

# Accountability Plan Progress Reports for the 2006-07 School Year

## Reader's Guide

### *SUNY Authorized Charter Schools*

As set forth in the *Practices, Policies and Procedures for the Renewal of Charter Schools Authorized by the State University Board of Trustees*, the single most important factor that the Charter Schools Institute and the State University Board of Trustees consider in making renewal determinations is the school's record in generating successful student achievement outcomes. In order to determine whether a school has met that high standard, **each charter school that the State University Board of Trustees authorizes is required to enter into an accountability agreement, known as an Accountability Plan**, which ultimately becomes part of its charter.

**The Charter Schools Institute closely monitors each school's progress toward achieving the goals outlined in its Accountability Plan.**

In addition, as part of its annual reporting requirements, **each SUNY authorized charter school must submit an Accountability Plan Progress Report which, from its vantage point, addresses each of the goals and outcome measures contained in its Accountability Plan.**

The information presented in these Progress Reports constitutes important evidence that a school is keeping its promises to its students, parents and community, and is critical to making its case for renewal at the end of its charter period. The most important parts of Progress Reports are student achievement results on state exams and other assessments. However, not all schools will have tested grade levels for a particular state exam. Each year, the state administers English language arts and mathematics tests to 3<sup>rd</sup> through 8<sup>th</sup> grade, science tests to the 4<sup>th</sup> and 8<sup>th</sup> grades, and social studies tests to the 5<sup>th</sup> and 8<sup>th</sup> grades.

Important Note: **The Accountability Plan Progress Report is authored by the charter school.** In reporting school progress toward meeting the outcome measures set forth in the Accountability Plan, schools are encouraged to build a case for the effectiveness of their program, and to lay the groundwork for writing a Renewal Application and ultimately for charter renewal. **The school's evaluation of its own progress does not necessarily reflect the conclusions of the Institute.** Further, the Institute does not affirm the completeness or accuracy of the report's data and may not endorse the school's characterization of the progress it has made toward achieving its Accountability Plan goals. Throughout the life of the school's charter, the Institute will visit each school, generating Institute School Visit Reports, and at the end of each charter period, a Renewal Report (select the <back> button in your browser to return to the school profile to see any/all available reports). These reports include detailed summaries of the Institute's observations of the school, as well as its evaluation of student performance and progress toward meeting the academic subject goals in its Accountability Plan.

**Our World Neighborhood  
CHARTER SCHOOL**

**2006-07**

**ANNUAL REPORT**

**&**

**ACCOUNTABILITY PLAN  
PROGRESS REPORT**

Submitted to:  
Charter Schools Institute  
State University of New York  
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Albany, New York 12207

## ACADEMIC GOALS

### ENGLISH LANGUAGE ARTS

#### Goal 1: English Language Arts

All students at the school will become proficient in reading and writing of the English language.

#### Goal 1, Measure 1: Absolute Proficiency

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 ELA examination.

#### Method

In January 2006 all enrolled Grade 3 to 8 OWN students took the New York State ELA exam. The New York State ELA exam measures skills and knowledge that have been mastered during a student's full school history. Progress towards meeting this goal is measured by specifically assessing students who have been enrolled at OWN for at least two years.

#### 2006-07 State ELA Exam Number of Students Tested and Not Tested

| Grade | Total Tested | Tested <sup>1</sup> |     |        | Total Enrolled |
|-------|--------------|---------------------|-----|--------|----------------|
|       |              | IEP                 | ELL | Absent |                |
| 3     | 95           | 8                   | 9   | 0      | 95             |
| 4     | 100          | 8                   | 6   | 0      | 100            |
| 5     | 73           | 6                   | 3   | 0      | 73             |
| 6     | 74           | 4                   | 2   | 0      | 74             |
| 7     | 69           | 4                   | 1   | 0      | 69             |
| 8     | 38           | 4                   | 0   | 0      | 38             |
| All   | 449          | 34                  | 21  | 0      | 449            |

#### Results

There were 397 students enrolled for at least two years in grades 3-8 at the time of the January 2007 ELA exam. Of those 397 students, 71.3% earned scores of levels 3 & 4. Thus OWN, by having 71.3% of its students at levels 3 & 4 did not meet the established 75% goal.

<sup>1</sup> Students having an Individualized Education Program (IEP) or designated as English Language Learners (ELL).

**OWN Charter School Performance on 2006-07 State ELA Exam  
By All Students and Students Enrolled in At Least Their Second Year**

| Grade | Population                                | Percent at Each Performance Level |         |         |         |             | Number Tested |
|-------|---|-----------------------------------|---------|---------|---------|-------------|---------------|
|       |   | Level 1                           | Level 2 | Level 3 | Level 4 | Level 3/4   |               |
| 3     | All Students                              | 7.4                               | 22.1    | 63.2    | 7.4     | 70.6        | 95            |
|       | Students in At Least 2 <sup>nd</sup> Year | 7.1                               | 17.9    | 66.7    | 8.3     | <b>75.0</b> | 84            |
| 4     | All Students                              | 3.0                               | 21.0    | 70.0    | 6.0     | 76.0        | 100           |
|       | Students in At Least 2 <sup>nd</sup> Year | 1.1                               | 20.5    | 71.6    | 6.8     | <b>78.4</b> | 88            |
| 5     | All Students                              | 2.7                               | 32.9    | 58.9    | 5.5     | 64.4        | 73            |
|       | Students in At Least 2 <sup>nd</sup> Year | 0.0                               | 35.6    | 57.6    | 6.8     | <b>64.4</b> | 59            |
| 6     | All Students                              | 0.0                               | 20.3    | 60.8    | 18.9    | 79.7        | 74            |
|       | Students in At Least 2 <sup>nd</sup> Year | 0.0                               | 20.3    | 59.4    | 20.3    | <b>79.7</b> | 69            |
| 7     | All Students                              | 2.9                               | 36.2    | 59.4    | 1.4     | 60.8        | 69            |
|       | Students in At Least 2 <sup>nd</sup> Year | 3.4                               | 37.3    | 59.3    | 0.0     | <b>59.3</b> | 59            |
| 8     | All Students                              | 5.3                               | 34.2    | 57.9    | 2.6     | 60.5        | 38            |
|       | Students in At Least 2 <sup>nd</sup> Year | 5.3                               | 34.2    | 57.9    | 2.6     | <b>60.5</b> | 38            |
| All   | All Students                              | 3.6                               | 26.5    | 62.6    | 7.3     | 69.9        | 449           |
|       | Students in At Least 2 <sup>nd</sup> Year | 2.8                               | 25.9    | 63.2    | 8.1     | <b>71.3</b> | 397           |

### **Evaluation**

The table above indicates that OWN met and exceeded the school's goal of having at least 75% of the students enrolled for at least two years scoring on or above level 3 on the 2007 New York State ELA in grades 3, 4, and 6. OWN students in grades 5, 7, and 8 did not meet the goal.

