In 2008, the difference in achievement between OWN and District 30 students for all grade 3-8 students was 14.0%. OWN outperformed District 30 in each grade level. In grade 5, while 73.7% of District 30 students scored at or above level 3 compared to 80.0% of OWN students, enrolled in at least their second year, for a difference of 6.3%. The greatest disparity in achievement levels can be seen at grade 8. OWN grade 8 students outperformed District 30 grade 8 students by 18.9%; while only 48.9% of District 30 students scored at or above level 3, 67.8% of OWN grade 8 students scored at or above level 3.

The data for subsequent years tell much the same story, with OWN students who are enrolled in at least their second year outperforming District 30 students. For the most recent administration of the NYS ELA exam in 2011 the overall difference between OWN and their NYC District 30 counterparts was 8.2%

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

Grade	Percent of OWN Charter School Students at Levels 3 and 4 and Enrolled in At Least their Second Year Compared to NYC District 30 Students							
	2007-08		2008-09		2009-10		2010-11	
	OWN	NYC District 30	OWN	NYC District 30	OWN	NYC District 30	OWN	NYC District 30
3	78.8	64.6	91.5	74.6	59.7	48.8	54.8	49.7
4	83.1	65.1	83.1	73.4	57.5	51.0	66.2	52.2
5	80.0	73.7	84.7	77.3	52.8	50.9	65.7	56.7
6	73.5	60.7	87.6	79.0	55.0	48.8	57.6	50.0
7	73.6	66.1	91.9	77.8	51.6	44.7	55.3	44.7
8	67.8	48.9	75.0	66.9	67.2	45.2	47.6	42.5
All	77.3	63.3	85.8	74.9	<u>57.0</u>	<u>48.2</u>	<u>57.5</u>	49.3

Goal 1: Comparative Measure

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

Method

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school's performance to demographically similar public schools statewide. Regression analysis is used to control for the percentage of students eligible for free lunch among all public schools in New York State. The school's actual performance is then compared to the predicted

performance of public schools with a similar free lunch percentage. The difference between the school’s actual and predicted performance, relative to other schools with similar free lunch statistics, produces an Effect Size. An Effect Size of 0.3 is considered performing higher than expected to a small degree, which is the requirement for achieving this measure.

Given the timing of the state’s release of poverty data, the 2010-11 analysis is not yet available. This report contains 2009-10 results, the most recent ones available.

Results

The aggregate Effect size for OWN students for the 2009-2010 English language arts exam was a positive effect size of 0.27, resulting in a comparative performance of “Slightly higher than expected.”

2009-2010 English Language Arts Comparative Performance by Grade Level

Grade	Percent Eligible for Free Lunch	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size	
			Actual	Predicted			
3		73	57.5	56.2	1.3	0.11	
4		75	57.4	57.9	-0.5	-0.04	
5		74	52.7	53.3	-0.6	-0.04	
6		100	56.0	54.3	1.7	0.13	
7		92	51.1	49.0	2.1	0.16	
8		64	67.2	50.4	16.8	1.23	
All		39.5	478	56.5	53.5	3.0	0.23

School’s Overall Comparative Performance:
<i>Slightly higher than expected</i>

Evaluation

The school’s aggregate Effect Size did not meet the required level of 0.30. The Effect size was in fact 0.23 showing an overall comparative performance of only *slightly higher than expected*. In grade 8, it was observed that the effect size was 1.23, showing an effect size of higher than expected to a large degree. While in grades 4 and 5 the Effect size was -0.04 showing an effect size slightly lower than expected.

Additional Evidence

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

The table below indicates that while there was a positive effect size in 2005-2006, there was a difference of 4.2 percent between the school’s actual achievement level and the predicted achievement level. In 2007-2008, the difference between the school’s actual achievement level and predicted achievement level had decreased to 0.2%, but this resulted in a negative effect size. During the 2008-2009 school year, with another shift in the percent of student who were eligible free lunch, the difference between

the actual and predicted achievement levels had increased to 6.3%. In 2009-2010, while the predicted achievement level was 53.5% and OWN students were at 56.5%, the effect size was slight.

