

Application: Our World Neighborhood Charter School

Brian Ferguson - [REDACTED]
Annual Reports

Summary

ID: 0000000343

Status: Annual Report Submission

Entry 1 School Info and Cover Page

Completed Aug 3 2020

Instructions

Required of ALL Charter Schools

Each Annual Report begins with a completed School Information and Cover Page. The information is collected in a survey format within Annual Report portal. When entering information in the portal, some of the following items may not appear, depending on your authorizer and/or your responses to related items.

Entry 1 School Information and Cover Page

(New schools that were not open for instruction for the 2019-20 school year are not required to complete or submit an annual report this year).

Please be advised that you will need to complete this cover page (including signatures) before all of the other tasks assigned to you by your school's authorizer are visible on your task page. While completing this cover page task, please ensure that you select the correct authorizer **(as of June 30, 2020)** or you may not be assigned the correct tasks.

BASIC INFORMATION

a. SCHOOL NAME

(Select name from the drop down menu)

OUR WORLD NEIGHBORHOOD CHARTER SCHOOL 343000860836

a1. Popular School Name

OWNCS

b. CHARTER AUTHORIZER (As of June 30th, 2020)

Please select the correct authorizer as of June 30, 2020 or you may not be assigned the correct tasks.

SUNY BOARD OF TRUSTEES

c. DISTRICT / CSD OF LOCATION

CSD #30 - QUEENS

d. DATE OF INITIAL CHARTER

3/2001

e. DATE FIRST OPENED FOR INSTRUCTION

9/2002

h. SCHOOL WEB ADDRESS (URL)

<https://www.owncs.org/own-1-astoria>

i. TOTAL MAX APPROVED ENROLLMENT FOR THE 2019-2020 SCHOOL YEAR (exclude Pre-K program enrollment)

756

j. TOTAL STUDENT ENROLLMENT ON JUNE 30, 2020 (exclude Pre-K program enrollment)

721

k. GRADES SERVED IN SCHOOL YEAR 2019-2020 (exclude Pre-K program students)

Check all that apply

Grades Served

K, 1, 2, 3, 4, 5, 6, 7, 8

l1. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION?

No

FACILITIES INFORMATION

m. FACILITIES

Will the school maintain or operate multiple sites in 2020-2021?

	Yes, 2 sites
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School Site 1 (Primary)

m1. SCHOOL SITES

Please provide information on Site 1 for the upcoming school year.

	Physical Address	Phone Number	District/CSD	Grades to be Served at Site for coming year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 1	3612 35th Avenue Astoria, NY 11106		NYC CSD 30	K-5	No

m1a. Please provide the contact information for Site 1.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Douglas Ricketts			
Operational Leader	Mario Guerrero			
Compliance Contact	Brian Ferguson			
Complaint Contact	Brian Ferguson			
DASA Coordinator	Lynn Calta			
Phone Contact for After Hours Emergencies	Brian Fergusuon			

m1b. Is site 1 in public (co-located) space or in private space?

Private Space

IF LOCATED IN PRIVATE SPACE IN NYC OR IN DISTRICTS OUTSIDE NYC

m1d. Upload a current Certificate of Occupancy (COO) and the annual Fire Inspection Report for school site 1 if located in private space in NYC or located outside of NYC .

Certificate of Occupancy and Fire Inspection. Provide a copy of a current and non-expired certificate of occupancy (if outside NYC or in private space in NYC). For schools that are not in district space (NYC co-locations), provide a copy of a current and non-expired certificate of occupancy, and a copy of the current annual fire inspection results, which should be dated on or after July 1, 2020.

Site 1 Certificate of Occupancy (COO)

Site 1 Fire Inspection Report

School Site 2

m2. SCHOOL SITES

Please provide information on Site 2 for the upcoming school year.

	Physical Address	Phone Number	District/CSD	Grades to be Served at Site for coming year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 2	31-20 37th Street, Astoria, NY 11103	718-274-2902	NYC CSD 30	6=8	No

m2a. Please provide the contact information for Site 2.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Lisa Edmiston			
Operational Leader	Anita Angrum			
Compliance Contact	Brian Ferguson			
Complaint Contact	Brian Ferguson			
DASA Coordinator	Anita Angrum			
Phone Contact for After Hours Emergencies	Brian Ferguson			

m2b. Is site 2 in public (co-located) space or in private space?

Private Space

IF LOCATED IN PRIVATE SPACE IN NYC OR IN DISTRICTS OUTSIDE NYC

m2d. Upload a current Certificate of Occupancy (COO) and the annual Fire Inspection Report for school site 2 if located in private space in NYC or located outside of NYC .

Certificate of Occupancy and Fire Inspection. Provide a copy of a current and non-expired certificate of occupancy (if outside NYC or in private space in NYC). For schools that are not in district space (NYC co-locations), provide a copy of a current and non-expired certificate of occupancy, and a copy of the current annual fire inspection results, which should be dated on or after July 1, 2020.

Site 2 Certificate of Occupancy (COO)

Site 2 Fire Inspection Report

CHARTER REVISIONS DURING THE 2019-2020 SCHOOL YEAR

n1. Were there any revisions to the school's charter during the 2019-2020 school year? (Please include approved or pending material and non-material charter revisions).

No

PLEASE NOTE CHARTER SCHOOLS WILL NO LONGER SUBMIT FINANCIAL STATEMENTS, ANNUAL BUDGETS, AND RELATED FISCAL DATA VIA THE ANNUAL REPORT. HOWEVER, NYSED BOARD OF REGENTS WOULD LIKE TO KNOW IF YOUR SCHOOL'S BOARD OF TRUSTEES HAS APPROVED A BUDGET FOR THE 2020-2021 FISCAL YEAR.

o. Has your school's Board of Trustee's approved a budget for the 2020-2021 FY?

Yes

ATTESTATION

p. Individual Primarily Responsible for Submitting the Annual Report.

Name	Brian Ferguson
Position	Chief Executive Officer
Phone/Extension	
Email	

p. Our signatures (Executive Director/School Leader/Head of School and Board President) below attest that all of the information contained herein is truthful and accurate and that this charter school is in compliance with all aspects of its charter, and with all pertinent Federal, State, and local laws, regulations, and rules. We understand that if any information in any part of this report is found to have been deliberately misrepresented, that will constitute grounds for the revocation of our charter. Check **YES** if you agree and then use the mouse on your PC or the stylus on your mobile device to sign your name).

Responses Selected:

Yes

Signature, Head of Charter School

A handwritten signature in black ink on a light gray background. The signature is stylized and appears to read "John Johnson".

Signature, President of the Board of Trustees

Date

(No response)

Thank you.



Entry 2 NYS School Report Card

Completed Aug 3 2020

Instructions

SUNY-authorized charter schools only

Provide a direct web link to the most recent New York State School Report Card for the charter school (See <https://reportcards.nysed.gov/>) . This report captures school-level enrollment and demographic information, staff qualifications, electronic student records, and attendance rates, as prescribed by New York State statute (8 NYCRR 119.3).

Entry 2 NYS School Report Card Link

OUR WORLD NEIGHBORHOOD CHARTER SCHOOL 343000860836

NEW YORK STATE REPORT CARD

Provide a direct URL or web link to the most recent New York State School Report Card for the charter school (See <https://reportcards.nysed.gov/>).

(Charter schools completing year one will not yet have a School Report Card or link to one. Please type "URL is not available" in the space provided.)

<https://data.nysed.gov/profile.php?instid=800000042203>

Entry 3 Progress Toward Goals

Completed Aug 3 2020

Instructions

Regents, NYCDOE, and Buffalo BOE-authorized charter schools

For the 2019-2020 school year, any academic or organization goals that cannot be evaluated due to school closure resulting in a lack of data and changes in testing, surveying, and other usual practices should be reported as "N/A".

Entry 3 Progress Toward Goals

PROGRESS TOWARD CHARTER GOALS

Board of Regents-authorized and NYCDOE-authorized charter schools only.

Complete the tables provided. List each goal and measure as contained in the school's currently approved charter, and indicate whether the school has met or not met the goal. Please provide information for all goals no later than November 2, 2020.

1. ACADEMIC STUDENT PERFORMANCE GOALS

For the 2019-2020 school year, any academic goals that cannot be evaluated due to school closure resulting in a lack of data and changes in testing, surveying, and other usual practices should be reported as "N/A".

2019-20 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met, Not Met or Unable to Assess	If not met, describe efforts the school will take to meet goal. If unable to assess goal, type N/A for Not Applicable
Academic Goal 1				
Academic Goal 2				
Academic Goal 3				
Academic Goal 4				
Academic Goal 5				
Academic Goal 6				
Academic Goal 7				
Academic Goal 8				
Academic Goal 9				
Academic Goal 10				

2. Do have more academic goals to add?

(No response)

2019-2020 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met, Not Met or Unable to Assess	2019-2020 progress toward attainment of goal Met/Not Met/Unable to Assess During Due to Closure
Academic Goal 11				
Academic Goal 12				
Academic Goal 13				
Academic Goal 14				
Academic Goal 15				
Academic Goal 16				
Academic Goal 17				
Academic Goal 18				
Academic Goal 19				
Academic Goal 20				

3. Do have more academic goals to add?

(No response)

2019-2020 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met, Not Met or Unable to Meet	If not met, describe efforts the school will take to meet goal. If unable to assess
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				goal, type N/A for Not Applicable
Academic Goal 21				
Academic Goal 22				
Academic Goal 23				
Academic Goal 24				
Academic Goal 25				
Academic Goal 26				
Academic Goal 27				
Academic Goal 28				
Academic Goal 29				
Academic Goal 30				
Academic Goal 31				
Academic Goal 32				
Academic Goal 33				
Academic Goal 34				
Academic Goal 35				
Academic Goal 36				
Academic Goal 37				
Academic Goal 38				
Academic Goal 39				
Academic Goal 40				

4. ORGANIZATION GOALS

For the 2019-2020 school year, any organization goals that cannot be evaluated due to school closure resulting in a lack of data and changes in testing, surveying, and other usual practices should be reported as “N/A”.

2019-2020 Progress Toward Attainment of Organization Goals

	Organizational Goal	Measure Used to Evaluate Progress	Goal - Met, Not Met, or Unable to Assess	If not met, describe efforts the school will take to meet goal. If unable to assess goal, type N/A for Not Applicable
Org Goal 1				
Org Goal 2				
Org Goal 3				
Org Goal 4				
Org Goal 5				
Org Goal 6				
Org Goal 7				
Org Goal 8				
Org Goal 9				
Org Goal 10				
Org Goal 11				
Org Goal 12				
Org Goal 13				

Org Goal 14				
Org Goal 15				
Org Goal 16				
Org Goal 17				
Org Goal 18				
Org Goal 19				
Org Goal 20				

5. Do have more organizational goals to add?

No

6. FINANCIAL GOALS

2019-2020 Progress Toward Attainment of Financial Goals

	Financial Goals	Measure Used to Evaluate Progress	Goal - Met, Not Met, or Partially Met	If not met, describe efforts the school will take to meet goal.
Financial Goal 1				
Financial Goal 2				
Financial Goal 3				
Financial Goal 4				
Financial Goal 5				

7. Do have more financial goals to add?

(No response)

2019-2020 Progress Toward Attainment of Financial Goals

	Financial Goals	Measure Used to Evaluate Progress	Goal - Met, Not Met, or Partially Met	If not met, describe efforts the school will take to meet goal.
Financial Goal 6				
Financial Goal 7				
Financial Goal 8				
Financial Goal 9				
Financial Goal 10				

Thank you.

Entry 3 Accountability Plan Progress Reports

Completed Aug 3 2020

Instructions

SUNY-Authorized Charter Schools ONLY

SUNY-authorized charter schools must download an [Accountability Plan Progress Report template](#). After completing, schools must upload the document into the by September 15, 2020.

OWN 1 Annual Report 2018-2019

Filename: OWN 1 Annual Report 2018 2019.pdf **Size:** 995.1 kB

Entry 7 Disclosure of Financial Interest Form

Completed Aug 3 2020

Instructions - Multiple Uploads Permitted

Required of ALL Charter Schools by August 3

Each member of the charter school's Board of Trustees who served on a charter school education corporation governing one or more charter schools for any period during the 2019-2020 school year must

complete a signed:

- **Regents, NYCDOE, and Buffalo BOE Authorized Schools:** [Disclosure of Financial Interest Form](#)
- **SUNY- Authorized Charter Schools:** [Trustee Financial Disclosure Form](#)

All completed forms must be collected and uploaded in .PDF format for each individual member. If a trustee is not able or available to complete the form by the deadline, the education corporation is responsible for doing so on behalf of the trustee. (Forms completed from past years will not be accepted).

Trustees serving on an education corporation that governs more than one school are not required to complete a separate disclosure for each school governed by the education corporation. In the Disclosure of Financial Interest Form, trustees must disclose information relevant to any of the schools served by the governing education corporation.

2019 BOT Disclosure of Financial Interest

Filename: 2019 BOT Disclosure of Financial Inter o227hqb.pdf **Size:** 1.2 MB

Entry 8 BOT Membership Table

Completed Aug 3 2020

Instructions

Required of All charter schools

ALL charter schools or education corporations governing multiple schools must complete the Board of Trustees Membership Table within the online portal. Please be sure to include and identify parents who are members of the Board of Trustees and indicate whether parents are voting or non-voting members.

Entry 8 BOT Table

1. SUNY-AUTHORIZED charter schools are required to provide information for VOTING Trustees only.
2. REGENTS, NYCDOE, and BUFFALO BOE-AUTHORIZED charter schools are required to provide information for all --VOTING and NON-VOTING-- trustees.