A grade-by-grade level analysis shows that out of the six tested grade levels three grade levels met and surpassed the goal. In grade 3, 75% of students enrolled for at least three years scored at Levels 3 and 4, in grade 4 that number was 78.4%, while in grade 6 that number was 79.7%. Students in grades 5, 7, and 8, 64.4%, 59.3%, and 60.5% of students scored at levels 3 & 4 respectively.

### **Additional Evidence**

Students who have been enrolled in OWN's English language arts program for a longer period of time generally perform better on the NYS exam. As indicated in the table below, while only 70% of students enrolled for 1-year met standards at levels 3 & 4, 73% of students enrolled for at least 3-years met standards at levels 3 & 4.

An analysis of achievement at the middle school level also shows greater student achievement for those students enrolled at OWN for longer periods of time. Of the thirty-eight students enrolled in grade 8, twenty had been enrolled for five years, since the school's opening. 70% of those students scored at levels 3 & 4, and that number increases to 78% for the eighteen general education students in the 5-year cohort. The picture is much the same for students in grade 7.

There were 25 students in grade 7 who had been enrolled for 5-years, of these students, 60% scored at levels 3& 4.

**OWN Charter School 2006-07 ELA Performance  
by Grade Level and Number of Years Enrolled**

| Grade | Percent of Students at Levels 3 and 4 |               |             |               |          |               |
|-------|---------------------------------------|---------------|-------------|---------------|----------|---------------|
|       | 1+ Years                              |               | 2+ Years    |               | 3+ Years |               |
|       | Percent                               | Number Tested | Percent     | Number Tested | Percent  | Number Tested |
| 3     | 70.6                                  | 95            | <b>75.0</b> | 84            | 75.3     | 81            |
| 4     | 75.0                                  | 100           | <b>78.4</b> | 88            | 77.6     | 85            |
| 5     | 64.4                                  | 73            | <b>64.4</b> | 59            | 66.7     | 51            |
| 6     | 79.7                                  | 74            | <b>79.7</b> | 69            | 84.1     | 63            |
| 7     | 60.8                                  | 69            | <b>59.3</b> | 59            | 55.6     | 54            |
| 8     | 60.5                                  | 38            | <b>60.5</b> | 38            | 58.3     | 36            |
| All   | 69.9                                  | 449           | <b>71.3</b> | 397           | 73.2     | 370           |

***Goal 1, Measure 2: Absolute Proficiency***

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

**Method**

Annual Measurable Objectives (AMO) are used as part of the process for determining whether schools and districts have made Adequate Yearly Progress. Schools that fail to make Adequate Yearly Progress for two consecutive years on an accountability criterion as identified either as Schools in Need of Improvement or Schools Requiring Academic Progress.

Each year the state establishes the Annual Measurable Objective that each school must meet. OWN calculates its Performance Index (PI) for all tested students in grades 3-8 in accordance with the mandated formula. PI is the sum of the percent of students scoring at levels 2 plus twice the sum of the percents of students scoring at levels 3 and 4.

**Results**

The state established AMO for 2007 in ELA for grades 3-8 is 122. OWN met and significantly surpassed this measure by earning a PI of 167.

**Calculation of 2006-07 ELA Performance Index (PI) for Grades 3-8**

| Grades | Percent of Students at Each Performance Level |         |         |         | Number Tested |
|--------|---|---------|---------|---------|---------------|
|        | Level 1                                       | Level 2 | Level 3 | Level 4 |               |
| 3-8    | 4   | 27      | 63      | 7       | 449           |

$$\text{PI} = 27 + 63 + 7 + 63 + 7 = 167$$

**Evaluation**

OWN's aggregate Performance Index (PI) of 167 on the New York State ELA exam met and substantially surpassed the Annual Measurable Objective (AMO) of 122 set forth by the state's NCLB accountability system.

**Additional Evidence**

As the table below indicates there was an increase of 11 points in the school's PI between 2006 and 2007. Between those two years, OWN has continued to substantially surpassed the state's established goals.

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

| Year    | Grades | Total N Tested | Percent of Students at Each Performance Level |         |         | PI  | AMO |
|---------|--------|----------------|---|---------|---------|-----|-----|
|         |        |                | Level 2                                       | Level 3 | Level 4 |     |     |
| 2005-06 | 3-8    | 396            | 28  | 56      | 8       | 156 | 122 |
| 2006-07 | 3-8    | 449            | 27  | 63      | 7       | 167 | 122 |

***Goal 1, Measure 3: Comparative Proficiency***

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 ELA exam will be greater than that of all students in the same tested grades in the local school district.

**Method**

For the January 2007 ELA exam all students in grades 3-8 were tested. For the purpose of this measure scores of OWN students enrolled for at least two years will be compared to the scores of all students enrolled in District 30.

## Results

Of the 397 OWN students in grades 3-8 enrolled for at least two years 71.3% of them scored at levels 3 & 4 compared to only 57.3% of all students in District 30 who scored at levels 3 & 4 on the NYS ELA exam.

### **2006-07 State ELA Exam OWN Charter School and District 30 Performance by Grade Level**

| Grade      | Percent of Students at Levels 3 and 4                    |               |                          |               |
|------------|--|---------------|--------------------------|---------------|
|            | Charter School Students in at least 2 <sup>nd</sup> Year |               | All District 30 Students |               |
|            | Percent  | Number Tested | Percent                  | Number Tested |
| 3          | 75.0   | 84            | 62.1                     | 2,929         |
| 4          | 78.4   | 88            | 60.1                     | 2,833         |
| 5          | 64.4   | 59            | 62.7                     | 2,891         |
| 6          | 79.7   | 69            | 57.2                     | 3,103         |
| 7          | 59.3   | 59            | 54.1                     | 2,824         |
| 8          | 60.5   | 38            | 47.5                     | 2,891         |
| <b>All</b> | <b>71.3</b>  | 397           | <b>57.3</b>              | 17,471        |

## Evaluation

For the 2007 ELA exam, OWN students enrolled for at least two years significantly outperformed District 30 students. While 71.3% of OWN students scored at levels 3 & 4, only 57.3% of District 30 students scored at levels 3 & 4. OWN outperformed District 30 by +14.0% in grades 3-8.

It is significant to note that OWN students outperformed District 30 students at each grade level. In Grade 5, OWN students outperformed District 30 students by +1.7%, while in Grade 6, OWN students outperformed District 30 students by as much as +22.5%.

## Additional Evidence

As the table below demonstrates, OWN students have demonstrated consistent growth in their achievement on the NYS ELA exam. While OWN outperformed District 30 by 4.3% for grade 3-8 students in 2006, that margin increased to 14.0% for grades 3-8 in 2007. It is also worth noting that while overall achievement declined for District 30, from 58.6% to 57.3% between 2006 and 2007, OWN showed positive growth in achievement, from 62.9% to 71.3% between 2006 and 2007.

At each grade level OWN students outperformed District 30 students by margins ranging from 1.7% in Grade 5 to 22.5% in Grade 6. It is also worth noting that OWN showed solid and substantial growth and progress in the achievement of its middle school students (Grades 6-8.)

