



Charter Schools Institute
The State University of New York

Initial Renewal Report

Henry Johnson Charter School

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The final version of Institute renewal reports should be broadly shared by the school with the entire school community. This report will be posted on the Institute's website at: www.newyorkcharters.org/pubsReportsRenewals.htm.

REPORT INTRODUCTION

This report is the primary means by which the Charter Schools Institute (the “Institute”) transmits to the Board of Trustees of the State University of New York (the “SUNY Trustees”) its findings and recommendations regarding a school’s Application for Renewal, and more broadly, details the merits of a school’s case for renewal. This report has been created and issued pursuant to the *Practices, Policies and Procedures for the Renewal of Charter Schools Authorized by the State University Board of Trustees* (the “SUNY Renewal Practices”).¹

Information about the SUNY renewal process and an overview of the requirements for renewal under the New York Charter Schools Act of 1998 (as amended, the “Act”) are available on the Institute’s website at: www.newyorkcharters.org/schoolsRenewOverview.htm.

RECOMMENDATION AND SUMMARY DISCUSSION

Recommendation

Short Term Renewal

The Institute recommends that the SUNY Trustees approve the Application for Renewal of the Henry Johnson Charter School to a limited extent and renew its charter only for a period of three years with authority to provide instruction to students in Kindergarten through 4th grade in such configuration as set forth in its Application for Renewal, with a maximum projected enrollment of 431 students.

Background and Required Findings

In initial renewal reviews, the SUNY Trustees evaluate the strength and effectiveness of a school’s academic program by the degree to which the school has succeeded in meeting its academic Accountability Plan goals during the Accountability Period² and by the quality of the instructional program in place at the school during the charter period, as assessed using the Qualitative Education Benchmarks (a subset of the SUNY Charter Renewal Benchmarks available on the Institute’s website at: <http://www.newyorkcharters.org/schoolsRenewOverview.htm>). In giving weight to both student achievement and the emergent program, this approach provides a balance between an outcomes-based system of accountability in which a school is held accountable for meeting measurable student achievement results and a determination of the likelihood that the educational program will improve student learning and achievement going forward.

Henry Johnson Charter School (“Henry Johnson”) has applied for an Initial, Full-Term Renewal of five years. The SUNY Renewal Practices provide three possible renewal outcomes for Henry Johnson: Full-Term Renewal; Short-Term Renewal; or Non-Renewal. In order to earn a Full-Term Renewal, Henry Johnson must demonstrate that it has met the criteria for such a renewal as described in the SUNY Renewal Practices. Specifically, the school must either:

¹ The *Practices, Policies and Procedures for the Renewal of Charter Schools Authorized by the State University Board of Trustees* (revised September 15, 2009) are available at: <http://www.newyorkcharters.org/documents/renewalPractices.doc>.

² For the purpose of reporting student achievement results, the Accountability Period is defined in the SUNY Renewal Practices as the time the Accountability Plan was in effect. In the case of an Initial Renewal, the plan covers the first four years that the school was in operation during the charter period.

- (a) have compiled a strong and compelling record of meeting or coming close to meeting its academic Accountability Plan goals, **and** have in place at the time of the renewal review an educational program that, as assessed using the Qualitative Education Benchmarks, is generally effective; **or**
- (b) have made progress towards meeting its academic Accountability Plan goals **and** have in place at the time of the renewal review an educational program that, as assessed using the Qualitative Education Benchmarks, is particularly strong and effective.