OUR WORLD NEIGHBORHOOD CHARTER SCHOOL 343000860836

1. 2019-2020 Board Member Information (Enter info for each BOT member)

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	Trustee Name and Email Address	Position on the Board	Committee Affiliations	Voting Member Per By-Laws (Y/N)	Number of Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2019-2020
1	Jeanette Betancourt [REDACTED]	Chair	Executive, Education	Yes	6	12/01/2018	11/30/2021	6
2	Maura Fitzgerald [REDACTED]	Secretary	Executive, Finance & Audit	Yes	4	12/01/2017	11/30/2020	6
3	Charles Guadagnolo [REDACTED]	Treasurer	Facilities, Finance & Audit	Yes	3	12/01/2018	11/30/2021	5 or less
4	Melissa Chin [REDACTED]	Vice Chair	Executive, Facilities, Education	Yes	7	12/01/2019	11/30/2022	5 or less
5	Manu Bhagavan [REDACTED]	Trustee/Member	Education	Yes	1	12/01/2019	11/30/2022	7
6	Olubunmi Emigli [REDACTED]	Trustee/Member	Education	Yes		12/01/2017	11/30/2020	5 or less
7	Richard Bogle	Trustee/Member	Facilities	Yes	2	12/01/20	11/30/20	7

		ember				17	20	
8								
9								

1a. Are there more than 9 members of the Board of Trustees?

No

2. INFORMATION ABOUT MEMBERS OF THE BOARD OF TRUSTEES

1. SUNY-AUTHORIZED charter schools provide response relative to VOTING Trustees only.
2. REGENTS, NYCDOE, and BUFFALO BOE-AUTHORIZED charter schools provide a response relative to all trustees.

a. Total Number of BOT Members on June 30, 2020	7
b.Total Number of Members Added During 2019-2020	0
c. Total Number of Members who Departed during 2019-2020	0
d.Total Number of members, as set in Bylaws, Resolution or Minutes	9

3. Number of Board meetings held during 2019-2020

7

4. Number of Board meetings scheduled for 2020-2021

9

Thank you.

Entry 9 Board Meeting Minutes

Completed Aug 3 2020

[Instructions](#)

Schools must upload a complete set of monthly board meeting minutes (July 2019-June 2020), which should match the number of meetings held during the 2019-2020 school year, as indicated in the above table. The minutes provided must be the final version approved by the school's Board of Trustees and may be uploaded individually or as one single combined file. Board meeting minutes must be submitted by August 3, 2020.

[Board of Trustees Minutes 11](#)

Filename: Board of Trustees Minutes 11.26.2019 EPi9Dbf.pdf **Size:** 101.4 kB

[Board of Trustees Minutes 2-25-20](#)

Filename: Board of Trustees Minutes 2 25 20 Chthfx9.pdf **Size:** 150.3 kB

[Board of Trustees Minutes 4](#)

Filename: Board of Trustees Minutes 4.28.20 YJ3Xeab.pdf **Size:** 115.6 kB

[Board of Trustees Minutes 5](#)

Filename: Board of Trustees Minutes 5.26.2020 yVQFy8X.pdf **Size:** 110.8 kB

[Board of Trustees Minutes 6](#)

Filename: Board of Trustees Minutes 6.23.2020 mZVq0hI.pdf **Size:** 122.1 kB

[Board of Trustees Minutes 9](#)

Filename: Board of Trustees Minutes 9.24.2019 MvNcIIC.pdf **Size:** 122.1 kB

[Board of Trustees Minutes 1](#)

Filename: Board of Trustees Minutes 1.28.2020 BlqUwf2.pdf **Size:** 152.3 kB

Entry 10 Enrollment & Retention

Completed Aug 3 2020

[Instructions for submitting Enrollment and Retention Efforts](#)

ALL charter schools must complete this section. Describe the efforts the charter school has made toward meeting targets in 2018-2019 to attract and retain enrollment of Students with Disabilities (SWDs), English Language Learners/Multilingual Learners (ELLs/MLLs), and students who are economically disadvantaged. In addition, describe the school's plans for meeting or making progress toward meeting its enrollment and retention targets in 2019-2020.

Entry 10 Enrollment and Retention of Special Populations

Instructions for Reporting Enrollment and Retention Strategies

Describe the efforts the charter school has made in 2019-2020 toward meeting targets to attract and retain enrollment of students with disabilities, English language learners/Multilingual learners, and students who are economically disadvantaged. In addition, describe the school's plans for meeting or making progress toward meeting its enrollment and retention targets in 2020-2021.

OUR WORLD NEIGHBORHOOD CHARTER SCHOOL 343000860836

Recruitment/Attraction Efforts Toward Meeting Targets

	Describe Recruitment Efforts in 2019-2020	Describe Recruitment Plans in 2020-2021
Economically Disadvantaged	In addition to scheduling several open houses that are listed on the school's website, the school distributed information to PreK and Nurseries in the neighborhood and to elected officials. School also did a media blitz--movie theaters, radio ads, and MTA buses. School also held a Special Education Info Session open to the public.	In addition to scheduling several open houses that are listed on the school's website, the school distributed information to PreK and Nurseries in the neighborhood and to elected officials. School will use a media blitz--movie , radio ads, and MTA buses. School also held a Special Education Info Session open to the public. In addition to geo-targeted mailings in Queens and Brooklyn.
	In addition to scheduling several	In addition to scheduling several open houses that are listed on

English Language Learners/Multilingual Learners	open houses that are listed on the school's website, the school distributed information to PreK and Nurseries in the neighborhood and to elected officials. School also did a media blitz--movie theaters, radio ads, and MTA buses. School also held a Special Education Info Session open to the public.	the school's website, the school distributed information to PreK and Nurseries in the neighborhood and to elected officials. School will use a media blitz--movie , radio ads, and MTA buses. School also held a Special Education Info Session open to the public. In addition to geo-targeted mailings in Queens and Brooklyn.
Students with Disabilities	In addition to scheduling several open houses that are listed on the school's website, the school distributed information to PreK and Nurseries in the neighborhood and to elected officials. School also did a media blitz--movie theaters, radio ads, and MTA buses. School also held a Special Education Info Session open to the public.	In addition to scheduling several open houses that are listed on the school's website, the school distributed information to PreK and Nurseries in the neighborhood and to elected officials. School will use a media blitz--movie , radio ads, and MTA buses. School also held a Special Education Info Session open to the public. In addition to geo-targeted mailings in Queens and Brooklyn.

Retention Efforts Toward Meeting Targets

	Describe Retention Efforts in 2019-2020	Describe Retention Plans in 2020-2021
Economically Disadvantaged	In addition to scheduling several open houses that are listed on the school's website, the school distributed information to PreK and Nurseries in the neighborhood and to elected officials. School also did a media blitz--movie theaters, radio ads, and MTA buses. School also held a Special Education Info Session open to the public.	In addition to scheduling several open houses that are listed on the school's website, the school distributed information to PreK and Nurseries in the neighborhood and to elected officials. School will use a media blitz--movie , radio ads, and MTA buses. School also held a Special Education Info Session open to the public. In addition to geo-targeted mailings in Queens and Brooklyn.

English Language Learners/Multilingual Learners	In addition to scheduling several open houses that are listed on the school's website, the school distributed information to PreK and Nurseries in the neighborhood and to elected officials. School also did a media blitz--movie theaters, radio ads, and MTA buses. School also held a Special Education Info Session open to the public.	In addition to scheduling several open houses that are listed on the school's website, the school distributed information to PreK and Nurseries in the neighborhood and to elected officials. School will use a media blitz--movie , radio ads, and MTA buses. School also held a Special Education Info Session open to the public. In addition to geo-targeted mailings in Queens and Brooklyn.
Students with Disabilities	In addition to scheduling several open houses that are listed on the school's website, the school distributed information to PreK and Nurseries in the neighborhood and to elected officials. School also did a media blitz--movie theaters, radio ads, and MTA buses. School also held a Special Education Info Session open to the public.	In addition to scheduling several open houses that are listed on the school's website, the school distributed information to PreK and Nurseries in the neighborhood and to elected officials. School will use a media blitz--movie , radio ads, and MTA buses. School also held a Special Education Info Session open to the public. In addition to geo-targeted mailings in Queens and Brooklyn.

Entry 12 Percent of Uncertified Teachers

Completed Aug 3 2020

Instructions

Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY

The table below reflects the information collected through the online portal for compliance with New York State Education Law 2854(3)(a-1) for teaching staff qualifications. Uncertified teachers are those not certified pursuant to the State Certification Requirements established by the NYSED Commissioner of Education.

Entry 12 Uncertified Teachers

School Name: OUR WORLD NEIGHBORHOOD CHARTER SCHOOL 343000860836

Instructions for Reporting Percent of Uncertified Teachers

Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools

The table below reflects the information collected through the online portal for compliance with New York State Education Law 2854(3)(a-1) for teaching staff qualifications. Uncertified teachers are those not certified pursuant to the State Certification Requirements established by the NYSED Commissioner of Education. Enter the relevant full-time equivalent (FTE) count of teachers in each column. For example, a school with 20 full-time teachers and 5 half-time teachers would have an FTE count of 22.5.

If more than one line applies to a teacher, please include in only one FTE uncertified category. Please do not include paraprofessionals, such as teacher aides.

CATEGORY A. 30% OR 5 UNCERTIFIED TEACHERS WHICHEVER IS LESS

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2020)	4
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2020)	0
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2020)	0
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2020)	2
Total Category A: 5 or 30% whichever is less	6.0

CATEGORY B. PLUS FIVE UNCERTIFIED TEACHERS IN MATHEMATICS, SCIENCE, COMPUTER SCIENCE, TECHNOLOGY OR CAREER AND TECHNICAL EDUCATION.

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2020)	0
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2020)	0
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2020)	0
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2020)	0
Total Category B: not to exceed 5	0.0

CATEGORY C: PLUS 5 ADDITIONAL UNCERTIFIED TEACHERS

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2020)	0
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2020)	0
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2020)	0
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2020)	0
Total Category C: not to exceed 5	0.0

CATEGORY D: TOTAL FTE COUNT OF UNCATEGORIZED, UNCERTIFIED TEACHERS

(Include teachers who do not fit in one of these categories or if did fit would exceed the numerical limits for that category)

	FTE Count
Total Category D	0

CATEGORY E: TOTAL FTE COUNT OF CERTIFIED TEACHERS

	FTE Count
Total Category E	53

CATEGORY F: TOTAL FTE COUNT OF ALL TEACHERS

Please do not include paraprofessionals, such as teacher aides.

	FTE Count
Total Category F	59



Thank you.

Entry 13 Organization Chart

Completed Aug 3 2020

[Instructions](#)

Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY

Upload the 2019-2020 **Organization Chart**. The organization chart should include position titles and reporting relationships. Employee names should not appear on the chart.

OWN 1 ES 2020-21 Org Chart (no names)

Filename: OWN 1 ES 2020 21 Org Chart no names.pdf **Size:** 34.0 kB

Entry 14 School Calendar

Completed Aug 3 2020

[Instructions for submitting School Calendar](#)

Required of ALL Charter Schools

Given these uncertain and changing times, charter schools may or may not have a school calendar ready to upload by the submission deadline this year of August 3, 2020. If the charter school has a tentative calendar based on available information and guidance at the time, please submit with the August 3rd submission. Charter schools will be able to upload an updated school calendar into the portal at any time but no later than **September 15, 2020**.

School calendars must meet the [minimum instructional requirements](#) adopted by the Board of Regents in 2018.

Board of Regents-authorized charter schools are required to submit school calendars that clearly indicate the start and end date of the instructional year AND the number of instructional hours and/or instructional days for each month.

SY 2020-2021 School Calendar

Filename: SY 2020 2021 School Calendar.pdf **Size:** 209.2 kB

Entry 15 Links to Critical Documents on School Website

Completed Aug 3 2020

Instructions

Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY

By law, each charter school is required to maintain certain notices and policies listed on its website. Please insert the link from the school's website for each of the items:

1. Most recently filed Annual Report (i.e., 2018-19 Annual Report);
2. Most recent board meeting notice, documents to be discussed at the meeting (if any), and webcast of Board meetings (if held virtually per Governor's Executive Order);
3. Link to New York State School Report Card;
4. Lottery Notice announcing date of lottery;
5. Authorizer-approved DASA Policy;
6. District-wide safety plan and Authorizer-approved Discipline Policy (as per August 29, 2019 [Emergency Response Plan Memo](#));
7. Authorizer-approved FOIL Policy; and
8. Subject matter list of FOIL records.
9. Link to School Reopening Plan

Form for Entry 15 Links to Critical Documents on School Website

School Name: Our World Neighborhood Charter School

Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY

By law, each charter school is required to maintain certain notices and policies listed on its website. Please insert the link from the school's website for each of the items:

	Link to Documents
1. Most Recent Annual Report (i.e., 2018-19)	https://www.owncs.org/policies
2. Most Recent Board Meeting Notice and Related Agenda Item Documents	https://www.owncs.org/policies
2a. Webcast of Board Meetings (per Governor's Executive Order)	https://www.owncs.org/policies
3. Link to NYS School Report Card	https://data.nysed.gov/profile.php?instid=800000042203
4. Most Recent Lottery Notice Announcing Lottery	https://www.owncs.org/policies
5. Authorizer-Approved DASA Policy	https://www.owncs.org/policies
6. District-wide Safety Plan	https://www.owncs.org/policies
6a. Authorizer-Approved Discipline Policy (as per August 29, 2019 Emergency Response Plan Memo)	https://www.owncs.org/policies
7. Authorizer-Approved FOIL Policy	https://www.owncs.org/policies
8. Subject matter list of FOIL records	https://www.owncs.org/policies
9. Link to School Reopening Plan	https://www.owncs.org/policies

Thank you.



