



**HENRY JOHNSON
CHARTER SCHOOL**

**2013-14 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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Tiffani Curtis, Principal, and Neal Currie, Executive Director, prepared this 2013-14 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Mike Strianese	Chairman, Finance Committee
Saleem Cheeks	Treasurer, Finance Committee
Brian Backstrom	Secretary
Sharon Victoria DeSilva	Trustee
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Juanita Nabors	Trustee, Finance Committee
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Rex Wang	Trustee

Tiffani Curtis has served as the school leader since 2014.

INTRODUCTION

The mission of Henry Johnson Charter School (“Henry Johnson”) is to ensure that all scholars reach the highest levels of scholastic achievement in an environment that instills character, virtue, and “habits of mind” that ensure success within and outside of the classroom: diligence, courage, respect, self-reliance, duty and responsibility.

Henry Johnson will increase what scholars know and can do by changing *how* they learn, not just *what* they learn.

Highlights of Our Program

- A culture of commitment and caring
- A safe, nurturing, respectful environment
- Small school setting
- Strong parent/guardian involvement
- Three hours daily devoted to reading and writing
- Balanced literacy program
- Ninety minutes daily devoted to math
- Classes in social studies, science, computers, art, music, physical education
- Comprehensive and ongoing standards-based assessments
- “Proactivity” character education program
- Monthly all school assemblies
- Experienced, committed professional staff
- Two teachers in every classroom
- A longer school day (8:05am-4:00pm) and school year
- School uniforms
- Daily homework
- High expectations and a rigorous program founded on the belief that all scholars can succeed

Academic Program & Policy

Henry Johnson Charter School is modeled on the highly successful Milwaukee College Preparatory School in Wisconsin, where an emphasis on high academic performance and a positive school culture leads to superior results in scholar learning. Like Milwaukee College Prep, Henry Johnson is a school of uncompromising academic and social expectations with an unrelenting focus on academic achievement and character development. We embrace an educational philosophy of love and hard work coupled with a college-bound curriculum grounded in basic skills, outstanding literature, and moral virtues. Henry Johnson provides a nurturing environment of high expectations and accountability that equips all scholars with the choice to determine their success in life.

I. CURRICULUM

Henry Johnson has research-based math and reading programs that are aligned with the Common Core Learning Standards. The school's comprehensive educational program includes Wall Cards that scholars recite daily, Reader's Workshop, Phonics, Spelling, Word Study, and Writer's Workshop. Classes in Social Studies, Science, Art, Music, Computers, and Physical Education complete the array of subject areas that scholars will explore. The curriculum is designed to meet the individual needs of our scholars while providing a focus on attainment and mastery of the State and Common Core Learning Standards (CCLS). We call our students "scholars" to reflect our focus on learning as well as our belief that all scholars can succeed in an environment of high expectations.

The following are the curriculum materials we use at Henry Johnson:

- NY Ready
- Guided Reading
- EngageNY Core Knowledge Skill Strands (K-2)
- Go Math! for Math, published by Houghton Mifflin Harcourt
- Full Option Science System (FOSS) for Science, published by Delta Education
- New York Edition for Social Studies, published by Pearson/Scotts Foresman
- Lucy Calkins Units of Study/Writers Workshop

II. CHARACTER DEVELOPMENT

Henry Johnson Charter School fully embraces the importance of helping scholars develop sound character and positive values. As reflected in the school's motto, "Building Character" precedes "Achieving Excellence"—not because character is more important but because it is the primary component necessary to the achievement of excellence, whether in one's academic or personal life. Attention to character is, therefore, central to the Henry Johnson program and a part of every day in the school. It is taught and discussed throughout the day, during "Proactivity" class first thing in the morning, and incidentally as circumstances warrant a reminder or reinforcement. Using a three-tier approach that includes proverbs, poetry, and positive stories, Henry Johnson places emphasis on the necessity and importance of making good choices. Each month a different Core Value is explored. Each class discusses the value throughout the month, reads stories and memorizes proverbs and poetry pertaining to the value. Incentives and awards for scholars who work hard to demonstrate that core value in school.

III. LIFE'S WORK

At Henry Johnson Charter School, homework is called Life's Work since it helps prepare scholars for the great work they will do in their lifetime. Both class and Life's Work are important parts of learning. Life's Work assignments are given to help reinforce the skills, concepts, and ideas learned in class. They also prepare the scholar for further investigation and upcoming lessons and allow for continual evaluation of the scholar's progress and understanding. Scholar work should consistently reflect the ability of the scholar as well as the high expectations of the

parent/guardians and teachers. Henry Johnson Charter School expects scholars' Life's Work to be complete, neat, accurate, prompt, and carefully done.

A Life's Work sheet will go home nightly with each scholar and must be signed by a parent/guardian or guardian each night after the Life's Work is checked. The signature is an important part of Life's Work. The parent/guardian "signing off" on the Life's Work indicates that the Life's Work has been completed and checked and has been given the parent/guardian "stamp of approval." Parent/guardians are not expected to do Life's Work with the scholar. Parent/guardians are asked to help scholars find a quiet place for them to do their work and to be aware of the time spent on Life's Work tasks.