In reviewing the renewal criteria, Institute staff found that the school has not met the criteria for full-term renewal to the extent that it has not met or made progress toward meeting its academic Accountability Plan goals. In order to earn Short-Term Renewal, Henry Johnson must in brief either have compiled: 1) an ambiguous or mixed record of educational achievement but have in place an academic program of sufficient strength and effectiveness, which will likely result in the school's being able to meet, with the additional time that renewal would permit, its academic Accountability Plan goals; or 2) an overall record of meeting its academic Accountability Plan goals but have in place an educational program that is inadequate in multiple and material respects.³

Based on the Institute's review of the evidence it gathered and that Henry Johnson provided including, but not limited to, the school's Application for Renewal, evaluation visits conducted during the charter period, a renewal evaluation visit conducted by the Institute in the last year of the charter period, and the school's record of academic performance as determined by the extent to which it has met the academic goals in its Accountability Plan, the Institute finds that the school has compiled a mixed and limited record of educational achievement in meeting its academic Accountability Plan goals, but has in place an academic program of sufficient strength and effectiveness, as assessed by using the Qualitative Education Benchmarks, that will likely result in the school's being able to meet or come close to meeting those goals with the additional three years that a Short-Term Renewal would permit.

Based on all the evidence, the Institute makes the following findings required by the Act. Henry Johnson as described in its Application for Renewal meets the requirements of the Act and all other applicable laws, rules and regulations. The school has demonstrated the ability to operate in an educationally and fiscally sound manner in the next charter period. Finally, given the programs it will offer, its structure and its purpose, approving the school to operate for another three years is likely to improve student learning and achievement and materially further the purposes set out in Education Law subdivision 2850(2).

Therefore, in accordance with the standard for Initial Renewal found in the SUNY Renewal Practices, the Institute recommends that the SUNY Trustees approve Henry Johnson's Application for Charter Renewal but only renew the school's charter for a short term of three years.

³ See the SUNY Renewal Practices for a full explanation of both Short-Term Renewal options.

Consideration of School District Comments

In accordance with the Act, the Institute notified the school district in which the charter school is located regarding the school's Application for Renewal. As of the date of this report, no district comments were received in response.

Summary Discussion

Academic Success

Based on limited data, Henry Johnson has a mixed and ambiguous record of meeting its key Accountability Plan goals of mathematics and English Language Arts. In the two years in which results on these Accountability Plan goals are available, the school met its mathematics goal in one year. While it has met some of its measures in English Language Arts, it has not met the overall goal in either of the two years. The school is meeting its science and No Child Left Behind Act (NCLB) goals.

From results of the five English Language Arts measures in its Accountability Plan, Henry Johnson did not meet its goal in either of the two years for which results are available. The school fell short of the absolute target of 75 percent proficiency, with no more than 65 percent of students scoring proficient in either year. However, the school exceeded the Annual Measureable Objective (AMO) set by the state and outperformed the local school district in both years. On the other hand, in comparison to demographically similar schools statewide, the school met its target in the first year, performing better than expected to a small degree, while it performed worse than expected in the second year. In the one year for which the year-to-year cohort growth measure has been applicable, the school showed a decline.

From results of the five mathematics measures in its Accountability Plan, Henry Johnson met its goal in the first year of the Accountability Period, but not the second year. The school exceeded the absolute target, with more than 85 percent of students achieving proficiency each year. However, for the other measures, there is no year-to-year consistency. The school exceeded the state's AMO and outperformed the local school district in the first year, but did not meet these targets in the second year. In comparison to demographically similar schools, the school performed slightly higher than expected in the first year, but performed worse than expected in the second. In the second year, the school showed a notable decline in the year-to-year cohort growth measure.

Insofar as English language arts and mathematics performance is based solely on students who were in the 3rd and then 3rd and 4th grades in Henry Johnson's third and fourth years, respectively, the results reflect the cumulative achievement of students who for the most part have attended the school for most of the charter period. Weakness in student performance is likely attributable to the cumulative effect of the relative strength of the school's program throughout the charter period. The school's recent improvement in instructional delivery may have a narrow impact on the overall achievement level of these students, especially given the abbreviated time in which their performance has been measured.