Entry 16 COVID 19 Related Information

Completed Aug 3 2020

Instructions

Required of ALL charter schools

Please provide the number of students attending instruction on the last day instruction was provided within physical school facilities and the number of students participating in virtual programming on the last day such programming was offered for the 2019-2020 school year.

If applicable, please provide the name and publisher of all end of year assessments provided by grade

level as well as the number of participating students. Board of Regents-authorized charter schools are encouraged to refer to Appendix B of the [Remote Monitoring and Oversight Plan Spring 2020](#) remote for best practices regarding end of year assessments in a remote learning environment.

Entry 16 COVID 19 Related Information

School Name: Our World Neighborhood Charter School

TABLE 1: 2019-2020 Enrollment, Attendance and Participation Between March-June 2020

Please provide the number of students attending instruction on the last day instruction was provided within physical school facilities and the number of students participating in virtual programming on the last day such programming was offered for the 2019-2020 school year.

	Number of students enrolled in school on the last day instruction was provided within physical school facilities	Number of students attending instruction on the last day instruction was provided within physical school facilities	Number of students participating in virtual programming on the last day such programming was offered for the 2019-20 school year
	721	721	720

Table 2: 2019-2020 Assessments and Grade Participation

If applicable, please provide the name and publisher of all end of year assessments provided by grade level as well as the number of participating students. Board of Regents-authorized charter schools are encouraged to refer to Appendix B of the [Remote Monitoring and Oversight Plan Spring 2020](#) remote for best practices regarding end of year assessments in a remote learning environment.

Assessment Title	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Number of Participants

															ting Stud ents
iRE ADY diag nost ics- REA DIN G	✓	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	72
iRE ADY diag nost ics- REA DIN G	✗	✓	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	76
iRE ADY diag nost ics- REA DIN G	✗	✗	✓	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	80
iRE ADY diag nost ics- REA DIN G	✗	✗	✗	✓	✗	✗	✗	✗	✗	✗	✗	✗	✗	✗	81
iRE ADY diag nost ics-	✗	✗	✗	✗	✓	✗	✗	✗	✗	✗	✗	✗	✗	✗	107

	REA DIN G													
	iRE ADY diag nost ics- REA DIN G	✖	✖	✖	✖	✖	✓	✖	✖	✖	✖	✖	✖	79
	iRE ADY diag nost ics- REA DIN G	✖	✖	✖	✖	✖	✖	✓	✖	✖	✖	✖	✖	78
	iRE ADY diag nost ics- REA DIN G	✖	✖	✖	✖	✖	✖	✖	✓	✖	✖	✖	✖	79
	iRE ADY diag nost ics- REA DIN G	✖	✖	✖	✖	✖	✖	✖	✖	✓	✖	✖	✖	71
	iRE ADY Dia gno stic s-	✓	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	72

	MAT H													
	iRE ADY Dia gno stic s- MAT H	✖	✓	✖	✖	✖	✖	✖	✖	✖	✖	✖	✖	76
	iRE ADY Dia gno stic s- MAT H	✖	✖	✓	✖	✖	✖	✖	✖	✖	✖	✖	✖	80
	iRE ADY Dia gno stic s- MAT H	✖	✖	✖	✓	✖	✖	✖	✖	✖	✖	✖	✖	81
	iRE ADY Dia gno stic s- MAT H	✖	✖	✖	✖	✓	✖	✖	✖	✖	✖	✖	✖	107
	iRE ADY Dia gno stic s-	✖	✖	✖	✖	✖	✓	✖	✖	✖	✖	✖	✖	79

[illegible]



**Our World Neighborhood
CHARTER SCHOOL**

**2018-19 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

August 1, 2019

By Brian Ferguson

36-12 35th Avenue, Astoria, NY 11106

bferguson@owncs.org

718-392-3405

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

Brian Ferguson, who has served as the Chief Executive Officer since 2002, prepared this 2018-19 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Jeanette Betancourt Ed. D.	Chair (Executive, Education and Development Committees)
Meiissa Chin	Vice Chair, Education & Facilities Committees
Maura Fitzgerald	Secretary, (Finance & Audit Committees)
Charles Guadagnolo	Treasurer, (Executive & Facilities Committees)
Richard Bogle	Member, (Facilities Committee)
Olubunmi Emigli	Member, (Education & Development Committees)
Manu Bhagavan Ph.D.	Member, (Education Committee)

OWN Charter School firmly believes that the creation of a strong school culture is one of the more important elements that has driven its success. OWN Charter School has created a school culture that **perpetuates** a joyful, high-performing, student-centered learning environment. Its school culture is underpinned by a set of shared norms, values and vision that focus all its stakeholders' attention on what is most important and what motivates them to work hard toward a common purpose.

While our culture arises from our mission, vision and established values, it cannot become real unless there is an alignment with what we profess to be and what we do as reflected in our actions, priorities, budget, symbols, ceremonies and rituals that support, reinforce and perpetuate the culture. OWN Charter School believes it has reaped the tremendous benefits by ensuring that it:

- Promotes effort and productivity among all stakeholders
- Improves collegial and collaborative activities that promote better communication and problem solving
- Builds student and teacher commitment to and identification with the school
- Energizes and motivates students and staff
- Focuses attention and behavior on what is important and valued.

Our *Pillars of a Positive Community* ("Pillars") curriculum underpins our school culture and is designed to impart to our students the values of our shared community. *Pillars* provides a construct by which the school is able to imbue its ethical tenets in all that its stakeholders do (administrators, teachers, children, families). *Pillars* draw the school community together by embodying its focus on the social and emotional, as well as academic, development of our students. The ten concepts (pillars) honored are kindness, friendship, courage, respect, truth, responsibility, self-discipline, fairness, perseverance and citizenship. These pillars reverberate throughout the curriculum. Teachers and staff are expected to be exemplars as well as elucidators of the pillars. As a school that serves a socio-economically and ethnically diverse community, OWN Charter School uses the tenets of the *Pillars* to ensure that all people feel that they are welcome and meaningful members of our diverse school family.

OWN Charter School defines discipline as helping children develop self-control, self-regulation, and self-motivation in a school community that is safe for all members. To ensure that an environment is created where teaching and learning can flourish, OWN Charter School has codified a series of rules that address proper student behavior, maintenance of order within the school and while people are engaged in school activities.

GOAL 1: 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

ELA instruction is delivered through the Teachers College Readers and Writers Workshop model. In this model, teachers plan lessons based on their assessments of students' reading and writing abilities. During ELA instruction, the teacher will vary between whole class mini-lessons including shared reading and shared writing, read-alouds, interactive writing, small-group guided reading and writing lessons, and focused independent reading and writing. ELA instruction has the support of the Reading Specialist, Special Education Teacher and/or the ELL Specialist as needed to differentiate and to meet the needs of all learners.

The Readers and Writers Workshop is aligned with CCSS and was developed to ensure students read frequently and for extended periods of time to build their stamina and comprehend what they between the amount of reading done and reading achievement. Readers and Writers Workshop provides strategy lessons that are supported with mentor texts that exemplify a specific reading skill or strategy that is modeled in both the Readers and Writers Workshop. Children practice a specific skill or strategy with leveled texts that are appropriate for their abilities. Students learn to determine importance, draw conclusions, analyze and summarize texts and make inferences. Writing units address narrative writing, realistic fiction, informational writing, poetry, persuasive essays and letter writing. Exemplar texts for each instructional focus support the reading and writing units. OWN also relies heavily on the EngageNY curriculum modules¹ for its K-5 elementary ELA program, purposefully integrating these modules into the ELA instructional block.

While focusing on phonics and phonemic awareness in the early grades, will also introduce students to the joy of reading with authentic literature. OWN Charter School 2 students will understand that the goal of reading is to achieve comprehension, obtain information, build knowledge, gain insights, explore possibilities, and broaden their perspective² and the concurrent focus on phonics and phonemic awareness will provide them with the tools to do just that. From the earliest grades, composition and writing will be emphasized through Units of Study of Readers and Writers Workshop. Students will learn to identify themes and sub-themes and learn to think (and express their ideas in both writing and speaking) about what they have read.

Goal 1: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State English language arts examination for grades 3-8.

¹ www.engageny.org

² <http://www.corestandards.org/about-the-standards/key-points-in-english-language-arts>

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

METHOD

The school administered the New York State Testing Program English language arts (“ELA”) assessment to students in 3rd grade through 8th grade in March 2018. Each student’s raw score has been converted to a grade-specific scaled score and a performance level.

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 not enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year).

2018-19 State English Language Arts Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ³				Total Enrolled
		IEP	ELL	Absent	Refused	
3	101	0	0	0	2	103
4	77	0	0	0	0	77
5	77	0	0	0	1	78
6	78	0	0	0	2	80
7	74	0	0	0	0	74
8	72	0	0	0	2	74
All	478	0	0	0	7	486

RESULTS AND EVALUATION

Approximately 57% of OWN students in at least their second year passed the NYS ELA exam. This is below the target of 75%, and so this measure was not met.

Performance on 2018-19 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	58.4	101	55.8	95
4	51.9	77	52.1	73
5	44.2	77	47.1	70
6	57.7	78	58.7	63
7	58.1	74	60.6	66
8	70.8	72	70.8	72
All	56.8	479	57.4	439

³ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

ADDITIONAL EVIDENCE

Since the 2016 administration of the NYS English arts exam, OWN students have showed gains in their levels of achievement. While in 2016 only 48% of the 414 students passed the exam, by 2019, 57% of the 439 students passed the exam.

OWN ELA Performance by Grade Level and Year

Grade	Percent of OWN Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2016-17		2017-18		2018-19	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	71.8	71	64.9	74	55.8	95
4	47.1	70	58.2	79	52.1	73
5	58.3	72	52.1	73	47.1	70
6	50.0	62	70.3	64	58.7	63
7	53.4	58	65.3	72	60.6	66
8	67.6	68	59.7	62	70.8	72
All	<u>58.4</u>	401	<u>61.6</u>	424	<u>57.4</u>	439

Goal 1: Absolute Measure

Each year, the school's aggregate Performance Index ("PI") on the State English language arts exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the English language arts test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2018-19 English language arts MIP for all students, which is set at 104.8. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4.

RESULTS AND EVALUATION

OWN students met and surpassed this measure with an overall PI of 151. The target set by the state for 2017-2018 was 104.8.

OWN English Language Arts 2018-19 Performance Index

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
479	14	29	41	16

$$PI = 29 + 2(41) + 2.5(16) = 151$$

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

Goal 1: Comparative Measure

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

METHOD

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.⁴

RESULTS AND EVALUATION

OWNCS students met this measure. The percentage of students in their second year at OWNCS who passed the NYS exam exceeded that of students in NYC% District 30. The composite pass rate for all tested students in at least their second year was 57.4 for OWNCS compared to 54.7% for NYC District 30.

2018-19 State English Language Arts Exam
OWN Charter School and District 30 Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	OWN Charter School Students In At Least 2 nd Year		All NYC District 30 Students	
	Percent	Number Tested	Percent	Number Tested
3	55.8	95	58.6	2807
4	52.1	73	54.2	2794
5	47.1	70	46.3	2867
6	58.7	63	55.8	3268
7	60.6	66	51.8	3039
8	70.8	72	61.1	3105
All	57.4	439	54.7	17,880

ADDITIONAL EVIDENCE

OWNCS grade 3-8 students in at least their second year have consistently outperformed their NYC District 30 compatriots on the NYS English language arts exam since 2017. In 2017, OWNCS outperformed District 30 by 10.8%; in 2018 OWNCS outperformed District 30 by 6.2%; and again, in 2019, OWNCS students in grades 3-6 outperformed District 30 by 2.7%.

During the last three testing cycles, OWNCS achievement has consistently improved and outpaced the increases in District 30 achievement.

⁴ Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

English Language Arts Performance of OWN Charter School and Local District 30 by Grade Level and School Year

Grade	Percent of Students Enrolled in at Least their Second Year Scoring at or Above Proficiency Compared to District Students					
	2016-17		2017-18		2018-19	
	OWN Charter School	NYC District 30	OWN Charter School	NYC District 30	OWN Charter School	NYC District 30
3	71.8	47.2	64.9	56.5	55.8	58.6
4	47.1	45.3	58.2	57.5	52.1	54.2
5	58.3	42.3	52.1	45.4	47.1	46.3
6	50.0	42.3	70.3	60.0	58.7	55.8
7	53.4	50.8	65.3	53.4	60.6	51.8
8	67.6	57.4	59.7	59.5	70.8	61.1
All	58.4	47.6	61.6	55.4	57.4	54.7

Goal 1: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

METHOD

The SUNY Charter Schools Institute (“Institute”) conducts a comparative performance analysis, which compares the school’s performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school’s actual performance to the predicted performance of public schools with a similar concentration of economically disadvantaged students. The difference between the school’s actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the requirement for achieving this measure.

Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2018-2019 analysis is not yet available. This report contains 2017-2018 results, the most recent Comparative Performance Analysis available.

RESULTS AND EVALUATION

Data not yet available for 2018-2019.

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3						
4						
5						
6						
7						
8						
All						

School's Overall Comparative Performance:

As the table below shows, in the 2017-2018 school year OWN student met this measure with an overall effect size of 1.40, indicating a comparative performance that was “higher than expected to a large degree”. The effect size ranged from 0.93 in grade 4 to 1.87 in grade 7.

