Our World Neighborhood Charter School 3

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

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2024-25 Accountability plan progress report

Brian Ferguson (CEO) and Richard Lee (CAO) prepared this 2024-25 Accountability Progress Report on behalf of the charter school's board of trustees:

Trustee's Name	Board Position	
	Office (e.g., chair, treasurer, secretary)	Committees (e.g., finance, executive)
Jeanette Betancourt	Chair	Executive
Melissa Chin	Co-Chair	Executive
Maura Fitzgerald	Secretary	Finance, Executive
Richard Bogle	Trustee	Facilities
Olubunmi Emigli	Treasurer	Finance
Liz Fernandez	Trustee	Member
Kalimah Ayele	Trustee	Member

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

SCHOOL OVERVIEW

OWN 3 opened in September 2022 with Kindergarten and 1st grades and in 2024-25 the school year expanded to Kindergarten- 3rd 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 provide 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 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 3 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
2022-23	50	33	0	0	0	0	0	0	0	0	0	0	0	83

2023-24	62	54	71	0	0	0	0	0	0	0	0	0	0	187
2024-25	70	73	73	48	0	0	0	0	0	0	0	0	0	264

GOAL 1: ENGLISH LANGUAGE ARTS

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

Background

ELA instruction is delivered through a gradual release 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.

OWN Charter Schools (OWNCS) has adopted the Wonders curriculum as a primary resource this school year for K-5 instruction and it is aligned with CCSS. It 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. The curriculum provides strategy lessons that are supported with mentor texts that exemplify a specific reading skill or strategy that is modeled. 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. OWNCS also relies on the Engage NY 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, students are also introduced to the joy of reading with authentic literature. OWNCS students will understand that the goal of reading is to achieve comprehension, obtain information, build knowledge, gain insights, explore possibilities, and broaden their perspectives. Students 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.

2024-25 Accountability Plan Progress Report

2024-25 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	47	0	1	1	0	0	0	49
All	47	0	1	1	0	0	0	49

on 2024-25 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	47	14	29.8%	35	10	29%
All	47	14	29.8%	35	10	29%

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.

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the English language arts test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2024-25 English language arts MIP for all students of **117.3**. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250. [2]

English Language Arts 2024-25 Performance Index

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
47	34	36.2	23.4	6.4

[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] You can find the statewide MIP goals for 2022-23 to 2026-27 here

$$PI = 0 * []_{Level\ 1} + 1 * []_{Level\ 2} + 2 * []_{Level\ 3} + 2.5 * []_{Level\ 4} = \mathbf{98.9}$$

The 2024-25 calculation PI is 98.9 which is below the stated MIP measure above of 117.3.

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.[3]

2024-25 State English Language Arts 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	29%	35	45.6	3365
All	29%	35	46.7	21005

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

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

of the state's release of economically disadvantaged data and the demands of the data analysis, the 2024-25 analysis is not yet available. This report contains 2023-24 results.[4]

2023-24 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3				
All				

There is no comparative performance analysis as 2024-25 school year is the first year of testing for the school.

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.

METHOD

Given the timing of the state's release of Growth Model data, the 2024-25 analysis is not yet available. This report contains 2023-24 results, the most recent Growth Model data available.[5]

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2023-24 and also have a state exam score from 2022-23 including students who were retained in the same grade. Students with the same 2022-23 score are ranked by their 2023-24 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the target for this measure, it must have a mean growth percentile greater than 50.

2023-24 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4		50.0
All		50.0

There is no comparative performance analysis as 2024-25 school year is the first year of testing for the school.

[4] These data can be found in the school's Accountability Summary provided by the Institute in spring 2025.

[5] These data can be found in the school's Accountability Summary provided by the Institute in spring 2025.

ELA Internal Exam Results

During 2024-25, OWN 3 used iReady assessments consistently throughout the academic year to determine students' areas of strength and areas for growth. These assessments are linked to NYS 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. Assessments were given three times a year. In addition, Fountas & Pinnell running records and Dibels were used along with on demand writing to determine instruction and follow up with students.

During 2024-25, 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

i-Ready

2024-25 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%	45	64%	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%	28	43%	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[6]	45%	8	81%	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%	33	12%	No

[6] 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

2024-25 Accountability Plan Progress Report

End of Year Performance on 2024-25 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	11%	45	12%	33
All	11%	45	12%	33

End of Year Growth on 2024-25 i-Ready [ELA] Assessment
By All Students

Grades	Median Percent of Annual Typical Growth	Number Tested
3	64%	45
All	64%	45

Summary of the ELA Goal

iReady assessments were used three times 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.

OWN 3 students have been close to or exceeded 100% annual growth in two of the last three years. For the 2024-25 school year, OWN 3 students on average were at 110% of progress to annual typical growth, a gain of 20% from the prior year.

OWN 3 Reading	Progress to Annual Growth
2022-23	104%
2023-24	90%
2024-25	110%

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.	No
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.	Yes
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.	N/A
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

Student achievement in English Language Arts shows some 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 performed below district average. For both Absolute measures, OWN 3 students did not meet the goals, since only 29% of students in their 2nd year demonstrated proficiency lower than their counterparts who were at 30%. NYS proficiency was below the target of 75% proficiency.

In iReady, students performed well. For Measure 1- Progress to Annual Typical Growth on iReady with students achieving 64% proficiency that is below the 100% benchmark. OWN 3 students on average were at 120% of progress to annual typical growth, a gain of 20% from the prior year. For Measure 2- Annual Typical Growth for low achievers, students achieved 43% below the 110% standard. For Measure 3- Students with Disabilities were proficient at 81% which is above the 45% standard. For Measure 4- Students in their 2nd year will be at mid-grade level or above, students on average were at 12%.

