



**Our World Neighborhood
CHARTER SCHOOL 2**

**2018-19 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

August 1, 2019

By Brian Ferguson

135-25 79th St., Howard Beach, NY 11414

bferguson@owncs.org

718-392-3405

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

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

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

Brian Ferguson has served as the Chief Executive Officer since 2002.

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

OWN Charter School 2 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 2 has created a school culture that perpetuates a joyful, high-performing, student-centered learning environment. Its school culture is underpinned by a set of shared norms, values and vision that focus all its stakeholders' attention on what is most important and what motivates them to work hard toward a common purpose.

While our culture arises from our mission, vision and established values, it cannot become real unless there is an alignment with what we profess to be and what we do as reflected in our actions, priorities, budget, symbols, ceremonies and rituals that support, reinforce and perpetuate the culture. OWN Charter School 2 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
- 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 is able to imbue its ethical tenets in all that its stakeholders do (administrators, teachers, children, families). *Pillars* draw the school community together by embodying its focus on the social and emotional, as well as academic, development of our students. The ten concepts (pillars) honored are kindness, friendship, courage, respect, truth, responsibility, self-discipline, fairness, perseverance and citizenship. These pillars reverberate throughout the curriculum. Teachers and staff are expected to be exemplars as well as elucidators of the pillars. As a school that serves a socio-economically and ethnically diverse community, OWN Charter School uses the tenets of the *Pillars* to ensure that all people feel that they are welcome and meaningful members of our diverse school family.

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

GOAL 1: ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

All students attending Our World Neighborhood Charter School 2 will become proficient readers and writers of the English Language

BACKGROUND

ELA instruction is delivered through the Teachers College Readers and Writers Workshop model. In this model, teachers plan lessons based on their assessments of students' reading and writing abilities. During

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

ELA instruction, the teacher will vary between whole class mini-lessons including shared reading and shared writing, read-alouds, interactive writing, small-group guided reading and writing lessons, and focused independent reading and writing. ELA instruction has the support of the Reading Specialist, Special Education Teacher and/or the ELL Specialist as needed to differentiate and to meet the needs of all learners.

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

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

Goal I: Absolute Measure

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

METHOD

The school administered the New York State Testing Program English language arts (“ELA”) assessment to students in 3rd grade through 8th grade in April 2019. Each student’s raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year’s test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students

¹ www.engageny.org

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

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

according to grade level, even if they have not enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year).

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

Grade	Total Tested	Not Tested ³				Total Enrolled
		IEP	ELL	Absent	Refused	
3						
4						
5						
All						

RESULTS AND EVALUATION

No students at OWN 2 participated in the 2019 administration of the NY state examination regime.

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

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3				
4				
5				
All				

ADDITIONAL EVIDENCE

OWN ELA Performance by Grade Level and Year

Grade	Percent of OWN 2 Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2018-19		2019-20		2020-21	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3						
4						
5						
All						

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

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

Goal 1: Absolute Measure

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

METHOD

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

RESULTS AND EVALUATION

No data available since no OWN 2 students were in grades 3 to 8.

OWN English Language Arts 2017-18 Performance Index

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4

$$\begin{aligned}
 \text{PI} &= \\
 &+ (.5) * 20 = 10 \\
 &\text{PI} =
 \end{aligned}$$

Goal 1: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of all students in the same tested grades in Community School District 27.

METHOD

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

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

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

RESULTS AND EVALUATION

No data.

2018-19 State English Language Arts Exam
OWN Charter School 2 and District 27 Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	OWN Charter School 2 Students In At Least 2 nd Year		All NYC District 27 Students	
	Percent	Number Tested	Percent	Number Tested
3				
4				
5				
All				

ADDITIONAL EVIDENCE

No data

English Language Arts Performance of OWN Charter School 2 and Local District 27
by Grade Level and School Year

Grade	Percent of Students Enrolled in at Least their Second Year Scoring at or Above Proficiency Compared to District Students					
	2019-20		2020-21		2021-22	
	OWN 2	NYC District 27	OWN 2	NYC District27	OWN 2	NYC District 27
3						
4						
5						
All						

Goal 1: Comparative Measure

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

METHOD

The SUNY Charter Schools Institute (“Institute”) conducts a comparative performance analysis, which compares the school’s performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The Institute compares the school’s actual performance to the predicted performance of public schools with a similar concentration of economically disadvantaged students. The difference between the school’s actual

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the requirement for achieving this measure.

RESULTS AND EVALUATION

No data

2018-19 English Language Arts Comparative Performance by Grade Level

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

School's Overall Comparative Performance:

ADDITIONAL EVIDENCE

No Data

OWN 2 English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2019-20	3-5					
2020-21	3-5					
2021-22	3-5					
2022-23	3-5					

Goal I: Growth Measure⁵

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

METHOD

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in

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

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

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

RESULTS AND EVALUATION

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

Grade	Mean Growth Percentile	
	School	Target
4		50.0
5		50.0
All		50.0

ADDITIONAL EVIDENCE

No data

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

Grade	Mean Growth Percentile				Target
	2019-20	2020-21	2021-22	2022-23	
4					50.0
5					50.0
All					50.0

SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

No data since OWN 2 did not participate in the NYS testing this year.

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

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

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.	NA
--------	---	----

ACTION PLAN

GOAL II: MATHEMATICS

Goal: Mathematics

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

BACKGROUND

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

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

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

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

Goal II: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State mathematics exam.