OWN English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2005-06	3-8	41.5	396	64.1	59.9	0.24
2006-07	3-8	31.2	450	67.8	68.0	-0.03
2007-08	3-8	21.1	472	76.9	77.1	-0.06
2008-09	3-8	36.7	479	85.8	79.5	0.67
2009-10	3-8	39.5	478	56.5	53.5	0.23

Goal 1: Growth Measure

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 2010-11 and also have a state exam score in 2009-10. 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 aggregate of all cohorts is examined to determine the growth of all students who took a state exam in both years.

Results

The grade 3-8 cohort had 381 students who took the test in 2010 and 2011, of those 381 students 55.9% scored at or above level 3 on the 2010 exam compared to 58.3% at or above level 3 on the 2011 exam. The target for the 2011 exam was 65.5%, therefore OWN's grade 4-8 cohorts did not meet this measure.

Cohort Growth on State English Language Arts Exam from 2009-10 to 2010-11

Grade	Cohort Size	Percent Performing At or Above Level 3			Target Achieved
		2009-10	Target	2010-11	
4	71	57.7	66.4	66.2	NO
5	70	60.0	67.5	65.7	NO
6	66	53.0	64.0	57.6	NO
7	93	54.8	64.9	55.9	NO

8	81	54.3	64.7	48.1	NO
All	381	55.9	65.5	58.3	NO

Additional Evidence

While two out of the five cohorts met their growth targets in 2010, none of the five cohorts met the growth target in 2011. It should be noted that in 2011, four out of the five cohorts demonstrated growth. There was a decrease in the 2011 NYS ELA results for the grade 8 cohort. While 54.3% of the cohort scored at or above level 3 in 2010, that number had decreased to 48.1% in 2011. On the other hand, the grade 4, 5, 6, and 7 cohorts demonstrated growth from 2010 to 2011. In grade 4 while 57.7% of the 71 students scored at or above level 3 in 2010, there was an increase to 66.2% of them scoring at or above level 3 in 2011. The increase for the grade 5 cohort was 5.7% and 1.1% for the grade 6 cohort.

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

School Year	Cohort Grades	Number of Cohorts Meeting Target	Number of Cohorts
2007-08	4-8	4	5
2008-09	4-8	4	5
2009-10	4-8	2	5
2010-11	4-8	0	5

Summary of the English Language Arts Goal

During the 2007-2012 term of OWN student achievement and progress in English Language arts has been relatively consistent. OWN students enrolled for at least 2 years has consistently met and surpassed the absolute measure of having at least 75% of them scoring at or above level 3 or the Time Adjusted Level 3 cut score. Similarly, OWN students enrolled for at least 2 years has consistently met the comparative measure of having more students score at or above level 2 or the Time Adjusted Level 3 cut score than all tested students in NYC District 30.

As the summary table below shows OWN has met its comparative measure in which the school has exceeded its predicted level of performance on the NYS ELA exam by at least a small Effect Size. While between 2007 and 2009, four out of the cohort groups met the targeted growth measures, there was a decrease to only 2 out of the five cohorts meeting growth targets in 2010, and in 2011 while four of the five cohorts showed growth from year to year, none of them met the target level of achievement.

OWN students have demonstrated a positive trend in ELA achievement, but the rate of growth in achievement is not keeping pace with the requirements of No Child Left Behind. The results of the 2011 NYS English Language arts also had one area that reversed a seven-year trend for OWN students. Since 2005, the growth in eighth grade performance on the NYS English language arts exam has increased from one year to the next. In 2010 NYS realigned the cut scores needed for demonstrating proficiency and OWN saw a marked decrease in its level 3 and 4 achievement, however, the smallest decrease could be observed in the grade 8 results and grade 8 actually had the highest percentage of its students scoring at proficiency levels with

67.2%. In that same year, as in prior years grade 8 achievement levels demonstrated strong effect sizes as demonstrated earlier when in 2010 the effect size for grade 8 was +1.23.