Over the course of the charter period, Henry Johnson has significantly improved the effectiveness of its instructional leadership by creating a strong team to strategically develop the competencies and skills of all teachers. The school initially did not fully implement a system to improve pedagogy, which resulted in some teachers lacking instructional direction to deliver high quality classroom

instruction. The school board made a deliberate decision following the school's fourth year of operation to hire a new school leader and implement a more robust system for supporting teachers. The board also augmented the organizational structure by hiring an additional assistant principal to focus exclusively on teaching and learning. Instructional coaches dedicated to supporting teachers within specific grade bands (K - 2nd and 3rd - 4th grade, respectively) and a school-wide assessment coordinator make up the remainder of the revised instructional leadership team. Inspectors observed the augmented instructional support for teachers during the renewal visit. This new structure allowed instructional leaders to identify and support the professional development needs of all teachers and is likely to continue to improve the quality of instruction within the time that a Short-Term Renewal period permits.

In addition to the overall support described above, the new leadership team has communicated high expectations for student achievement and teacher performance to the entire school community. These new expectations have been most evident in the changes made to the school's system for evaluating teacher performance. At the time of the renewal visit, the school had begun to implement this new system that includes teacher accountability for student achievement, which was absent from the teacher evaluation system used early in the charter period. These changes and others discussed throughout this report illustrate the extent to which school leaders now regularly and systematically monitor and evaluate the educational program and make thoughtful and strategic changes in their efforts to improve student learning and achievement.

Henry Johnson has developed and implemented an assessment system that improves instructional effectiveness and student learning. Throughout the charter period, this system has included the regular administration of diagnostic, formative and summative assessments aligned to the school's curriculum and state standards. At the time of the renewal visit, inspectors noted that the school had improved the reliability and consistency of the methods used for developing classroom assessments as well as scoring, collecting and analyzing the data. The school effectively utilizes the data to create plans for grouping students, re-teaching content and identifying students in need of academic intervention services. The school's assessment coordinator oversees and monitors the assessment program including specifically supporting teachers in using assessment data to improve student learning.

The school has made progress throughout the charter period to fully develop its written curriculum. Early in the charter period the school relied almost exclusively on commercial materials to make instructional decisions and implement classroom lessons. Midway through the charter period, teachers and school leaders determined that the commercial materials in use did not meet the school's needs and began developing curriculum maps to compensate for this in order to ensure continuity between and among grade levels and subject areas. At the time of the renewal visit, this practice continued and resulted in a state-learning-standards-aligned curriculum framework that provided a fixed structure across all grade levels and subjects. The school has begun to use a powerful software tool to organize, archive and revise this framework, as well as additional tools, such as scope and sequences, instructional pacing and specific instructional resources. As a result, teachers know and understand which curricula to teach and have adequate resources to develop their lessons. The systems in place for curricular development at the time of the renewal visit should permit the school to make a successful transition to the full implementation of the Common Core State Standards during the proposed Short-Term Renewal period as planned.

At the time of the renewal visit, quality instruction was evident throughout the school. Teachers displayed purposeful, appropriately paced instruction and used a variety of techniques to effectively

engage students and check for understanding. Henry Johnson provides students with differentiated instruction by strategically utilizing multiple adults in each classroom. The head teacher most often provides whole group instruction while educational assistants deliver small group instruction to reinforce lessons and assist students at different skill levels. In addition, a support teacher is assigned to each grade level, providing in-class support as needed as well as intensive academic intervention services. The quality of instruction evident during the renewal visit reflects improvements in the rigor of instruction and in expectations for early-childhood behavior.

Throughout the charter period, Henry Johnson has met the educational needs of its students at risk of academic failure. There are clear procedures for identifying at-risk student through the school's Response to Intervention (RtI) multi-tiered process. Teachers use regular assessment data to initially identify struggling students through the school's Student Support Team. The school provides classroom-based interventions, including the use of educational assistants and support teachers, with teachers regularly monitoring student progress and intervention effectiveness. If students do not make progress, academic intervention specialists provide additional support by pulling out students from the general education classroom. If progress in student performance is not made after a defined period of time, a referral may be made as appropriate to the Committee on Special Education for student evaluation. In addition, the school has adequate staff, services and programs to meet the needs of students with Individualized Education Programs and English language learners and it systematically monitors the performance of all these students as well as those who are generally struggling.

