Application: Our World Neighborhood Charter School 2

Brian Ferguson - bferguson@owncs.org
2022-2023 Annual Report

Summary

ID: 0000000192
Labels: SUNY Trustees

Entry 1 School Info and Cover Page

Completed - Jul 26 2023

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 the [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 2022-2023 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) <u>before</u> 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, 2023)** 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 2 800000088151

a1. Popular School Name

OWN 2

b. CHARTER AUTHORIZER (As of June 30th, 2023)

Please select the correct authorizer as of June 30, 2023 or you may not be assigned the correct tasks.

SUNY BOARD OF TRUSTEES

c. School Unionized

Is your charter school unionized?

No

d. DISTRICT / CSD OF LOCATION

CSD #27 - QUEENS

e. Date of Approved Initial Charter

Nov 10 2016

f. Date School First Opened for Instruction

Sep 6 2018

g. Approved School Mission and Key Design Elements

(Regents, NYCDOE and Buffalo BOE authorized schools only)

dregghea

h. School Website Address

www.owncs.org

i. Total Approved Charter Enrollment for 2022-2023 School Year

480

j. Total Enrollment on June 30, 2023 - excluding Pre-K program enrollment

364

k. Grades Served

Grades served during the 2022-2023 school year (exclude Pre-K program students):

Use the CTRL button to select multiple grades to accurately capture every grade level served.

Responses Selected:

k
1
2
3
4
5

l. Charter Management Organization

Do you have a [Charter Management Organization](#)?

No

FACILITIES INFORMATION

m. FACILITIES

Will the school maintain or operate multiple sites in 2023-2024?

	No, just one site.

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 previous year (K-5, 6-9, etc.)	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	135-25 79th Street Howard Beach, NY 11414	347-390-3290	NYC CSD 27	K-5	K-5	K-5

m1a. Please provide the contact information for Site 1.

	Name	Title	Work Phone	Alternate Phone	Email Address
School Leader	Tiffany McAfee	Principal			
Operational Leader	Kamala Wallace				
Compliance Contact	Brian Ferguson	CEO			
Complaint Contact	Brian Ferguson	CEO			
DASA Coordinator	Heather Buonomo	Special Education Coordinator			
Phone Contact for After Hours Emergencies	Brian Ferguson	CEO	718-392-3405	▮▮▮▮▮▮▮▮▮	

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, 2023.

- **Fire inspection certificates must be updated annually. For the upcoming school year 2023-2024, submit a current fire inspection certificate.**
- **If the fire inspection certificate is dated after the August 1, 2022 submission of the Annual Report, please submit the new certificate with the Annual Report entries due on November 1, 2023.**

Site 1 Certificate of Occupancy (COO)

Site 1 Fire Inspection Report

This is required, marked optional for administrative purposes.

n. List of owned, rented, leased facilities <u>not used</u> to educate students

Separate by semi-colon (;)

Not applicable

CHARTER REVISIONS DURING THE 2022-2023 SCHOOL YEAR

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o. Were there any revisions to the school's charter during the 2022-2023 school year? (Please include approved or pending material and non-material charter revisions).

Please note, listing the revisions here does not constitute a request. Schools are advised to seek revision requests through their authorizer directly.

No

ATTESTATIONS

p. Individual Primarily Responsible for Submitting the Annual Report. (To write type in a phone number with an extension, please use this format: 123-456-7890-3. The dash and number 3 at the end of the phone number refers to the individual's phone extension. Do not type in the work extension or the abbreviation for it - just the dash and the extension number after the phone number).

Name	Brian Ferguson
Position	Chief Executive Officer
Phone/Extension	718-392-3405-201
Email	bferguson@owncs.org

q. 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. Click YES to agree and then use the mouse on your PC or the stylus on your mobile device to sign your name).
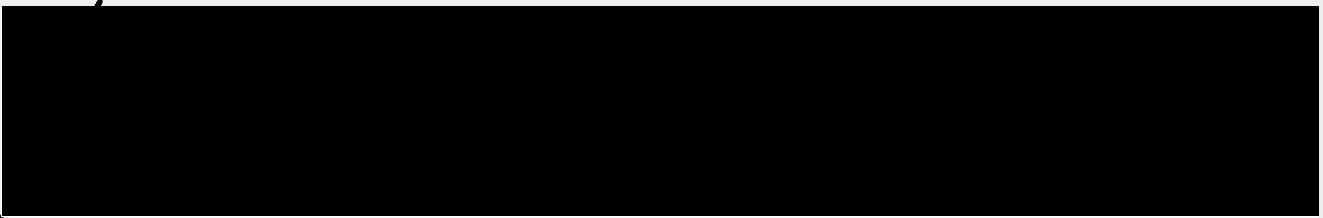
Responses Selected:

Yes

As outlined in ENTRY 10:

Our signatures (Executive Director/School Leader/Head of School and Board President) below attest that our school has reviewed, understands and will comply with the employee clearance and fingerprint requirements as outlined in Entry 10 and found in the [NYSED CSO Fingerprint Clearance Oct 2019 Memo](#). Click YES to agree.

Responses Selected:

Yes

Signature, Head of Charter School

Signature, President of the Board of Trustees

Date

Jul 26 2023

Thank you.

Entry 2 Links to Critical Documents on School Website

Completed - Jul 31 2023

Instructions

Required of ALL Charter Schools noting that SUNY-authorized charter schools are not required to submit item 5: Authorizer-approved DASA policy and NYSED-Approved School Discipline Policy

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. Current Annual Report (i.e., 2021-2022 Annual Report);[1]
2. Board meeting notices, agendas and documents;
3. New York State School Report Card;
4. Authorizer-approved DASA Policy and NYSED-Approved School Discipline Policy **(For Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY)**;
5. District-wide safety plan, not a building level safety plan (as per the September 2021 Emergency Response Plan Memo;
6. Authorizer-approved FOIL Policy; and
7. Subject matter list of FOIL records. (Example: See NYSED Subject Matter List)

[1] Each charter school is required to make the Annual Report publicly available by August 1 and to post on their respective charter school website. Each school should post an updated and complete version to include accountability data and financial statements that are not or may not be available until after the August deadline (i.e., Repost when financials have been submitted in November.)

Form for Entry 2 Links to Critical Documents on School Website

School Name: Our World Neighborhood Charter School 2

Required of ALL Charter Schools noting that SUNY-authorized charter schools are not required to submit item 4: Authorizer-approved DASA policy and NYSED-Approved School Discipline Policy

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:

[New York State Report Card](#)

[Emergency Response Plan Memo](#)

[NYSED Subject Matter List](#)

	Link to Documents
1. Current Annual Report (i.e., 2022-2023 Annual Report)	https://www.owncs.org
2. Board meeting notices, agendas and documents	https://www.owncs.org/board-minutes
3. New York State School Report Card	https://www.owncs.org/school-performance-reports
4. Authorizer-approved DASA Policy and NYSED-Approved School Discipline Policy (For Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY)	https://www.owncs.org/policies
5. District-wide safety plan, not a building level safety plan (as per the September 2021 Emergency Response Plan Memo	https://www.owncs.org/policies
6. Authorizer-approved FOIL Policy	https://www.owncs.org/policies
7. Subject matter list of FOIL records. (Example: See NYSED Subject Matter List)	https://www.owncs.org/policies

Thank you.

Entry 3 Progress Toward Goals

Incomplete - Hidden from applicant

Instructions

Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY

The following tables reflect formatting in the online portal required for Board of Regents, NYCDOE, and Buffalo BOE authorized charter schools only. These charter schools should report all Progress Toward Charter Goals as per their currently approved charters no later than **November 1, 2023.**

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

Entry 3 Progress Toward Goals

PROGRESS TOWARD CHARTER GOALS

Regents, NYCDOE, and Buffalo BOE-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 1, 2023.

1. ACADEMIC STUDENT PERFORMANCE GOALS

Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY

The following tables reflect formatting in the online portal required for Board of Regents, NYCDOE, and Buffalo BOE authorized charter schools only. These charter schools should report all Progress Toward Charter Goals as per their currently approved charters no later than **November 1, 2023.**

2022-2023 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)

2022-2023 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 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				
Academic Goal 41				

Academic Goal 42				
Academic Goal 43				
Academic Goal 44				
Academic Goal 45				
Academic Goal 46				
Academic Goal 47				
Academic Goal 48				
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Academic Goal 58				
Academic Goal 59				
Academic Goal 60				
Academic Goal 61				
Academic Goal 62				
Academic Goal 63				
Academic Goal 64				
Academic Goal 65				
Academic Goal 66				
Academic Goal 67				
Academic Goal 59				

Academic Goal 60				
Academic Goal 61				
Academic Goal 62				

4. ORGANIZATION GOALS

For the 2022-2023 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".

2022-2023 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 response)

6. FINANCIAL GOALS

2022-2023 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)

2021-2022 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 - Oct 30 2023

Instructions

SUNY-Authorized Charter Schools ONLY- Complete Template and Upload to Epicenter

SUNY-authorized charter schools must download an Accountability Plan Progress Report template at Accountability Plan Progress Report. After completing, SUNY-authorized charter schools must upload the document into the Annual Report Portal, **and** into the SUNY Epicenter document management system by September 15, 2023.

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

APPR 2022-23 OWN 2

Filename: APPR_2022-23_OWN_2_.docx **Size:** 189.7 kB

Entry 4 - Audited Financial Statements

Incomplete

Required of ALL Charter Schools

ALL SUNY-authorized charter schools must upload the financial statements and related documents in PDF format into the Annual Report Portal and into the SUNY Epicenter document management system no later than **November 1, 2023. SUNY-authorized charter schools** are asked to ensure that security features such as password protection are turned off.