**ELA Performance of OWN Charter School and Local District 30  
by Grade Level and School Year**

| Grade | Percent of OWN Charter School Students Enrolled in At Least Their Second Year Compared to All District 30 Students in the Same Tested Grades |             |             |             |             |             |             |             |
|-------|--|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
|       | 2003-04  |             | 2004-05     |             | 2005-06     |             | 2006-07     |             |
|       | OWN  | District 30 | OWN         | District 30 | OWN         | District 30 | OWN         | District 30 |
| 3     |  |             |             |             | 71.3        | 71.6        | 75.0        | 62.1        |
| 4     | <b>64.4</b>  | <b>59.1</b> | <b>71.2</b> | <b>67.7</b> | 66.1        | 66.2        | 78.4        | 60.1        |
| 5     |  |             |             |             | 77.3        | 64.4        | 64.4        | 62.7        |
| 6     |  |             |             |             | 56.9        | 57.3        | 79.7        | 57.2        |
| 7     |  |             |             |             | 54.8        | 51.9        | 59.3        | 54.1        |
| 8     | <b>NA</b>  |             | <b>NA</b>   |             | 34.1        | 43.3        | 60.5        | 47.5        |
| All   |  |             |             |             | <b>62.9</b> | <b>58.6</b> | <b>71.3</b> | <b>57.3</b> |

**Goal 1, Measure 4: Comparative Proficiency**

Each year, the school will exceed its predicted level of performance on the State ELA 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**

SUNY, Charter Schools Institute calculated the effect size using regression analysis. The data used for this report is from the analysis completed by CSI for the 2006 ELA exam.

**Results**

The chart below displays how OWN students in each grade performed compared to students in public schools in New York State with the same grade and a similar population of free-lunch-eligible students.

| Grade | Percent of Free Lunch Eligible Students | Number of Students Tested | Percent of Students at Levels 3&4 |           | Difference between Actual and Predicted | Effect Size |
|-------|---|---------------------------|-----------------------------------|-----------|---|-------------|
|       |   |                           | Actual                            | Predicted |   |             |
| 3     |   | 97                        | 71.1                              | 66.4      | 4.8                                     | 0.28        |
| 4     |   | 66                        | 68.2                              | 65.1      | 3.0                                     | 0.18        |
| 5     |   | 75                        | 78.7                              | 63.8      | 14.8                                    | 0.81        |
| 6     |   | 71                        | 56.3                              | 56.2      | 0.2                                     | 0.01        |
| 7     |   | 44                        | 59.1                              | 52.1      | 7.0                                     | 0.38        |
| 8     |   | 43                        | 34.9                              | 44.6      | -9.7                                    | -0.54       |
| All   | 41.5                                    | 396                       | 64.1                              | 59.9      | 4.2                                     | 0.24        |

|  |
|--|
| <b>School's Overall Comparative Performance:</b> |
| <i>About the Same as Expected</i>                |



**Evaluation**

The school's aggregate effect size was about the same as expected. However, it is worth noting the overall picture was severely impacted by the poor performance of OWN's first set of grade 8 students.

***Goal 1, Measure 5: Value Added***

Each year, each grade-level cohort will reduce by one-half the gap between the percent at or above Level 3 on the previous year's State ELA exam and 75 percent at or above Level 3 on the current year's State ELA exam. If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, that cohort is expected to show at least an increase in the current year.

**Method**

The cohort size used was based on the number of students who had been enrolled for at least two years at the time of the 2007 NYS ELA exam. The established target was based on the difference between the student's performance on the 2006 exam and 75, that difference was divided by two.

**Results**

Though only two grade levels met their established targets, there was an increase in the percent of students who scored at levels 3 and 4. The target for grades 7 and 8 were a large leap between 2006 and 2007, given that the scores were relatively low in 2006.

**Cohort Growth on State ELA Exam from 2005-06 to 2006-07**

| Grade | Cohort Size | Percent at Levels 3 and 4 |        |         | Change | Target Achieved |
|-------|-------------|---------------------------|--------|---------|--------|-----------------|
|       |             | 2005-06                   | Target | 2006-07 |        |                 |
| 4     | 88          | 71                        | 73     | 78      | +7     | YES             |
| 5     | 59          | 68                        | 72     | 64      | +4     | NO              |
| 6     | 69          | 76                        | 77     | 80      | +4     | YES             |
| 7     | 59          | 56                        | 65     | 59      | +3     | NO              |
| 8     | 38          | 59                        | 67     | 61      | +2     | NO              |
| All   | 313         | 68                        | 71     | 71      | +3     | YES             |

**Evaluation**

OWN met the aggregate school-wide target, however, several grade levels were not very close to meeting the goal. For example, grade 5 was 8 points away from meeting its target, while grades 7 and 8 were 5 points and 6 points away respectively.

**SUMMARY**

The data presented above unambiguously supports the statement that OWN students have achieved strong results in English Language Arts. OWN was very close in meeting its absolute measure of having 75% of its students enrolled for at least two years score at levels 3 and 4.

New York State students in grades 6-8 have struggled to achieve proficiency in ELA. OWN students in those grade levels have also struggled. However, OWN is proud that it has made some strides in improving middle school outcomes. In 2006, District 30 outperformed OWN students in both grades 6 and 8, however, in 2007 OWN students outperformed District 30 students and showed significantly increases in student achievement. Between 2006 and 2007 there was an increase of 23% in the number of students who scored on levels 3 and 4 in grade 6. In 2006, 57% of OWN grade 6 students scored at levels 3 and 4. That number increased to 80% in 2007. A similar story occurred in grade 8. In 2006, only 34% of OWN grade 8 students scored at levels 3 and 4, but in 2007 that number had increased to 61%, for an increase of 27%.

| <b>Measure</b> | <b>Type</b> | <b>Description</b>  | <b>Outcome</b> |
|----------------|-------------|---|----------------|
| 1              | 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.   | Close          |
| 2              | 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.   | Met            |
| 3              | 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. | Met            |
| 4              | Comparative | Each year, the school will exceed its predicted level of performance on the State exam by at least a small Effect Size.   |                |
| 5              | Value Added | Each year, each grade-level cohort will reduce by one-half the gap between the percent at or above Level 3 on the previous year's State exam and 75 percent at or above Level 3 on the current year's State exam.                                   | Close          |

## **ACTION PLAN**

During the 2006-2007 school year OWN put in place an aggressive four-pronged course of attack aimed at continuing the success and growth in student achievement on the New York State English Language Arts exam. This approach was relatively successful and OWN intends to continue to pursue many of the approaches used during the 2006-2007 school year.

OWN will continue to provide opportunities for all teachers to become more proficient in using data gathered from formal, informal, and standardized tests to drive their instruction and to create learning plans of attack, especially for those students that are not meeting NYS learning standards. Use of the data provided by nyStart.gov website will be done in school wide and grade level team meetings.