The school has a positive school culture, which focuses on learning and scholarship. Unlike earlier in the charter period, when some teachers struggled with classroom management and permitted low level misbehavior that had a detrimental effect on learning time, inspectors observed all teachers during the renewal visit implement effective classroom management techniques with routines and procedures that promote learning and achievement. In addition, the consistent implementation of the school-wide discipline policy and behavioral norms has maximized time devoted to teaching and learning, and created a very positive overall school culture and an orderly student body.

Henry Johnson's changes to the school's leadership and organizational structure have greatly improved the effectiveness of its educational program. When combined with Henry Johnson's new comprehensive teacher evaluation system as well as improvements to curriculum and classroom management, the school has laid out a clear roadmap for success. These changes along with the school's low teacher-to-student ratio make it highly likely that with the additional time of a Short Term Renewal Period, Henry Johnson would meet its academic Accountability Plan goals through significant improvement in student learning and achievement.

Organizational Effectiveness and Viability

The mission of Henry Johnson has been to "ensure that all students reach the highest levels of scholastic achievement in an environment that instills character, virtue, and 'habits of mind' that ensure success both within and outside the classroom." The school board has been mindful of the mission throughout the charter period and has strived to achieve it as evidenced by the board's deliberate and strategic changes to the school's leadership and educational program. Henry Johnson has also been faithful to its school-wide design elements. The school has a clear focus on learning with at least two adults in every classroom and a longer school day with three hours daily of English language arts and one hour of math instruction.

Based on limited evidence, parents and guardians of students attending Henry Johnson are satisfied with the school. In its third year of operation, Henry Johnson conducted a parent satisfaction survey that resulted in a 59 percent parent response rate in which 88 percent of respondents gave the school the highest possible rating. Each year, more than 80 percent of students return the following September.

The school board has generally worked effectively to oversee the educational program and achieve the school's mission. The composition of Henry Johnson's board includes individuals with adequate skills and expertise to provide sufficient oversight of the school. Stemming from principal presentations during the third charter year, the school board recognized the poor performance of the school's academic program and in subsequent years focused solely on improving academic achievement. This focus ultimately resulted in a rigorous hiring process to revamp the school's instructional leadership.

The school board fulfills its responsibilities by acting as a committee of the whole despite the more elaborate committee structure set forth in the school's bylaws. Based on evidence present during the renewal inspection visit, the board operates in a transparent manner pursuant to its policies. However, some policies including the complaint policy, conflict of interest policy and provisions in the by-laws require revision or updating to ensure alignment with the New York General Municipal Law.

The school board receives adequate financial information at its meetings and knows its financial position. School board meetings appear to comply with the New York Open Meetings Law and adequate minutes thereof are kept. In the current charter period, the school's board of trustees has demonstrated its use of sound fiscal policies and decision-making despite being underfunded by the Albany City School District. The school board undertakes long range facilities and fiscal planning as well. Based on the foregoing, the school board has generally and substantially implemented, maintained and abided by appropriate policies, systems and processes.

Based on the evidence available at the time of the renewal inspection visit and throughout the current charter term, in material respect, Henry Johnson has been in general and substantial compliance with the terms of its charter, monitoring plan, applicable state and federal law, rules and regulations throughout the term of its charter, with minor exceptions. The school effectively used its business manager to help ensure that legal and charter requirements were met but could benefit from further supports in certain compliance areas. The Institute has not issued the school any violation letters nor has the Institute had to handle any formal complaints for the school. In fact, the school has been proactive about seeking assistance to avoid formal complaints. In addition, the school board has made appropriate use of outside legal counsel.