METHOD

The school administered the New York State Testing Program mathematics assessment to students in 3rd through 8th grade in May 2019. Each student’s raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year’s test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year.

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

Grade	Total Tested	Not Tested ⁶				Total Enrolled
		IEP	ELL	Absent	Refused	
3						
4						
5						
6						
7						
8						
All						

RESULTS AND EVALUATION

No data

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

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3				
4				
5				
All				

ADDITIONAL EVIDENCE

No data.

Mathematics Performance by Grade Level and School Year

Grade	Percent of OWN 2 Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2018-19		2019-20		2020-21	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3						
4						

⁶ Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

5						
All						

Goal 2: Absolute Measure

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

METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the mathematics test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2017-18 mathematics MIP for all students. The state plans to calculate and disseminate the MIP in summer 2018. The PI is the sum of the percent, and of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

RESULTS AND EVALUATION

No data.

Mathematics 2017-18 Performance Level Index (PI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4

$$PI = \text{Level 1} + 2 \times \text{Level 2} + 2.5 \times \text{Level 3} + \text{Level 4}$$

Goal 2: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 2 on the state mathematics exam will be greater than that of all students in the same tested grades in Community School District 27.

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

METHOD

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

RESULTS AND EVALUATION

No data

2018-19 State Mathematics Exam OWN 2 and District 27 Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	OWN 2 Charter School Students In At Least 2 nd Year		All NYC District 27 Students	
	Percent	Number Tested	Percent	Number Tested
3				
4				
5				
All				

ADDITIONAL EVIDENCE

No data.

Mathematics Performance of OWN 2 and Local District 27 by Grade Level and School Year

Grade	Percent of OWN 2 Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to District 27 Students					
	2018-19		2019-20		2020-2021	
	OWN 2	District 27	OWN 2	District 27	OWN 2	District 27
3						
4						
5						
All						

Goal 2: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a meaningful degree)

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

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

METHOD

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

RESULTS AND EVALUATION

No data

2018-19 Mathematics Comparative Performance by Grade Level

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

School's Overall Comparative Performance:

--

ADDITIONAL EVIDENCE

No data.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2018-19	3-5					
2019-20	3-5					
2020-21	3-5					
2021-22	3-5					

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

Goal 2: Growth Measure⁸

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

METHOD

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

RESULTS AND EVALUATION

No data.

2016-17 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	OWN 2	Target
4		50.0
5		50.0
All		50.0

ADDITIONAL EVIDENCE

No data

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile				Target
	2018-19	2019-20	2020-21	2021-22	
4					50.0
5					50.0
All					50.0

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

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

SUMMARY OF THE MATHEMATICS GOAL

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.	NA
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.	NA
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.	NA
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2016-17 results.)	NA
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50. (Using the 2016-17 results.)	NA

ACTION PLAN

GOAL III: SCIENCE

Goal III: 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 a basic in the curriculum of every elementary 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. Science is about asking questions and finding answers to questions--these are the same skills we want our students to use in their daily lives. 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.

OWN Charter School's science curriculum is delivered through a combination of FOSS Kits, Delta Science Modules and OWN Charter School developed curriculum. 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 will have 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.

Goal 3: Absolute Measure

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

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

METHOD

The school administered the New York State Testing Program science assessment to students in 4th grade in spring 2019. The school converted each student's raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year to score at proficiency.

RESULTS AND EVALUATION

No data

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

Grade	Percent of Students at Proficiency			
	OWN 2 Students In At Least 2 nd Year		All NYC District 27 Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4				
All				

ADDITIONAL EVIDENCE

No data.

Science Performance by Grade Level and School Year

Grade	Percent of OWN 2 Students Enrolled in At Least Their Second Year at Proficiency					
	2018-19		2019-20		2020-21	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4						
All						

Goal 3: Comparative Measure

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

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

METHOD

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

RESULTS AND EVALUATION

No data.

2017-18 State Science Exam OWN Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	OWN 2 Students In At Least 2 nd Year		All NYC District 27 Students ⁹	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4				
All				

ADDITIONAL EVIDENCE

No data.

Science Performance of OWN 2 and NYC District 27 by Grade Level and School Year

Grade	Percent of OWN 2 Students at Proficiency and Enrolled in At Least their Second Year Compared to NYC District 27 Students					
	2018-19		2019-20		2020-21	
	OWN 2	District 27	OWN 2	District 27	OWN 2	District 27
4						
All						

SUMMARY OF THE SCIENCE GOAL

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State examination.	NA
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the	NA

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

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

ACTION PLAN

GOAL IV: ESSA

Goal IV: ESSA

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

Goal 4: Absolute Measure

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

METHOD

Because *all* students are expected to meet the state's performance standards, the federal statute stipulates that various sub-populations and demographic categories of students among all tested students must meet the state standard in and of themselves aside from the overall school results. As New York State, like all states, is required to establish a specific system for making these determinations for its public schools, charter schools do not have latitude in establishing their own performance levels or criteria of success for meeting the ESSA accountability requirements. Each year, the state issues School Report Cards that indicate a school's status under the state accountability system.

RESULTS AND EVALUATION

No data.

ADDITIONAL EVIDENCE

No data

Accountability Status by Year

Year	Status
2018-19	
2019-20	
2020-21	