ALL Regents, NYCDOE, and Buffalo BOE-authorized charter schools must upload final, audited financial statements to the Annual Report Portal no later than **November 1, 2023**. Upload the independent auditor's report, any advisory and/or management letter, and the internal controls report as one submission, combined into a PDF file, ensuring that security features such as password protections are removed from all school uploaded documents.

PLEASE NOTE: This task appears as visible and optional task in the online portal until August 1 2023 but will be identified as a required task thereafter and due on November 1, 2023. This is a required task, and it is marked optional for administrative purposes only.

Entry 4a – Audited Financial Report Template (SUNY)

Incomplete

Instructions - SUNY-Authorized Charter Schools ONLY

SUNY-authorized schools must download the Excel spreadsheet entitled "Audited Financial Statement Template" at http://www.newyorkcharters.org/fiscal/. After completing, schools must upload the document into the Annual Report Portal and into the SUNY Epicenter document management system no later than **November 1, 2023.**

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

Entry 4b – Audited Financial Report Template (BOR/NYC/BOE)

Incomplete - Hidden from applicant

Instructions - Regents-Authorized Charter Schools ONLY

Regents-authorized schools must download and complete the Excel spreadsheet entitled "Audited Financial Report Template" from the online portal or the 2022-2023 Annual Reports webpage. Upload the completed file in Excel format and submit by **November 1, 2023**.

Please complete one spreadsheet at the Education Corporation level and submit the same spreadsheet for each of the schools.

EDUCATION CORPORATIONS WITH MORE THAN ONE SCHOOL SHOULD COMPLETE THE EXCEL SPREADSHEET FOR THE EDUCATION CORPORATION AS A WHOLE, NOT FOR THE INDIVIDUAL SCHOOLS. PLEASE SUBMIT THE SAME EXCEL SPREADSHEET FOR EACH OF THE SCHOOLS.

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

Entry 4c – Additional Financial Documents

Incomplete - Hidden from applicant

Regents, NYCDOE and Buffalo BOE authorized schools must upload financial documents and submit by **November 1, 2023**. The items listed below should be uploaded, with an explanation if not applicable or available. For example, a "federal Single Audit was not required because the school did not expend federal funds of more than the $750,000 Threshold."

1. Advisory and/or Management letter
2. Federal Single Audit
3. Agreed-Upon Procedure Report
4. Evidence of Required Escrow Account for each school[1]
5. Corrective Action Plan for Audit Findings and Management Letter Recommendations

[1] Note: For BOR schools chartered or renewed after the 2017-2018 school year, the escrow account per school is $100,000.

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

Entry 4d - Financial Contact Information

Incomplete - Hidden from applicant

Regents, NYCDOE, and Buffalo BOE authorized schools should enter financial contact information directly into the form within the portal by **November 1, 2023**.

Form for "Financial Contact Information"

1. School Based Fiscal Contact Information

	School Based Fiscal Contact Name	School Based Fiscal Contact Email	School Based Fiscal Contact Phone

2. Audit Firm Contact Information

	School Audit Contact Name	School Audit Contact Email	School Audit Contact Phone	Years Working With This Audit Firm

3. If applicable, please provide contact information for the school's outsourced financial services firm.

	Firm Name	Contact Person	Mailing Address	Email	Phone	Years With Firm

Entry 5 – Fiscal Year 2023-2024 Budget

Incomplete

SUNY-authorized charter schools should download the [2023-2024 Budget and Quarterly Report Template and the 2023-2024 Budget Narrative Questionnaire](#) from the SUNY website and upload the completed templates into the Annual Report Portal and into the Epicenter document management system. **Due November 1, 2023**.

Regents, NYCDOE, and Buffalo BOE authorized charter schools should upload a copy of the school's FY22 Budget using the [2023-2024 Budget Template](#) into the Annual Report Portal or from the Annual Report website. **Due November 1, 2023**.

The Assumptions column should be completed for all revenue and expense items unless the item is self-explanatory. Where applicable, reference the page number or section in the application narrative that indicates the assumption being made. For instance, student enrollment would reference the applicable page number in Section I, C of the application narrative.

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

Entry 6 – Board of Trustees Disclosure of Financial Interest Form

Completed - Jul 31 2023

Required of ALL Charter Schools

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 2022-2023 school year must complete and sign a Trustee [Disclosure of Financial Interest Form](#) is due on August 1, 2023. Acceptable signature formats include:

- Digitally certified PDF signature (i.e., DocuSign)
- Manual signature (1. download to print, 2. manually sign, 3. scan signed document to PDF, and 4. upload into portal)

All completed forms must be collected and uploaded in .PDF format for each individual member. **The education corporation is responsible for ensuring that each member who served on the board during the 2022-2023 school year completes the form.**

Charter schools **must** submit the latest version of the form. 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 Trustee Disclosure of Financial Interest Form, trustees must disclose information relevant to any of the schools served by the governing education corporation.

[2022-2023 Financial Disclosure K](#)

Filename: 2022-2023_Financial_Disclosure_K._Ayele_1.pdf **Size:** 1.2 MB

[2022-2023 Financial Disclosure O](#)

Filename: 2022-2023_Financial_Disclosure_O.Emigli_1.pdf **Size:** 1.2 MB

[2022-2023 Financial Disclosure Jeanette Betancourt (1)](#)

Filename: 2022-2023_Financial_Disclosure_Jea_NMIU1lv.pdf **Size:** 1.2 MB

[2022-2023 Financial Disclosure M](#)

Filename: 2022-2023_Financial_Disclosure_M.__A03wBbx.pdf **Size:** 1.2 MB

[Financial Disclosure 2022-2023 Liz Fernandez (1)](#)

Filename: Financial_Disclosure_2022-2023_Liz_YoEB9xC.pdf **Size:** 1.0 MB

[2022-2023 Financial Disclosure M](#)

Filename: 2022-2023_Financial_Disclosure_M._Chin_1.pdf **Size:** 1.2 MB

Entry 7 BOT Membership Table

Completed - Jul 31 2023

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 7 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.

Authorizer:

Who is the authorizer of your charter school?

SUNY

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1. 2022-2023 Board Member Information (Enter info for each BOT member)

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, 2023	7
b.Total Number of Members Added During 2022-2023	1
c. Total Number of Members who Departed during 2022-2023	0
d.Total Number of members, as set in Bylaws, Resolution or Minutes	9

3. Number of Board meetings held during 2022-2023

9

4. Number of Board meetings scheduled for 2023-2024

6

Total number of Voting Members on June 30, 2023:

7

Total number of Voting Members added during the 2022-2023 school year:

> 1

Total number of Voting Members who departed during the 2022-2023 school year:

> 0

Total Maximum Number of Voting members in 2022-2023, as set by the board in bylaws, resolution, or minutes:

> 9

Thank you.

Entry 8 Board Meeting Minutes

Incomplete - Hidden from applicant

Instructions - <u>Required of Regents, NYCDOE, and Buffalo BOE Authorized Schools ONLY</u>

Schools must upload a complete set of monthly board meeting minutes (July 2022-June 2023), which should <u>match</u> the number of meetings held during the 2022-2023 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 1, 2023**.

Entry 9 Enrollment & Retention

Completed - Aug 1 2023

Instructions for submitting Enrollment and Retention Efforts

Required of ALL Charter Schools

Describe the good faith efforts the charter school has made in 2022-2023 toward meeting targets to attract and retain the enrollment of Students with Disabilities (SWDs), English Language Learners (ELLs), 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 2023-2024.

<u>*SUNY-authorized charter schools</u>

The education corporation must include a plan for the charter to meet or exceed enrollment and retention targets established by the SUNY Trustees for students with disabilities, ELLs, and students who are eligible to participate in the FRPL program. See the enrollment and retention target calculator to find specific targets.

Entry 9 Enrollment and Retention of Special Populations

Good Faith Efforts to Meet Recruitment Targets (Attract)

	Describe Recruitment Efforts in 2022-2023	Describe Recruitment Plans in 2023-2024
Economically Disadvantaged	In addition to holding open houses for prospective parents and students, the school also advertised in many media--local parent magazines, local newspapers, school website and though Radio and streaming efforts.	Admissions team and school leaders will be holding Open Houses at each location. The schools will also use the school's website to advertise the school's admissions and enrollment. The school will also use the radio and other internet streaming media to reach out to the wider communities. The school will also advertise in local magazines and newspapers whose audience include economically disadvantaged, immigrants, ELL and students with disabilities.
English Language Learners	In addition to holding open houses for prospective parents and students, the school also advertised in many media--local parent magazines, local newspapers, school website and though Radio and streaming efforts.	Admissions team and school leaders will be holding Open Houses at each location. The schools will also use the school's website to advertise the school's admissions and enrollment. The school will also use the radio and other internet streaming media to reach out to the wider communities. The school will also advertise in local magazines and newspapers whose audience include economically disadvantaged, immigrants, ELL and students with disabilities.
Students with Disabilities	In addition to holding open houses for prospective parents and students, the school also advertised in many media--local parent magazines, local newspapers, school website and though Radio and streaming efforts.	Admissions team and school leaders will be holding Open Houses at each location. The schools will also use the school's website to advertise the school's admissions and enrollment. The school will also use the radio and other internet streaming media to reach out to the wider communities. The school will also advertise in local magazines and newspapers whose audience

	include economically disadvantaged, immigrants, ELL and students with disabilities.