During the late spring of 2007, OWN contacted with curriculum developers from the National Council of Teachers of English to work with OWN staff to upgrade and revise the school's K-8 ELA curriculum. The primary goals was to create a more seamless vertical and horizontal articulation of the curriculum and to delineate the skills that are to be mastered at each grade level and to put in ways of monitoring student success. The agreement with the National Council of Teachers of English extends into the 2007-2008 school year. Individual teachers and grade level teams will have a mentor and coach who will work with them to fully implement the new curriculum in the most effective and efficient way.

## **MATHEMATICS**

### **Goal 2: Mathematics**

All students at the school will become proficient in Mathematics.

#### ***Goal 2, Measure 1: Absolute Proficiency***

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 Math examination.

### **Method**

In March 2007 all currently enrolled grade 3-8 students took the New York State Mathematics Exam. The Mathematics exam measures skills and knowledge that have been mastered during a student's full school history. Progress towards meeting this goal will be measured by specifically assessing students who have been enrolled for at least two years.

**2006-07 State Mathematics Exam  
Number of Students Tested and Not Tested**

| Grade | Total Tested | Tested <sup>2</sup> |     |        | Total Enrolled |
|-------|--------------|---------------------|-----|--------|----------------|
|       |              | IEP                 | ELL | Absent |                |
| 3     | 95           | 8                   | 9   | 0      | 95             |
| 4     | 100          | 8                   | 6   | 0      | 100            |
| 5     | 73           | 6                   | 3   | 0      | 73             |
| 6     | 73           | 4                   | 2   | 0      | 73             |
| 7     | 69           | 4                   | 1   | 0      | 69             |
| 8     | 38           | 4                   | 0   | 0      | 38             |
| All   | 448          | 34                  | 21  | 0      | 448            |

**Results**

Of the four hundred forty-eight students enrolled in grades 3-8, three hundred ninety-five had been enrolled for at least two years. As the table below shows seventy-three percent of these students scored at levels 3 & 4. Overall, OWN students did not meet the goal.

**OWN Charter School Performance on 2006-07 State Mathematics Exam  
By All Students and Students Enrolled in At Least Their Second Year**

| Grade | Population                                | Percent at Each Performance Level |         |         |         |             | Number Tested |
|-------|---|-----------------------------------|---------|---------|---------|-------------|---------------|
|       |   | Level 1                           | Level 2 | Level 3 | Level 4 | Level 3/4   |               |
| 3     | All Students                              | 3.2                               | 13.7    | 57.9    | 25.3    | 83.2        | 95            |
|       | Students in At Least 2 <sup>nd</sup> Year | 1.2                               | 14.5    | 59.0    | 25.3    | <b>84.3</b> | 83            |
| 4     | All Students                              | 8.0                               | 9.0     | 60.0    | 23.0    | 83.0        | 100           |
|       | Students in At Least 2 <sup>nd</sup> Year | 8.0                               | 9.1     | 58.0    | 25.0    | <b>83.0</b> | 88            |
| 5     | All Students                              | 5.5                               | 24.7    | 57.5    | 12.3    | 69.8        | 73            |
|       | Students in At Least 2 <sup>nd</sup> Year | 5.1                               | 25.4    | 59.3    | 10.2    | <b>69.3</b> | 59            |
| 6     | All Students                              | 5.5                               | 12.3    | 58.9    | 23.3    | 82.2        | 73            |
|       | Students in At Least 2 <sup>nd</sup> Year | 5.9                               | 13.2    | 55.9    | 25.0    | <b>80.9</b> | 68            |
| 7     | All Students                              | 5.8                               | 39.1    | 44.9    | 10.1    | 55.0        | 69            |
|       | Students in At Least 2 <sup>nd</sup> Year | 5.1                               | 40.7    | 44.1    | 10.2    | <b>54.3</b> | 59            |
| 8     | All Students                              | 18.4                              | 39.5    | 39.5    | 2.6     | 42.1        | 38            |
|       | Students in At Least 2 <sup>nd</sup> Year | 18.4                              | 39.5    | 39.5    | 2.6     | <b>42.1</b> | 38            |
| All   | All Students                              | 6.7                               | 20.3    | 54.9    | 18.1    | 73.0        | 448           |
|       | Students in At Least 2 <sup>nd</sup> Year | 6.3                               | 21.0    | 54.2    | 18.5    | <b>72.7</b> | 395           |

**Evaluation**

As the table above indicates, students in grades 3, 4, and 6 significantly surpassed the school's accountability goal of having 75% of those students enrolled for at least two years meeting

<sup>2</sup> Students having an Individualized Education Program (IEP) or designated as English Language Learners (ELL).

standards at levels 3 and 4. Students in grades 5, 7, and 8 did not fair as well and fell short of meeting the goal.

**Goal 2, Measure 2: Absolute Proficiency**

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**

Annual Measurable Objectives (AMO) are used as part of the process for determining whether schools and districts have made Adequate Yearly Progress. Schools that fail to make Adequate Yearly Progress for two consecutive years on an accountability criterion as identified either as Schools in Need of Improvement or Schools Requiring Academic Progress.

Each year the state establishes the Annual Measurable Objective that each school must meet. OWN calculates its Performance Index (PI) for all tested students in grades 3-8 in accordance with the mandated formula. PI is the sum of the percent of students scoring at levels 2 plus twice the sum of the percents of students scoring at levels 3 and 4.

**Results**

Since the school’s opening OWN has consistently satisfied its Annual Yearly Progress. The following table shows that OWN’s aggregate Performance Index in Mathematics for Grades 3-8 was 166, thus exceeding the 2007 AMO for elementary-middle schools of 86.

**Calculation of 2006-07 Mathematics Performance Index (PI) for Grades 3-8**

| Grades | Percent of Students at Each Performance Level |         |         |         | Number Tested |
|--------|---|---------|---------|---------|---------------|
|        | Level 1                                       | Level 2 | Level 3 | Level 4 |               |
| 3-8    | 7   | 20      | 55      | 18      | 448           |

$$\begin{aligned}
 \mathbf{PI} &= 20 + 55 + 18 \\
 &+ 55 + 18 = \mathbf{166}
 \end{aligned}$$

**Evaluation**

Between 2006 and 2007, there was an increase of 12 points in the school’s Performance index. The increase in the percent of students exceeding standards at level 4 showed positive progress and contributed to the school’s success in surpassing the Annual Measurable Objective for 2007.

**Additional Evidence**

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

| Year    | Grades | Total N Tested | Percent of Students at Each Performance Level |         |         | PI  | AMO |
|---------|--------|----------------|---|---------|---------|-----|-----|
|         |        |                | Level 2                                       | Level 3 | Level 4 |     |     |
| 2005-06 | 3-8    | 397            | 26  | 51      | 13      | 154 | 86  |
| 2006-07 | 3-8    | 448            | 20  | 55      | 18      | 166 | 86  |

***Goal 2, Measure 3: Comparative Proficiency***

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 NYC District 30.

**Method**

OWN primarily draws students from District 30 and will compare its data for students enrolled for at least two years to that of the District 30 averages for all tested students.