2017-18 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	81.7	82	65.9	41.6	24.2	1.34
4	77.1	82	58.5	40.6	18.0	0.93
5	80.2	81	51.9	28.1	23.7	1.46
6	72.5	75	72.0	42.7	29.3	1.69
7	80.8	77	64.9	30.3	34.7	1.87
8	84.1	62	59.7	38.1	21.6	1.12
All	79.3	459	62.1	36.8	25.3	1.40

School's Overall Comparative Performance:

Higher than expected to a large degree

ADDITIONAL EVIDENCE

Over the last several years OWN's English language arts program has proven effective in facilitating continued student achievement growth. In 2016, 2017, and 2018 the effect size was 1.02, 1.62, and 1.40 respectively, all illustrating that the school's overall comparative performance was “higher than expected to a large degree”.

OWN English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2015-16	3-8	69.3	447	48.3	32.2	1.02

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

2016-17	3-8	77.3	453	57.7	30.8	1.62
2017-18	3-8	79.3	459	62.1	36.8	1.40
2018-19	3-8					

Goal 1: Growth Measure⁵

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.

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 in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2016-17 and also have a state exam score from 2015-16 including students who were retained in the same grade. Students with the same 2015-16 score are ranked by their 2016-17 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the target for this measure, it must have a mean growth percentile greater than 50.

RESULTS AND EVALUATION

2018-19 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4		50.0
5		50.0
6		50.0
7		50.0
8		50.0
All		50.0

ADDITIONAL EVIDENCE

Between 2016 and 2018, the mean growth percentile for grade 4 to 8 cohorts have been 49.5, 54.7, and 50.4.

English Language Arts Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile				
	2015-16	2016-17	2017-18	2018-19	Target
4	35.7	40.7	37.4		50.0
5	53.2	66.4	56.4		50.0
6	57.6	57.4	54.9		50.0
7	54.3	53.6	59.9		50.0
8	52.0	55.4	43.3		50.0
All	<u>49.5</u>	<u>54.7</u>	<u>50.4</u>		50.0

⁵ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

The trajectory of student achievement in English Language arts continues to be a positive one. There has been a consistent trend at each grade level in the numbers and percentages of students who are meeting the state's acceptable proficiency levels.

While this trend has been positive, the school has not yet met the absolute measure of having 75 percent of its students perform at proficiency levels.

OWNCS students continue to meet its growth measure and comparative measures.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	DID NOT MEET
Absolute	Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	MET
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the school district of comparison.	MET
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.	

ACTION PLAN

OWN is committed to having all its student develop the needed skills to become proficient in reading and writing. The school will continue to support the skills of its instructional workforce, to provide students with the highest quality of instruction.

During the coming year, OWN has committed to improving the outcomes of its reading and writing programs in its early childhood program (K-2). That will be accomplished with a robust intervention program that includes reading specialists and assistant teachers. Students will also engage with the school's online English language arts program that is aimed at assessing and diagnosing student learning.

Students in the upper elementary and middle school's will also have access to the school's robust intervention and enrichment programs. At the middle school the instructional coaches will engage not only the English Language arts teachers, but will work with all other teachers in improve the teaching of reading and writing in the content areas.

GOAL 2: 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

The teaching of mathematics carries equal weight to the teaching of reading and writing. In order to compete in almost every aspect of life, OWN Charter School students will have to exhibit confidence and proficiency in mathematical skills. The competencies that arise from mastery of mathematics—aptitude in problem-solving; facility with numbers; clear communication; logic and reasoning, argument and proof; mental discipline; and strategic and analytical thinking—are skills that deepen one’s ability and effectiveness in areas beyond the math discipline. These are skills and understandings that support the Common Core Standards in mathematics. This strong foundation will also enable our students to apply mathematics to the real-world.

Mastery of basic skills in mathematics is a prerequisite for students to move forward in more advanced treatments of these subjects. In keeping with the belief that OWN Charter School must offer a *balanced* approach to instruction, OWN Charter School believes that facility with basic skills, knowledge of standard algorithms and mastery of mathematical concepts and skills with the help of drill and practice are necessary precursors to OWN Charter School’s students’ ability to engage in higher order critical thinking and analytical skills.

Academic language is as central to mathematics as it is to other academic areas and remains a significant source of difficulty for many ELLs who struggle with mathematics. ELLs need rigorous and supported opportunities for academic and linguistic success in elementary mathematics. Structured mathematics scaffolding tasks that challenge students, while simultaneously providing them with the necessary support to achieve the lesson’s specific learning objectives, amplify and enrich the linguistic and content knowledge needed to achieve in elementary mathematics.

OWN Charter School draws heavily on the EngageNY Math modules to deliver math instruction in addition to the Go Math curriculum.

2018-19 State Mathematics Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ⁶				Total Enrolled
		IEP	ELL	Absent	Refused	
3	101	0	0	0	2	103
4	76	0	0	0	0	76
5	77	0	0	0	1	78
6	78	0	0	0	2	80
7	74	0	0	0	0	74
8	70	0	0	0	3	73
All	476	0	0	0	7	484

⁶ 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.

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

Goal 2: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State mathematics examination for grades 3-8.

METHOD

The school administered the New York State Testing Program mathematics assessment to students in 3rd through 8th grade in Spring 2019. Each student's raw score has been converted to a grade-specific scaled score and a performance level. The data for grade 8 includes all tested students whether they took the traditional NYS grade 8 mathematics exam or the Regents Algebra 1 exam. A pass on the Regents was converted to a level 3 proficiency rate in the data.

The table above 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 not enrolled in at least their second year.

RESULTS AND EVALUATION

OWNCS students did not meet the measure of having at least 75% of all tested students enrolled in their second year score at levels 3 and 4 on the NYS Mathematics exam.

Overall 62.5% of OWN students were proficient in mathematics. In grade 7 approximately 71% of them were proficient, while in grade 4 and 6 only 56% of them were proficient.

Performance on 2018-19 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	65.3	101	66.3	95
4	56.6	76	55.6	72
5	63.6	77	64.3	70
6	53.8	78	55.6	63
7	70.3	74	71.2	66
8	60.3	68	60.9	69
All	61.8	474	62.5	435

ADDITIONAL EVIDENCE

As the following tables demonstrate OWN students have shown steady growth in their mathematics achievement based on the NYS Mathematics exam. While in 2016 only 52% of OWN students passed the exam by 2018 that number has increased to 59%. The overall trend is therefore a positive one. However it should be noted that achievement at each grade level has not been consistent. As can be

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

discerned from the table below, student mathematics achievement has declined in grades 3 and 4 during the last tree testing cycle, while achievement has been on a positive trajectory for grades 5, 6, 7 and 8.

The school's accountability plan for mathematics does not include student performance on the NYS Regents in Algebra 1, which some OWN grade 8 students take. It should be noted that these students have consistently done very well, individually and as a grade level cohort, during the last several testing cycle.

Mathematics Performance by Grade Level and School Year

Grade	Percent of OWN Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2016-17		2017-18		2018-19	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	64.8	71	60.8	74	66.3	95
4	52.9	70	62.0	79	55.6	72
5	65.8	70	58.1	74	64.3	70
6	57.4	61	62.5	64	55.6	63
7	44.8	58	73.6	72	71.2	66
8	22.9	48	35.0	60	60.9	69
All	53.3	381	59.3	423	62.5	435

Goal 2: Absolute Measure

Each year, the school's aggregate Performance Index ("PI") on the state mathematics exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the mathematics test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2018-19 mathematics MIP for all students, which is set at 107.3. The PI is the sum of the percent, and of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4.

RESULTS AND EVALUATION

In accordance with New York State's Final ESSA Plan the target MIP goal for Mathematics for 2018-19 is set at 107.3. Based on that, OWN Charter School's grade 3-8 students met and surpassed this goal with a PI of 162.5.

OWNCS Mathematics 2018-19 Performance Level Index (PI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
474	14	24	33	29

$$PI = 24 + 2(33) + 2.5(29) = 162.5$$

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Goal 2: Comparative Measure

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

METHOD

A school compares the performance of tested students enrolled in at least their second year to that of all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.⁷

RESULTS AND EVALUATION

OWNCS met this goal and measure, by having 62.5% of its students at proficiency level compared to 53.6% of NYC District 30 students. At each grade level, OWNCS students outperformed NYC District 30 students by as much as 18% points at grade 7 and as little as 1% points in grades 4 and 6

2018-19 State Mathematics Exam
OWN Charter School and District 30 Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	OWN Charter School Students In At Least 2 nd Year		All NYC District 30 Students	
	Percent	Number Tested	Percent	Number Tested
3	66.3	95	57.8	2878
4	55.6	72	54.2	2848
5	64.3	70	53.0	2906
6	55.6	63	54.2	3337
7	71.2	66	53.1	3003
8	60.9	69	50.3	2793
All	62.5	435	53.6	17845

ADDITIONAL EVIDENCE

OWNCS students continue to out perform their NYC District 30 cohorts. While OWN students have consistently outperformed their District 30 equivalents in grades 3-7, District 30 grade 8 students have outperformed OWNCS students in some years. Since the state exams between 2018 and 2019 were relatively unchanged it is more meaningful to look at the changes from one year to the next. Across all grades in District 30 there was positive growth from year to year at each grade level. The changes ranged from an increase as small as 1% at grades 3, 6 and 8, to as much as 8% in grade 5. The overall increase in achievement was 3% for all grades 3-6 students in District 30 For OWNCS

⁷ Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

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there were positive and negative changes in the grade level performance between 2018 and 2019. Grade 4 and 6 students showed decreases in achievement levels between 2018 and 2019 of 6% and 7% respectively. There was positive growth in student achievement in grades 3, 5 and 8. The growth in mathematics achievement for both OWNCS and District 30 was an increase of 3%.

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

Grade	Percent of OWNCS Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to District 30 Students					
	2016-17		2017-18		2018-19	
	OWNCS	District 30	OWNCS	District 30	OWNCS	District 30
3	64.8	49.4	60.8	57.0	66.3	57.8
4	52.9	43.6	62.0	52.0	55.6	54.2
5	65.8	47.2	58.1	45.0	64.3	53.0
6	57.4	48.4	62.5	53.0	55.6	54.2
7	44.8	43.5	73.6	50.0	71.2	53.1
8	22.9	36.8	35.0	49.0	60.9	50.3
All	<u>53.3</u>	44.9	<u>59.3</u>	51.0	<u>62.5</u>	53.6

Goal 2: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

METHOD

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school's actual performance to the predicted performance of public schools with a similar concentration of economically disadvantaged students. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the requirement for achieving this measure.

Data is not yet available for the 2018-19 school year, so the presentation below used the 2017-18 data.

RESULTS AND EVALUATION

For the 2017-18 school year, the overall Effect size for all tested 458 students was 1.21. Therefore, the school's overall comparative performance was deemed as being "higher than expected to a large degree". OWN met the accountability goal and measure. At every grade level the school met and surpassed this accountability measure. While grade 8 achievement level was much lower than

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at all the other grade levels, the effect size was 0.61, which is still within the range of achievement at a level that is “higher than expected to a meaningful degree.”

2017-18 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	81.7	82	63.4	44.5	18.9	0.92
4	77.1	82	62.2	40.0	22.2	1.06
5	80.2	82	57.3	33.1	24.2	1.31
6	72.5	75	62.7	27.3	25.4	1.30
7	80.8	77	72.7	28.9	43.8	1.93
8	84.1	60	35.0	22.0	13.0	0.61
All	79.3	458	59.8	34.9	24.9	1.21

School's Overall Comparative Performance:

Higher than expected to a large degree

2018-19 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3						
4						
5						
6						
7						
8						
All						

School's Overall Comparative Performance:

ADDITIONAL EVIDENCE

As the table below illustrates, the comparative achievement levels for the last three testing cycle has been greater than the 0.79 threshold representing performance at a level that is “higher than expected to a large degree”. As the percent of students who are economically disadvantaged dipped below the 70% mark, it was observed that the effect size was less than 1.0. Even during that

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period of time, the overall comparative performance was still "higher than expected to a large degree."

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2015-16	3-8	69.5	431	49.4	32.2	0.96
2016-17	3-8	77.4	433	52.9	29.8	1.22
2017-18	3-8	79.3	458	59.8	34.9	1.21
2018-19						

Goal 2: Growth Measure⁸

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.

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 in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2016-17 and also have a state exam score in 2015-16 including students who were retained in the same grade. Students with the same 2015-16 scores are ranked by their 2016-17 scores and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to meet the measure, the school would have to achieve a mean growth percentile above the target of 50.

RESULTS AND EVALUATION

In 2017-18, the mean growth percentile for all students in the grade 4-8 cohort was 56.6, which is above the target of 50. Therefore, the school met and surpassed this accountability goal and measure. As the table illustrates the grade 4 mean growth percentile was only 49.1. Similarly, the mean growth percentile for the grade 8 cohort was below the 50.0 target at only 40.7.

2017-18 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	49.1	50.0
5	62.4	50.0

⁸ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

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6	54.8	50.0
7	72.9	50.0
8	40.7	50.0
All	<u>56.6</u>	50.0

2018-19 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4		50.0
5		50.0
6		50.0
7		50.0
8		50.0
All		50.0

ADDITIONAL EVIDENCE

In 2015 and 2017 OWN's grade 4 to 8 cohort met the overall mean growth percentile target. In 2015, the mean growth percentile was 52.2 and it had grown to 55.5 in 2017. It should be noted that in 2016 OWN did not meet the overall target and only grades 4 and 7 met the target. While OWN can state that in the last several testing cycles it has met this goal, during each year, there was a cohort that did not meet the targeted mean growth percentile.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile				
	2015-16	2016-17	2017-18	2018-19	Target
4	50.9	46.8	49.1		50.0
5	49.4	61.5	62.4		50.0
6	44.6	51.5	54.8		50.0
7	70.7	70.5	72.9		50.0
8	26.3	45.6	40.7		50.0
All	<u>49.6</u>	<u>55.5</u>	<u>56.6</u>		50.0

SUMMARY OF THE MATHEMATICS GOAL

Overall OWN continues to demonstrate that its students are receiving high quality mathematics instruction. Its students met four out of the five accountability plan measures. However, the preceding data does reveal some weaknesses in achievement overall and at particular grade levels. While there is a group of grade 8 students who do not take the NYS mathematics exam, but take the Regents Algebra 1 exam, OWN is concerned that the remaining students are not performing and achieving at least at the district levels.