School Enrollment

Since 2010, Henry Johnson Charter School has maintained a stable enrollment. Henry Johnson has met the school's enrollment goals and has consistently retained over 95% of the school's students each year. In addition, parents have highly rated the program based on a parent survey administered in the spring. Over 90% of the parents surveyed gave the academic program and teachers an A. In terms of climate and culture, over 90% of parents considered the school safe and the climate positive. The school was given an overall rating of an A by 89% of the parents surveyed.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	Total
2010-11	76	76	78	79	57	366
2011-12	73	74	69	77	74	367
2012-13	78	78	74	77	78	385
2013-14	77	77	77	78	77	386

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

Henry Johnson Charter School scholars will be proficient readers and writers of the English Language.

Background

Since 2012-2013 Henry Johnson employed the Reading and Writing Workshop structure as the basis for its ELA program with an emphasis on guided reading and literacy stations. The same structure was used for the 2013-2014 school year.

With the demands and shifts of the Common Core State Standards, in the 2013-2014 school year Henry Johnson purchased ELA materials from Ready NY for grades K-4 and EngageNY Core Knowledge Skill Strands for grades K-2. In the 2014-2015 school year Henry Johnson will continue to use Ready NY and the EngageNY Core Knowledge Skill Strand curriculum materials. These materials are aligned to CCSS and will provide teachers with a common set of resources to help maintain consistency among classrooms at each grade level. Overall, the ELA block lasts for three hours and includes one hour of Reading Workshop, one hour of Writing Workshop, and one hour for language skills and Word Study.

For the 2014-2015 school year Henry Johnson will move away from literacy stations and will adopt The Daily 5. The Daily 5 helps teachers to effectively organize instructional time to ensure students are engaged in meaningful reading and writing activities. This model encourages reading independence and gives children the skills needed to create a lifetime love of reading and writing. During the Daily 5, teachers have the opportunity to work with small groups of students to address reading needs of students. The Daily 5 includes:

- Reading Independently,
- Writing,
- Reading to Others,
- Listening, and
- Word Work

Moreover, for the 2014-2015, HJSC will be implementing Kagan Cooperative Learning Structures. The purpose of adopting Kagan Cooperative Learning Structures is to support and encourage scholar engagement across all subject areas. The Kagan Structures promote the interaction of all scholars at once, in turn, naturally promoting student collaboration and individual scholar accountability for learning. Kagan Cooperative Learning Structures provide opportunities for whole group, small group, and independent. With two teachers in a classroom, there will be a variety of opportunities for individualized instruction, especially in terms of reading.

In Reading Workshop a gradual release model has been used since the 2012-2013 school year (“I Do, We Do, You Do Alone”) to promote engagement and independence among scholars and

the learning process. In 2013-2014 the same model was used. However, in the 2014-2015 school year, Henry Johnson will add to this model by incorporating a cooperative learning component (“I Do, We Do, You Do Together, You Do Alone”). To begin, the teacher models a specific reading skill or strategy with a short, focused mini-lesson. Scholars try the skill/strategy with teacher support, and then practice the skill/strategy with a small group or partner. After practicing the skill/strategy with a partner or small group scholars apply the skill/strategy to their own reading independently. In K-1 instead of reading independently for 45 minutes scholars read for a shorter amount of time then break up into Daily 5 stations while teachers pull groups for guided reading. In grades 2-4 while scholars are reading independently teachers facilitate guided reading groups to provide additional reading support at each scholar’s instructional reading level. Reading Workshop is wrapped up with a “share” where the scholars demonstrate their understanding of the new skill/strategy.

In Writing Workshop the same gradual release model that has been used in Reading Workshop since the 2012-2013 and 2013-2014 school years will still be used (“I Do, We Do, You Do Alone”), however in 2014-2015 a cooperative learning component will be included in the model (“I Do, We Do, You Do Together, You Do Alone”). The teacher begins with a short, focused mini-lesson about a specific writing skill or strategy. Scholars try the skill/strategy with teacher support, and then practice the skill/strategy with a small group or partner. After practicing the skill/strategy with a partner or small group scholars apply the skill/strategy to their own writing independently. While scholars are writing independently teachers can pull small guided writing groups to work on specific areas of need or have individual writing conferences. Writing Workshop is wrapped up with a “share” where the scholars demonstrate their understanding of the new skill/strategy.

In Language and Word study scholars focus on studying words and how they work. To help support scholars with their phonics skills, this year K-2 will be using EngageNY Core Knowledge Skill Strands.

The Fountas and Pinnell Benchmark Assessment is used in all grade levels to determine the independent and instructional reading levels of all Henry Johnson scholars. The F&P Benchmark is administered three times a year and helps determine groupings for guided reading as well as information for progress monitoring. AIMSweb is also administered as universal screening and is used as a predictor of future scholar success in reading. Additionally, the Terra Nova exams are administered in the fall and spring allowing teachers to gauge baseline skills and knowledge and then to assess growth over the year as well as provide longitudinal data from the school’s opening to present.

Goal 1: 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 English language arts examination for grades 3-8.

Method

The school administered the New York State Testing Program English language arts assessment to students in third and fourth grade in April 2014. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year's test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year.