Fiscal Soundness

Henry Johnson has created realistic budgets over the course of the charter period that it has monitored and adjusted when appropriate. The school's business manager and staff develop annual budgets with appropriate input from the school's principal, key instructional staff and members of the school board. The business manager routinely analyzes budget variances and discusses material variances with the principal and the school board as necessary. The school has implemented a strategic approach when considering spending trends, staffing and instructional needs in the development of its budgets. Actual expenses have been equal to or less than actual revenue over the course of this charter period without exception.

The school has maintained appropriate fiscal policies, procedures and controls related to external and internal compliance for cash disbursements, cash receipts, bank reconciliations, payroll, fixed assets, grants/contributions, and the preparation of financial statements. School staff have accurately recorded and appropriately documented transactions in accordance with management's direction. The business manager works with her staff, the principal and the school board to ensure that school staff document and follow fiscal policies and procedures. The school's Fiscal Year (FY) 2007-08 - 2010-11 audit reports of internal controls—related to financial reporting and compliance with laws, regulations and grants—disclosed no material weaknesses or instances of non-compliance. The lack of any other deficiencies in the reports provides some, but not absolute, assurance that the school has maintained adequate internal controls and procedures.

Henry Johnson has complied with financial reporting requirements during the charter period. The school filed budget, quarterly and annual financial statement audit reports in a timely, accurate and complete manner. Each of the school's annual financial audits indicate that school staff followed and conducted reports in accordance with generally accepted accounting principles and received an unqualified opinion, indicating that, in the auditor's opinion, the school's financial statements and notes fairly represent, in all material respects, the school's financial position, changes in net assets, and cash flows. The school board has reviewed and approved various monthly and quarterly reports along with the annual financial audit report.

The school has maintained adequate financial resources to ensure stable operations and has monitored and successfully managed cash flow. The school completed the FY 2010-11 in stable financial condition slightly increasing the school's total net assets while maintaining and slightly increasing cash reserves.

As illustrated in the Institute's Fiscal Dashboard,⁴ which appears as an appendix to this report, the school has averaged a "fiscally strong" financial responsibility composite score rating over the current charter term along with its most recent year of operation, 2010-11, indicating a constant level of fiscal stability. The composite score assists in measuring the financial health of a school using a blended score that measures the school's performances on key financial indicators. The blended score allows a school's sources of financial strength to offset areas of financial weakness. The school has also averaged a "low risk/excellent" rating in its working capital ratio, which indicates the school has had enough short term assets to cover immediate liabilities/short-term debt. Further, Henry Johnson has averaged a "low risk/excellent" rating debt-to-asset ratio, which indicates the proportion of debt the school has relative to its assets. The school has no short or long-term debt. Finally, the school has averaged a "high risk/poor" rating in regards to the months-of-cash ratio, demonstrating it has had less than the suggested three months of annual expenses in reserves. During this time frame, the school has averaged less than two months of cash. The school has no major investments and leaves all cash in savings and/or various money market accounts to ensure the school has sufficient cash available to pay current bills and other payables that are shortly due.

Over the current charter term, the school allocated over 86 percent of all expenses to program services. The school also saw revenue slightly exceed expenses per student on an average of just over 16 percent a year, consistent with its effective operational plan on a year-to-year basis.

⁴ The Institute's Fiscal Dashboard, which provides a detailed financial analysis of each school authorized by the SUNY Trustees, is available at: <http://www.newyorkcharters.org/FiscalDashboard.htm>. A memo explaining the metrics used within the dashboard is also available at that web address.

Based on all of the foregoing the school has demonstrated fiscal soundness over the course of its charter term.

Plans for the Next Charter Period

Henry Johnson has provided all of the key structural elements for a renewal charter and those elements are deemed to be reasonable, feasible and achievable. The school proposes staffing and calendar structural changes during the next charter term as well as educational program changes affecting curriculum, assessment, professional development, instructional leadership and at-risk student programs.

Henry Johnson would use its current mission and design. The school would continue to provide instruction to students in Kindergarten through 4th grade. Projected enrollment in each of the five years within the proposed charter period would remain constant at 375 students with a maximum possible enrollment of 431 students.