Type	Measure	Outcome
Absolute	75 percent of all tested students who are enrolled in at least their second year will perform 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.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the State exam by at least a small Effect Size.	Achieved
Growth	On the 2010-11 state exam, each grade-level cohort will reduce by one-half the gap between the percent at or above level 3 on the 2009-10 state exam and 75 percent at or above Level 3.	Did Not Achieve

Action Plan

The rate of growth of student achievement in English language arts is not at the level that the staff at Our World Neighborhood Charter School expects and believes its students is capable of reaching. As the 2011-2012 school year begins, the literacy team, school leaders, and teachers will proceed to do an intensive item and standard analysis of current student performance and reflect also on what was taught during the 2010-2011 school year to see if there are any correlations between areas of strength and weakness in student performance on the exam and the experiences they had in the classroom.

This summer the literacy team had already begun a process for increasing teacher accountability in the area of reading and writing instruction and assessment. They team has also committed to reconfiguring and redesigning the ELA quarterly exams that all students take during the school year.

In response to the shift in New York State from the 2005 Learning Standards to Common Core Curriculum Standards, the literacy team and school leadership has laid out a goal of transitioning the school's curriculum, lesson plans, and assessments to embrace and align to the Common Core Curriculum Standards by the end of 2012.

MATHEMATICS

Goal 2: Mathematics

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

Background

In the 2008-2009 school year OWN completed its transition to the use of Glencoe Math in Grades 5-8 and TERC (Pierson) Investigations in Number, Data, and Space in Grades K-4. Direct support aimed at improving teaching strategies and process was provided to all teachers intensified during the 2009-2010 school year as the teachers and support also realigned the program to reflect changes made by NY State Education Department. Classroom teachers worked together to develop and implement a standards-based mathematics program that became more targeted and individualized. The focus of the work with teachers was to improve their understanding of using mini-lessons on targeted skills to improve student mathematics competencies and on developing efficient and consistent assessment tools and processes.

Goal 1: Absolute Measure

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

In 2009-10 and 2010-11, 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 examination³.

Method

The school administered the New York State Testing Program mathematics assessment to students in 3rd through 8th grade in May 2011. 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 and 2010-11, 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
4	655
5	653

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).

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.

**2010-11 State Mathematics Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ⁴			Total Enrolled
		IEP	ELL	Absent	
3	74	0	0	0	74
4	76	0	0	0	76
5	75	0	0	0	75
6	71	0	0	0	71
7	98	0	0	0	98
8	82	0	0	0	82
All	476	0	0	0	476

Results

On the 2011 NYS Mathematics exam 97.8% of Grade 3-8 OWN students enrolled in at least their 2nd year scored at or above the Time Adjusted Level 3 cut score. OWN student met and surpassed the 75% benchmark by over 20 percent. .

**OWN Charter School Performance on 2010-11 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	74
	Students in At Least 2 nd Year	<u>100.0</u>	73
4	All Students	96.1	76
	Students in At Least 2 nd Year	<u>95.8</u>	71
5	All Students	100.0	75
	Students in At Least 2 nd Year	<u>100.0</u>	70
6	All Students	94.4	71
	Students in At Least 2 nd Year	<u>93.9</u>	66
7	All Students	99.0	98
	Students in At Least 2 nd Year	<u>98.9</u>	93
8	All Students	97.6	82

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	<u>97.6</u>	82
All	All Students	97.9	476
	Students in At Least 2 nd Year	<u>97.8</u>	455

Evaluation

As illustrated in the table above 100% of both grades 3 and 5 students in at least their 2nd year at OWN scored at or above the Time Adjusted Level 3 cut score. The percentage of students scoring at or above the Time Adjusted Level 3 cut score for the other grades ranged from 93.9% in grade 6 to 95.8% in grade 4, 97.6% in grade 8, and 98.9% in grade 7.

Additional Evidence

During the 2007-2012 term of OWN's initial charter renewal there has been a steady growth in the achievement levels of OWN students. While only 85.2% of OWN students in their 2nd year scored at or above level 3 in 2008, by 2011, 97.8% of OWN grade 3-8 students enrolled in their 2nd year scored at the Time Adjusted Level 3 cut score.