2013-14 Number of Students Tested and Not Tested for ELA

Grade	Total Tested	Not Tested ¹			Total Enrolled
		IEP	ELL	Absent	
3	74				74
4	73				73
All	147	0	0	0	147

Results

Overall, 30 percent of students in at least their second year at Henry Johnson performed at standards 3 and 4 on the NYS English Language Arts exam in 2014.

Performance on 2013-2014 by All Students and 2+ Years Students for ELA

Grades	All Students		Enrolled in at least their Second Year	
	Percent	Number Tested	Percent	Number Tested
3	35%	74	42%	57
4	21%	73	20%	65
All	28%	147	30%	122

Evaluation

Henry Johnson did not achieve this measure.

Additional Evidence

Henry Johnson was very close to meeting this measure in 2011-12 with an average of 72% proficiency. However, like students across the state, its scores declined significantly in the 2012-13 school year with the administration of the first CCLS-aligned ELA exam. In 2013-14,

¹ 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.

students demonstrated significant growth this trajectory is expected to continue based on the programs now in place.

English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2011-12		2012-13		2013-14	
	Percent	# Tested	Percent	# Tested	Percent	# Tested
3	60%	65	18%	55	42%	57
4	86%	57	17%	64	20%	65
All	72%	122	18%	119	30%	122

Goal 1: Absolute Measure

Each year, the school’s aggregate Performance Level Index (PLI) on the State English language arts exam will meet the Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state’s learning standards in English language arts. To achieve this measure, all tested students must have a Performance Level Index (PLI) value that equals or exceeds the 2013-14 English language arts AMO of 89. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.²

Results

The Henry Johnson Performance Level Index totaled 102 versus the AMO of 89.

English Language Arts 2013-14 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
147	26	46	27	1

$$\begin{array}{rclclclcl}
 \text{PI} & = & 46 & + & 27 & + & 1 & = & 74 \\
 & & & & 27 & + & 1 & = & \underline{28} \\
 & & & & & & \text{PLI} & = & 102
 \end{array}$$

Evaluation

Henry Johnson achieved this measure.

² In contrast to SED’s Performance Index, the PLI does not account for year-to-year growth toward proficiency.

Goal 1: Comparative Measure

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

Method

A school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. 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

Results

Henry Johnson outperformed the corresponding grades 3 and 4 on the ELA exam. Overall, 30 percent of Henry Johnson students achieved standards 3 and 4 versus all district students 15.5%

2013-14 ELA Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students 2+ Years		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	42%	57	16%	654
4	20%	65	15%	599
All	30%	122	15.5%	1253

Evaluation

Henry Johnson achieved this measure.

Additional Evidence

Henry Johnson has shown dramatic gains in comparison to the district over the last three test cycles. In 2011-12, Henry Johnson fourth graders outpaced the district, but on average Henry Johnson students narrowly outperformed by the district. Henry Johnson matched the district in the first year of CCLS-aligned NYS Exams, 2012-13. By 2013-14, Henry Johnson students demonstrated mastery at almost double the rate of district students (Henry Johnson achieving 30% proficiency compared to ASCD's 15.5%).

ELA Performance of Charter School & Local District by Grade Level and School Year"

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2011-12		2012-13		2013-14	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	31%	37%	18%	22%	42%	16%
4	46%	42%	17%	15%	20%	15%
All	38%	40%	18%	18%	30%	15.5%

³ Schools can acquire these data when the New York State Education Department releases its Access 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](#).

2013-14 Aggregate ELA Proficiency Rankings – Henry Johnson vs. ACSD Schools, Grades 3 & 4

Grade 3 ELA			Grade 4 ELA		
Rank	School	Proficiency	Rank	School	Proficiency
1	Montessori Magnet	38%	1	New Scotland Elementary	37%
2	Henry Johnson	35%	2	Henry Johnson	36%
3	New Scotland Elementary	31%	3	Montessori Magnet	27%
4	Pine Hills Elementary	28%	4	Albany School of Humanities	22%
5	Delaware Community	17%	5	Pine Hills Elementary	20%
6	Albany School of Humanities	17%	6	Giffen Memorial Elementary	15%
	Albany City School District	16%		Albany City School District	15%
8	Giffen Memorial Elementary	16%	8	North Albany	13%
9	Eagle Point Elementary	11%	9	Thomas O'Brien Sci & Tech	13%
10	Thomas O'Brien Sci & Tech	7%	10	Delaware Community	12%
11	Philip Schuyler Achievement	5%	11	Eagle Point Elementary	8%
12	Arbor Hill Elementary	4%	12	Sheridan Preparatory	5%
13	Sheridan Preparatory	3%	13	Arbor Hill Elementary	4%
14	North Albany	0%	14	Philip Schuyler Achievement	0%

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 small degree) according to a regression analysis controlling for students eligible for economically disadvantaged students among all public schools in New York State.⁴

Method

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school's performance to 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 economically disadvantaged percentage. The difference between the schools' 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 small degree is the requirement for achieving this measure.

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, a fully comprehensive analysis of the 2013-14 effect size data is not yet available. This report does contain 2013-14 results on effect size that has thus far been released by SUNY CSI and NYSED.