Henry Johnson proposes nine staffing changes for the next charter term. The new staffing structure would call for two assistant principals and two directors of curriculum. The current assistant principal would focus on disciplinary and facility issues, while the new assistant principal would oversee academic functions. The current director of curriculum would coach 3rd and 4th grade teachers and educational assistants, while the new director of curriculum would coach Kindergarten through 2nd grade staff. This structural change would increase accountability for ensuring that effective and appropriate classroom instruction takes place.

Henry Johnson would also add a full-time parent liaison to increase family awareness of individual student achievement. A full-time social worker position would also help students and families solve social service issues that may impede the educational process. The school would also hire an additional fourth grade teacher and educational assistant to teach an added fourth grade section. These staffing changes would also prompt changes to the school calendar and daily schedule to ensure teaching staff have opportunities to meet with curriculum coaches.

To increase academic rigor and instruction quality, Henry Johnson proposes minor changes to its educational program. The curriculum would shift slightly with the change to a social studies textbook better aligned to New York State standards and the implementation of a new writing curriculum, Lucy Calkins Writers Workshop, to boost English Language Arts assessment scores. Teachers would receive professional development for the new curriculum, as well as teacher taxonomy, lesson planning, diversity training and data driven instruction. Additionally, the teacher mentoring program would expand to include teachers in their first three years of service.

The school's response to intervention strategy would include behavioral issues in addition to academic issues in an effort to maximize instructional time. This addition to the at-risk policy would ensure teachers take a consistent approach to solving behavioral issues and that student progress is tracked throughout the year.

Henry Johnson has presented a reasonable and appropriate fiscal plan for the term of the next charter including adequate and achievable budgets. The school has taken a strong strategic approach to budgeting and planning for the next charter period. Due to state deficit problems and the uncertainty of per-pupil funding beyond 2012-13, Henry Johnson has developed a working budget that uses the

2010-11 and 2011-12 funding level as a baseline for the 2012-13 academic year. The school's projections keep this rate flat from year to year. The plan projects a considerable operating and cash flow surplus in each year contingent upon the school not only continuing to meet enrollment goals, but also increasing those goals by seven percent starting in 2012-13. These surpluses would help Henry Johnson continue its current trend of increasing fiscal steadiness; however, the school would also need to maintain current reserves and resources to ensure fiscal stability.

Long-range fiscal projections are more susceptible to error than those for a single year. Such projections are subject to revision due to changes in local conditions, objectives, laws and state funding. The school would be required to continually develop and adopt annual budgets based on known per pupil amounts for the districts from which it draws enrollment. Based on the foregoing fiscal information and the school's track record of fiscal soundness to date, the Institute finds that the school has demonstrated the ability to operate in a fiscally sound manner during the next charter term.

SCHOOL OVERVIEW

Opening Information

Date Initial Charter Approved by SUNY Trustees	May 24, 2005
Date Initial Charter Approved by: Operation of Law	October, 2005
School Opening Date	September, 2007

Location

School Year(s)	Location(s)	District
2007-08 through present	30 Watervliet Ave., Albany, New York	City School District of Albany

Partner Organizations

	Partner Name	Partner Type	Dates of Service
Current Partner	Brighter Choice Foundation	Non-profit	2007 through present

Current Mission Statement

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

Current Key Design Elements

• A rigorous academic program;
• A longer school day and school year allowing for three hours of English language arts instruction and one hour of mathematics instruction daily;
• Comprehensive assessment, the results of which drive curricular and instructional decision making;
• A school culture based on the values of honor, honesty, diligence, and perseverance;
• A focus on learning, with at least two adults providing instruction in each classroom and extensive professional development available to teachers; and
• A program enriched by visual and performing arts and by physical education.