Additional Context and Evidence

ELA Action Plan

OWN 3 is committed to having all its students develop the skills needed 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 3 has committed to improving the outcomes of its reading and writing programs.. That will be accomplished with a robust intervention program that includes an ELA coach, four ENL teachers, 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.

2024-25 Accountability Plan Progress Report

2024-25 State Mathematics 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	Took Regents	
3	47	1	1	0	0	0	0	0	49
All	47	1	1	0	0	0	0	0	49

Performance on 2024-25 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	47	20	42.6%	34	12	35%
All	47	20	42.6%	34	12	35%

Math Measure 2 - Absolute

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

Method

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the mathematics test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2024-25 mathematics MIP for all students of **119.4**. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

Mathematics 2024-25 Performance Index (PI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
48	20.8	37.5	35.4	6.3

$$PI = 0 *+ 1 * _{Level\ 2} + 2 *+ 2.5 * = \mathbf{124.0}$$

The 2024-25 calculation PI is 124.0 which is above the stated MIP measure above of 119.4.

Math 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 mathematics exam will be greater than that of all students in the same tested grades in the school district of comparison.

Method

A school compares 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.

2024-25 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	35%	34	53.4	3541
All	35%	34	48.1	20254

Math Measure 4 - 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.

Method

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The 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 2024-25 analysis is not yet available. This report contains 2023-24 results.[7]

2023-24 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3				
All				

There is no comparative performance analysis as 2024-25 school year is the first year of testing for the school.

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.

Method

Given the timing of the state's release of Growth Model data, the 2024-25 analysis is not yet available. This report contains 2023-24 results, the most recent Growth Model data available.[8]

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2023-24 and also have a state exam score in 2022-23 including students who were retained in the same grade. Students with the same 2022-23 scores are ranked by their 2023-24 scores and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to meet the measure, the school would have to achieve a mean growth percentile above the target of 50.

2023-24 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4		50.0
All		50.0

[7] These data can be found in the school's Accountability Summary provided by the Institute in spring 2025.

[8] These data can be found in the school's Accountability Summary provided by the Institute in spring 2025.

There is no comparative performance analysis as 2024-25 school year is the first year of testing for the school.

Mathematics Internal Exam Results

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 Math.

OWN 3 students exceeded more than 100% annual typical growth for the past three years. For the 2024-25 school year, OWN 3 students on average showed progress to annual typical growth of 123%, meaning that students on average nearly gained a 1 ¼ grades. Also, there was a significant gain of 17% compared to last year.

OWN 3 Math	Progress to Annual Growth
2022-23	113%
2023-24	106%
2024-25	123%

During 2024-25, 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: iReady

2024-25 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%	46	84%	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%	24	103%	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]	87%	8	75%	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%	34	9%	No

End of Year Performance on 2024-25 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	13%	46	9%	34
All	13%	46	9%	34

End of Year Growth on 2024-25 i-Ready [Mathematics] Assessment
By All Students

Grades	Median Percent of Annual Typical Growth	Number Tested
3	84%	46
All	84%	46

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.

[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

On the NYS tests, students performed below district average. In iReady, students performed very well. For Measure 1- Progress to Annual Typical Growth on iReady with students achieving 84% below the 100% benchmark. For Measure 2- Annual Typical Growth for low achievers, students achieved 103% slightly below the 100% benchmark. For Measure 3- Students with Disabilities achieved 75% slightly lower than the benchmark of 87%. For Measure 4- Students in their 2nd year will be at mid-grade level or above, students on average were at 9%.

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.	Yes
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.	N/A
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

Evaluation of the Mathematics Goal

Students in their Second Year or more in the school performed slightly lower than the overall group. 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% for all students.

Additional Context and Evidence

Mathematics Action Plan

OWN 3 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 3 has committed to improving the outcomes of its reading and writing programs in K-2. That will be accomplished with a robust intervention program that includes an Math coach from the network, math lead teacher, four ENL teachers, academic

intervention team and teachers. Students will also engage with the school's online Math program that is aimed at assessing and diagnosing student learning.

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. In grade 8 some students take the Regents Living Environment course.

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

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 administered the New York State Testing Program science assessment to students in 5th and 8th grade in spring 2025. The table below summarizes the performance of students enrolled for at least two years.

Charter School Performance on 2024-25 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
5			
8			
All			

There were no students in 5th grade at the school in 2024-25.

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.

2024-25 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
5						
8						
All						

There were no students in 5th grade at the school in 2024-25.

Summary of the Elementary/Middle Science Goal

OWN will continue to work with its elementary level teachers to ensure the success of grade 5th and 8th students on the NYS Science exam. As NYS and the nation begin the process of reviewing science education in the K-12 realm, OWN 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

Evaluation of the Science Goal

N/A

Additional Context and Evidence

Performance on a Regents Science Exam
Of 8th Grade All Students by Year

Grade	Year	Regents Exam	Number Tested	Number Passing	Percent Passing
5	2022-23				
5	2023-24				
5	2024-25				

Action Plan

N/A

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
2022-23	Local Support and Improvement
2023-24	Local Support and Improvement
2024-25	Local Support and Improvement

Additional Context and Evidence

OWN 3 has been in local support and improvement 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 i-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.

Tables have been cut and pasted into the ELA and Math sections.