Results

Henry Johnson's effect size in 2013-14 was +0.74 above the accountability measure target of 0.3 and up from -0.16.

2013-14 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	--	74	35.00	--	--	1.31
4	--	73	21.00	--	--	0.17
5	N/A					
6	N/A					
7	N/A					
8	N/A					
All	94.56	147	28.00	--	--	0.74

⁴ The Institute will continue using *economically disadvantaged* instead of *eligibility for free lunch* as the demographic variable in 2013-14. Schools should report previous year's results using reported free-lunch statistics.

Evaluation

Henry Johnson's overall comparative performance improved significantly this year. Henry Johnson achieved this measure in 2013-14.

Additional Evidence

English Language Arts Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2010-11	3-4	61	128	47.7	48.5	-0.10
2011-12	3-4	80.9	150	38.0	40.9	-0.18
2012-13	3-4	82.7	153	18.3	20.3	-0.16
2013-14	3-4	94.6	147	28.0	--	+0.74

Goal 1: Growth Measure⁵

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

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 2012-13 and also have a state exam score from 2011-12, including students who were retained in the same grade. Students with the same 2011-12 score are ranked by their 2012-13 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 statewide median, it must have a mean growth percentile greater than 50.

Given the timing of the state’s release of Growth Model data, a fully comprehensive analysis of the 2013-14 mean growth percentile is not yet available. This report does contain 2013-14 results on mean growth percentile that have thus far been made available by SUNY CSI and NYSED.

Results

The overall Mean Growth Percentile for ELA in 2013-14 was 59.12, surpassing the 50.0 statewide median.

2013-14 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
3	--	50.0
4	59.12	50.0
All	59.12	50.0

Evaluation

Henry Johnson achieved this measure.

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

Grade	Mean Growth Percentile				Statewide Average
	2010-11 ⁶	2011-12 ⁷	2012-13	2013-14	
3			--		50.0
4			57.55	59.12	50.0
All			57.55	59.12	50.0

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

⁶ Grade level results not available.

Goal 1: Optional Measure

Each year, 75 percent of students in grades 1-4 will perform at the proficient level on the Terra Nova exam.

Method

The Terra Nova exam was administered to all Kindergarten through Grade 4 students. Kindergarten students took the test in January 2014 and June 2014. Grades 1 – 4 students took it in September and June 2014. The earlier administration was intended to gather baseline data; the spring administration, to assess growth. The results reported below are the spring scores for grades 1 through 4. These Terra Nova exams enable Henry Johnson to track the performance of a cohort of students over time, and allows for the comparison of the cohort group's progress against students nationally. A student is said to be at grade level if they score at a Normal Curve Equivalent (NCE) of 50. Normal Curve Equivalent scores are very useful because a group's scores can be averaged.

Results

None of the grades performed at or above 75 percent a NCE score of 50. 47 percent of first grade students scored at or above an NCE of 50. Second grade students just missed the goal of 75 percent, with 73 percent scoring at or above 50. 61 percent of third grade students and 54 percent of fourth grade students met or surpassed the 50 NCE mark. Overall, 59 percent of students scored at or above a Normal Curve Equivalent of 50.

TerraNova Reading - June 2014	
Grade	Percent At NCE of 50 or Above
1	46
2	41
3	66
4	69
All	56

Summary of the English Language Arts Goal

The 2014 results indicate that Henry Johnson made significant progress in achieving academic goals. In terms of ELA, both 3rd and 4th grade students outperformed the Albany City School District (ACSD). Henry Johnson scholars performed on par with the city average for ELA in 2013. In the following year (2014), ACSD scores declined, while Henry Johnson improved, dramatically in some areas, further widening the margin of positive effect size. The NYS assessment results under consideration are 2012, 2013 and 2014 for this charter term. The scores had been close to the ACSD average for third and fourth grade for ELA during 2012 and 2013, but 2014 saw notable growth for Henry Johnson.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state English language arts exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Achieved
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 local school district.	Achieved
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. (Using 2012-13 school district results.)	Did Not Achieve
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 state's unadjusted median growth percentile.	Achieved
Optional	Each year, 75 percent of students in grades 1-4 will perform at the proficient level on the Terra Nova exam.	Did Not Achieve

Action Plan

In order to improve ELA performance in 2014-2015 Henry Johnson will focus on five initiatives:

- a. ***Becoming a Professional Learning Community:*** Beginning in 2014-15, Henry Johnson intends to become a professional learning community (PLC) where staff can actively, practically, and fully transition from a focus on teaching to a true focus on learning. In this PLC, staff will engage in an ongoing collaborative exploration of three critical questions: (i) what they want each student to learn, (ii) how they will know when each student has learned it, and (iii) how the school will respond when students experience difficulty with learning. The PLC culture will support effective collaborative planning and strategic action to improve curriculum, instruction, assessment, and intervention, as all school professionals play a proactive role in fostering student success.
- b. ***Aligning the Curriculum through UbD:*** As the Henry Johnson PLC explores what students should learn, the school will strengthen curriculum to be mission-oriented, Common Core-aligned, inquiry-based, discourse-rich, and reading and writing-privileged. Using existing

Common Core-aligned resources (including EngageNY.org) as a scaffold, Henry Johnson teachers will work collaboratively to implement literacy-oriented thematic units and lessons that can be executed at the level of rigor expected by the standards and state exams.