**Results**

At the time of the March 2007 Math exam there were 395 students enrolled in grades 3-8 for at least two years, of these students 72.7% scored at levels 3 & 4 as compared to 73.4% of all tested District 30 students. OWN did not surpass District 30 achievement and did not meet this goal.

**2006-07 State Mathematics Exam  
OWN Charter School and District 30 Mathematics Performance by Grade Level**

| Grade | Percent of Students at Levels 3 and 4                    |               |                          |               |
|-------|--|---------------|--------------------------|---------------|
|       | Charter School Students in at least 2 <sup>nd</sup> Year |               | All District 30 Students |               |
|       | Percent  | Number Tested | Percent                  | Number Tested |
| 3     | 84.3   | 83            | 87.0                     | 3022          |
| 4     | 83.0   | 88            | 79.6                     | 2924          |
| 5     | 69.5   | 59            | 78.2                     | 2962          |
| 6     | 80.8   | 68            | 74.1                     | 3208          |
| 7     | 54.3   | 59            | 64.2                     | 2953          |
| 8     | 42.1   | 38            | 57.6                     | 3024          |
| All   | <b><u>72.7</u></b>                                       | 395           | <b><u>73.4</u></b>       | 18093         |

**Evaluation**

While OWN students did not perform at or above the same level as District 30 students in all grade levels, it did perform at a higher level in grade 4.

**Additional Evidence**

As the table below indicates in 2006 OWN’s first set of middle school students performed poorly on the New York State Mathematics exam with only twenty-one percent of grade 8 students, twenty-six percent of grade 7 and fifty-eight percent of grade 6 students meeting standards. For the 2007 NYS Math exam there was significant improvements in the overall performance of grade 6-8 students. Between 2006 and 2007, we see a doubling of the percent of grade 8 students who met standards. The improvement in grade 6 and 7 mathematics performance was even more stark, with a positive growth of 23 percentage points between 2006 and 2007 for grade 6 students, and an increase of 28 percentage points between 2006 and 2007 for grade 7 students.

In 2006 District 30 outperformed OWN by 1.5%, in 2007 that margin had been reduced to 0.7%.

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

| Grade | Percent of OWN Charter School Students Enrolled in At Least Their Second Year Compared to All District 30 Students in the Same Tested Grades |             |             |             |             |             |             |             |
|-------|--|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
|       | 2003-04  |             | 2004-05     |             | 2005-06     |             | 2006-07     |             |
|       | OWN  | District 30 | OWN         | District 30 | OWN         | District 30 | OWN         | District 30 |
| 3     |  |             |             |             | 81          | 82          | 84.3        | 87.0        |
| 4     | <b>58.1</b>  | <b>76.7</b> | <b>90.8</b> | <b>81.9</b> | 86          | 77          | 83.0        | 79.6        |
| 5     |  |             |             |             | 73          | 69          | 69.5        | 78.2        |
| 6     |  |             |             |             | 58          | 63          | 80.8        | 74.1        |
| 7     |  |             |             |             | 26          | 54          | 54.3        | 64.2        |
| 8     | <b>NA</b>  |             | <b>NA</b>   |             | 21          | 45          | 42.1        | 57.6        |
| All   |  |             |             |             | <b>63.3</b> | <b>64.8</b> | <b>72.7</b> | <b>73.4</b> |

***Goal 2, Measure 4: Comparative Proficiency***

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**

At the time of writing this report, the regression analysis for the 2007 NYS Mathematics exam was not available and so the data being presented is for the 2006 NYS Mathematics exam.

**Results**

The chart below displays how OWN students in each grade performed compared to students in public schools in New York State with the same grade and a similar population of free-lunch-eligible students on the 2006 Math exam.

| Grade | Percent of Free Lunch Eligible Students | Number of Students Tested | Percent of Students at Levels 3&4 |           | Difference between Actual and Predicted | Effect Size |       |
|-------|---|---------------------------|-----------------------------------|-----------|---|-------------|-------|
|       |   |                           | Actual                            | Predicted |   |             |       |
| 3     | 41.5                                    | 97                        | 81.4                              | 78.8      | 2.6                                     | 0.17        |       |
| 4     |   | 66                        | 86.4                              | 75.3      | 11.1                                    | 0.64        |       |
| 5     |   | 74                        | 73.0                              | 65.3      | 7.6                                     | 0.37        |       |
| 6     |   | 72                        | 58.3                              | 56.8      | 1.6                                     | 0.07        |       |
| 7     |   | 44                        | 27.3                              | 51.6      | -24.3                                   | -1.11       |       |
| 8     |   | 44                        | 20.5                              | 48.7      | -28.2                                   | -1.32       |       |
| All   |   |                           | 397                               | 63.7      | 65.4                                    | -1.7        | -0.04 |

|  |
|--|
| <b>School's Overall Comparative Performance:</b> |
| <i>About the Same as Expected</i>                |

**Evaluation**

While students in grades 3, 4, 5, and 6 showed a positive effect size, the large negative effect size of -1.11 for grade 7 and -1.31 for grade 8 resulted in an overall Grade 3-8 Effect size of -0.04. The school's overall comparative performance was About the Same as Expected. Thus OWN met this measure.

***Goal 2, Measure 5: Value Added***

Each year, each grade-level cohort will reduce by one-half the gap between the percent at or above Level 3 on the previous year's State Mathematics exam and 75 percent at or above Level 3 on the current year's State Mathematics exam. If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, that cohort is expected to show at least an increase in the current year.

**Method**

OWN used SUNY, Charter Schools Institute's 2006 report that shows the grade level performance for all students tested to in 2006 to determine the Target for each grade level in 2007.



OWN Charter School Accountability Plan Progress Report

**Results**

The school wide improvement in scores between 2006 and 2007 attributed to primarily to the improvements in grade 7 and 8 scores resulted in an overall gain and the school meeting the targeted goal.

**Cohort Growth on State Mathematics Exam from 2005-06 to 2006-07**

| Grade | Cohort Size | Percent at Levels 3 and 4 |        |         | Change | Target Achieved |
|-------|-------------|---------------------------|--------|---------|--------|-----------------|
|       |             | 2005-06                   | Target | 2006-07 |        |                 |
| 4     | 88          | 81                        | 82     | 83      | +2     | YES             |
| 5     | 59          | 86                        | 87     | 70      | -16    | NO              |
| 6     | 68          | 73                        | 74     | 81      | +8     | YES             |
| 7     | 59          | 58                        | 67     | 54      | -4     | NO              |
| 8     | 38          | 27                        | 51     | 42      | +15    | NO              |
| All   | 395         | 55                        | 65     | 73      | +18    | YES             |

**Evaluation**

On the 2007 exam, grade 4, 6 and 8 students showed positive gains between 2007 and 2006, but only the grade 4 and 6 cohorts achieved the target. Grades 5, 7, and 8 did not meet their grade level targets.