OWN Grades 4 and 8 have been sitting for the NYS Mathematics exam since 2006. At that time 86.4% of grade 4 students enrolled in at least their 2nd year scored at or above level 3, compared to only 22.0% of grade 8 students. Subsequently, one sees a growth pattern of achievement that is strong. In 2007, only 42.1% of grade 8 students scored at or above level 3, this was an increase ninety-percent over the prior year, but it was still an unacceptable performance. Grade 8 achievement has clearly outpaced the other grades, wherein between the 2008 Mathematics exam and the 2011 there was an increase of + 33.3%. In 2008, 64.3% of grade 8 students scored at or above level 3 and by 2011, 97.6% of grade 8 students scored at or above the Time Adjusted Level 3 cut score. The increase in grade 4 scores over the years has been the least dramatic, because they began at the highest level of achievement and OWN has had the greatest degree of experience in developing its Mathematics curriculum to be tightly aligned to meeting the challenges of the NYS mathematics exam. So while the increase is only 4.8% between 2008 and 2011 for grade 4 students scoring at or above level 3, their progress has been steady and noteworthy.

Between 2006 and 2007, there was a decrease of 4.8% in grade 5 performance. In 2006, 72.7% of grade 5 students scored at or above level 3, but in 2007, that number had decreased to 67.9%. However, between the 2008 and 2011, the shift in mathematics achievement for grade 5 students was most dramatic. Between 2008 and 2011 there was a net gain of +15.6% in the percent of grade 5 students who scored at or above level 3.

Mathematics Performance by Grade Level and School Year

Grade	Percent of OWN Students Enrolled in At Least Their Second Year at Levels 3 and 4 through 2008-09 and at or above Time Adjusted Level 3 cut score in 2009-10 and 2010-11							
	2007-08		2008-09		2009-10		2010-11	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	90.8	65	100.0	71	100.0	66	100.0	73

4	91.0	89	85.9	71	90.4	73	95.8	71
5	84.4	90	94.7	95	90.3	72	100.0	70
6	89.2	65	91.0	89	95.8	95	93.9	66
7	86.8	53	98.3	61	92.0	88	98.9	93
8	64.3	56	86.6	60	96.9	64	97.6	82
All	85.2	418	92.8	446	94.1	458	97.8	455

Goal 2: Absolute Measure

Each year, the school's aggregate Performance Index (PI) on the State mathematics exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards all students being proficient by the year 2013-14. As a result, the state sets an Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal that 100 percent of students will ultimately be proficient in the state's learning standards in Mathematics. To achieve this measure, all tested students must have a Performance Index (PI) value that equals or exceeds this year's mathematics AMO.

As SED has not yet determined this year's AMO, schools need not calculate their Performance Index and may omit reporting on this measure.

Goal 2: Comparative Measure

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

Method

Tested students who were enrolled in at least their second year are compared to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students and the results for the respective grades in the local school district, as well as between the total result of students in at least their second year at the school and the total result for the corresponding grades in the school district.

Results

At each grade level OWN students in at least their 2nd year outperformed all tested NYC District 30 students on the 2011 NYS Mathematics Exam. OWN students met and surpassed this measure.

**2010-11 State Mathematics Exam
Charter School and District 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	74.0	73	55.8	3047
4	81.7	71	66.4	2998
5	87.1	70	70.6	3029
6	78.8	66	64.4	3179
7	86.0	93	67.2	3056
8	79.3	82	63.7	3057
All	81.3	455	64.7	18366

Evaluation

As in prior years OWN students enrolled for at least two years outperformed their NYC District 30 counterparts. In 2011 at each grade level a higher percentage of OWN student scored at or above level 3. The difference in achievement levels between OWN and District 30 students ranged from 14.4% in grade 6 to 18.8% in grade 7. While in grade 6, 64.4% of District 30 students scored at or above level 3, 78.8% of OWN students scored at or above level 3.

Additional Evidence

Over the years a larger percentage of OWN grade 3-8 students have scored at or above level 3 than NYC District 30 students. The difference has ranged from as little as 4.0% in 2008 to 16.7% in 2011. In 2008, 85.2% of OWN grade 3-8 students scored at or above level 3 compared to 81.2% of NYC District 30 grade 3-8 students. In 2011, 81.45% of OWN grade 3-8 students scored at or above level 3 compared to 64.7% of NYC District 30 grade 3-8 students.