- c. *Strengthening Instruction through Cooperative Learning:*** As the Henry Johnson PLC continues its transition toward meaningful and rigorous student-centered instruction, the school intends to adopt Kagan Cooperative Learning Structures (“Kagan”) as a set of classroom protocols to encourage student engagement, ownership, and accountability for learning. Kagan, which supports whole group, small group, and independent practice strategies, is an excellent complement to Henry Johnson’s co-teaching model, in that with two teachers in a classroom, there will be a variety of opportunities for strategic student grouping and individualized instruction, especially in terms of reading and writing. In addition to Kagan, Henry Johnson will implement “Daily 5” (Reading Independently, Writing, Reading to Others, Listening, and Word Work) during the ELA block.

In the 2014-2015 school year, Henry Johnson will add to its gradual release model in Reading and Writing Workshop by incorporating a cooperative learning component (“I Do, We Do, You Do Together, You Do Alone”). To begin, the teacher models a specific reading skill or strategy with a short, focused mini-lesson. Scholars try the skill/strategy with teacher support, and then practice the skill/strategy with a small group or partner. After practicing the skill/strategy with a partner or small group scholars apply the skill/strategy to their own reading independently. In K-1 instead of reading independently for 45 minutes scholars read for a shorter amount of time then break up into Daily 5 stations while teachers pull groups for guided reading. In grades 2-4 while scholars are reading independently teachers facilitate guided reading groups to provide additional reading support at each scholar’s instructional reading level. Reading Workshop is wrapped up with a “share” where the scholars demonstrate their understanding of the new skill/strategy.

- d. *Conditioning for Effective Intervention:*** Since professional learning communities judge their effectiveness on the basis of results, the Henry Johnson PLC will also support a more systematic, timely, and direct intervention program. As a precursor to effective intervention, teachers will be encouraged to make productive connections between the assessed, taught, and learned curricula. Teachers will create effective common formative assessments that are born from ongoing collaboration to determine the most authentic and valid ways to assess student mastery. Increased use of literacy assessments, including fluency and sight-word diagnostic tools, help to inform efforts to improve student performance in reading. These assessments will provide data that is useful and relevant for decision making and the entire cohort of Henry Johnson’s instructional staff will engage in an inclusive examination of student progress, both to improve core instruction, and to appropriately identify, establish plans for, support, and monitor students at risk and in need for academic or behavioral intervention. Based on prior ELA performance, a special emphasis on close reading across subject areas will be prioritized in PLC work.

MATHEMATICS

Goal 2: Mathematics

Henry Johnson Charter School scholars will demonstrate proficiency in the understanding and application of mathematical computation and problem solving.

Background

Since the 2012-2013 school year Henry Johnson has been utilizing “Go Math!” for kindergarten through grade 4. “Go Math!” is a Houghton Mifflin Harcourt program that is aligned to the Common Core State Standards. During the 2013-2014 school year grades 2-4 began using “NY Ready” materials to supplement the “Go Math!” program.

The school’s daily math block is now one and a half hours long. “Go Math” provides for a variety of whole and small group activities during this 90 minute block. To help maintain the level of rigor necessary to master the Common Core Henry Johnson will continue to use NY Ready as a resource for mathematics instruction. NY Ready is Common Core aligned and will provide teachers with a common set of resources to help maintain consistency among classrooms at each grade level.

The Kagan Cooperative Learning Structures will also be utilized during math instruction. The purpose of adopting Kagan Cooperative Learning Structures is to support and encourage scholar engagement across all subject areas. The Kagan Structures promote the interaction of all scholars at once, in turn, naturally promoting student collaboration and individual scholar accountability for learning. Kagan Cooperative Learning Structures provide opportunities for whole group, small group, and independent.

AIMSweb is also administered as universal screening tool and as a predictor of future scholar success in mathematics. Additionally, the Terra Nova exams are administered in the fall and spring allowing us to gauge baseline skills and knowledge and then to assess growth over the year as well as provide longitudinal data from the school’s opening to present.

Goal 2: Absolute Measure

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

Method

The school administered the New York State Testing Program mathematics assessment to students in third and fourth grade in April 2014. Each student's raw score has been converted to a grade-specific scaled score and a performance level.

The table below summarizes participation information for this year's test administration. The table indicates total enrollment and total number of students tested. It also provides a detailed breakdown of those students excluded from the exam. Note that this table includes all students according to grade level, even if they have not enrolled in at least their second year.

State Mathematics Exam Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested ⁷			Total Enrolled
		IEP	ELL	Absent	
3	73			1	74
4	71				71
All	144	0	0	1	145

Results

Overall, 58 percent of students in at least their second year performed at standards 3 and 4 on the NYS math exam in 2014.

2013-14 Performance By All Students and Students 2+ Years for Math

Grades	All Students		Enrolled in at least their Second Year	
	Percent	Number Tested	Percent	Number Tested
3	36%	73	40%	57
4	73%	71	73%	63
All	54%	144	58%	120

Evaluation

Henry Johnson did not achieve this measure.