Good Faith Efforts To Meet Enrollment Retention Targets

	Describe Retention Efforts in 2022-2023	Describe Retention Plans in 2023-2024
Economically Disadvantaged	Retaining students requires that the parent and school feels that the school is supportive of their needs. OWNCS has in the past and used title I funds and other governmental sources to support families and students.	Use of funds such as Title I and CRSA to support students. Continue recruitment efforts and communications with families on the success of their students and the school.
English Language Learners	Students who meet with success are more likely to attend school and participate in educational programs. OWNCS has a strong ENL program supported by skilled teachers. Through parent communication, direct student support the school believes that its ELL students will continue to enroll and stay in the school. The track record for the school bears out that description.	Continue efforts of the ENL team to provide direct supports to students and parents, through regular communications, meetings, and workshops. The school has been successful in retaining ELL once they are enrolled in the school.
Students with Disabilities	Enhancing support programs for students that are aimed at improved educational achievement is one way to has a SWD feel and believe that they can be successful at OWNCS. The special education team has also worked hard to support parents through the process and during the process, leading to parent support of the school's programs.	Continue efforts of the ENL team to provide direct supports to students and parents, through regular communications, meetings, and workshops. The school has been successful in retaining SWD once they are enrolled in the school.

Entry 10 – Teacher and Administrator Attrition

Completed - Jul 31 2023

Form for "Entry 10 – Teacher and Administrator Attrition" Revised to Employee Fingerprint Requirements Attestation

A. TEACH System – Employee Clearance

Required of ALL Charter Schools

Charter schools must ensure that all prospective employees[1] receive clearance through the NYSED Office of School Personnel Review and Accountability (OSPRA) prior to employment. **This includes paraprofessionals and other school personnel who are provided or assigned by the district of location, or related/contracted service providers**. After an employee has been cleared, schools are required to maintain proof of such clearance in the file of each employee. For the safety of all students, charter schools must take immediate steps to terminate the employment of individuals who have been denied clearance. Once the employees have been terminated, the school must terminate the request for clearance in the TEACH system.

In the Annual Report, charter schools are asked to confirm that all employees have been cleared through the NYSED TEACH system; and, if denied clearance, confirm that the individual or employee has been removed from the TEACH system, and is not employed by the school.

   1. Emergency Conditional Clearances

Charter schools are **strongly discouraged** from using the emergency conditional clearance provisions for prospective employees. This is because the school must request clearance through NYSED TEACH, and the school's emergency conditional clearance of the employee terminates automatically once the school receives notification from NYSED regarding the clearance request. Status notification is provided for all prospective employees through the NYSED TEACH portal within 48 hours after the clearance request is submitted. Therefore, at most, a school's emergency conditional clearance will be valid for only 48 hours after approval by the board.

Schools are not permitted to renew or in any way re-establish a prospective employee's emergency conditional clearance after status notification is sent by NYSED through the TEACH portal.

Schools are asked to attest that they have reviewed and understand these requirements. More information can be found in the memo at NYSED CSO Employee Clearance and Fingerprint Memo 10-2019.

[1] Employees who must be cleared include, but are not limited to, teachers, administrative staff, janitors, security personnel and cafeteria workers, and other staff who are present when children are in the school building. **This includes paraprofessionals and other school personnel that are provided or assigned by the district of location, as well as related/contracted service providers**. See NYSED memorandum dated October 1, 2019 at http://www.nysed.gov/common/nysed/files/programs/charter-schools/employeefingerprintoct19.pdf or visit the NYSED website at: http://www.highered.nysed.gov/tsei/ospra/fingerprintingcharts.html for more information regarding who must be fingerprinted. Also see, 8 NYCRR §87.2.

B. Emergency Conditional Clearances

Emergency Conditional Clearances

Charter schools are **strongly discouraged** from using the emergency conditional clearance provisions for prospective employees. This is because the school must request clearance through NYSED TEACH, and the school's emergency conditional clearance of the employee terminates <u>automatically</u> once the school receives notification from NYSED regarding the clearance request. Status notification is provided for all prospective employees through the NYSED TEACH portal within 48 hours after the clearance request is submitted. Therefore, at most, a school's emergency conditional clearance will be valid for only 48 hours after approval by the board.

Schools are not permitted to renew or in any way re-establish a prospective employee's emergency conditional clearance after status notification is sent by NYSED through the TEACH portal.

Schools are asked to attest that they have reviewed and understand these requirements. More information can be found in the memo at [NYSED CSO Employee Clearance and Fingerprint Memo 10-2019](#).

Attestation

Responses Selected:

> I hereby attest that the school has reviewed, understands, and will comply with these requirements.

Entry 11 Percent of Uncertified Teachers

Incomplete - Hidden from applicant

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.

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.

Entry 11 Uncertified Teachers

School Name:

Instructions for Reporting Percent of Uncertified Teachers

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.

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, 2023)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2023)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2023)	
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2023)	
Total Category A: 5 or 30% whichever is less	0

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

	FTE Count
i. Mathematics	
ii. Science	
iii. Computer Science	
iv. Technology	
v. Career and Technical Education	
Total Category B: not to exceed 5	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, 2023)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2023)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2023)	
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2023)	
Total Category C: not to exceed 5	0

TOTAL FTE COUNT OF <ins>UNCERTIFIED</ins> TEACHERS (Sum of Categories A, B AND C)

(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: TOTAL FTE COUNT OF <ins>UNCATEGORIZED, UNCERTIFIED</ins> 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	

CATEGORY E: TOTAL FTE COUNT OF <ins>CERTIFIED</ins> TEACHERS

	FTE Count
Total Category E	

CATEGORY F: TOTAL FTE COUNT OF ALL TEACHERS

Please do not include paraprofessionals, such as teacher aides.

	FTE Count
Total Category F	

Thank you.

Entry 12 Organization Chart

Incomplete - Hidden from applicant

Instructions

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

Upload the 2022-2023 **Organization Chart.** The organization chart should be a graphic representation (A list will not be accepted.) and should include position titles and reporting (hierarchical) relationships. Employee names should **not** appear on the chart.

Entry 13 School Calendar

Completed - Jul 31 2023

Instructions for submitting School Calendar

Required of ALL Charter Schools

If the charter school has a tentative calendar based on available information and guidance at the time, please submit with the August 1, 2023 submission. Charter schools must upload a final school calendar into the portal and may do so at any time but no later than **September 15, 2023**.

School calendars must meet the minimum instructional requirements as required of other public schools "… *unless the school's charter requires more instructional time than is required under the regulations."*

Board of Regents-authorized charter schools also 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 (also used to align to schools with extended days/years referenced in their mission statements/key design elements), See an example of a calendar showing the requested information. Schools **must** use a calendar format and ensure there is a monthly tally of instructional days.

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

SY 2023-2024 Calendar Updated (1)

Filename: SY_2023-2024_Calendar_Updated_1.pdf **Size:** 86.4 kB

Entry 14 Staff Roster

Incomplete - Hidden from applicant

INSTRUCTIONS

Required of Regents and NYCDOE-authorized Charter Schools ONLY

Please click on the MS Excel Faculty/Staff Roster Template and provide the following information for **ANY and ALL** instructional and non-instructional employees (all faculty and staff employed by the school during the 2022-2023 school year).

Use of the 2022-2023 Annual Report Faculty/Staff Roster Template is required. Each of the data elements, with the exception of the Notes, are required, and use of the drop-down options, when provided, is also required.
 Reminders: Please use the Notes section provided to add any additional information as deemed necessary. Failure to adhere to the guidelines and validations in the Faculty/Staff Roster Template will result in a resubmission of a fully corrected roster.

Here is the complete list of data elements in the roster template and an explanation of what information is required to correctly complete this task.

Roster Data Elements	Explanations
Authorizer **NOTE: MUST BE DONE FIRST**	**Select** your school's authorizer from the **drop-down list first**, before completing the roster.
School Name and Institution ID	**Select** your school's name from the **drop-down list**.
Faculty/Staff First Name	Enter the first name of the Faculty/Staff person.
Faculty/Staff Last Name	Enter the last name of the Faculty/Staff person.
TEACH ID	Enter the **7 digit TEACH ID** for the Faculty/Staff person.
Role in School	**Select** the best choice of role of the Faculty/Staff person from the **drop-down list**.

CPR/AED Certification Status	**Select** the appropriate choice from the **drop-down list**.
Hire Date	Enter the date that the Faculty/Staff person was hired.
Start Date	Enter the date that the Faculty/Staff person actually began employment in this school.
Total Years' Experience in this Role	Enter Total Years of Experience that the Faculty/Staff person has in their current role.
Total Years at this School	Enter the Total Years that the Faculty/Staff person has been employed in this school.
Out-of-Certification Justification	**Select** the appropriate choice from the **drop-down list**.
Subject Taught	**Select** the appropriate choice from the **drop-down list**.
Notes	Optional

Optional Additional Documents to Upload (BOR)

Completed - Aug 1 2023

OWN 2 Certificate of Occupancy

Filename: OWN_2_Certificate_of_Occupancy.pdf **Size:** 84.9 kB

Fire Inspection Report OWN 2

Filename: Fire_Inspection_Report_OWN_2.pdf **Size:** 151.8 kB

Our World Neighborhood Charter School 2

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

October 30, 2023

By Brian Ferguson, CEO

135-25 79th Street
Howard Beach, NY 11414

347-390-3290

Brian Ferguson (CEO) and Richard Lee (CAO) prepared this 2022-23 Accountability Progress Report on behalf of the school's board of trustees:

Brian Ferguson, CEO has served as the school leader since 2002.

SCHOOL OVERVIEW

OWN 2 opened in September 2018 with Kindergarten and 1st grades.

OWN Charter Schools 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. Staff members are required to reflect on what and how they are teaching and how and why their students are performing. The students are also asked and taught to reflect on their

learning and to communicate with their peers and teachers on how best to help them maximize their potential.

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 and their communities

• Energies 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 imbues its ethical tenets in all that its stakeholders (administrators, teachers, children, families) do. Pillars draw the school community together by embodying its focus on the social, emotional, and 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. As the school makes progress through its candidacy to become an International Baccalaureate school, it is also integrating and using the ten learner profiles that guide the implementation of the PYP program.