School Characteristics

School Year	Original Chartered Enrollment	Revised Charter Enrollment	Actual Enrollment ⁵	Original Chartered Grades	Actual Grades
2007-08	200	125	116	K-2	K-1
2008-09	275	200	202	K-3	K-2
2009-10	350	275	276	K-4	K-3
2010-11	361		366	K-4	K-4
2011-12	387			K-4	K-4

Student Demographics

	2007-08		2008-09		2009-10	
	Percent of School Enrollment	Percent of Albany CSD Enrollment	Percent of School Enrollment	Percent of Albany CSD Enrollment	Percent of School Enrollment	Percent of Albany CSD Enrollment
Race/Ethnicity						
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.0%	0.0%	1.0%
Black or African American	79.0%	63.0%	76.0%	62.0%	81.0%	61.0%
Hispanic	8.0%	11.0%	6.0%	11.0%	9.0%	12.0%
Asian, Native Hawaiian, or Pacific Islander	0.0%	4.0%	1.0	5.0%	1.0%	6.0%
White	3.0%	20.0%	2.0%	20.0%	3.0%	21.0%
Multiracial	10.0%	1.0%	14.0%	1.0%	6.0%	0.0%
Special Populations						
Students with Disabilities ⁶			2.0%		2.0%	
Limited English Proficient	1.0%	5.0%	1.0%	5.0%	1.0%	6.0%
Free/Reduced Lunch						
Eligible for Free Lunch	81.0%	48.0%	68.0%	59.0%	71.0%	50.0%
Eligible for Reduced-Price Lunch	14.0%	9.0%	12.0%	10.0%	13.0%	8.0%

⁵ Source: SUNY Charter School Institute's Official Enrollment Binder. (Figures may differ slightly from New York State Report Cards, depending on date of data collection.)

⁶ New York State Education Department does not report special education data. Statistics given were provided by the school.

Current Board of Trustees⁷

Board Member Name	Term	Position/Committees
Michelle Cleary	June 2012	Chair
Chris Callaghan	June 2012	Treasurer
Brennan Keating	June 2014	Trustee
Claire Hazzard	June 2012	Trustee
Tia Corniel	June 2014	Secretary

School Leader(s)

School Year	School Leader(s) Name and Title
2007-11	Lillian Turner, Principal
2011-12	Robert Warmack, Principal

School Visit History

School Year	Visit Type	Evaluator (Institute/External)	Date
2007-08	First-Year Visit	Institute	February 7, 2008
2008-09	Second-Year Visit	External	May 13-14, 2009
2009-10	Third-Year Visit	Institute	March 30, 2010
2011-12	Renewal Visit	Institute	October 18, 2011

⁷ Source: Institute Board Records.

ACADEMIC ATTAINMENT AND IMPROVEMENT

Background

At the beginning of the charter period the school developed and adopted an Accountability Plan that set academic goals in the key subjects of English language arts and mathematics. The plan also includes science and NCLB goals. For each goal in the Accountability Plan specific outcome measures define the level of performance necessary to meet that goal. The required outcome measures include the following three types: 1) the absolute level of student performance on state examinations; 2) the comparative level of student performance on state examinations; and 3) the growth in student learning according to year-to-year comparisons of grade level cohorts. The following table shows the outcome measures currently required by the Institute in each subject area goal, as well as for the NCLB goal. Schools may have also elected to include additional optional goals and measures in their Accountability Plan.

Summary of Required Goals and Outcome Measures in Elementary/Middle School (K-8) Accountability Plans					
GOAL	Required Outcome Measures				
	Absolute⁸		Comparative		Growth
	75 percent at or above Level 3 on state exam	Performance Index (PI) meets Annual Measurable Objective (AMO)	Percent proficient greater than that of local school district	School exceeds predicted level of performance compared to similar public schools by small Effect Size	Grade-level cohorts reduce by half the gap between prior year's percent at or above Level 3 and 75 percent
English Language Arts	♦	♦	♦	♦	♦
Mathematics	♦	♦	♦	♦	♦
Science	♦		♦		
NCLB	School is deemed in "Good Standing" under state's NCLB accountability system				

The most important criterion for renewal is academic success, which is demonstrated in large part by meeting or coming close to meeting the goals in a school's Accountability Plan. The Institute determines the outcome of a goal by evaluating the multiple measures associated with that goal.