Additional Evidence

Although Henry Johnson did not achieve the absolute measure, the percent of students in at least their second year who scored at levels 3 and 4 more than doubled from 2013.

⁷ 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.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2011-12		2012-13		2013-14	
	Percent	# Tested	Percent	# Tested	Percent	#Tested
3	100%	66	25%	55	40%	57
4	96%	57	28%	64	73%	63
All	99%	123	27%	119	58%	120

Goal 2: Absolute Measure

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

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state’s learning standards in mathematics. To achieve this measure, all tested students must have a Performance Level Index (PLI) value that equals or exceeds the 2013-14 mathematics AMO of 86. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.⁸

Results

Henry Johnson’s Performance Level Index totaled 146 versus the AMO of 86.

Mathematics 2013-14 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	8	38	30	24

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 38 & + & 30 & + & 24 & = & 92 \\
 & & & & 30 & + & 24 & = & \underline{54} \\
 & & & & & & \text{PLI} & = & 146
 \end{array}$$

Evaluation

Henry Johnson achieved this measure.

⁸ In contrast to NYSED’s Performance Index, the PLI does not account for year-to-year growth toward proficiency.

Goal 2: Comparative Measure

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

Method

A school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. 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.⁹

Results

Henry Johnson second year cohort students outperformed the local district by over 43 percentage points.

State Charter School and District Performance by Grade Level for Math

Grade	Percent of Students at Proficiency			
	Charter School Students 2+ Years		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	40%	57	14%	656
4	73%	63	17%	605
All	58%	120	15.4%	1261

Evaluation

Henry Johnson achieved this measure.

Additional Evidence*Performance of Charter School & Local District by Grade Level and School Year in Math*

Grade	Percent of Students 2+ Years at Proficiency Compared to Local District Students					
	2011-12		2012-13		2013-14	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	52%	40%	25%	20%	40%	14%
4	77%	50%	28%	16%	73%	17%
All	63%	45%	27%	18%	58%	15.4%

⁹ Schools can acquire these data when the New York State Education Department releases its Access 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](#).

Aggregate Math Proficiency Rankings – Henry Johnson Charter School vs. ACSD Schools, Grades 3 & 4

Grade 3 Math			Grade 4 Math		
Rank	School	Proficiency	Rank	School	Proficiency
1	New Scotland Elementary	38%	1	Henry Johnson	73%
2	Montessori Magnet	24%	2	Montessori Magnet	47%
3	Henry Johnson	21%	3	New Scotland Elementary	32%
4	Pine Hills Elementary	21%	4	Pine Hills Elementary	26%
5	Eagle Point Elementary	19%	5	Eagle Point Elementary	24%
	Albany City School District	14%	6	Albany School of Humanities	20%
7	Giffen Memorial Elementary	14%	7	Giffen Memorial Elementary	18%
8	Sheridan Preparatory	13%		Albany City School District	17%
9	Delaware Community	11%	9	Delaware Community	9%
10	Albany School of Humanities	8%	10	North Albany	9%
11	North Albany	8%	11	Philip Schuyler Achievement	7%
12	Philip Schuyler Achievement	4%	12	Thomas O'Brien Sci & Tech	6%
13	Thomas O'Brien Sci & Tech	2%	13	Sheridan Preparatory	5%
14	Arbor Hill Elementary	0%	14	Arbor Hill Elementary	0%

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 small degree) according to a regression analysis controlling for students eligible for economically disadvantaged students among all public schools in New York State.¹⁰

Method

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school's performance to 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 economically disadvantaged percentage. The difference between the schools' 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 small degree is the requirement for achieving this measure.

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, a fully comprehensive analysis of the 2013-14 effect size data is not yet available. This report does contain 2013-14 results on effect size that has thus far been released by SUNY CSI and NYSED.

Results

Henry Johnson's effect size in 2013-14 was 1.54 above the target of 0.3 and up from 0.11 in 2012-13.

2013-14 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	--	73	36.0	--	--	0.55
4	--	71	73.0	--	--	2.56
5	N/A					
6	N/A					
7	N/A					
8	N/A					
All	94.44	144	54.0	--	--	1.54

Evaluation

¹⁰ The Institute will continue using *economically disadvantaged* instead of *eligibility for free lunch* as the demographic variable in 2013-14. Schools should report previous year's results using reported free-lunch statistics.

Henry Johnson’s overall comparative performance improved significantly this year. Henry Johnson achieved this measure in 2013-14.

Additional Evidence

Henry Johnson scholars did struggle with the first CCSS based exam, but the math effect size for 2013-14 test administration improved greatly from that of 2012-13.

Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2010-11	3-4	61.0	128	53.3	55.5	-0.10
2011-12	3-4	80.9	151	63.5	51.1	-0.66
2012-13	3-4	82.7	153	26.8	24.9	-0.11
2013-14	3-4	94.4	144	54.0	--	+1.54

Goal 2: Growth Measure¹¹

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 state’s unadjusted median growth percentile.