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

Grade	Percent of Charter School Students at Levels 3 and 4 and Enrolled in At Least their Second Year Compared to NYC District 30 Students							
	2007-08		2008-09		2009-10		2010-11	
	OWN	District 30	OWN	District 30	OWN	District 30	OWN	District 30
3	90.8	90.1	100.0	94.3	68.2	57.2	74.0	55.8
4	91.0	84.0	85.9	88.1	64.4	62.7	81.7	66.4
5	84.4	84.0	94.7	88.7	62.5	66.9	87.1	70.6
6	89.2	80.7	91.0	83.9	69.5	63.7	78.8	64.4
7	86.8	80.4	98.3	87.6	69.3	63.3	86.0	67.2
8	64.3	67.7	86.6	80.8	68.8	57.3	79.3	63.7
All	85.2	81.2	92.8	87.2	67.2	61.9	81.4	64.7

Goal 2: Comparative Measure

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

Method

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school's performance to demographically similar public schools state-wide. Regression analysis is used to control for the percentage of students eligible for free lunch among all public schools in New York State. The school's actual performance is then compared to the predicted performance of public schools with a similar free lunch percentage. The difference between the school's actual and predicted performance, relative to other schools with similar free lunch statistics, produces an Effect Size. An Effect Size of 0.3 is considered performing higher than expected to a small degree, which is the requirement for achieving this measure.

Given the timing of the state's release of poverty data, the 2010-11 analysis is not yet available. This report contains 2009-10 results, the most recent ones available.

Results

As the results below indicate 39.5% of OWN's population was eligible for free lunch during the 2009-2010. For grades 3-8, based on a regression analysis it was predicted that 61.2% of OWN students would achieve at or above level 3 on the 2009-2010 Mathematics Exam. However, 67.2% of OWN student's actually scored at or above level 3, resulting in an effect size of 0.38. This effect size indicates that compared to similar schools OWN students scored *higher than expected to a small degree*. OWN students successfully met this measure and goal.

2009-2010 Mathematics Comparative Performance by Grade Level

Grade	Percent Eligible for Free Lunch	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	39.5	73	64.4	60.4	4.4	0.30
4		75	65.4	64.4	1.0	0.07
5		74	62.1	65.4	-3.3	-0.23
6		100	71.0	61.4	9.6	0.63
7		93	69.9	61.4	8.5	0.57
8		64	68.8	53.4	15.4	0.87
All		479	67.2	61.2	6.0	0.38

School's Overall Comparative Performance:

Higher than expected to a small degree

Evaluation

The school's aggregate Effect Size met the required 0.3 for the 2009-2010 school year. While the effect size for 2007-2008 was -0.11, which puts the school performance in the range of "about the same as expected." The results for 2008-2009 showed strong overall improvements, so that the school not only surpassed the required 0.3 effect size, but also did so in all grade levels except for grade 4. The results for 2009-2010 indicated that grade 5 students did not meet expectations.

Additional Evidence

During the last two years, OWN have taken steps to improve the school's mathematics curriculum and instructional programs. Greater time has been devoted to the professional development of all teachers, in particular in grades 5-8. As the table below indicates between 2006-2007 and 2008-2009, there was a large improvement in the effect size, so that not only does OWN's mathematics program demonstrate a positive effect size, it resulted in performance that is *higher than expected to a medium degree*. For the 2009-2010 school year OWN continued to maintain a positive effect size, however the impact was now only higher than expected to a small degree.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2006-07	3-8	31.2	448	73.0	77.3	-0.30
2007-08	3-8	21.1	468	85.5	86.7	-0.11
2008-09	3-8	36.7	474	92.8	87.5	0.67
2009-10	3-8	39.5	479	67.2	61.2	0.38
2010-11	3-8					

Goal 1: Growth Measure

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 2010-11 and also have a state exam score in 2009-10. 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 aggregate of all cohorts is examined to determine the growth of all students who took a state exam in both years.