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2020-21	61	69	57	40	24	0	0	0	0	0	0	0	0	251
2021-22	75	53	65	53	37	26	0	0	0	0	0	0	0	309
2022-23	67	76	57	69	58	45	0	0	0	0	0	0	0	372

GOAL 1: ENGLISH LANGUAGE ARTS

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 comprehension. This work along with the amount of reading done is increasing 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 modules 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, it introduces students to the joy of reading with authentic literature. OWN Charter Schools students will understand that the goal of reading is to achieve comprehension, obtain information, build knowledge, gain insights, explore possibilities, and broaden their perspective 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.

ELEMENTARY AND MIDDLE ELA

ELA Measure 1 - 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 English language arts examination for grades 3-8.

The tables below summarize the participation information for this year's test administration as well as the performance of all students and students enrolled for at least two years.

2022 23 State English Language Arts Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested						Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	
3	64	0	11	3	0	0	0	74
4	47	1	9	3	0	0	0	56
5	39	0	1	0	0	0	0	41
6								
7								
8								
All	150	1	21	6	0	0	0	171

Performance on 2022 23 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year[1]

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	64	28	43.8%	58	26	44.8%
4	47	18	38.3%	42	16	38.1%
5	39	12	30.8%	32	12	37.5%
6						
7						
8						
All	150	58	38.7%	132	54	40.9%

ELA Measure 2 - Absolute

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.

Schools are not required to report attainment of this measure for 2022-23. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information from the NYSED.

ELA Measure 3 - 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 all students in the same tested grades in the school district of comparison.

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.[2]

Grade	2022 23 State English Language Arts Exam Charter School and District Performance by Grade Level			
	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	44.8%	58	43.4%	2512
4	38.1%	42	47.8%	2690
5	37.5%	32	46.4%	2724
6				
7				
8				
All	40.9%	132	45.9%	7926

ELA Measure 4 - 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 meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

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 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 target for this measure. Given the timing of the state's release of economically disadvantaged

data and the demands of the data analysis, the 2022-23 analysis is not yet available. This report contains 2021-22 results.[3]

2021 22 English Language Arts Comparative Performance by Grade Level				
Grade	Percent Economically Disadvantaged	Percent of Students at Levels 3&4[4]		Effect Size
		Actual	Predicted	
3	73.1	32.7	39.6	-0.36
4	75.7	22.2	33.4	-0.64
5	88.5	16.7	24.8	-0.53
6				
7				
8				
All	76.7	26.2	34.8	-0.49

ELA Measure 5 - 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.

Given the timing of the state's release of Growth Model data, the 2022-23 analysis is not yet available. As such, schools are not required to report on this measure for 2022-23. The Institute will calculate and report out results to schools pending availability of the data.

ELA INTERNAL EXAM RESULTS

During 2022-23, in addition to the New York State 3rd- 8th grade exams, the school(s) primarily used the following assessment to measure student growth and achievement in ELA: i-Ready.

OWN 2 used iReady assessments three times during this academic year and consistently determined students' areas of strength and areas of growth. These assessments are linked to standards and follow up lessons are assigned by teachers to meet the needs of individual students. In the Elementary division, the follow up lessons are 45 minutes weekly in English Language Arts.

We have seen great success with 109% of the students passing ELA lessons on iReady for the 2022-23 school year. Increases in progress to annual growth have continued over the last three years. As the chart below shows, OWN 2 students have made nearly 100% annual growth for the past four years except in 2020-21 (pandemic year). Notably, in 2019-20 the annual growth was over 1.5 grade levels with ELA at 195% and Math at 150%. From the end of year iReady assessment in 2022-23 school year, OWN 1 students gained 109% meaning that they gained over one grade level for the 2022-23 school year. Overall the school gained 19% of student's meeting progress to annual growth. Notably Kindergarten through 2nd gained between 118-131%.

OWN 2 Reading	Progress to Annual Growth
2018-19	92%
2019-20	195%
2020-21	53%
2021-22	90%
2022-23	109%

During 2022-23, in addition to the New York State 3rd – 8th grade exams, the school primarily used the following assessment to measure student growth and achievement in ELA: iReady

OWN 2 students have shown excellent progress to annual growth with nearly 100% in every year except 2020-21 (pandemic year) when the iReady fall assessment was given remotely. The school has provided computers and iPads for all students since 2020 as well as increased average iReady usage by students on follow up lessons. The pass rate for these lessons assigned by teachers for the 2022-23 school year was 74% for ELA.

For OWN 2, 55% of students on average met typical growth and this is a growth of 26% from 2021-22 school year. The progress of students is notable and reflected in the 109% of students progress to annual typical growth as seen above.

I-READY

2022 23 i Ready ELA Assessment End of Year Results					
Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median percent progress to Annual Typical Growth of 3rd through 8th grade students will be equal to or greater than 100%.	All students	100%	166	89%	No

Measure 2: Each year, the school's median percent progress to Annual Typical Growth of all 3rd through 8th grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.	Low initial achievers	110%	82	74%	No
Measure 3: Each year, the median percent progress to Annual Typical Growth of 3rd through 8th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3rd through 8th grade general education students at the school.	Students with disabilities [9]	85% [10]	14	105%	Yes
Measure 4: Each year, 75% of 3rd through 8th grade students enrolled in at least their second year at the school will score at the *mid on-grade level* or above scale score for the year-end assessment.	2+ students	75%	147	20%	No

End of Year Performance on 2022 23 i Ready ELA Assessment By All Students and Students Enrolled in At Least Their Second Year		
Grades	All Students	Enrolled in at least their Second Year

	Percent Mid-On Grade Level or Above	Number Tested	Percent Mid-On Grade Level or Above	Number Tested
3	30%	71	30%	64
4	13%	54	12%	49
5	12%	41	15%	34
6				
7				
8				
All	20%	166	20%	147

End of Year Growth on 2022 23 i Ready ELA Assessment By All Students		
Grades	Median Percent of Annual Typical Growth	Number Tested
3	94%	71
4	92%	54
5	69%	41
6		
7		
8		
All	89%	166

SUMMARY OF THE ELA GOALS

The student achievement in English Language Arts shows areas of strength and areas for growth both on the NYS test proficiency as well as iReady Annual Typical Progress.

On the NYS tests, students increased their performance from prior years. For the Absolute measure of 75% proficiency of students in their 2nd year, students are below this measure with 38.7% as proficient. For the Comparative measure of students in their 2nd year performing at greater than than their district counterparts, students gained in their proficiency as compared to last year however they are still below their district counterparts. For the Comparative measure of effect size greater than 0.3, students were below this measure.

In iReady, students performed very well. For Measure 1- Progress to Annual Typical Growth on iReady with students achieving 89% meaning that they gained nearly one year on average. For Measure 2- Annual Typical Growth for low achievers, students achieved 74%.. For Measure 3- Students with Disabilities gained 105% and above the General Education students who gained 85%. For Measure 4- Students in their 2nd year will be at mid-grade level or above, students on average were at 20%.

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.	No
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.	N/A
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.	No
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 meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	No
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.	N/A

EVALUATION OF ELA GOAL

The student achievement in English Language arts shows areas of strength and areas for growth. Student proficiency on the NYS ELA exam on average made significant gains of 14.8% compared to last year's exam. There were significant gains at every grade level tested. Students in their Second Year or more in the school scored higher than the overall group in all grades except 4th grade which was even. 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. Progress to Annual Typical Growth on iReady assessment is above 100% or close to that for all grades except 5th grade. It is evident that OWN 2 is making good progress in having high student achievement with significant gains in proficiency compared to last year and closer to district average. It is notable that over 49% of the student population comes from District 19 and OWN 2 proficiency are relatively even. With the pandemic, there was some regression with some students yet this is being made up through response to intervention groups, continual assessment and additional academic support and programs.

The school is addressing areas and standards that students did not test well in using data from the NYS test, NYC instructional report, iReady and other assessments. Significant professional development time is being provided for these areas with the Chief Academic Officer, Director of Curriculum and Instruction, Principal, Assistant Principal, coaches and outside professional companies. We are confident that this will help to increase student proficiency.

ELA ACTION PLAN

OWN 2 is committed to having all its students 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 2 has committed to improving the outcomes of its reading and writing programs in K-5. That will be accomplished with a robust intervention program that includes an ELA coach, reading specialist, Academic Intervention team and teachers. Students will also engage with the school's online English language arts program that is aimed at assessing and diagnosing student learning.

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. In addition to the Go Math curriculum teachers draw heavily from the Engage NY Math modules provided by NYSED.

ELEMENTARY AND MIDDLE MATHEMATICS

Math Measure 1 - 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 Mathematics examination for grades 3-8.

The tables below summarize the participation information for this year's test administration as well as the performance of all students and students enrolled for at least two years.

Grade	Total Tested	Not Tested							Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	Took Regents	
3	65	0	11	3	0	0	0	74	63
4	46	0	9	3	0	0	0	56	47
5	40	0	1	0	0	0	0	41	40
6									
7									
8									
All	151	0	21	6	0	0	0	171	150

2022 23 State Mathematics Exam — Number of Students Tested and Not Tested

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	65	27	41.5%	58	24	41.4%
4	46	19	41.3%	41	17	41.5%
5	40	12	30.0%	32	12	36.4%
6						
7						
8						

Performance on 2022 23 State Mathematics Exam — By All Students and Students Enrolled in At Least Their Second Year

	All	151	58	38.4%	132	53	40.2%

Schools are not required to report attainment of this measure for 2022-23. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information from the NYSED.

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.

2022 23 State Mathematics Exam Charter School and District Performance by Grade Level				
Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	41.4%	58	54.9%	2612
4	41.5%	41	51.1%	2782
5	36.4%	32	46.4%	2825
6				
7				
8				
All	40.2%	132	50.8%	8219

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 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 target for this measure. Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2022-23 analysis is not yet available. This report contains 2021-22 results.