**SUMMARY**

As the table above demonstrate OWN students did not meet all the goals set forth in the school’s accountability plan. As a school OWN showed demonstrably improvements in the numbers and percentages of students who scored at levels 3 and 4, especially in grades 6-8. However, the improvements in achievement in those grades was not enough to have OWN make the statement that it has met all goals and targets for mathematics achievement. Students in the elementary grades continued to perform well and have made strides to having at least 75% of them scoring at levels 3 and 4. While OWN continues to have relatively few students at level 1, there are still a substantial number of students who fell into level 2.

| Measure | Type        | Description   | Outcome |
|---------|-------------|---|---------|
| 1       | 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.   | Close   |
| 2       | 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.   | Met     |
| 3       | 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. | Close   |
| 4       | Comparative | Each year, the school will exceed its predicted level of performance on the State exam by at least a small Effect Size.   |         |
| 5       | Value Added | Each year, each grade-level cohort will reduce by one-half the gap between the percent at or above Level 3 on the previous year’s State exam and 75 percent at or above Level 3 on the current year’s State exam.                                   | Met     |

## **ACTION PLAN**

Results for mathematics achievement was mixed. Though there was school-wide improvements for OWN students, it was not enough to catch up to and surpass student performance in District 30.

In grades 5-8 OWN has contracted with Princeton Review for the 2006-2007 school year. Under this agreement OWN will have an additional staff member who is trained to act as a Mathematics Coach and Mentor. His primary duties will be to improve instruction based on currently available data and accepted best practice in mathematics instruction. The coach will visit classrooms to observe teachers and to help them in improving instruction and student achievement.

Mathematics classrooms will also be structured in such a way as to reduce class size and to increase the number of teachers giving support to students who are not meeting NYS learning standards. The amount of time devoted to mathematics instruction will also be increased and supplemented with both a test preparation section and a math lab section. Both sections will help students to develop better testing taking strategies and will also places where teachers will provide targeted instruction based on assessments given through each unit.

OWN has also undertaken a review of its current curriculum and devoted summer 2007 to improving the mathematics curriculum for K-4, while simultaneously updating the Grades 5-8 curriculum. The improvements to the curriculum include a change in the textbook series to be used in Grades 5-8, more use of technology and manipulatives to improve achievement in measurement and geometry.

## **SCIENCE**

### **Goal 3: Science**

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

### ***Goal 3, Measure 1: Absolute Proficiency***

Each year, 75 percent 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.

### **Method**

In May 2007 all enrolled Grade 4 students took the New York State Elementary Level Science exam. Similarly, in June 2007 all enrolled Grade 8 students took the New York State Intermediate Level Science exam. The exams measure skills and knowledge that have been mastered during the student's full school history. Progress towards meeting this goal is measured by specifically assessing students who have been enrolled at OWN for at least two years.

**Results**

Grade 4 students met and surpassed the targeted goal of 75% by more than 10% points. Grade 8 students were very close to the 75% target. Grade 8 did not meet the measure by less than 1% point.

**OWN Charter School Performance on 2006-07 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   |               |
|       | Students in At Least 2 <sup>nd</sup> Year |                                   |         |         |         |             |               |
| 4     | All Students                              | 1.1                               | 8.7     | 37.0    | 53.3    | 90.3        | 92*           |
|       | Students in At Least 2 <sup>nd</sup> Year | 0.0                               | 8.8     | 32.5    | 58.8    | <b>91.3</b> | 80*           |
| 8     | All Students                              | 5.7                               | 20.0    | 60.0    | 14.3    | 74.3        | 35            |
|       | Students in At Least 2 <sup>nd</sup> Year | 5.7                               | 20.0    | 60.0    | 14.3    | <b>74.3</b> | 35            |
| All   | All Students                              | 2.4                               | 11.8    | 43.3    | 42.5    | 85.8        | 127           |
|       | Students in At Least 2 <sup>nd</sup> Year | 1.7                               | 12.2    | 40.9    | 45.2    | <b>86.1</b> | 115           |

\* At the time of the exam 100 students were enrolled at grade 4 students. One student was absent for the exam, and OWN did not receive the scores for 7 students who had transferred out of the school.

**Additional Evidence**

The table below takes a look at the student performance based on the number of years they were enrolled as OWN students. In 2005-2006, students who had been enrolled since the opening of the schools are in the 4+ Years column. In 2006-2007, students enrolled since the opening of the school are in 5+ Years column. OWN believes that the strength of its Science program can be captured by taking a look at the performance of grade 8 students who had been enrolled since the began at OWN. In 2005-2006, of the 24 grade 8 students enrolled since the opening of the school, 54% scored at levels 3 and 4. In 2006-2007, of the 19 grade 8 students enrolled since the opening of the school, 84% scored at levels 3 and 4. One of the differences between the two groups that is worth noting is that the 2005-2006 grade 8 cohort joined OWN in grade 5, while the 2006-2007 grade 8 cohort joined OWN in grade 4. We contend that the students who begin instruction at OWN in the early years and are students at OWN for a longer period of time perform better on the state test.

The data also demonstrates that in both grades 4 and grade 8 student achievement, as measured by the science exam, improved between the 2005-2006 and 2006-2007 school year.

**OWN Charter School Science Performance  
by Grade Level and Number of Years Enrolled**

| Grade | Percent of Students at Levels 3 and 4 on NYS Science Exam |               |          |               |           |               |          |               |
|-------|---|---------------|----------|---------------|-----------|---------------|----------|---------------|
|       | 2005-2006   |               |          |               | 2006-2007 |               |          |               |
|       | 2+ Years  |               | 4+ Years |               | 2+ years  |               | 5+ Years |               |
|       | Percent   | Number Tested | Percent  | Number Tested | Percent   | Number Tested | Percent  | Number Tested |
| 4     | 90%   | 59            | 88%      | 42            | 91%       | 82            | 95%      | 44            |
| 8     | 49%   | 41            | 54%      | 24            | 74%       | 35            | 84%      | 19            |

***Goal 3, Measure 2: Comparative Proficiency***

Each year, the percent of fourth and eighth grade students who are enrolled in at least their second year and performing at or above Level 3 on the New York State Science exam will be greater than that of NYC District 30.

**Results**

As of the writing of this report NYSED has yet published the cumulative district data for science performance for the 2006-2007 school year. This data is usually included in the District Report Card in the subsequent year.

**Additional Evidence**

**Science Performance of OWN Charter School and Local District 30  
by Grade Level and School Year**

| Grade | Percent of OWN Charter School Students Enrolled in At Least Their Second Year Compared to All District 30 Students in the Same Tested Grades (Science) |             |           |             |           |             |           |             |
|-------|--|-------------|-----------|-------------|-----------|-------------|-----------|-------------|
|       | 2003-04  |             | 2004-05   |             | 2005-06   |             | 2006-07   |             |
|       | OWN  | District 30 | OWN       | District 30 | OWN       | District 30 | OWN       | District 30 |
| 4     | <b>70</b>  | 66          | <b>83</b> | 71          | <b>90</b> | 79          | <b>91</b> |             |
| 8     |  |             |           |             | <b>49</b> | 49          | <b>74</b> |             |

OWN students have outperformed District 30 students on the NYS Elementary level Science exam each year since 2004. Between 2004 and 2006 there was an increase of 20% points in the number of grade 4 students who scored at or above level 3 on the science exam for OWN students, compared to an increase of only 13% points by District 30 students.