Results

Between the 2010 and 2011 administration of the NYS Mathematics exam, 382 students in grades 4-8 took the exam in both years. For the 2009-2010 Mathematics exam, 68.8 percent of

the 382 students scored at or above level 3. For the 2010-2011 Mathematics exam the target to demonstrate growth was set at 68.9%; however, of the 382 students in the grade 4-8 cohort it was observed that 83.0% scored at or above level 3. OWN students made good progress between the two years and significantly surpassed this measure.

Cohort Growth on State Mathematics Exam from 2009-10 to 2010-11

Grade	Cohort Size	Percent Performing At or Above Level 3			Target Achieved
		2009-10	Target	2010-11	
4	71	64.8	69.9	81.7	YES
5	70	68.6	71.8	87.1	YES
6	66	65.2	70.1	78.8	YES
7	93	71.0	73.0	86.0	YES
8	82	73.2	74.1	79.3	YES
All	382	68.8	71.9	83.0	YES

Evaluation

For the 2011 NYS Mathematics exam the results above demonstrate consistent growth in mathematics achievement across all grade levels. For grades 3-8 the target for achievement was 71.9%, however, the actual achievement level was 83.0%, surpassing the target by 11.1%.

While all grade levels surpassed the set growth target rates, there were differences in cohort level achievements. The grade 8 cohort met and surpassed target achievement by only 5.2%, but the grade 5 cohort surpassed the target by 15.3%.

Additional Evidence

The results of the cohort performance during the current term of the charter has been very erratic. While in 2007-2008 three of the five cohorts met the target, there was a precipitous dip in cohort performance in 2009-2010, when New York State adjusted the cut scores. OWN students, did rise to the challenge set by the state, showing solid cohort improvements at all levels. So that by 2010-2011 five of the five cohorts met the target.

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

School Year	Cohort Grades	Number of Cohorts Meeting Target	Number of Cohorts
2007-08	4-8	3	5
2008-09	4-8	3	5
2009-10	4-8	2	5
2010-11	4-8	5	5

Summary of the Mathematics Goal

Since 2007, OWN students have met most goals and measures set in the school's accountability plan. More than 75% of OWN students enrolled for at least two years have scored at or above level 3 or the Time Adjusted Level 3 cut score. Similarly, OWN students have outperformed their NYC District 30 counterparts.

The results have been more inconsistent in the growth measure. In 2008, three out of the five cohorts met the targeted growth measure, in 2010, only two cohorts met the established growth target, however, in 2011 all five cohorts met and significantly surpassed the established growth target. A close look at the grade level achievement in each area of analysis will show that grades 5 and 8 stand out in some ways. It is at the grade 5 level that OWN has not always outperformed NYC District 30, when in 2010 66.9% of NYC District 30 grade 3-8 students scored at or above level 3 compared to only 62.5% of OWN grade 3-8 students. During that same year, as indicated by the regression analysis study, OWN grade 5 students were the only group to show a negative effect size (-0.23).

Prior to 2008, mathematics achievement for OWN grade 7 and 8 were not only below the achievement levels in NYC District 30, but failed to meet any established accountability measure. However, since 2008 OWN mathematics achievement in grades 6-8 has improved and been strong. In fact, as mentioned earlier the growth in achievement has been highest in grade 8 than in any other grade level, where we see an increase of 33.3% over four years, going from 64.3% in 2008 to 97.6% in 2011. While in most school settings there is a trend of decreasing achievement from grade 3 to grade 8, OWN students have not followed that trend. And in fact as the regression analysis has shown the greatest effect size (+0.87) has been earned at grade 8 level in 2010.

Type	Measure	Outcome
Absolute	75 percent of all tested students who are 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.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the State exam by at least a small Effect Size.	Achieved
Growth	On the 2010-11 state exam, each grade-level cohort will reduce by one-half the gap between the percent at or above level 3 on the 2009-10 state exam and 75 percent at or above Level 3.	Achieved

Action Plan

In the two years OWN observed that grade 5 results were not at similar level to other grade levels, with negative effect size and under performing NYC District 30. A look at the curriculum and assessment strategies and instructional practices at grade 5 resulted in the school taking

steps to once again reconfigure the teaching staff and also focusing more energies on the professional development of the grade 5 teachers. In the short-term the steps taken seem to have resulted in an improvement in student outcome.