2021 22 Mathematics Comparative Performance by Grade Level				
Grade	Percent Economically Disadvantaged	Percent of Students at Levels 3&4		Effect Size
		Actual	Predicted	
3	73.1	30.6	40.3	-0.46
4	75.7	22.9	32.6	-0.49
5	88.5	10.0	21.4	-0.67
6				
7				
8				
All	76.9	24.0	34.1	-0.51

Math Measure 5 - 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.

Given the timing of the state's release of Growth Model data, the 2022-23 analysis is not yet available. As such, schools are not required to report on this measure for 2022-23. The Institute will calculate and report out results to schools pending availability of the data.

MATHEMATICS INTERNAL EXAM RESULTS

During 2022-23, in addition to the New York State 3rd- 8th grade exams, the school(s) primarily used the following assessment to measure student growth and achievement in mathematics: i-Ready

iReady assessments were used three times a year during this year to determine student areas of strength and areas of growth. These assessments are linked to standards and follow up lessons are assigned by teachers to meet the needs of individual students. In the Elementary division, the follow up lessons are 45 minutes weekly in English Language Arts and Math. We have seen great success with

94% of the students passing lessons in Math respectively for the 2022-23 school year. Increases in progress to annual growth have continued over the last four years. As the chart below shows, OWN 2 students have made nearly 100% annual growth for the past four years except in 2020-21 (pandemic year). Notably, in 2019-20 the annual growth was 1.5 grade levels in Math at 150%. From the end of year iReady assessment in 2022-23 school year, OWN 1 students gained 86% meaning that they gained nearly one grade level for the 2022-23 school year. Notably the 2nd grade gained 100% meaning that they gained one grade level for the 2022-23 school year.

OWN 2 Math	Progress to Annual Growth
2018-19	86%
2019-20	150%
2020-21	50%
2021-22	86%
2022-23	97%

During 2022-23, in addition to the New York State 3rd – 8th grade exams, the school primarily used the following assessment to measure student growth and achievement in mathematics: Choose an item.

I-READY

2022 23 i Ready Mathematics Assessment End of Year Results					
Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median percent progress to Annual Typical Growth of 3rd through 8th grade students will be equal to or greater than 100%.	All students	100%	165	91%	No

Measure 2: Each year, the school's median percent progress to Annual Typical Growth of all 3rd through 8th grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.	Low initial achievers	110%	81	78%	No
Measure 3: Each year, the median percent progress to Annual Typical Growth of 3rd through 8th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3rd through 8th grade general education students at the school.	Students with disabilities[9]	92%[10]	13	52%	No
Measure 4: Each year, 75% of 3rd through 8th grade students enrolled in at least their second year at the school will score at the *mid on-grade level* or above scale score for the year-end assessment.	2+ students	75%	147	18%	No

End of Year Performance on 2022 23 i Ready Mathematics Assessment By All Students and Students Enrolled in At Least Their Second Year				
Grades	All Students		Enrolled in at least their Second Year	
	Percent Mid-On Grade Level or Above	Number Tested	Percent Mid-On Grade Level or Above	Number Tested
3	18%	71	19%	64
4	17%	53	16%	49
5	17%	41	21%	34
6				
7				
8				
All	18%	165	18%	147

End of Year Growth on 2022 23 i Ready Mathematics Assessment By All Students		
Grades	Median Percent of Annual Typical Growth	Number Tested
3	78%	71
4	104%	53
5	65%	41
6		
7		
8		
All	91%	165

SUMMARY OF THE MATHEMATICS GOAL

The student achievement in Mathematics shows areas of strength and areas for growth both on the NYS test proficiency as well as iReady Annual Typical Progress.

On the NYS tests, students increased their performance from prior years. For the Absolute measure of 75% proficiency of students in their 2nd year, students are below this measure with 18% as proficient.   For the Comparative measure of students in their 2nd year performing at greater than than their district counterparts, students gained in their proficiency as compared to last year however they are still below their district counterparts. For the Comparative measure of effect size greater than 0.3, students were below this measure.

In iReady, students performed well. For Measure 1- Progress to Annual Typical Growth on iReady with students achieving 91% meaning that they gained nearly one year on average. For Measure 2- Annual Typical Growth for low achievers, students achieved 78%. For Measure 3- Students with

Disabilities gained 52%. For Measure 4- Students in their 2nd year will be at mid-grade level or above, students on average were at 18%.

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 Mathematics exam for grades 3-8.	No
Absolute	Each year, the school's aggregate PI on the state's mathematics exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison.	No
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 meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	No
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.	N/A
	[Write in additional measure here]	

EVALUATION OF THE MATHEMATICS GOAL

The student achievement in Mathematics shows areas of strength and areas for growth. Student proficiency on the NYS Math exam on average made significant gains of 17.2% compared to last year's exam. There were significant gains at every grade level tested. Students in their Second Year or more in the school scored at or above the overall group in all grades notably gains in 5th grade. 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. Progress to Annual Typical Growth on iReady assessment is above 100% or close to that for all grades except 3rd & 5th grades. It is evident that OWN 2 is making good progress in having high student achievement. With the pandemic, there was some regression with some students yet this is being made up through response to intervention groups, continual assessment and additional academic support and programs.

The school is addressing areas and standards that students did not test well in using data from the NYS test, NYC instructional report, iReady and other assessments. Significant professional development time is being provided for these areas with the Chief Academic Officer, Director of Curriculum and Instruction, Principal, Assistant Principal, coaches and outside professional companies. We are confident that this will help to increase student proficiency.

The school will maintain consistency in data collection and reporting by training teachers on administration of NYS and iReady assessments. The school is taking actions for improvement in ELA and Math by reviewing standards from the NYC instructional report and iReady results to modify curriculum to better meet the needs of the students. In particular, data reviews are taking place more consistently at grade levels and schoolwide. Use of iReady follow up lessons are being used to meet individual student areas of weakness. Response to Intervention groups for students that are struggling to meet grade level expectations are increasing as well as the support team in the school.

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.

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.

ELEMENTARY AND MIDDLE SCIENCE

Science Measure 1 - 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 science examination.

The school did not administer the New York State Testing Program science assessment to students in 4th grade in spring 2023 as NYS did not have the test for 4th graders. The table below summarizes the performance of students enrolled for at least two years.

Charter School Performance on 2022 23 State Science Exam			
By Students Enrolled in At Least Their Second Year			
Grade	Students in At Least Their 2nd Year		
	Number Tested	Number Proficient	Percent Proficient
4	n/a	n/a	n/a
8	n/a	n/a	n/a
All	n/a	n/a	n/a

Science Measure 2 - Comparative

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.

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.

	2022 23 State Science Exam Charter School and District Performance by Grade Level					
	Charter School Students in at Least 2nd Year			All District Students		
Grade	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
4	n/a	n/a	n/a	n/a	n/a	n/a
8						
All	n/a	n/a	n/a	n/a	n/a	n/a

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

OWN 2 will continue to work with its elementary level teachers to ensure success that grade 5 students on the NYS Science exam. As NYS and the nation begin the process of reviewing science education in the K-12 realm, OWN 2 has already begun the process to change and enhance its curriculum. The science instructional coach has begun to review how OWN 2 will transition its current assessment protocols, and instructional techniques to improve science knowledge and performance.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.	n/a
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.	n/a

	[Write in optional measure here]	

EVALUATION OF THE SCIENCE GOAL

The Science teacher along with classroom teachers reflect on the achievement of students and make changes to the program to address any areas of concern.. There was a review of our science curriculum last year, and we have made adjustments to our programs as well as our scope and sequence. Grade level teachers are making adjustments to their curriculum to better prepare students for the rigors of middle school science. The teachers are meeting to discuss best practices and address any areas of concern teachers have.

ACTION PLAN

The school began the process of adjusting its curriculum to the future demands of testing in both elementary and middle schools. It believes that it has a strong plan and will implement the shifts in topics to better prepare students in grade 5 for the new science exams.

One of the school's greatest challenges is the recruitment and retention of talented Science teachers at the middle school level. During the past two years, OWN joined a consortium of schools, both public and charter who gets students enrolled in NYU Teacher Residency program to join our team. Thus far we have seen some benefit, but the challenge is still very hard.

GOAL 4: ESSA

ESSA Measure 1

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.

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. More information on assigned accountability designations and context can be found here.

Accountability Status by Year	
Year	Status

2020-21	Good Standing
2021-22	Good Standing
2022-23	Good Standing

ADDITIONAL CONTEXT AND EVIDENCE

OWN 2 was in good standing for the past three years.

APPENDIX A: DATA REPORTING TABLES

The following section contains sample tables for the optional reporting of grade-level and school-level results under the ELA and mathematics goal areas. The tables align to the measures and targets for the NWEA MAP and a-Ready assessments. Schools that administer other nationally normed assessments or internally developed assessment should modify these tables as necessary.

Paste the completed tables in the "Internal Exam Results" sections under the respective goal area. Table titles need to be adapted to reflect the appropriate subject area, i.e., English language arts, mathematics, etc.

Guidance for calculating the results in each of the tables below is available here.