Type	Measure	Outcome
------	---------	---------

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Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.	DID NOT MEET
Absolute	Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	MET
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison.	MET
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2016-17 results.)	MET
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50. (Using the 2016-17 results.)	MET

ACTION PLAN

Narrative explaining what specific steps the school will take to maintain or improve academic performance based on the *specific results* associated with this goal, focusing in particular on strategic interventions including providing enhanced support or program revisions for explicit grades, cohorts or sub-populations.

OWN has increased the use of an educational assessment program called iReady to attempt to get another window into the achievement levels of all students. During the upcoming year the focus will be on students as they transition from grade 7 to grade 8, to find ways to improve teaching, learning and achievement of all students in mathematics. In addition to providing more support to teachers, there will be an effort to increase the amount of support to the students, by cycling through a second mathematics teacher to do small group instruction with students who are in need of extra support.

GOAL 3: SCIENCE

Goal 3: Science

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

BACKGROUND

The National Science Teachers Association supports the notion that inquiry-based science must be basic in the curriculum of every elementary and middle school student. Numerous reports have highlighted the importance that students develop problem-solving skills that empower them to participate in an increasingly scientific and technological world. Science and teaching students about science means more than scientific knowledge. There are three important aspects of science. The first of these is the content of science, the basic concepts, and our scientific knowledge. The second is the processes of doing science, and the third is scientific ways of thinking. OWN Charter School's science program is based upon these principles. Our students will explore Life Science, Physical Science, Earth Science and the Human Body.

OWN Charter School's science curriculum provides students with the essential skills and knowledge that they will need to undertake advanced science coursework in high school, and beyond. OWN Charter School's curriculum allows students to build connections that link science to technology and societal impacts. Science, technology and societal issues are strongly connected to community health, population, natural resources, environmental quality, natural and human-induced hazards, and other global challenges.

In the elementary grades OWN Charter School's science curriculum is delivered through a combination of FOSS Kits, Delta Science Modules and OWN Charter School developed curriculum. At the middle school level students have the option of taking the NYS Regents course—Living Environment, or the traditional NYS science program. The FOSS program is aligned with the National Science Education Standards, Next Generation Science Standards and to New York State science standards. It is also aligned with the school's workshop model of instruction as the pedagogies utilized in the FOSS program include inquiry, hands on active learning, multi-sensory methods, student to student interaction and discourse and reflective thinking. Delta Science Modules provide teachers with additional resources to expand student exploration by tailoring the science program to meet students' needs as well as the curricular standards. The modules are used in conjunction with the Foss program kits and the OWN Charter School developed curriculum. Beginning in grade 7 and in grade 8 some students take Regents Living Environment course.

Finally, leveled library books round out the instructional materials for science. Each classroom has a science library. Since language development and literacy are infused as an essential element of all core subject instruction, science instruction also incorporates topic-appropriate leveled readers that are read to or read by students. Journaling again is an important part of science. Students keep science journals in which they document experiments, record observations, keep records, describe processes and activities, take notes from texts, oral presentations, media and interviews. Leveled readers and journaling serve to not only reinforce science concepts, but provide additional opportunities for students to focus on their listening, speaking, reading and writing skills.

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The school administered the New York State Testing Program science assessment to students in 4th and 8th grade in June 2019. In addition, the NYS Regents—Living Environment exam was administered to a group of 8th grade students. The school converted each student's raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year to score at proficiency. Data reported for grade 8 students is a composite of the NYS Intermediate Science exam and the NYS Regents Living Environment exam.

RESULTS AND EVALUATION

The overall percent of OWNCS students in grades 4 and 8 in at least their second year of attendance who achieved proficiency on the NYS Science exam was 81.6%. OWN students met and surpassed this measure.

While 86% of grade 4 students demonstrated proficiency on the science exam, only 77% of grade 8 students demonstrated proficiency in science.

OWN Charter School Performance on 2018-19 State Science Exam & Living Environment Regents By All Students and Students Enrolled in At Least Their Second Year

Grade	Percent of Students at Proficiency	
	OWN Charter School Students In At Least 2 nd Year	
	Percent Proficient	Number Tested
4	86.1	72
8*	76.8	69
All	81.6	141

ADDITIONAL EVIDENCE

Science Performance by Grade Level and School Year

Grade	Percent of OWNCS Students Enrolled in At Least Their Second Year at Proficiency					
	2016-17		2017-18		2018-19	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4					86.1	72
8*					76.8	69
All					81.6	141

Goal 3: Comparative Measure

Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state science exam will be greater than that of all students in the same tested grades in the school district of comparison.

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

METHOD

The school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year and the results for the respective grades in the school district of comparison. Given the timing of the state's release of district science data, the 2018-19 comparative data is not yet available, so comparisons will be based on the 2017-18 data for the public school district.

RESULTS AND EVALUATION

Data analysis for the 2018-19 school year was made using OWN data for 2018-19 but as the table below indicates the comparison was to the 2017-2018 data for NYC District 30. When the 2018-19 data for District 30 becomes available the school will revisit this section of the Annual Report.

As the table below shows OWNCS student did not meet this measure of this goal. The combined science proficiency level for OWNCS grades 4 and 8 students was 82% compared to 83% for students in NYC District 30. At grade 4, only 86.1% of OWN students were proficient in science compared to 92% of their District 30 compatriots. In grade 8, OWNCS students did outperform District 30 students; 76.8% of OWN grade 8 students were at proficiency level compared to 74% of District 30 students.

2018-19 State Science Exam
OWN Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	OWN Charter School Students In At Least 2 nd Year		All NYC District 30 Students ⁹	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	86.1	72	92.0	2901
8*	76.8	69	74.0	3004
All	81.6	141	83.0	5905

ADDITIONAL EVIDENCE

During the last several years, OWNCS students have out performed their District 30 counterparts on the grade 4 level. Grade 8 has been less consistent, where District 30 students out performed OWN students.

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

⁹ This table uses the prior year's results as 2017-18 district science scores are not yet available.

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

Grade	Percent of OWN Charter School Students at Proficiency and Enrolled in At Least their Second Year Compared to NYC District 30 Students					
	2016-17		2017-18		2018-19	
	OWNCS	District 30	OWNCS	District 30	OWNCS	District 30
4		88.9		89.0	86.1	92.0
8*		69.3		67.0	76.8	74.0
All		78.9		78.2	81.6	83.0

SUMMARY OF THE SCIENCE GOAL

OWN students in grades 4 have consistently done very well on the NYS Science exam. Where at least 90% of students demonstrate proficiency on the state exam. Historically, OWN Grade 4 students have also always outperformed their District 30 counterparts, however, in 2019 that was not the case.

OWN grade 8 students have also not performed at the levels of OWN grade 4 students. They have outperformed their district 30 counterparts in some years and in others they have under performed. OWN grade 8 student's performance on the grade 8 science exam was very low, not meeting the absolute measure by as much as 34 percentage points and being 30 percentage points below their District 30 counterparts.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State examination.	MET
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the school district of comparison.	DID NOT MEET

ACTION PLAN

OWN will continue to work with its elementary level teachers to ensure that the current success that grade 4 students meet on the NYS Science exam continues. As NYS and the nation begin the process of review science education in the K-12 realm, OWN has already begun the proposed changes and enhancement to curriculum. The science instructional coach has begun to review how OWN will transition its current, assessment protocols, and instructional techniques to improve science knowledge and performance. During the last several years OWN has struggled with the recruitment and retention of talented and certified science educators. OWN's partnership with Urban Advantage has been very helpful in enriching the science experience for our students and for the grade 6 teacher. As OWN moves forward it is contemplating several key questions about the science program for its middle school students (Grades 6-8). 1. Will it continue to offer both the general NYS science curriculum to grade 7 and 8 students in addition to the NYS Regents Living Environment program? Or will it just offer one of those programs? And it so, which one and how and why? 2. How will OWN improve its ability to recruit and retain excellent science educators?

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

GOAL 4: ESSA

Goal 4: ESSA

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

Goal 4: Absolute Measure

Under the state's ESSA accountability system, the school is in good standing: the state has not identified the school for comprehensive or targeted improvement.

METHOD

Because *all* students are expected to meet the state's performance standards, the federal statute 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. As New York State, like all states, is required to establish a specific system for making these determinations for its public schools, charter schools do not have latitude in establishing their own performance levels or criteria of success for meeting the ESSA accountability requirements. Each year, the state issues School Report Cards that indicate a school's status under the state accountability system.

RESULTS AND EVALUATION

The school has met this goal by being designated as a school in good standing. The school was also recognized as a Recognition school.

ADDITIONAL EVIDENCE

During each year of the current charter OWN has met this standard and has been designated as a school in good standing.

Accountability Status by Year

Year	Status
2015-16	Good Standing
2016-17	Good Standing
2017-18	Good Standing
2018-19	Good Standing—Recognition School



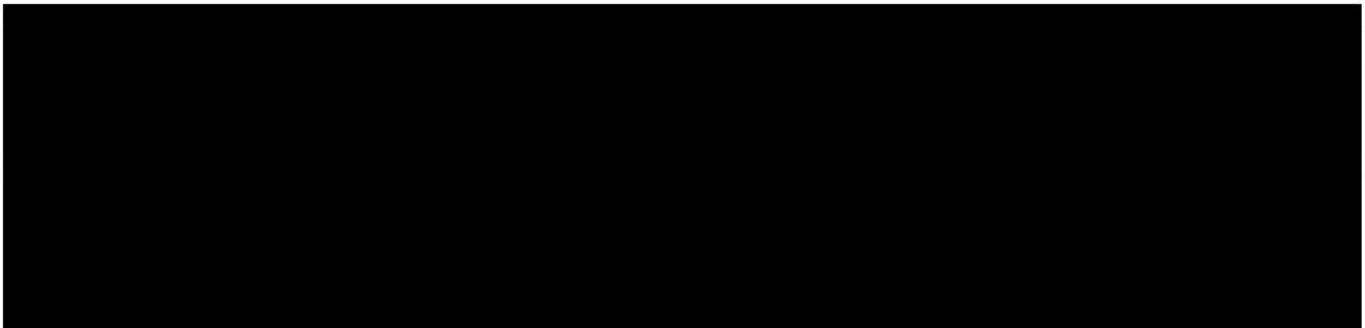
**DISCLOSURE OF FINANCIAL INTEREST
BY A NOT-FOR-PROFIT CHARTER SCHOOL
EDUCATION CORPORATION TRUSTEE**

51. Name of education corporation: OUR WORLD NEIGHBORHOOD CHARTER SCHOOLS

52. Trustee's name (print): Jeanette Betancourt Ed.D.

53. Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.): Chairperson

Education, Development & Executive Committees



58. Is Trustee an employee of the education corporation? Yes. X No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

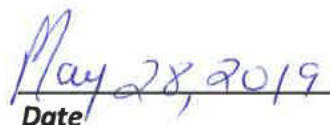
59. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the education corporation during the prior school year. If there has been no such financial interest or transaction, please write "None." Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
	NONE		

60. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the education corporation that is doing business with the education corporation through a management or services agreement, you need not list every transaction between such entity and the education corporation that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the education corporation. If there was no financial interest, please write "None."

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


Signature


Date



Our World Neighborhood Charter Schools

EDUCATING OUR STUDENTS TO BECOME INDEPENDENT THINKERS AND LIFE-LONG LEARNERS!

ANNUAL ACKNOWLEDGEMENT, RECEIPT & REVIEW OF:

1. Conflict of Interest Policy
2. Code of Ethics for Trustees, Officers, and Employees
3. Whistle Blower Policy
4. Disclosure of Financial Interest

By signing below, I acknowledge that I have been given, read, and understand the above mentioned policies.

Jeanette Betancourt

NAME

Jeanette Betancourt

SIGNATURE & DATE

May 28th, 2019

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OWN Middle School
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Astoria, New York 11103
(718)-274-2902
www.owncs.org

OWN 2 - Howard Beach
135-25 79th Street
Howard Beach, New York 11414
(347)-390-3290



Charter Schools Institute
The State University of New York

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YEAR: _____

DATE RECEIVED: _____

**DISCLOSURE OF FINANCIAL INTEREST
BY A NOT-FOR-PROFIT CHARTER SCHOOL
EDUCATION CORPORATION TRUSTEE**

21. Name of education corporation: OUR WORLD NEIGHBORHOOD CHARTER SCHOOLS22. Trustee's name (print): Manu Bhagavan PhD23. Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.): MemberEducation Committee

28. Is Trustee an employee of the education corporation? Yes. X No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

29. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the education corporation during the prior school year. If there has been no such financial interest or transaction, please *write "None."* Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
	NONE		

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30. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the education corporation that is doing business with the education corporation through a management or services agreement, you need not list every transaction between such entity and the education corporation that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the education corporation. If there was no financial interest, please *write "None."*

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


Signature

28 May 2019
Date



Our World Neighborhood Charter Schools

EDUCATING OUR STUDENTS TO BECOME INDEPENDENT THINKERS AND LIFE-LONG LEARNERS!

ANNUAL ACKNOWLEDGEMENT, RECEIPT & REVIEW OF:

1. Conflict of Interest Policy
2. Code of Ethics for Trustees, Officers, and Employees
3. Whistle Blower Policy
4. Disclosure of Financial Interest

By signing below, I acknowledge that I have been given, read, and understand the above mentioned policies.