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 2012-13 and also have a state exam score in 2011-12, including students who were retained in the same grade. Students with the same 2011-12 scores are ranked by their 2012-13 scores and assigned a percentile based on their relative growth in performance (mean 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 statewide median, it must have a mean growth percentile greater than 50.

Given the timing of the state’s release of Growth Model data, a fully comprehensive analysis of the 2013-14 effect size data is not yet available. This report does contain 2013-14 results on mean growth percentile that have thus far been made available by SUNY CSI and NYSED.

Results

The overall Mean Growth Percentile for Math in 2012-13 was 61.23, surpassing the statewide median of 50.0.

2013-14 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Average
3	--	50.0
4	80.79	50.0
All	80.79	50.0

Evaluation

Henry Johnson achieved this measure.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2010-11 ¹²	2011-12 ¹⁴	2012-13	Statewide Average
3			--	50.0
4			80.79	50.0
All			80.79	50.0

¹¹ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

¹² Grade level results not available.

Goal 2: Optional Measure

Each year, 75 percent of students in grades 1-4 will perform at the proficient level on the TerraNova exam.

Method

The Terra Nova exam was administered to all Kindergarten through Grade 4 students: KG students took the test in January 2013 and June 2014, and Grades 1 – 4 students took it in September and June 2014. The earlier administration was intended to gather baseline data; the spring administration, to assess growth. The results reported below are the spring scores for grades 1 through 4. These Terra Nova exams enable Henry Johnson to track the performance of a cohort of students over time, and allows for the comparison of the cohort group’s progress against students nationally. A student is said to be at grade level if they score at a Normal Curve Equivalent (NCE) of 50. Normal Curve Equivalent scores are very useful because a group’s scores can be averaged.

Results

Overall, 53 percent of students scored at or above a Normal Curve Equivalent of 50.

TerraNova Math - June 2014	
Grade	Percent At NCE of 50 or Above
1	51
2	51
3	63
4	46
All	53

Evaluation

Henry Johnson did not achieve this measure.

Summary of the Mathematics Goal

The 2014 results indicate that Henry Johnson made significant progress in achieving academic goals. In mathematics, Henry Johnson’s 4th grade scholars achieved the highest rankings in the entire Albany County Region. During the first year of testing (2012-13) aligned to the new Common Core State Standards (“CCSS”), Henry Johnson third and fourth grade students performed at higher rates of proficiency than Albany City School District (ACSD) students on the math exam with 27% of 3rd and 4th Henry Johnson scholars scoring proficient as compared to 18% of 3rd and 4th ACSD students. In the second year of Common Core-aligned tests (2013-14), Henry Johnson scholars continued to outperform the district by 43 percentage points. The growth of Henry Johnson scholars was the highest in the state for Mathematics. In Math, scholars at Henry Johnson have consistently shown higher rates of proficiency than the ACSD average for third and fourth grade throughout the charter term.

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.	Did Not Achieve
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state mathematics exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Achieved
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 local school district.	Achieved
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 2012-13 school district results.)	Did Not Achieve
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 state's unadjusted median growth percentile.	Achieved
Optional	Each year, 75 percent of students in grades 1-4 will perform at the proficient level on the TerraNova exam.	Did Not Achieve

Action Plan

The five initiatives will support increased performance. In addition, there will be a focus on incorporating the Eight Mathematical practices.

a. *Becoming a Professional Learning Community:* Beginning in 2014-15, Henry Johnson intends to become a professional learning community (PLC) where staff can actively, practically, and fully transition from a focus on teaching to a true focus on learning. In this PLC, staff will engage in an ongoing collaborative exploration of three critical questions: (i) what they want each student to learn, (ii) how they will know when each student has learned it, and (iii) how the school will respond when students experience difficulty with learning. The PLC culture will support effective collaborative planning and strategic action to improve curriculum, instruction, assessment, and intervention, as all school professionals play a proactive role in fostering student success.

b. *Aligning the Curriculum through UbD:* As the Henry Johnson PLC explores what students should learn, the school will strengthen curriculum to be mission-oriented, Common Core-aligned, inquiry-based, discourse-rich, and reading and writing-privileged. Using existing

Common Core-aligned resources (including EngageNY.org) as a scaffold, Henry Johnson teachers will work collaboratively to implement the math curriculum.