I-READY

2022 23 i Ready ELA Assessment End of Year Results					
Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median percent progress to Annual Typical Growth of 3rd through 8th grade students will be equal to or greater than 100%.	All students	100%	166	89%	No

Measure 2: Each year, the school's median percent progress to Annual Typical Growth of all 3rd through 8th grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.	Low initial achievers	110%	82	74%	No
Measure 3: Each year, the median percent progress to Annual Typical Growth of 3rd through 8th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3rd through 8th grade general education students at the school.	Students with disabilities [9]	85%[10]	14	105%	Yes
Measure 4: Each year, 75% of 3rd through 8th grade students enrolled in at least their second year at the school will score at the *mid on-grade level* or above scale score for the year-end assessment.	2+ students	75%	147	20%	No

End of Year Performance on 2022 23 i Ready ELA Assessment By All Students and Students Enrolled in At Least Their Second Year		
Grades	All Students	Enrolled in at least their Second Year

	Percent Mid-On Grade Level or Above	Number Tested	Percent Mid-On Grade Level or Above	Number Tested
3	30%	71	30%	64
4	13%	54	12%	49
5	12%	41	15%	34
6				
7				
8				
All	20%	166	20%	147

End of Year Growth on 2022 23 i Ready ELA Assessment By All Students		
Grades	Median Percent of Annual Typical Growth	Number Tested
3	94%	71
4	92%	54
5	69%	41
6		
7		
8		
All	89%	166

I-READY

2022 23 i Ready Mathematics Assessment End of Year Results					
Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median percent progress to Annual Typical Growth of 3rd through 8th grade students will be equal to or greater than 100%.	All students	100%	165	91%	No

Measure					
Measure 2: Each year, the school's median percent progress to Annual Typical Growth of all 3rd through 8th grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.	Low initial achievers	110%	81	78%	No
Measure 3: Each year, the median percent progress to Annual Typical Growth of 3rd through 8th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3rd through 8th grade general education students at the school.	Students with disabilities[9]	92%[10]	13	52%	No
Measure 4: Each year, 75% of 3rd through 8th grade students enrolled in at least their second year at the school will score at the *mid on-grade level* or above scale score for the year-end assessment.	2+ students	75%	147	18%	No

End of Year Performance on 2022 23 i Ready Mathematics Assessment By All Students and Students Enrolled in At Least Their Second Year				
Grades	All Students		Enrolled in at least their Second Year	
	Percent Mid-On Grade Level or Above	Number Tested	Percent Mid-On Grade Level or Above	Number Tested
3	18%	71	19%	64
4	17%	53	16%	49
5	17%	41	21%	34
6				
7				
8				
All	18%	165	18%	147

End of Year Growth on 2022 23 i Ready Mathematics Assessment By All Students		
Grades	Median Percent of Annual Typical Growth	Number Tested
3	78%	71
4	104%	53
5	65%	41
6		
7		
8		
All	91%	165

---

[1] Students are considered "enrolled in at least their second year" if they were enrolled on BEDS day of the school year prior to the most recent exam administration.

[2] Schools can access these data when the NYSED releases its database containing grade level ELA and mathematics results for all schools and districts statewide. The NYSED announces the releases of these data here.

[3] These data can be found in the school's Accountability Summary provided by the Institute in spring 2023.

[4] Typically, the Institute uses schools' mean scale scores (when available) to calculate the comparative performance analysis. Due to the late availability of the 2021-22 mean scale scores, the Institute formally reported out the analysis using proficiency rates. The Institute will retroactively send schools the 2021-22 comparative performance analysis using mean scale scores in fall 2023.

[5] Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school's mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g. English language learners, students experiencing housing insecurity, etc.), please explain the rationale in the narrative section

[6] Target should reflect the median growth percentile for all general education students. In the case that the school elects to measure the achievement of a different subpopulation, the target should reflect the median growth percentile of all students at the school not included in that subpopulation.

[7] https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf.

[8] Proficient is defined as scoring at or above the grade-level RIT score cut score according to the most recently available linking study found here. Refer to pages 15-16, tables 3.5 and 3.6.

[9] Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school's mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g., English language learners, homeless students, etc.), please explain the rationale in the narrative section

[10] Target should reflect the median percent of progress to Annual Typical Growth for all general education students. In the case that the school elects to measure the achievement of a different subpopulation, the target should reflect the median percent of progress to Annual Typical Growth of all students at the school not included in that subpopulation.

Smoke Detector Inspection/Test Log

Address: Linden Center 135-25 79th St Howard Beach NY Building #2

Owner: JSB Realty #2 LLC 15 Ocean Avenue, Brooklyn NY 11225

Cert. of Fitness Numbers:

	S78 88717426
	S78 88676754

Detector #	Address	Date of Test & Cleaning	Date of Test & Sensitivity	Person Performing Test 1st Test	2nd Test	Location Description BLDG 2	Manufacturer Model Number	Results of Maintenance 1st Test	2nd Test
1	L1008	7.10.23		M Pultz		Photo Smoke Detector Cellar Storage Room	Gamewell ASD-PL2F	P	
2	L1009	7.10.23		M Pultz		Photo Smoke Detector Cellar Main Electrical Room	Gamewell ASD-PL2F	P	
3	L1010	7.10.23		M Pultz		Photo Smoke Detector Cellar EMR Cars 1 & 2	Gamewell ASD-PL2F	P	
4	L1012	7.10.23		M Pultz		Photo Smoke Detector Cellar Main Telephone Room	Gamewell ASD-PL2F	P	
5	L1013	7.10.23		M Pultz		Photo Smoke Detector Cellar Main Sprinkler Room	Gamewell ASD-PL2F	P	
6	L1014	7.10.23		M Pultz		Photo Smoke Detector Cellar Gas Room	Gamewell ASD-PL2F	P	
7	L1015	7.10.23		M Pultz		Photo Smoke Detector Cellar EMR Car 1	Gamewell ASD-PL2F	P	
8	L1016	7.10.23		M Pultz		Photo Smoke Detector Cellar Fire Pump Room	Gamewell ASD-PL2F	P	
9	L1001	7.10.23		M Pultz		Photo Smoke Detector 1st Fl Main Entrance Above FACP	Gamewell ASD-PL2F	P	
10	L1002	7.10.23		M Pultz		Photo Smoke Detector 1st Fl Store #4 Above Electric Panel	Gamewell ASD-PL2F	P	
11	L1003	7.10.23		M Pultz		Photo Smoke Detector 1st Fl Store #3 Above Electric Panel	Gamewell ASD-PL2F	P	
12	L1004	7.10.23		M Pultz		Photo Smoke Detector 1st Fl Store #2 Above Electric Panel	Gamewell ASD-PL2F	P	
13	L1005	7.10.23		M Pultz		Photo Smoke Detector 1st Fl Store #1 Above Electric Panel	Gamewell ASD-PL2F	P	
14	L1007	7.10.23		M Pultz		Photo Smoke Detector 1st Fl Elevator Lobby Main Entrance	Gamewell ASD-PL2F	P	
15	L1011	7.10.23		M Pultz		Photo Smoke Detector 1st Fl Store #5 Above Electric Panel	Gamewell ASD-PL2F	P	

Smoke Detector Inspection/Test Log

Detector #	Address	Date of Test & Cleaning	Date of Test & Sensitivity	Person Performing Test 1st Test	2nd Test	Location Description BLDG 2	Manufacturer Model Number	Results of Maintenance 1st Test	2nd Test
16	L1017	7.10.23		M Pultz		Photo Smoke Detector 1st Fl Store #3 Dog Holding Room	Gamewell ASD-PL2F	P	
17	L1040	7.10.23		M Pultz		Photo Smoke Detector 1st Elevator Lobby S Conduit Entrance	Gamewell ASD-PL2F	P	
18	L1018	7.10.23		M Pultz		Photo Smoke Detector 2nd Fl Electrical Room #2	Gamewell ASD-PL2F	P	
19	L1019	7.10.23		M Pultz		Photo Smoke Detector 2nd Fl Electrical Room #3	Gamewell ASD-PL2F	P	
20	L1020	7.10.23		M Pultz		Photo Smoke Detector 2nd Fl Elevator Lobby Det Car # 2 & 3	Gamewell ASD-PL2F	P	
21	L1021	7.10.23		M Pultz		Photo Smoke Detector 2nd Fl Elevator Lobby Det Car # 2 & 3	Gamewell ASD-PL2F	P	
22	L1022	7.10.23		M Pultz		Photo Smoke Detector 2nd Fl Fire Alarm Equipment Room	Gamewell ASD-PL2F	P	
23	L1024	7.10.23		M Pultz		Photo Smoke Detector 2nd Fl Elevator Lobby Det Car # 1	Gamewell ASD-PL2F	P	
24	L1050	7.10.23		M Pultz		Photo Duct Detector 2nd Fl Supply Duct Smoke Det AC1	Gamewell DNR	P	
25	L1051	7.10.23		M Pultz		Photo Duct Detector 2nd Fl Return Duct Smoke Det AC1	Gamewell DNR	P	
26	L1052	7.10.23		M Pultz		Photo Duct Detector 2nd Fl Supply Duct Smoke Det AC2	Gamewell DNR	P	
27	L1053	7.10.23		M Pultz		Photo Duct Detector 2nd Fl Return Duct Smoke Det AC2	Gamewell DNR	P	
28	L1054	7.10.23		M Pultz		Photo Duct Detector 2nd Fl Supply Duct Smoke Det AC3	Gamewell DNR	P	
29	L1055	7.10.23		M Pultz		Photo Duct Detector 2nd Fl Return Duct Smoke Det AC3	Gamewell DNR	P	
30	L1056	7.10.23		M Pultz		Photo Duct Detector 2nd Fl Supply Duct Smoke Det AC4	Gamewell DNR	P	
31	L1057	7.10.23		M Pultz		Photo Duct Detector 2nd Fl Return Duct Smoke Det AC4	Gamewell DNR	P	
32	L1058	7.10.23		M Pultz		Photo Duct Detector 2nd Fl Supply Duct Smoke Det AC5	Gamewell DNR	P	
33	L1059	7.10.23		M Pultz		Photo Duct Detector 2nd Fl Return Duct Smoke Det AC5	Gamewell DNR	P	
34	L1060	7.10.23		M Pultz		Photo Duct Detector 2nd Fl Supply Duct Smoke Det AC6	Gamewell DNR	P	
35	L1061	7.10.23		M Pultz		Photo Duct Detector 2nd Fl Return Duct Smoke Det AC6	Gamewell DNR	P	