MANU BHAGAVAN

NAME

A stylized handwritten signature in blue ink, appearing to read "Manu Bhagavan".

SIGNATURE & DATE

29 May 2019

OWN Elementary School
36-12 35th Avenue
Astoria, New York 11106
(718)-392-3405

OWN Middle School
31-20 37th Street
Astoria, New York 11103
(718)-274-2902
www.owncs.org

OWN 2 - Howard Beach
135-25 79th Street
Howard Beach, New York 11414
(347)-390-3290



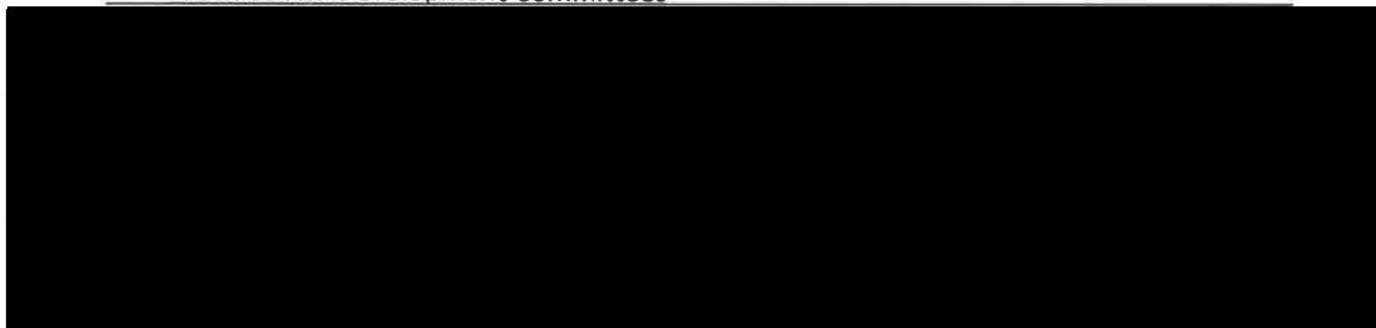
**DISCLOSURE OF FINANCIAL INTEREST
BY A NOT-FOR-PROFIT CHARTER SCHOOL
EDUCATION CORPORATION TRUSTEE**

11. Name of education corporation: OUR WORLD NEIGHBORHOOD CHARTER SCHOOLS

12. Trustee's name (print): Richard Bogle

13. Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.): Member

Facilities and Development Committees



18. Is Trustee an employee of the education corporation? Yes. X No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

19. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the education corporation during the prior school year. If there has been no such financial interest or transaction, please *write "None."* Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

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	NONE		

20. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the education corporation that is doing business with the education corporation through a management or services agreement, you need not list every transaction between such entity and the education corporation that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the education corporation. If there was no financial interest, please write "None."

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NONE				


 Signature

5/28/19
 Date



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NAME Richard T. Bogle


SIGNATURE & DATE 5/28/19

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Astoria, New York 11106
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**DISCLOSURE OF FINANCIAL INTEREST
BY A NOT-FOR-PROFIT CHARTER SCHOOL
EDUCATION CORPORATION TRUSTEE**

1. Name of education corporation: Our World Neighborhood Charter Schools
2. Trustee's name (print): Melissa Chin
3. Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.): Vice Chair
Executive, Education and Finance Committee

8. Is Trustee an employee of the education corporation? Yes ☒ No ☐ If you checked yes, please provide a description of the position you hold, your salary and your start date.

9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the education corporation during the prior school year. If there has been no such financial interest or transaction, please write "None." Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

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	NONE		

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	NONE			


Signature

6/25/19
Date



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Melissa Chin
NAME

Melissa Chin 6/25/19
SIGNATURE & DATE

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Astoria, New York 11106
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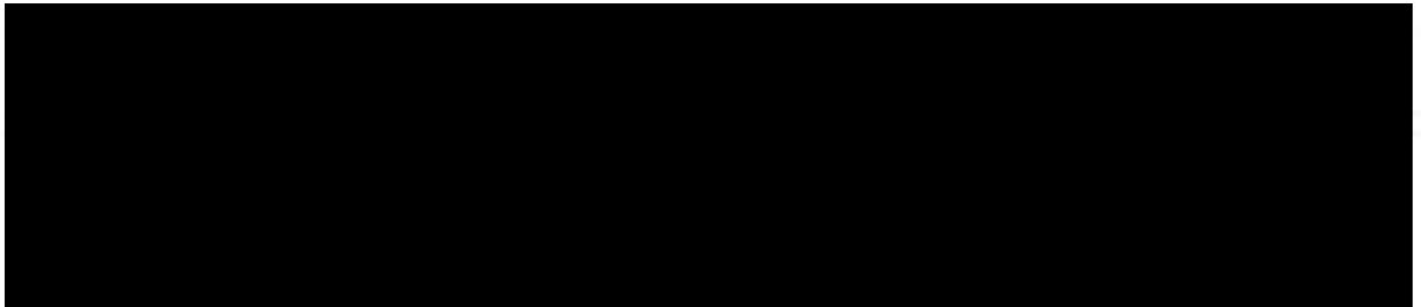
**DISCLOSURE OF FINANCIAL INTEREST
BY A NOT-FOR-PROFIT CHARTER SCHOOL
EDUCATION CORPORATION TRUSTEE**

41. Name of education corporation: OUR WORLD NEIGHBORHOOD CHARTER SCHOOLS

42. Trustee's name (print): Olubunmi Emigli

43. Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.): Member

Education and Development Committees



48. Is Trustee an employee of the education corporation? Yes. X No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

49. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the education corporation during the prior school year. If there has been no such financial interest or transaction, please *write "None."* Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

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	NONE		

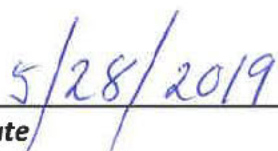
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50. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the education corporation that is doing business with the education corporation through a management or services agreement, you need not list every transaction between such entity and the education corporation that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the education corporation. If there was no financial interest, please write "None."

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NONE				



 Signature



 Date



Our World Neighborhood Charter Schools

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Olubunmi Enigbli
NAME

Enigbli 5/28/2019.
SIGNATURE & DATE

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36-12 35th Avenue
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**DISCLOSURE OF FINANCIAL INTEREST
BY A NOT-FOR-PROFIT CHARTER SCHOOL
EDUCATION CORPORATION TRUSTEE**

61. Name of education corporation: OUR WORLD NEIGHBORHOOD CHARTER SCHOOLS

62. Trustee's name (print): Maura Fitzgerald

63. Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.): Secretary

Executive, Finance & Audit Committees

68. Is Trustee an employee of the education corporation? Yes. ☒ No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

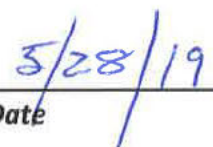
69. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the education corporation during the prior school year. If there has been no such financial interest or transaction, please *write "None."* Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

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70. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the education corporation that is doing business with the education corporation through a management or services agreement, you need not list every transaction between such entity and the education corporation that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the education corporation. If there was no financial interest, please write "None."

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 Signature


 Date



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By signing below, I acknowledge that I have been given, read, and understand the above mentioned policies.

Maura Fitzgerald

NAME

Maura Fitzgerald

5/28/19

SIGNATURE & DATE

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**DISCLOSURE OF FINANCIAL INTEREST
BY A NOT-FOR-PROFIT CHARTER SCHOOL
EDUCATION CORPORATION TRUSTEE**

1. Name of education corporation: Our World Neighborhood Charter Schools
2. Trustee's name (print): Charles Guadagnolo
3. Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.): Treasurer
Facilities and Finance & Audit Committees.

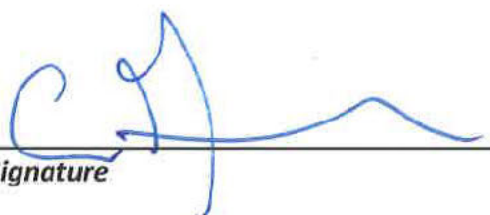
8. Is Trustee an employee of the education corporation? ____ Yes. X No. If you checked yes, please provide a description of the position you hold, your salary and your start date.
- _____

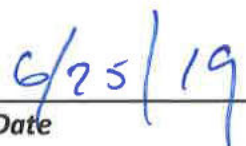
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	NONE			


Signature


Date



Our World Neighborhood Charter Schools

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4. Disclosure of Financial Interest

By signing below, I acknowledge that I have been given, read, and understand the above mentioned policies.

CHARLES GUERARD/O

NAME
C. H. 6/25/19

SIGNATURE & DATE

OWN Elementary School
36-12 35th Avenue
Astoria, New York 11106
(718)-392-3405

OWN Middle School
31-20 37th Street
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Board of Trustees Meeting (Tuesday, November 26, 2019)

Members present

Jeanette Betancourt, Maura Fitzgerald, Richard Bogle, Manu Bhagavan, Melissa Chin

Meeting called to order at 7:00 P.M

1. Roll Call

Roll call was taken. Jeanette Betancourt Maura Fitzgerald, Richard Bogle, Manu Bhagavan, Melissa Chin were in attendance.

Also present from the school team were: Randi Berry, Dechelle Damien, Mark Crusante, Mihwa Park, Karrine Montaque and Brian Ferguson

2. . CEO Report

- A. Professional Development cycle has been rigorous at both schools. Started off the launch of the IB program- teachers and building leaders have been visiting a lot of schools to learn and become familiar with the program. They are currently learning how to shift the lesson plans to become more IB focused.
- B. OWN 2- Year 2 of the school's operation
 - a. No testing grade yet since grade 3 is not in year 2. However, there are approximately 20 students in the third grade kids– 8 are ICT and are way behind. Therefore, leadership is focused on math and ELA coaching to intensify the work to help the students get caught up. In addition, we have been looking at additional intervention programs to help out the students in all areas of the curriculum.
 - b. Attendance- to get the students to the school on time. Incentive program to encourage the students to be on time.
 - c. OWN 2- building is half empty so we are exploring the idea of a UPK program to see if it would be beneficial for OWNCS.
 - d. NYJTL- hope to form a partnership for OWN 2 in the new year.
 - e. Searching for after school providers in the OWN 2 area so that we can provide the services for our students at OWN 2.
- C. New Generation standards- reviewed the changes.
 - a. Social Emotional Learning- guidance counselor programs- go into effect in 2020. All schools will be mandated to have a guidance counselor in elementary schools which will then lead into a guidance curriculum.

3. Facilities Committee Report

A. Ongoing Issues

- a. OWN 1 ES- decent plan of approach with EDC. Attorney has been in discussion with them.
- b. Looking into new cleaning service for our schools – have been looking at RFP proposals and would like to make a decision after Richard Bogle reviews all contracts.

- c. OWN 1 MS- Mark and Mario will be meeting with the attorney to discuss the ongoing issues at the middle school.
- B. OWN 3 Status
 - a. Still dealing with the BSA.
- 4. CFO Report
 - A. Was able to publish the auditing report on 11/1. Nothing significant that the auditors pointed out during the most recent audit.
 - B. 401K was completed for the audit as well and was due in October. Looking to complete the 990. Have been addressing the past issues but confident that things will look better in the future.
 - C. Balance sheets have been strong.
- 5. PTO Report
 - A. National Parent Involvement Week- provided donuts outside of school
 - B. Started to record PTO meetings for parents so that they can learn the latest news.
 - C. Spirit Week- raised 4000 dollars in coins
 - D. Read-a-thon- 199 registered participants this year opposed to 78 last year.
 - E. Auction in March, 2020- Save the Date Invitations will be sent out.
 - F. Jacob Riis Immigration Workshop at the MS- not well attended but learned a GREAT deal – very informative and a lot of parents have been asking questions.
 - G. Will work together with OWN 2 PTO to help them to get started.
- 6. Resolution & Votes
 - A. Board has approved of the safety plan for both OWN 1 and OWN 2.

Board of Trustees Meeting Minutes

Tuesday, February 25, 2020

Members present: Olubunmi Eigli, Manu Bhagavan, Richard T. Bogle, Jeanette Betancourt

Also present from the team: Jeffrey Aler, Mark Crusante, Lucille Ranchor, Randi Berry, Dechelle Damien, Karrine Montague, Cathy Crews, Brian Ferguson, Tabitha Daye

Meeting called to order at: 7:15pm

1) Roll Call

2) CEO Report: Admissions & Enrollment: Continue to spread the work and brand of OWNCS in both OWN1 & OWN2.

- Special Education event to be held on March 5th at OWN1. Ms. Mikanda & Ms. Katsifarakis spearheading.
- Canvassed Howard Beach. Went to Libraries, Pre-K, Woodhaven & Crossbay Blvd's.
- Ads on Iheart Radio, Queens Chronical, & Queens Parent.
- Attending Community Board Meetings. Upcoming Community Board Meetings in March with district 9 & 10.
- 280 Applications for OWN2. 172 of these applications are for kindergarten. The rest are for the 1 & 4th grades.
- Over 1000 applications for OWN1.
- Current enrollment: 900 between ES, MS & Howard Beach.
- 720 at OWN1-ES/MS, 180 at OWN2.
- Virtual tour of OWN2 to be placed on school's website.
- Radio advertisements – Meet the CEO & What is a Charter School? To be held in March and April.

Policy Issues: State University of New York Charter Schools Institute documents.

- Renewal Benchmarks - OWNCS will review document. Put necessary paperwork in order to ensure OWNCS is on track and will share progress with the board of trustees.
- Accountability Dossier – Comparative Performance Analysis, New York State English Language Arts Examination and Mathematics Examination. OWNCS size effect is higher than expected.
- OWNCS is a school in good standing, (OWN1 & 2).