As the school moves towards Common Core Curriculum Standards it has already taken steps to revisit the curriculum, lesson plans, and instructional practices to ensure that students are receiving the content that will lead to success on the NYS exams and in their mathematics education. OWN began in 2010 to train a team of its leaders and teachers to curriculum map. Curriculum mapping will be a great focus for the school's mathematics coach and the teachers as we move into the fall of 2011. OWN will also engage in an in depth item analysis of the 2011 results to learn where there are possible deficits in the curriculum and student understanding.

During the last several years, OWN has also provided students the opportunity to attend an afterschool mathematics support program, with mixed results. Using the data from 2009, 2010, and 2011 OWN will engage in longitudinal study of the performance on the state exams before participation in the program and after participation in the program. OWN will also look at the pre- and post-test data gathered for participating students each year and investigate if there is any correlation between those scores and achievement on the state exam. The purpose of these studies will be to determine if the afterschool program is meeting its goals by increasing the chances that a participating student will do better on the state exam.

SCIENCE

Goal 3: Science

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

Background

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

Goal 3: Absolute Measure

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

Method

The school administered the New York State Testing Program science assessment to students in 4th and 8th grade in spring 2010. Each student's raw score has been converted to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4.

Results

At the time of the writing of this report, to meet the mandated August 1, 2011 submission deadline, NYSED had not released the results of the 2011 NYS Science exam and so OWN is unable to report on the results or provide analysis of the results.

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	0	7.9	42.1	50.0	92.1	76
	Students in At Least 2 nd Year	0	7.0	42.3	50.7	93.0	71
8	All Students	2.4	24.4	61.0	12.2	73.2	82
	Students in At Least 2 nd Year	2.4	24.4	61.0	12.2	73.2	82

Evaluation

At the time of the writing of this report, to meet the mandated August 1, 2011 submission deadline, NYSED had not released the results of the 2011 NYS Science exam and so OWN is unable to report on the results or provide analysis of the results.

Additional Evidence

At the time of the writing of this report, to meet the mandated August 1, 2011 submission deadline, NYSED had not released the results of the 2011 NYS Science exam and so OWN is unable to report on the results or provide analysis of the results.

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

Grade	Percent of OWN Students Enrolled in At Least Their Second Year at Levels 3 and 4							
	2007-08		2008-09		2009-10		2010-11	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
4	94.3	89	90.1	71	90.2	72	93.0	71
8	72.2	54	71.7	60	79.7	64	73.2	82
All	86.0	143	82.4	131	85.3	136	82.4	153

Goal 3: Comparative Measure

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

Method

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

Results

At the time of the writing of this report, to meet the mandated August 1, 2011 submission deadline, NYSED had not released the results of the 2011 NYS Science exam and so OWN is unable to report on the results or provide analysis of the results.

**2010-11 State Science Exam
Charter School and District 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	93.0	71		
8	73.2	82		

Evaluation

At the time of the writing of this report, to meet the mandated August 1, 2011 submission deadline, NYSED had not released the results of the 2011 NYS Science exam and so OWN is unable to report on the results or provide analysis of the results.

Additional Evidence

Both OWN grade 4 and OWN grade 8 students have consistently outperformed NYC District 30 students since 2008.

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

Grade	Percent of Charter School Students at Levels 3 and 4 and Enrolled in At Least their Second Year Compared to Local District Students							
	2007-08		2008-09		2009-10		2010-11	
	OWN	District 30	OWN	District 30	OWN	District 30	OWN	District 30
4	94.3	79	90.1	82.0	90.2	84.0	93.0	
8	72.2	62	71.7	61.0	79.7	66.0	73.2	
All	86.9	70.9	82.4	71.5	85.3	75.2	83.4	