Linden Center 135-25 79th St Brooklyn NY

Smoke Detector Inspection/Test Log

Detector #	Address	Date of Test & Cleaning	Date of Test & Sensitivity	Person Performing Test 1st Test	2nd Test	Location Description BLDG 2	Manufacturer Model Number	Results of Maintenance 1st Test	2nd Test
36	L1062	7.10.23		M Pultz		Photo Duct Detector 2nd Fl Supply Duct Smoke Det AC7	Gamewell DNR	P	
37	L1063	7.10.23		M Pultz		Photo Duct Detector 2nd Fl Return Duct Smoke Det AC7	Gamewell DNR	P	
38	L1064	7.10.23		M Pultz		Photo Duct Detector 2nd Fl Supply Duct Smoke Det AC8	Gamewell DNR	P	
39	L1065	7.10.23		M Pultz		Photo Duct Detector 2nd Fl Return Duct Smoke Det AC8	Gamewell DNR	P	
40	L1066	7.10.23		M Pultz		Photo Duct Detector 2nd Fl Supply Duct Smoke Det AC9	Gamewell DNR	P	
41	L1067	7.10.23		M Pultz		Photo Duct Detector 2nd Fl Return Duct Smoke Det AC9	Gamewell DNR	P	
42	L1068	7.10.23		M Pultz		Photo Duct Detector 2nd Fl Supply Duct Smoke Det AC10	Gamewell DNR	P	
43	L1069	7.10.23		M Pultz		Photo Duct Detector 2nd Fl Return Duct Smoke Det AC10	Gamewell DNR	P	
44	L1070	7.10.23		M Pultz		Photo Duct Detector 2nd Fl Supply Duct Smoke Det AC11	Gamewell DNR	P	
45	L1071	7.10.23		M Pultz		Photo Duct Detector 2nd Fl Return Duct Smoke Det AC11	Gamewell DNR	P	
46	L1072	7.10.23		M Pultz		Photo Duct Detector 2nd Fl Supply Duct Smoke Det AC12	Gamewell DNR	P	
47	L1073	7.10.23		M Pultz		Photo Duct Detector 2nd Fl Return Duct Smoke Det AC12	Gamewell DNR	P	
48	L1074	7.10.23		M Pultz		Photo Duct Detector 2nd Fl Supply Duct Smoke Det AC13	Gamewell DNR	P	
49	L1075	7.10.23		M Pultz		Photo Duct Detector 2nd Fl Return Duct Smoke Det AC13	Gamewell DNR	P	
50	L1076	7.10.23		M Pultz		Photo Duct Detector 2nd Fl Supply Duct Smoke Det AC14	Gamewell DNR	P	
51	L1077	7.10.23		M Pultz		Photo Duct Detector 2nd Fl Return Duct Smoke Det AC14	Gamewell DNR	P	
52	L1078	7.10.23		M Pultz		Photo Duct Detector 2nd Fl Supply Duct Smoke Det AC15	Gamewell DNR	P	
53	L1079	7.10.23		M Pultz		Photo Duct Detector 2nd Fl Return Duct Smoke Det AC15	Gamewell DNR	P	
54	L1080	7.10.23		M Pultz		Photo Duct Detector 2nd Fl Supply Duct Smoke Det AC16	Gamewell DNR	P	
55	L1081	7.10.23		M Pultz		Photo Duct Detector 2nd Fl Return Duct Smoke Det AC16	Gamewell DNR	P	

Smoke Detector Inspection/Test Log

Detector #	Address	Date of Test & Cleaning	Date of Test & Sensitivity	Person Performing Test 1st Test	2nd Test	Location Description BLDG 2	Manufacturer Model Number	Results of Maintenance 1st Test	2nd Test
56	L1082	7.10.23		M Pultz		Photo Duct Detector 2nd Fl Supply Duct Smoke Det AC17	Gamewell DNR	P	
57	L1083	7.10.23		M Pultz		Photo Duct Detector 2nd Fl Return Duct Smoke Det AC17	Gamewell DNR	P	
58	L1084	7.10.23		M Pultz		Photo Duct Detector 2nd Fl Supply Duct Smoke Det AC18	Gamewell DNR	P	
59	L1085	7.10.23		M Pultz		Photo Duct Detector 2nd Fl Return Duct Smoke Det AC18	Gamewell DNR	P	
60	L1086	7.10.23		M Pultz		Photo Duct Detector 2nd Fl Supply Duct Smoke Det AC19	Gamewell DNR	P	
61	L1087	7.10.23		M Pultz		Photo Duct Detector 2nd Fl Return Duct Smoke Det AC19	Gamewell DNR	P	
62	L1088	7.10.23		M Pultz		Photo Duct Detector 2nd Fl Supply Duct Smoke Det AC20	Gamewell DNR	P	
63	L1089	7.10.23		M Pultz		Photo Duct Detector 2nd Fl Return Duct Smoke Det AC20	Gamewell DNR	P	
64	L1090	7.10.23		M Pultz		Photo Duct Detector 2nd Fl Supply Duct Smoke Det AC21	Gamewell DNR	P	
65	L1091	7.10.23		M Pultz		Photo Duct Detector 2nd Fl Return Duct Smoke Det AC21	Gamewell DNR	P	
66	L1092	7.10.23		M Pultz		Photo Duct Detector 2nd Fl Supply Duct Smoke Det AC22	Gamewell DNR	P	
67	L1093	7.10.23		M Pultz		Photo Duct Detector 2nd Fl Return Duct Smoke Det AC22	Gamewell DNR	P	
68	L1094	7.10.23		M Pultz		Photo Duct Detector 2nd Fl Supply Duct Smoke Det AC23	Gamewell DNR	P	
69	L1095	7.10.23		M Pultz		Photo Duct Detector 2nd Fl Return Duct Smoke Det AC23	Gamewell DNR	P	
70	L1099	7.10.23		M Pultz		Photo Smoke Detector 2nd Fl Electrical Rm Behind Car 2 & 3	Gamewell ASD-PL2F	P	
71	L1025	7.10.23		M Pultz		Photo Smoke Detector Top of Stair B	Gamewell ASD-PL2F	P	
72	L1026	7.10.23		M Pultz		Photo Smoke Detector Top of Stair A	Gamewell ASD-PL2F	P	
73	L1023	7.10.23		M Pultz		Photo Smoke Detector Top of Stair C	Gamewell ASD-PL2F	P	
74	L1028	7.10.23		M Pultz		Photo Smoke Detector Top of Elevator Shaft Car 1	Gamewell ASD-PL2F	N/A	
75	L1029	7.10.23		M Pultz		Photo Smoke Detector Top of Elevator Shaft Car 2 & 3	Gamewell ASD-PL2F	N/A	

Smoke Detector Inspection/Test Log

Detector #	Address	Date of Test & Cleaning	Date of Test & Sensitivity	Person Performing Test 1st Test	2nd Test	Location Description BLDG 2	Manufacturer Model Number	Results of Maintenance 1st Test	2nd Test
76	L1027	7.10.23		M Pultz		Photo Smoke Detector Roof Elevator Lobby Detector Car 1	Gamewell ASD-PL2F	P	
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Linden Center 135-25 79th St Brooklyn NY

Device Inspection/Test Log

Device #	Address	Date of First Test	Date of Second Test	Person Performing Test 1st Test	2nd Test	Location Description BLDG 2	Manufacturer Model Number	Results of Maintenance 1st Test	2nd Test
1	L1015	7.10.23		M Pultz		Manual Pull Station Cellar Storage Room	Gamewell MS-7AF	P	
2	L1016	7.10.23		M Pultz		Manual Pull Station Cellar Main Electrical Room	Gamewell MS-7AF	P	
3	L1020	7.10.23		M Pultz		Manual Pull Station Cellar Exit to Store #2	Gamewell MS-7AF	P	
4	L1021	7.10.23		M Pultz		Tamper Sw Cellar Sprinkler Room Main Valve	Gamewell AMM-4F	P	
5	L1022	7.10.23		M Pultz		Tamper Sw Cellar Sprinkler Room Main Valve	Gamewell AMM-4F	P	
6	L1023	7.10.23		M Pultz		Tamper Sw Cellar Sprinkler Room Meter By-Pass Valve	Gamewell AMM-4F	P	
7	L1024	7.10.23		M Pultz		Tamper Sw Cellar Sprinkler Room Meter By-Pass Valve	Gamewell AMM-4F	P	
8	L1025	7.10.23		M Pultz		Tamper Sw Cellar Sprinkler Room Meter By-Pass Valve	Gamewell AMM-4F	P	
9	L1026	7.10.23		M Pultz		Waterflow Cellar Sprinkler Room Main	Gamewell AMM-4F	P	
10	L1027	7.10.23		M Pultz		Tamper Sw Cellar Sprinkler Room Meter By-Pass Valve	Gamewell AMM-4F	P	
11	L1028	7.10.23		M Pultz		Supv Sw Cellar Fire Pump Running	Gamewell AMM-4F	P	
12	L1029	7.10.23		M Pultz		Supv Sw Cellar Fire Pump Power Failure	Gamewell AMM-4F	P	
13	L1030	7.10.23		M Pultz		Supv Sw Cellar Fire Pump Phase Reversal	Gamewell AMM-4F	P	
14	L1031	7.10.23		M Pultz		Tamper Sw Cellar Fire Pump By-Pass Valve	Gamewell AMM-4F	P	
15	L1032	7.10.23		M Pultz		Tamper Sw Cellar Fire Pump By-Pass Valve	Gamewell AMM-4F	P	
16	L1033	7.10.23		M Pultz		Manual Pull Station Cellar Stair A	Gamewell MS-7AF	P	
17	L1001	7.10.23		M Pultz		Manual Pull Station 1st Floor Main Entrance by FACP	Gamewell MS-7AF	P	
18	L1002	7.10.23		M Pultz		Manual Pull Station 1st Floor Store #5 Front Exit	Gamewell MS-7AF	P	
19	L1003	7.10.23		M Pultz		Manual Pull Station 1st Floor Store #4 Rear Exit	Gamewell MS-7AF	P	
20	L1004	7.10.23		M Pultz		Manual Pull Station 1st Floor Store #4 Front Entrance	Gamewell MS-7AF	P	