- c. *Strengthening Instruction through Cooperative Learning:*** As the Henry Johnson PLC continues its transition toward meaningful and rigorous student-centered instruction, the school intends to adopt Kagan Cooperative Learning Structures (“Kagan”) as a set of classroom protocols to encourage student engagement, ownership, and accountability for learning. Kagan, which supports whole group, small group, and independent practice strategies, is an excellent complement to Henry Johnson’s co-teaching model, in that with two teachers in a classroom, there will be a variety of opportunities for strategic student grouping and individualized instruction, especially in terms of math instruction.
- d. *Conditioning for Effective Intervention:*** Since professional learning communities judge their effectiveness on the basis of results, the Henry Johnson PLC will also support a more systematic, timely, and direct intervention program. As a precursor to effective intervention, teachers will be encouraged to make productive connections between the assessed, taught, and learned curricula. Teachers will create effective common formative assessments that are born from ongoing collaboration to determine the most authentic and valid ways to assess student mastery. Increased use of fluency assessments will help to inform efforts to improve student performance in math. These assessments will provide data that is useful and relevant for decision making and the entire cohort of Henry Johnson’s instructional staff will engage in an inclusive examination of student progress, both to improve core instruction, and to appropriately identify, establish plans for, support, and monitor students at risk and in need for academic or behavioral intervention.
- e. *Eight Mathematical Practices:*** To adjust to the transitions of Common Core State Standards (CCSS) during the 2014-2015 school year Henry Johnson teachers will focus on the shifts recommended by CCSS by using the “Eight Math Practices” which will enhance the level of discourse and procedural fluency in the math classroom. Math lessons will be designed to engage scholars in logical reasoning and mathematical discourse by utilizing strategies that encourage making-sense, problem solving, and communication. Teachers design tasks that enhance scholars’ abilities to carry out procedures in ways that are flexible, accurate, and appropriate for the given mathematical situation. Scholars will be equipped to use tools and different forms of mathematical representation. The goal is to bring scholars to the point of being able to apply their math knowledge to new problems and real-life situations. Scholars are given the opportunity to experience group work for the purpose of cooperation, as well as to share and revise their thinking.

SCIENCE

Goal 3: Science

Henry Johnson Charter School scholars will demonstrate proficiency in the understanding and application of scientific principles.

Background from 2012-13

Henry Johnson uses the F.O.S.S. (Full Option Science System) program developed by Delta Education. This is a hands-on, experiential program that is, in the publisher's words, "dedicated to the proposition that elementary scholars learn science best by doing science."

Teachers and scholars do science together when they open the FOSS kits, engaging in enduring experiences that lead to deeper understanding of the natural world. This curriculum is mapped to the K-8 New York Science Framework and is delivered in kits that focus on the study of science topics representing the physical, earth, and biological sciences. The content for each topic is sequenced across several units.

At the kindergarten level, the kits for the year were Animals Two by Two and Wood and Paper. At Grade 1, the kits were Air and Weather, Balance and Motion, and Insects. The second grade kits were New Plants, Pebbles, Sand, and Silt, and Solids and Liquids. The Grade 3 kits are Structures of Life, Earth materials, and Measurement. Finally, the Grade 4 kits included Magnetism and Electricity, Earth Movements, Water and Food Chains and Webs.

At grades K-4, responsibilities associated with the science curriculum are shared by each teacher in the classroom. Science occurs 2 days a week. Science assessment is embedded in the F.O.S.S. materials.

Goal 3: 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 science examination.

Method

The school administered the New York State Testing Program science assessment to students in 4th grade in spring 2014. 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 (defined as enrolled by BEDS day of the previous school year) to score at proficiency.

Results

100 percent of fourth grade students achieved a level 3 or 4 on the NYS Science 4 test.

Performance on 2013-14 State Science Exam By All Students and Students 2+ Years

Grade	Percent of Students at Proficiency			
	Charter School Students 2+ Years		All District Students	
	Percent	Number Tested	Percent	Number Tested
4	100%	71	100%	60

Evaluation

Henry Johnson achieved this measure.

Additional Evidence

100 percent of students achieved scored at standards 3 and 4 for two years in a row.

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2011-12		2012-13		2013-14	
	Percent	# Tested	Percent	# Tested	Percent	# Tested
4	96%	57	100%	64	100%	60

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 local school district.

Method

The school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. 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 local school district.

Results

District science scores have not been released by NYSED at the time of this report.

2013-14 State Science Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students 2+ Years		All District Students	
	Percent	Number Tested	Percent	Number Tested
4	100%	60	TBD	

Evaluation

Without comparative data, an evaluation of this goal cannot be made.

Additional Evidence

Henry Johnson has outperformed the district on the NYS Science 4 exam in the past.

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

Grade	Percent of Charter 2+ Years School Students at Proficiency					
	2011-12		2012-13		2013-14	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
4	96%	84%	100%	76%	100%	

Summary of the Science Goal

In terms of science, Henry Johnson scholars have met the accountability goal during the current charter term.

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.	Achieved
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 local school district.	(Likely) Achieved

NCLB

Goal 4: NCLB

Under the state's NCLB accountability system, the school's Accountability Status will be – Good Standing each year.

Goal 4: Absolute Measure

Under the state's NCLB accountability system, the school's Accountability Status is in good standing: the state has not identified the school as a Focus School nor determined that it has met the criteria to be identified as a local-assistance-plan school.

Method

Since *all* students are expected to meet the state's learning standards, the federal No Child Left Behind legislation stipulates that various sub-populations and demographic categories of students among all tested students must meet state proficiency standards. New York, like all states, established a system for making these determinations for its public schools. Each year the state issues School Report Cards. The report cards indicate each school's status under the state's No Child Left Behind (NCLB) accountability system.

Results

Henry Johnson continues to be in "Good Standing."

Evaluation

Henry Johnson achieved this measure. Henry Johnson has been in "Good Standing" since opening in 2007.

NCLB Status by Year

Year	Status
2011-12	Good Standing
2012-13	Good Standing
2013-14	Good Standing