In 2006, 49% of both OWN and District 30 students scored at or above level 3 on the Intermediate Science exam. Though the data for district 30 is not available for the 2007 test OWN believes that with an increase of 25% in the number of students scoring at or above level 3 for its students that is likely to have stayed on par or surpassed district 30 achievement levels.

## SUMMARY

The growth in student achievement in science since 2004 has been steady and impressive for both grade 4 and grade 8 students. Students enrolled and exposed to the science curriculum and the instructional methodologies at OWN have done well and outperformed students in the local school district. OWN believes that its commitment of time to science instruction beginning in Kindergarten has prepared its students for success.

Still OWN must continue to improve student outcomes in grade 8. OWN's first group of grade 8 students enrolled for at least two years did not perform well, with only 49% of them scoring at or above level 3. The next group of grade 8 students did much better, with 74% of those enrolled for at least two years scoring at or above level 3.

There were 44 students in the 5-year cohort in grade 4 for the 2007 science exam. Of these students 73% scored at Level 4 while 0% scored at Level 1. Of the 19 students in the 5-year Grade 8 cohort, 16% scored at Level 4 while 0% scored at Level 1. The students who scored at the very highest levels had been OWN students for a longer time frame.

| Measure | Type        | Description   | Outcome |
|---------|-------------|---|---------|
| 1       | 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.   | Close   |
| 2       | 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. | Met     |

## SOCIAL STUDIES

OWN implemented a new school-wide Social Studies curriculum for the 2006-2007 school year. In the summer of 2006, a team of teachers worked together to create an implementation plan for the new curriculum. In September, a school wide workshop was held. During that workshop Social Studies teachers were trained on how to implement both *History Alive!* and *Social Studies Alive!* During the school year, the staff developer and curriculum developer met with teachers to review their progress in implementing the new curriculum and did a monthly survey of the strengths and weakness of the curriculum.

The introduction of a new social studies curriculum was driven by two factors. First, OWN had been using the proprietary curriculum of Mosaica Education and since OWN was no longer affiliated with Mosaica Education in 2006 it was no longer possible to use that curriculum. Second, OWN recognized the need to realign its curriculum to more closely follow the New York State curriculum in social studies.

**Goal 4: Social Studies**

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

**Goal 4, Measure 1: Absolute Proficiency**

Each year, 75 percent of all fifth and eighth graders who are enrolled in at least their second year will perform at or above Level 3 on the New York State Social Studies examination.

**Results**

OWN grade 5 and grade 8 students did not meet the 75% target. Of the fifty-nine grade 5 students, enrolled for at least two years, 71.2% scored at or above level 3 on the elementary level social studies exam. Of the thirty-seven grade 8 students, enrolled for at least two years, 59.5% scored at or above level 3 on the intermediate level social studies exam.

**OWN Charter School Performance on 2006-07 State Social Studies Exam  
By All Students and Students Enrolled in At Least Their Second Year**

| Grade | Population                                | Percent at Each Performance Level |         |         |         |             | Number Tested |
|-------|---|-----------------------------------|---------|---------|---------|-------------|---------------|
|       |   | Level 1                           | Level 2 | Level 3 | Level 4 | Level 3/4   |               |
|       | Students in At Least 2 <sup>nd</sup> Year |                                   |         |         |         |             |               |
| 5     | All Students                              | 15.1                              | 13.7    | 49.3    | 21.9    | 71.2        | 73            |
|       | Students in At Least 2 <sup>nd</sup> Year | 15.3                              | 23.6    | 47.5    | 23.7    | <b>71.2</b> | 59            |
| 8     | All Students                              | 2.7                               | 37.8    | 54.1    | 5.4     | 59.5        | 37            |
|       | Students in At Least 2 <sup>nd</sup> Year | 2.7                               | 37.8    | 54.1    | 5.4     | <b>59.5</b> | 37            |
| All   | All Students                              | 10.9                              | 21.8    | 50.9    | 16.4    | 67.3        | 110           |
|       | Students in At Least 2 <sup>nd</sup> Year | 10.4                              | 22.9    | 50.0    | 16.7    | <b>66.7</b> | 96            |

**Additional Evidence**

**OWN Charter School 2006-07 Social Studies Performance  
by Grade Level and Number of Years Enrolled**

| Grade | Percent of Students at Levels 3 and 4 in Social Studies |               |             |               |          |               |
|-------|---|---------------|-------------|---------------|----------|---------------|
|       | 1+ Years  |               | 2+ Years    |               | 4+ Years |               |
|       | Percent   | Number Tested | Percent     | Number Tested | Percent  | Number Tested |
| 5     | 71.2  | 73            | <b>71.2</b> | 59            | 72.1     | 43            |
| 8     | 0   | 0             | <b>59.5</b> | 37            | 60.0     | 30            |
| All   | 71.2  | 73            | <b>66.7</b> | 96            | 67.1     | 73            |

The table above illustrates that students who had been enrolled for a greater period of time achieved at a higher rate on the social studies examination during the 2006-2007 school year.

**Goal 4, Measure 2: Comparative Proficiency**

Each year, the percent of fifth and eighth grade students who are enrolled in at least their second year and performing at or above Level 3 on the New York State Social Studies examination will be greater than that of NYC District 30.

**Results**

At the time of writing this report NYSED had not yet released the cumulative results of the 2006-2007 for district 30 in the District Report Cards. The district data is usually released in the subsequent year.

**2006-07 State Social Studies Exam  
OWN Charter School and District 30 Social Studies Performance by Grade Level**

| Grade      | Percent of Students at Levels 3 and 4 in Social Studies |               |                          |               |
|------------|---|---------------|--------------------------|---------------|
|            | OWNCS Students in at least 2 <sup>nd</sup> Year         |               | All District 30 Students |               |
|            | Percent   | Number Tested | Percent                  | Number Tested |
| 5          | 71.2  | 59            |                          |               |
| 8          | 59.5  | 37            |                          |               |
| <b>All</b> | <b>66.7</b>   | 96            |                          |               |

**Additional Evidence**

As the table below shows the performance of OWN grade 5 students relative to district 30 students have been historically inconsistent. OWN grade 5 students outperformed district 30 students in 2005. OWN does not currently have the district 30 data for 2006 and thus cannot make a comparison.

The data that OWN has used below is the results for all students in grade 8 who took the test for the 2005-2006 school year. Only 31% of all grade 8 students scored at or above level 3. This is below both the absolute and comparative measure of the accountability plan.