H.R.: Little Bird H.R: OWNCS is transitioning from Extensis to Little Bird H.R.

- Roll out to Little Bird takes effect April 1, 2020.
- Health care, dental & vision plans will now be under Blue Cross/Blue Shield, (Gold and Platinum plans are going to be offered).
- Little Bird will give employees \$500.00 towards medical costs for joining.

Payroll transition: OWNCS will move to Paylocity

- Paylocity has a 360 integration, which will help in OWNCS' 401K management.
- Benefit and open enrollment seminars scheduled for March.

H.R.: Little Bird H.R.: 4/5 Little Bird reps will come to OWN1-ES & MS on March 12th, & OWN2 on March 11th.

- OWNCS employees will receive their login information for Little Bird.

Jazz H.R.: New recruiting system.

- Implemented by Mr. Aler.
- System will help in the recruiting process.
- OWNCS' advertisements are done through this new system.

3) **Facilities: RFP:** Letters submitted on the 2/14/20. Response received by 2/19/20.

- 20-year lease proposed - base rent \$35.00 per square foot. 1.6 mil. a year.
- Restricted rate– 5-year lease, with a 5-year option. \$850,000.00 base rent a year.
- OWNCS to countering 2/26/20.
- Lease negotiations for the middle school has begun.
- Landlord has offered space for OWN2 middle school. Will be ready in Sept. 2020.
- No current update for OWN3. OWNCS is in status.

PTO allowed to notify parents that the RFP was submitted. OWN1 has gotten a positive response, and that the school is engaged in the process of fighting having to pay market value or above for space.

4) **PTO: Spirit Week:** Beginning 3/2/20 – 3/6/20. ES the only participants this time.

- Meeting with middle school lead teachers Thursday, 3/5/20 to discuss other spirit raising activities.
- Craft Fair to be held 3/7/20 by K-2. Community building event.
- Testing breakfasts: ELA tests on 3/25/20 & 3/26/20. Parents volunteer
- Book fair collaboration with Astoria Book Shop.

PTO Meeting: March 6, 2020 two former parents who've participated in the Better Chance Program will do a presentation about services available.

- Teacher spotlight chosen for auction. Ms. Guridis from the middle school.
- Community Ask: Buy a Day in the Science Lab, on 23rd Street.
 - Tom's Pet Store off 21st of Street, donated a gift card, and has **free Saturday's**. Every Saturday at 12:00 kids can come in and learn about the animals. Pet store offers aquarium set up, they will maintain tank and pick up tank at the end of the school year. Pet store may also provide a pet/child interaction service where they bring pets to school.

OWNCS Auction: Will be held Friday, March 27, 2020 from 6-10pm.

- Online Auction starts 3/13/20.
- Deadline for donations is 3/6/20. A publisher at Penguin Workshop donated "Meet the Student." Students will be given a bag of Who Was books and shown how to write a book. A sesame basket and Alvin Alley tickets also donated.

Meeting Adjourned at: 8:30pm

Board of Trustees Meeting Minutes Tuesday, April 28, 2020

Members present: Olubunmi Eigli, Manu Bhagavan, Richard T. Bogle,
Jeanette Betancourt. Maura Fitzgerald

Others present: Jeffrey Aler, Mark Crusante, Lucille Ranchor, Randi Berry,
Dechelle Damien, Karrine Montaque, Cathy Crews, Brian Ferguson,
Jayme Pabon

Meeting called to order: 7:12pm

CEO Report:

The meeting was opened with a welcome from Mr. Ferguson who described how the meeting was in keeping with Open Meeting Laws, being recorded and transcribed.

- Mr. Ferguson gave an update on organizational activities related to the school closure and the distance learning program. The school has tried to continue business as usual, in whatever way it is able.
- The Human Resources department is trying to keep abreast of all of the various regulations, rules and shifts as it relates to Covid. H.R. is in good shape at this point.
- OWNCS is working on its retention and recruitment efforts. Focus is currently on OWN 2 as they expand each year requiring more staff.
- The implementation of distance learning is making good progress, things are moving along well. Teachers are responding to families, principals are working with teachers, making adjustments as needed.
- OWNCS has finalized its attendance and grading policies. The information will be communicated to the families and documented.
- Last week OWN 2 hosted their parent teacher conferences, OWN 1 is in the throes of doing their parent teacher conferences virtually.
- OWNCS is still closed only through May 15th. Waiting for an update on that situation from the governor.
- The Monday Leadership Meeting focused on what would happen if we were told to reopen school after May 15, 2020.
- Graduation will be held virtually, a speaker is needed, one of the board members to give a two-minute speech.
- OWNCS is working towards getting devices to those families. Once we have a final list and have devices on hand, the process of reaching out to families will begin.
- By the May meeting OWNCS will have a series of plans in place for the board moving forward into the next year.

Human Resources Report: Jeffrey Aler

Mr. Aler began with an update on workplace safety from CHUBB. Mr. Aler reported that OWNCS has accomplished goals set by CHUBB.

- CHUBB will send a letter to Albany to get final approval from the state, OWNCS will receive confirmation.

- Documents sent from EduRisk, safeguarding our schools from sexual predators, were distributed and discussed. Mr. Aler pointed out that OWNCS put some language in the handbook regarding this matter last year.

Admissions and Enrollment Report: Lucille Ranchor

Ms. Ranchor reported on the current enrollment efforts for OWN 1 and OWN 2 have not changed. The lottery was held for both schools on April 8th., it was a live lottery on YouTube. Mr. Bogle, Ms. Newman, Mr. Crusante, and Mr. Wilkins joined. Parents were also in attendance. The Lottery was recorded and transcribed. The number of applicants was just over 1300 for OWN 1, of that number, four hundred and seventy were for kindergarten. Three hundred and sixteen for OWN 2, one hundred and seventy-nine of that number were for kindergarten.

- Currently the admissions team is going through all of the responses and notifications. Confirming documentation, interacting with the parents via the internet, phone, and Zoom.
- In the throes of the Middle School Choice Information, finding out how many fifth graders are going to return, and how many are going to other schools.
- Team is also working on orientation, which will be virtual. The hope is to have it done by the beginning of June, so parents can meet the teachers and get an inside view as to what's going on in the school.
- Team is also working on creating a virtual tour of the schools.
- PTO leadership will also play a role in the orientation process.

Facilities Committee Report: Mr. Bogle

Mr. Bogle gave an update on OWN 1's request of its two landlords for rental relief.

Finance & Audit Committee Report: Karrine Montaque

- Ms. Montaque provided information on the schools' application for PPP funds. The bulk of the PPP will go towards salaries and benefits, very little towards rent and utilities. Ninety percent of PPP will be used to sustain and make sure OWNCS is able to make payroll in the next several months given the initial statements from the mayor and governor of a 5.5% reduction in per pupil funding, secondarily a threat of an additional 20% cut.
- The finance department is finalizing its work on the third quarter reports, working on the budget for next year, and keeping up with the day to day. There are a lot of changes with respect to the grants, some of the grants are being extended into the following year, OWNCS will not have to spend every dollar right now because of COVID-19.

External Affairs Report: Mark Crusante

Mr. Crusante added that he has a COVID 19 resources alert on Listserv,

- OWNCS is waiting for guidance from USDOE to give to NYSED because the feds are giving grant funds to the state which they'll determine their own process for applying. The school also knows that with the reduction in the governor's per pupil budget there is Budget Aid for charter schools, we're waiting on guidance from that as well. Spoken to David Frank from NYSED, he said it's fourth coming.

Parent Teacher Organization Report: Randi Berry and Dechelle Damien

Ms. Damien and Ms. Berry updated the board on continuing the support families.

- Found an additional four or five laptops for needy families, haven't had anyone reach out that we have not been able to help. The PTO has been able to help everyone so far.
- One family has lost a parent within the school, PTO has been in touch with that family, sent groceries through Freshdirect this week. Offered to help support if she needs tutoring for her daughter, or any mental health services.
- The PTO has reallocated from budgeted events that will not be happening due to school closure to efforts to support families in need due to COVID-19.
- Ms. Damien added that the PTO is working on a Saturday morning class for the kids so they can continue the work they were doing during the week.
- PTO has sent out nomination forms for PTO leadership for the 2020-21 school year. The next board meeting is Friday, May 8th. Mr. Ferguson joined the last PTO meeting, it was wonderful to have him there, it was also probably one of the better attended meetings. People wanted to have a connection and wanted to have the conversation.
- The adjustments have been well received by the families, everybody's incredibly grateful, the school is adapting in unbelievable ways and we're very pleased as parents. It's a tough time, some people are faring better than others, for the most part everybody feels strongly that the school, the teachers, and the administration are really delivering and going above and beyond what our expectations were. We feel they've been exceeded and there's a lot of gratitude from the parents.

OWN 1 Faculty Report: Jayme Pabon

Ms. Pabon stated that the faculty has been adjusting each week based on the needs of the kids and feedback, trying to adjust to all of the requirements and get through it as best as possible. Mrs. Pabon pointed out that graduation and award ceremonies will take place virtually.

Meeting Adjourned: 8:50pm

Board of Trustees Meeting Minutes Tuesday, May 26, 2020

Members present: Olubunmi Eigli, Manu Bhagavan, Richard T. Bogle,
Jeanette Betancourt. Maura Fitzgerald, Melissa Chin

Others present: Brian Ferguson, Jeffrey Aler, Mark Crusante, Lucille Ranchor, Randi Berry,
Dechelle Damien, Karrine Montaque, Mihwa Park, Jayme Pabon

The meeting began with greetings from everyone. Mr. Brian Ferguson then informed everyone that the meeting will be recorded and transcribed.

Mrs. Ranchor starts off with an update on admissions and enrollment.

Admissions and Enrollment Report: Lucille Ranchor

Mrs. Ranchor gave an update on what the current enrollment is at both schools, OWNCS 1 and OWNCS 2. At the moment, there are 721 students who are actively enrolled in OWNCS 1 and 180 students enrolled at OWNCS 2. Both schools are preparing for orientations, which will be held virtually. The Kindergarten orientation for OWNCS 1 is scheduled to be held on the 29th of May while the orientations at OWNCS 2 will be held during the following week.

- The Kindergarten orientation has a different set up from the upper grades at OWNCS 1.
- Both OWNCS 1 & 2 orientations will have the same format.
- The teachers have prepared PowerPoint presentations to present to the new families.
- The principals will also participate and be available for the Q&A portion of the orientation.

Mrs. Ranchor also reported that she is currently working with Mark Crusante on the advertisement of the schools through the local papers and she hopes to use other avenues in the near future.

CEO Report: Brian Ferguson

- Mr. Brian Ferguson reported that the distance learning program at our schools have been successful so far. The main focus was on engaging both the children and the parents. Everyone is in communication with one another and most students are on track with the program.
- Teachers continue to have their faculty meetings to discuss the academic progress of their students, the assessment program that has just begun and on how to improve the implementation of the distance learning program. They are also in contact with their building leaders to work on how they will be wrapping up the school year and what their lesson plans will look like in the upcoming school year.
- Discussion of the plans of reopening in the Fall are still occurring with the building leaders. Currently, the schools are waiting on the CDC. DOE, NYSED to announce some

guidance of their plans on reopening. Mr. Brian Ferguson is also in contact with the SUNY Charter School Institute to learn of what some of the options may be.

- Dr. Jeannette Betancourt asked if there is a coordination with the sum of what each student is receiving for the food supplement during the summer and Mr. Brian Ferguson informed her that whatever information that the schools received is on the school website. From his understanding, not all students receive a sum but only those who receive free & reduced lunch and the funds will be loaded onto the EBT cards. He is unsure if all receive a sum, but he is absolutely certain that the children who receive free & reduced lunch are the priority.

Facilities Committee Report: Richard Bogle

Mr. Bogle gave an update on OWN 1's request of its two landlords for rental relief. Both landlords rejected the requests.

No real news on OWN 3 at the moment.

Finance & Audit Committee Report: Karrine Montaque

No report since Ms. Karrine Montaque is currently working on the budget.

Parent Teacher Organization Report: Randi Berry and Dechelle Damien

Ms. Damien and Ms. Berry updated the board on continuing the support families.

- PTO has been continuing to provide laptops and iPads for the families in need. They were able to donate 17 so far.
- Currently working on putting together a mutual aid group to help and support any families who are in trouble.
- Online auction is still up and running. They are planning to close it at the end of the month.
- Yoga weekly was originally supposed to be offered in May for teacher appreciation week but it got extended through June so teachers will be able to enjoy yoga weekly until the end of the year.
- PTO will hold an online book fair during the first three weeks of June for those families who are planning to do some summer reading.
- Lastly, PTO will be starting school supply order. The vendor has agreed to deliver to the homes if the schools are not open.

OWN 1 Faculty Report: Jayme Pabon

Ms. Pabon stated that assessment week has begun, and it has been going very well. The students have been submitting their assessments in a timely manner. Ms. Pabon also mentioned that all the grade levels (including the specials) are preparing slide shows for the orientations and the Middle School is also preparing for the moving up ceremonies for each grade level.

Meeting Adjourned

Board of Trustees Meeting Minutes

Tuesday, June 23, 2020

Members present: Olubunmi Eigli, Manu Bhagavan, Richard T. Bogle,
Maura Fitzgerald

Others present: Brian Ferguson, Jeffrey Aler, Randi Berry,
Dechelle Damien, Karrine Montaque, Mihwa Park, Jayme Pabon

The meeting began with greetings from everyone. Mr. Brian Ferguson then informs everyone that the meeting will be recorded and transcribed.