Device Inspection/Test Log

Device #	Address	Date of First Test	Date of Second Test	Person Performing Test 1st Test	2nd Test	Location Description BLDG 2	Manufacturer Model Number	Results of Maintenance 1st Test	2nd Test
21	L1005	7.10.23		M Pultz		Manual Pull Station 1st Floor Store #4 Rear Exit	Gamewell MS-7AF	P	
22	L1006	7.10.23		M Pultz		Manual Pull Station 1st Floor Store #3 Front Exit	Gamewell MS-7AF	P	
23	L1007	7.10.23		M Pultz		Manual Pull Station 1st Floor Store #3 Rear Loading Dock	Gamewell MS-7AF	P	
24	L1008	7.10.23		M Pultz		Manual Pull Station 1st Floor Store #3 Rear Exit	Gamewell MS-7AF	P	
25	L1009	7.10.23		M Pultz		Manual Pull Station 1st Floor Store #3 Front Entrance	Gamewell MS-7AF	P	
26	L1010	7.10.23		M Pultz		Manual Pull Station 1st Floor Store #2 Front Entrance	Gamewell MS-7AF	P	
27	L1011	7.10.23		M Pultz		Photo Duct Detector 2nd Fl Supply Duct Smoke Det AC1	Gamewell MS-7AF	P	
28	L1012	7.10.23		M Pultz		Manual Pull Station 1st Floor Store #1 Front Entrance	Gamewell MS-7AF	P	
29	L1013	7.10.23		M Pultz		Manual Pull Station 1st Floor Store #1 Rear Exit	Gamewell MS-7AF	P	
30	L1014	7.10.23		M Pultz		Manual Pull Station 1st Floor Store #1 Side Exit	Gamewell MS-7AF	P	
31	L1017	7.10.23		M Pultz		Manual Pull Station 1st Floor Secondary Entrance	Gamewell MS-7AF	P	
32	L1038	7.10.23		M Pultz		Manual Pull Station 1st Fl Store #5 Side Exit	Gamewell MS-7AF	P	
33	L1134	7.10.23		M Pultz		Waterflow 1st Fl S Conduit Entrance	Gamewell AMM-2IF	P	
34	L1135	7.10.23		M Pultz		Tamper Sw 1st Fl S Conduit Entrance	Gamewell AMM-2IF	P	
35	L1036	7.10.23		M Pultz		Waterflow 2nd Fl So Conduit Ave Entrance	Gamewell AMM-2IF	P	
36	L1037	7.10.23		M Pultz		Tamper Sw 2nd Fl So Conduit Ave Entrance	Gamewell AMM-2IF	P	
37	L1040	7.10.23		M Pultz		Manual Pull Station Cellar Stair C	Gamewell MS-7AF	P	
38	L1041	7.10.23		M Pultz		Manual Pull Station 2nd Fl Stair B	Gamewell MS-7AF	P	
39	L1042	7.10.23		M Pultz		Manual Pull Station 2nd Fl Stair A	Gamewell MS-7AF	P	
40	L1043	7.10.23		M Pultz		Manual Pull Station 2nd Fl Exit to Conduit Elevator Lobby	Gamewell MS-7AF	P	

Linden Center 135-25 79th St Brooklyn NY

Device Inspection/Test Log

| Device #	Address	Date of First Test	Date of Second Test	Person Performing Test 1st Test	2nd Test	Location Description BLDG 2	Manufacturer Model Number	Results of Maintenance 1st Test	2nd Test
41	L1044	7.10.23		M Pultz		Manual Pull Station 2nd Fl Exit to Conduit Elevator Lobby	Gamewell MS-7AF	P	
42	L1045	7.10.23		M Pultz		Manual Pull Station 2nd Fl Stair A	Gamewell MS-7AF	P	
43	L1081	7.10.23		M Pultz		Manual Pull Station Roof Stair B	Gamewell AMM-4F	P	
44	L1082	7.10.23		M Pultz		Manual Pull Station Roof Stair A	Gamewell AMM-4F	P	
45	L1083	7.10.23		M Pultz		Manual Pull Station Roof Elevator Lobby	Gamewell AMM-4F	P	
46	L1091	7.10.23		M Pultz		Supv Sw Methane Sys Horn/Strobe P S Trouble	Gamewell AMM-2IF	P	
47	L1092	7.10.23		M Pultz		Supv Sw Methane System Trouble	Gamewell AMM-2IF	P	
48	L1093	7.10.23		M Pultz		Supv Sw Methane System Low Level Alarm	Gamewell AMM-2IF	P	
49	L1094	7.10.23		M Pultz		Supv Sw Methane System High Level Alarm	Gamewell AMM-2IF	P	
50	L1095	7.10.23		M Pultz		Supv Sw Methane System Fan Off	Gamewell AMM-2IF	P	
51	L1096	7.10.23		M Pultz		Supv Sw Methane System High Water Level	Gamewell AMM-2IF	P	
52	L1097	7.10.23		M Pultz		Supv Sw Methane System Battery Fail	Gamewell AMM-2IF	P	
53	L1098	7.10.23		M Pultz		Supv Sw Methane System AC Power Fail	Gamewell AMM-2IF	P	
54	L1099	7.10.23		M Pultz		Supv Sw Methane System Vacuum Loss	Gamewell AMM-2IF	P	
55	L1100	7.10.23		M Pultz		Supv Sw 2nd FA Equip Rm Booster Power Supply	Gamewell AMM-2IF	P	
56	L1101	7.10.23		M Pultz		Supv Sw 2nd FA Equip Rm Booster Power Supply	Gamewell AMM-2IF	P	
57									
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59									
60									

NYC
Buildings

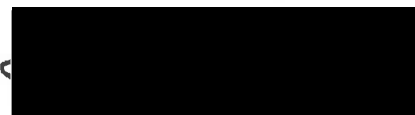## *Certificate of Occupancy*

CO Number: **420516463F**

This certifies that the premises described herein conforms substantially to the approved plans and specifications and to the requirements of all applicable laws, rules and regulations for the uses and occupancies specified. No change of use or occupancy shall be made unless a new Certificate of Occupancy is issued. *This document or a copy shall be available for inspection at the building at all reasonable times.*

A.

Borough: Queens	**Block Number:** 11377	**Certificate Type:** Final
Address: 135-25 79 STREET	**Lot Number(s):** 1	**Effective Date:** 09/29/2016
Building Identification Number (BIN): 4541180		
	Building Type: New	

This building is subject to this Building Code: 2008 Code

For zoning lot metes & bounds, please see BISWeb.

B.

Construction classification: 2-B   (2014/2008 Code)

Building Occupancy Group classification: M   (2014/2008 Code)

Multiple Dwelling Law Classification: None

No. of stories: 2   **Height in feet:** 30   **No. of dwelling units:** 0

C. **Fire Protection Equipment:**
Sprinkler system

D. **Type and number of open spaces:**
Parking spaces (80), Parking (36000 square feet), Loading berths (1), Loading berths (500 square feet)

E. **This Certificate is issued with the following legal limitations:**
None

Borough Comments: None
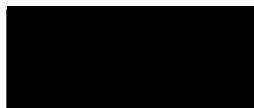
_____
Borough Commissioner

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Commissioner

DOCUMENT CONTINUES ON NEXT PAGE

NYC Buildings

Certificate of Occupancy

CO Number:　　　**420516463F**

Floor From To	Maximum persons permitted	Live load lbs per sq. ft.	Building Code occupancy group	Dwelling or Rooming Units	Zoning use group	Description of use
CEL		OG	S-2			UTILITY CELLAR
OS P		OG	S-2			ACCESSORY PARKING FOR 80 CARS
001　001	500	OG	M		6	STORES
002	850	100	E B		3,6	SCHOOL/OFFICES
RO F	200	100	E		3	ACCESSORY PLAY AREA

Permissible Use and Occupancy

All Building Code occupancy group designations below are 2008 designations.

LOT CERTIFIED PARKING EASEMENT CRFN # 201300080612

END OF SECTION

Borough Commissioner

Commissioner

END OF DOCUMENT

Our World Neighborhood Charter Schools

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

SY 2023-2024 Calendar

Wednesday, September 6, 2023	**First day of school**
Monday, September 25th	School Closed
Monday, October 9th	School Closed
Thursday, November 23rd & Friday, November 24th	School Closed
Monday, December 25th to Friday, December 29th	School Closed
Monday, January 2, 2024	School Closed
Monday, January 15th	School Closed
Monday, February 19th to Friday, February 23rd	School Closed
Friday, March 29th	School Closed
Wednesday, April 10th	School Closed
Monday, April 22nd to Friday, April 26th	School Closed
Monday, May 27th	School Closed
Monday, June 17th	School Closed
Wednesday, June 19th.	School Closed
Friday, June 28, 2024	**Last day of School**

Number of Instructional Days each Month for 2023-2024 School Year							
Month	Aug.	Sept.	Oct.	Nov.	Dec.	Jan	Feb
# Days	0	17	21	20	16	20	16
Month	Mar	Apr.	May	June	Total # Instructional Days		
# Days	20	16	22	18	186		

Number of Instructional Days by Quarter		
Quarter	Dates	# Days
I	September 6th to November 10th	46
II	November 13th to January 30th	47
III	January 31st to April 12th	46
IV	April 15th to June 28th	47