**Social Studies Performance of OWN Charter School and Local District 30  
by Grade Level and School Year**

| Grade | Percent of OWN Students in At Least Their 2 <sup>nd</sup> Compared to All District 30 Students in the Same Tested Grades in Social Studies At or Above Level 3 |             |             |             |             |             |         |             |
|-------|--|-------------|-------------|-------------|-------------|-------------|---------|-------------|
|       | 2003-04  |             | 2004-05     |             | 2005-06     |             | 2006-07 |             |
|       | OWN  | District 30 | OWN         | District 30 | OWN         | District 30 | OWN     | District 30 |
| 5     | <b>66.7</b>  | 69.1        | <b>53.7</b> | 71.5        | <b>92.4</b> | 77          | 71      |             |
| 8     |  |             |             |             | 31.0*       | 36          | 60      |             |

\* Grade 8 data is for all students who took the test in June 2006 without regard to number of years enrolled.

## **SUMMARY**

OWN believes that the changes in the content and instructional methodologies in social studies that were implemented in the September 2006 impacted student achievement on the grade 8 exam. While less than 40% of all grade 8 students scored at or above level 3 on the Intermediate exam in June 2006, we saw that achievement level increase to 60% on the June 2007 exam. We believe that increase positions OWN grade 8 students to outperform district 30 students.

The improvement in achievement can be attributed to several initiatives. First, teachers increased the amount of instructional time in social studies and included a greater focus on working with document based questions and geography. OWN expects that the realignment of the curriculum to include more intensive study of US History in both 7<sup>th</sup> and 8<sup>th</sup> grades will continue to help better prepare students for high achievement on the NYS Intermediate Social Studies Examination.

### **Additional Academic Measure—NCLB**

#### ***Goal 5, Measure 1:***

Under the New York State's NCLB accountability system, Our World Neighborhood Charter School's Accountability Status will be "Good Standing" each year.

#### **Results**

Since the school's inception New York State Education Department has designated OWN Charter School as a school in "Good Standing." In a July 10, 2006 letter from the New York State Education Department, OWN was designated as a school in Good Standing in 2006-2007.

OWN believes that given its current level of achievement and by meeting AMO in both English Language Arts and Mathematics for the 2007 New York State Testing Program that it will be designated as a school in good standing for 2007-2008.

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## ORGANIZATIONAL GOALS

### PARENT AND STUDENT SATISFACTION

#### Goal 6: Parent and Student Satisfaction

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

#### *Goal 6, Measure 1:*

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

#### Results

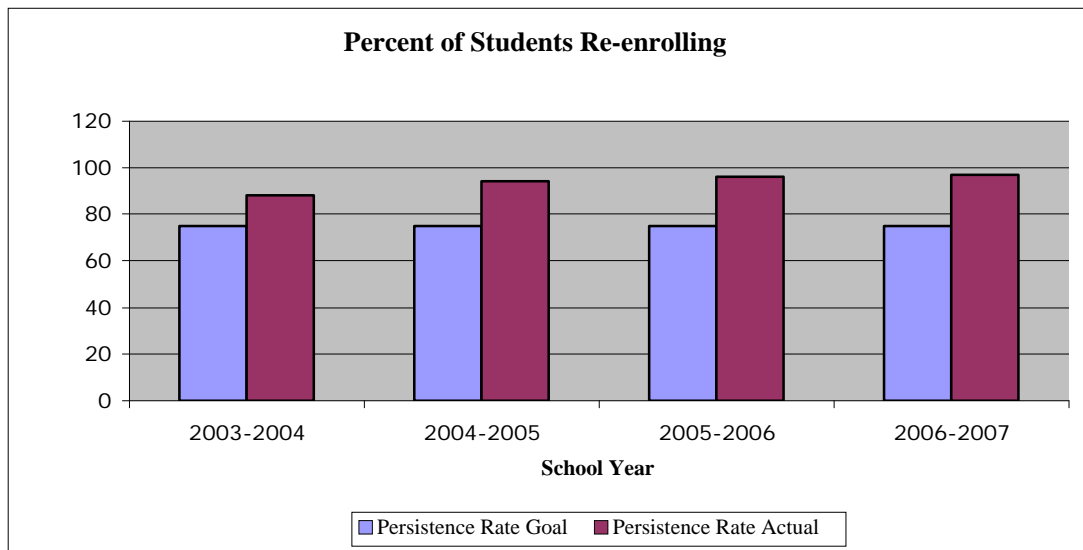
At the time of the writing of this report, OWN does not have the results of its annual parent satisfaction survey.

#### *Goal 6, Measure 2:*

Each year, 90% of all students enrolled during the course of the year return the following September, excepting those students whose residence has been changed out of District 30.

#### Results

The persistence rate in student enrollment between June 2006 and September 2006 was steady at 97%. This solid persistence rate indicates organizational stability and viability because of its stable student population. The graph below reveals the positive trend in OWN's persistence rate. Of the June 2006, 641 students, 42 students did not return in September 2006, however, it should be noted that 22 out of the 42 students not returning to OWN had moved out of either the Queens, New York, and even had left the country.



## **SUMMARY**

Part of attaining long-term organizational viability and stability relies on students achieving excellence in both academic and social arenas. This data has allowed the school to increase its commitment to programs and staff that create a safe learning environment.

## **ACTION PLAN**

The social, emotional, and academic development of students, especially in the Middle School grades, has been a priority for the Board of Trustees and the school's administration and faculty. The school has continued to work to enhance its programs to address the demands of the adolescent years. The school will continue to use its Guidance Counselor, Social Worker, Dean and staff to help its students be positive members of the school community.

## **FISCAL SOUNDNESS AND LEGAL COMPLIANCE**

Our World Neighborhood Charter School became independent of its management company for the 2006-2007 school year. After getting both the approval of the New York State Education Department and its authorizer, SUNY, Charter Schools Institute, OWN created an internal finance department led by a certified CPA and a staff accountant. OWN also contracted with *ADP TotalSource* for human services and payroll support.

### **Goal 7: Fiscal Soundness and Legal Compliance**

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

#### ***Goal 7, Measure 1:***

Each year, OWN Charter School will operate on a balanced budget.

#### **Results**

During the 2006-2007 school year OWN operated on a balanced budget. In fact, OWN operated with a budgetary surplus.

#### ***Goal 7, Measure 2:***

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

#### **Results**

During the 2006-2007 school year there were no corrective actions suggested by the schools external auditors, New York State Education Department, or SUNY, Charter Schools Institute.

OWN continues to work to address and improve all internal controls aimed at improving the fiscal soundness and integrity of the institution.

**Goal 7, Measure 3:**

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

**Results**

During the 2006-2007 school year OWN Charter School believes that it generally and substantially complied with all applicable federal and state laws, rules and regulations.

**SUMMARY**

OWN successfully made the transition to self-management during the 2006-2007 school year and was able to meet fiscal and organizational goals as demonstrated by having a budget surplus and working with all state and governmental agencies to ensure compliance with all applicable laws, rules, and regulations.

**ACTION PLAN**

OWN will continue to review its policies and procedures to ensure that it meets all regulatory demands. In addition, OWN will maintain close working relationships with organizations such as New York City Center for Charter School Excellence for support in meeting these goals.