Admissions and Enrollment Report:

Mr. Brian Ferguson gave an update on the status of the current enrollment at both schools, OWNCS 1 and OWNCS 2. OWNCS is in good shape for the upcoming year but OWNCS 2 still needs more students. Mr. Brian Ferguson informs all that advertisements will begin in July and August, so he hopes to see the number of students increase.

CEO Report: Brian Ferguson

- Mr. Brian Ferguson was proud to report that both schools continue to make good progress in wrapping up the school year. Kindergarten moving up ceremony occurred last week and the 5th grade moving up ceremony occurred this past Monday.
- Mr. Brian Ferguson discussed the reopening plans for the 2020-2021 school year. In the document that he has sent out to all the participants, the plan consists of 3 reopening options that he believes will work for OWNCS and our students. Plan A is a regular school day for all – All students will report to school, but there will be safety precautions and some modifications to ensure safety for the students. Plan B will be a blended learning model, where the students will be divided into cohorts and the school will decide which cohort will report to school and which cohort will learn remotely – The cohorts will alternate. Nothing has been decided, but the school leaders have been playing around with various ideas on what would be the best option for the children, whether it will be half days for all or virtual learning in the afternoon while some students report to school in the morning. Mr. Brian Ferguson and the school leaders and other members of the team are scheduled to have a meeting again to revisit these ideas and finalize.

- Once the reopening plan is closer to being finalized, Mr. Brian Ferguson will share with the PTO and the families and ask for feedback.
- Mr. Brian Ferguson requested SUNY, Charter Schools Institute for 185 school days rather than 190 days so that school can reopen post Labor Day. Several holidays will be removed from the school calendar so that there will be 185 school days.
- Teachers will report back to school one week before the school start date so they will begin the last week of August.
- All board members approved of the request for the school to operate for 185 instructional days.

Facilities Committee Report: Richard Bogle

Mr. Bogle gave an update on the lease negotiations for both the elementary and middle school buildings. For the elementary school, we are close to making a deal with EDC. The middle school is still in discussion.

Finance & Audit Committee Report: Karrine Montaque

Ms. Karrine Montaque discussed the budget that OWNCS prepared.

- Most of the expense line items stayed the same as the prior year with the exception of the instructional staff.
- The funds that OWNCS received via paycheck protection program will be used to mitigate the upcoming loss of students due to the ongoing pandemic.
- The business office is currently reviewing the loan forgiveness application.
- The school has switched PEO from Extensis Group to Little Bird HR and was able to save in health insurance and worker's compensation costs.
- OWNCS 2 will be adding a fourth kindergarten class and the fourth grade will be instituted in the upcoming year. Therefore, OWNCS is projecting ten additional staff members.
- Overall, student population is the biggest threat so we must endeavor to increase the number of students.
- All the members of the board approved the budgets for both OWN 1 and OWN 2.

Parent Teacher Organization Report: Randi Berry and Dechelle Damien.

- PTO has been ordering school supplies and have been holding a book fair online.

PTO moved their stuff out of their office at OWN 1, since parents will not be allowed in the school during the new year.

- They voted to have a virtual welcome gathering for the new Kindergarten families and the 6th grade families.
- PTO is hoping for a survey to be sent out to the families to see what worked and what didn't work during the distance learning program in Spring 2020.

OWN 1 Faculty Report: Jayme Pabon

Ms. Pabon reported that the middle school graduation took place and it was successful. She thanked Mr. Brian Ferguson and Dr. Jeannette Betancourt for their lovely speeches to the students.

Meeting Adjourned

Board of Trustees Meeting (Tuesday, September 24, 2019)

Members present

Jeanette Betancourt (via video conference), Maura Fitzgerald, Richard Bogle, Manu Bhagavan

Meeting called to order at 7:00 P.M

1. Roll Call

Roll call was taken. Jeanette Betancourt (via video conference), Maura Fitzgerald, Richard Bogle, Manu Bhagavan were in attendance.

Also present from the school team were: Lucille Ranchor, Jayme Pabon, Monica Guridis, Randi Berry, Dechelle Damien, Mark Crusante, Mihwa Park, Karrine Montaque and Brian Ferguson

2. . CEO Report

A. Admissions

- a. OWNCS- Not at full target but pretty much in good shape.
- b. Currently revisiting marketing strategies for enrollment. By the end of October, will have an idea on what part of the plan needs modification.

B. Monthly Highlights/Accomplishments

- a. Currently OWNCS is working on re-defining the meaning of student success by revisiting the curriculum and determine how it is tying into our internal mission statement but also how it incorporates the IB mission. How does our current mission reflect IB?
- b. Principals in both the elementary and middle schools have been working with their own teams for the IB implementation plan – MYP Advisory Team & PYP Program Team.
- c. From the IB perspective- The curriculum must include both visual and performing arts. Therefore, OWNCS is aiming to explicitly articulate how the FILM program is going to be our performing arts program.
- d. All students will be participating in the IB program. In addition, principals will be working to rearticulate the assessment philosophy – We do not use state tests to retain students.

C. Policy Issues

- a. Title I Related School Compact- updated our old policy that addresses all Title I related information.
- b. School Wellness Policy- lunch program has been changed and improved.

3. . Facilities Committee Report

A. Ongoing Issues

- a. Mr. Brian Ferguson, Mark Crusante, and Richard Bogle met with Tracy from Kaufman Astorias and discussed possible future partnerships.
- b. Richard Bogle strongly suggests on getting a lobbyist to press on the idea that we have families in the two facilities who vote and take it personally if something happens to any of our schools. Our schools matter. EDC must be aware and hear our voice – We need to be on the offensive.

B. OWN 3 Status

- a. Florence Adu is currently working on the numbers at the moment..

4. CFO Report

- A. Karrine Montaque gave a quick summary of the last Finance meeting that took place in August, 2019. The audit of the 401K is due on October 5, 2019 so it is expected to be

completed by then as well. The annual report is due on the first of November so the main focus of the business office is completing those tasks.

- B. The business office is currently working closely with the HR department to replace the current payroll provider since they are having difficulties meeting our needs of our growing numbers. The business office hopes to bring proposals to the finance meeting in the next several weeks.

5. PTO Report

- A. Randi Berry and Dechelle Damien made their introductions since they are the new chairs of the PTO this year.
- B. PTO Reached funding for the whole year- \$400 over the goal due to the very active Kindergarten parents.
- C. Back to School Meetup – went to the Kaufman Backlot Festival instead of the usual picnics.
- D. Yoga & Mindfulness- Started this year and expanded to the middle school. They partnered Real Dance.
- E. Town Hall Ask Me Anything Gathering with Mr. Brian Ferguson- a meeting for the new parents have been scheduled to welcome the new families and answer any questions they might have. PTO will host another meeting with Mark Crusante before the October Board Meeting to show the parents that OWNCS are open and accessible.

6. Faculty & Staff

- A. Back to School Night has been a huge success.
- B. Started the 6 Day calendar this year- had a shaky start but everyone started to get the hang of it and it has been extremely beneficial. Parents can plan ahead for their children such as gym days, etc.
- C. IB training is ongoing and teachers are starting to implement IB key ideas and language so that the students will be able to become familiar.
- D. News article came out in the local Astoria paper covering the Middle School Climate Change March.

7. Resolution & Votes

Board of Trustees Meeting Tuesday, January 28, 2020

Members present: Olubunmi Eigli, Manu Bhagavan, Richard T. Bogle, Maura Fitzgerald, Jeanette Betancourt, Melissa Chin

Also present from the team: Mark Crusante, Lucille Ranchor, Jayme Pabon, Randy Berry, Dechelle Damien, Nerissa Dominguez Vales, Andre Andreyev Psarros, Karrine Montague, Mihwa Park, Cathy Crews, Brian Ferguson

Meeting called to order at 7:00pm

1: Roll Call

2: CEO Report:

- Candidacy for IB launched. Professional Development program is underway, full throttle for staff at both buildings, teachers and leadership.
- Continued visits to classrooms by teachers and leadership to other schools who have the program. Three weeks ago, Mr. Ferguson, Lisa, Edmiston and Douglas Ricketts went to DC to visit schools that have the program, as well as the IB Learning Center, to learn about key pieces that should be in place and map out an action plan. Two schools visited, one charter and one public, an NYP Program (middle school program) in one, and a PYP Program (primary years program/K5 program) in the other.
- Ten teachers to go to IB-Chew and Chat at Bronx Community College in March. All IB schools that are in different phases of the program to meet, talk, and attend workshops.
- Elementary attendees will tap into the pieces on social and emotional learning. Middle school attendees for Service Learning, and specials, i.e. foreign language, physical ed.

3: Admissions and Enrollment: Admissions promo video created

- Launch of special needs workshops in March.
- Four open houses in total between OWN1 & OWN2, 2 for each school, 15/16 families attended.
- All four open houses had a total of 1100 applications, 200 applications for OWN2, 140 of those applications were for kindergarteners. 900 applications for OWN1.
- A lottery for applicants will be held in April.
- OWNCS Advertisement increased. Advertising now in Queens Chronical, Queens Parent, and the Caribbean Times.

- 4: Facilities: RFP issued. Closing date – 2/14/20. Ninety-day response time from EDC.
- Fifty-Thousand-dollar execution fee associated with application.
 - There's an interest in OWN1, speaking with assembly woman Simotas.
 - Parents met with elected officials.
 - EDC option after years give an extension.
 - OWN3 – No change in curb cuts.
 - Three site proposal given, Roosevelt Ave., 51st. Street on the 7 line/Woodside. 10th Street, south of 34th Ave.
 - Voted on request to CSI to push back opening of OWN3 to next year.
- 5: Financial Reporting: Presentation to finance committee of Little Bird H.R.
- Expected wrap up of benefits, by Friday, 1/31/20.
 - Benefit location all in one place.
 - OWN2 - High 1st Qtr. financials, expected to balance out.
 - Expenses – 19% should be a little higher, pick up on cost expected in 2nd. Qtr.
 - Staff budget revised due to turnovers.
 - OWN1 – 1st. Qtr. 24% financials.
 - 735 budgeted for students.
 - Working revising budget this year as it relates to staff.
 - Small excess of revenue. Strong cash balance.
 - OWN2 to start paying their bills once Little Bird is launched.
 - Governors Executive Budget: NYSED and Board of Regents proposed fiscal transparency.
 - Lost charters to be brought back and reissued to new person.
 - 5.3% increase in funding.
- 6: OWN1 PTO Report: Readathon rolled out. Two hundred elementary school participants. One hundred and thirty-one participants finished and \$5,000 raised. Participants read for a collective 848 hours.
- Midway into free art Saturday.
 - OWNCS 2020 auction will be held in the Spring. Netted \$20,000 last year.
- 7: Faculty: OWN1 PTO sponsored a book swap in December.
- IReady diagnostic testing started.
 - Toy Drive for the Hispanic Brotherhood of Rockville Center began in December.
 - Field Trips, Jump Rope for Hearts to raise money for the American Heart Association in February - grades 2-5
 - Middle school midterms last week. Jazz for Young People, and Chinese Acrobats will come to school to celebrate Luna New Year.

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K-5 Teacher - SpEd
K-8 Teacher: STEAM
Librarian
School Secretary - OWN 1 ES
Social Worker
HR & Payroll Clerk
Administrative Assistant
Junior Accountant
Senior Accountant
6-8 Teacher
6-8 Teacher - Art Teacher
6-8 Teacher - ELA
6-8 Teacher - ELA
6-8 Teacher - ELA
6-8 Teacher - ELA
6-8 Teacher - ELA
6-8 Teacher - Film
6-8 Teacher - Mandarin
6-8 Teacher - Math
6-8 Teacher - Math
6-8 Teacher - Math
6-8 Teacher - Math
6-8 Teacher - Music
6-8 Teacher - Science
6-8 Teacher - Science
6-8 Teacher - Science Lead
6-8 Teacher - Social Studies
6-8 Teacher - Social Studies
6-8 Teacher - Social Studies
6-8 Teacher - Spanish
6-8 Teacher - SpEd
6-8 Teacher - SpEd
6-8 Teacher - SpEd
Assistant Principal
Assistant Teacher

Athletics Director
Guidance Counselor
IB Coordinator and ELA Coordinator
K-8 Teacher - ENL
K-8 Teacher - PE
K-8 Teacher - PE
Lunch Coordinator
Math Coordinator
School Secretary - OWN 1 MS
Student Teacher
Student Teacher
Student Teacher
Student Teacher
Student Teacher
Admissions Coordinator
Systems Administrator
Technology Integrator
Technology Support Specialist

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Director External Affiars
Director of Technology
Director of Technology
Director of Technology



Our World Neighborhood Charter Schools

EDUCATING OUR STUDENTS TO BECOME INDEPENDENT THINKERS AND LIFE-LONG LEARNERS!

SY 2020-2021 Calendar

Monday, September 8, 2020	First day of school
Tuesday, November 4	No school
Thursday, November 26 to Friday, November 27	No school
Monday, December 24 to Friday, January 1	No school
Monday, January 18	No school
Monday, February 15 to Friday, February 19	No school
Monday, March 29 to Friday, April 2	No School
Monday, May 31	No school
Friday, June 25, 2021	Last day of school

Number of Instructional Days each Month for 2020-2021 School Year							
Month	Aug.	Sept.	Oct.	Nov.	Dec.	Jan	Feb
# Days	0	17	22	18	17	19	15
Month	Mar	Apr.	May	June	Total # Instructional Days		
# Days	20	20	20	19	187		

Number of Instructional Day by Quarter		
Quarter	Dates	# Days
I	September 8 th to November 10 th	46
II	November 12 th to January 30 th	47
III	February 1 st to April 23 rd	50
IV	April 26 th to June 25 th	44

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