Summary

Science achievement has consistently been strong for OWN students. Since 2008, over 90% of grade 4 students enrolled in at least their second year have scored at or above level 3. It should also be noted that no grade 4 student scored at the lowest level 1, and over 50% scored at the highest level. While grade 8 results have been more erratic, they too have been greater than those of their NYC District 30 counterparts. They have surpassed NYC District 30 students by as many as much as +13.7% and by as little as +10.7%

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

Action Plan

Beginning in 2008, OWN began the process of increasing the amount of time that students spent doing experiments and other inquiry based activities during their science periods. In addition, there was a concerted effort to increase the use of non-fiction and informational reading materials to improve scientific literacy in all grades. In the grade 7 and 8 programs the school joined in partnership with the Urban Advantage Program, to provide access to our teachers for professional development and curriculum an instructional support.

With the most recent grade 8 results in 2011, OWN is not satisfied with the achievement levels of the grade 8 students. In Fall 2011, it will a

NCLB

Goal 5: NCLB

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

Goal 5: Absolute Measure

Under the state's NCLB accountability system, the school's Accountability Status will be "Good Standing" each year.

Method

Since *all* students are expected to meet the state's learning standards, the federal No Child Left Behind legislation stipulates that various sub-populations and demographic categories of students among all tested students must meet the state standard in and of themselves aside from the overall school results. New York, like all states, established a system for making these determinations for its public schools. Each year the state issues School Report Cards, which indicate each school's status under the state's NCLB accountability system. For a school's status to be "Good Standing" it must not have failed to make Adequate Yearly Progress (AYP) for two consecutive years.

Results

Our World Neighborhood Charter School's NCLB status for 2010-2011 is "Good Standing."

Evaluation

OWN met its measure for NCLB accountability.

Additional Evidence

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

NCLB Status by Year

Year	Status
2005-06	Good Standing
2007-08	Good Standing
2008-09	Good Standing
2009-10	Good Standing
2010-11	Good Standing

OPTIONAL GOALS

The following sections are for optional goals; data tables are provided for commonly used optional measures.

Goal 6: Fiscal Soundness and Legal Compliance

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

Goal 6: Absolute Measure 1

Each year, OWN will operate on a balanced budget.

Method

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

Results

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

Goal 6: Absolute Measure 2

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

Method

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

Results

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

Appendix B: Instructional Timetable

2010-11 Instructional Time	
Total number of instructional days for the 2010-11 school year	190
First and last day of the 2010-11 school year	August 30, 2010 to June 28, 2011
Length of school day (please note if schedule varies throughout the week or the year)	K-5: 7:50 am to 3:10 pm Gr. 6-8: 8:00 am to 3:30 pm

Appendix C: Total Expenditures and Administrative Expenditures per Child

Annual Report Requirement
for SUNY Authorized Charter Schools

Our World Neighborhood C.S.

Administrative expenditures per pupil: **\$2,266.34**

Per NYS Statute

Administrative expenditures per pupil: the sum of all general administration salaries and other general administration expenditures divided by the total number of enrolled students. Employee benefit costs or expenditures should not be reported here.

Appendix G: Board of Trustees Membership Table

**Current Board of Trustees List
As of August 1, 2011**

Name of Trustee	Preferred method of contact (indicate Home or Work) Address, Telephone and Fax Numbers, and E-mail	Date Term Expires	Position Held (Chair, Secretary, etc.)	Voting or Non-Voting or other restrictions (if any)	Committee Assignment(s) (if any)
Steven Solinsky	ssolinsky@owncs.org	11/11	Chair	Voting	Finance, Executive, Facilities
Jeanette Betancout	jbetancourt@owncs.org	11/12	Vice Chair	Voting	Education, Executive
Mary Bogle	mbogle@owncs.org	11/11	Member	Voting	Development, Facilities
Melissa Chin	mchin@owncs.org	11/13	Member	Voting	Education
Sara Geelan	sgeelan@owncs.org	11/12	Member	Voting	Education, Facilities
Maura Fitzgerald	mfitzgerald@owncs.org	11/11	Secretary	Voting	Development, Finance, Executive
Anthony Lopez	alopez@owncs.org	11/13	Member	Voting	Development

To access the NY State Education Departments annual School Report Card for Our World Neighborhood Charter School please go to www.nystart.gov