The following presentation indicates the outcome of each of the school's goals, as well as an analysis of the respective measures for each goal during the four years of the Accountability Period.⁹ *Italicized text indicates goals or measures as written in the school's Accountability Plan; bold*

⁸ Note: In 2009-10, the State Education Department (SED) raised its achievement standard, by increasing the scaled score cut off for proficiency or Level 3 performance on the English language arts and mathematics exams. In order to maintain a consistent standard for determining meeting the absolute measure, the Institute has adapted SED's "time-adjusted" cut-offs. In the presentation of English language arts and mathematics results below, we use the "time-adjusted" Level 3 cut-offs, where noted, for 2009-10 and 2010-11.

⁹ Because the renewal decision is made in the last year of a Charter Period, the Accountability Period ends in the next to last year of the Charter Period. For initial renewals, the Accountability Period is the first four years of the Charter Period. For subsequent renewals, the Accountability Period includes the last year of the previous Charter Period through the next to last year of the current Charter Period.

numbers appearing in the tables are the critical values for determining if a measure was achieved in a given year. Aside from required Accountability Plan measures, the following also presents the results of optional measures that the school may have included in its plan.

English Language Arts

Accountability Plan Goal: Henry Johnson Charter School scholars will be proficient readers and writers of the English language.

Outcome: Henry Johnson has not met its English Language Arts goal.

Analysis of Accountability Plan Measures:

Absolute Measure: <i>Each year, 75% of all tested Henry Johnson students who are enrolled in at least their second year will perform at or above a Level 3¹⁰ on the New York State ELA exam.</i>				
Results (in percents)				
	School Year			
Grade	2007-08	2008-09	2009-10 (Tested: 40)	2010-11 (Tested: 96)
3	-	-	60.0	63.8
4	-	-	-	65.8
5	-	-	-	-
6	-	-	-	-
7	-	-	-	-
8	-	-	-	-
All	-	-	60.0	64.6

Henry Johnson fell short of the absolute target of 75 percent proficiency, with no more than 65 percent of students scoring proficient in either of the two years that it has administered the state testing program.

Absolute Measure: <i>Each year, the school's aggregate Performance Index(PI) on the state ELA exam will meet its Annual Measurable Objective (AMO) set forth in the State's No Child Left Behind (NCLB) accountability system.¹¹</i>				
Results (in percents)				
	School Year			
Index	2007-08	2008-09	2009-10 (Tested: 40)	2010-11 (Tested: 96)
PI	-	-	160	127
AMO	-	-	155	122

Henry Johnson exceeded the Annual Measurable Objective (AMO) set by the state in both years.

¹⁰ In 2009-10 and 2010-11, this standard is based upon the state determined "time adjusted cut scores" instead of Level 3 cut scores as in previous years.

¹¹ In 2009-10, the Performance Index was based on "time adjusted cut scores" instead of Level 3 cut scores used in the other years. In 2010-11, the state adjusted the AMO to reflect the higher standard used in setting the Level 3 cut score.

Comparative Measure: <i>Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the state ELA exam will be greater than that of students in the same tested grades in the local school district, Albany City School District.</i>				
Results (in percents)				
School Year				
Comparison	2007-08	2008-09	2009-10 (Grades 3)	2010-11 (Grades 3-4)
School	-	-	50.0	42.7
District	-	-	40.0	39.6

Henry Johnson outperformed the local school district in both years that the measure was applicable.

Comparative Measure: <i>Each year, the school will exceed its predicted level of performance on the State ELA exam by at least a small Effect Size (performing higher than expected to small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.</i>				
Results (in percents)				
School Year				
Index	2007-08	2008-09	2009-10 (Grades 3) (Tested: 40)	2010-11 (Grades 3-4) (Tested: 96)
Predicted	-	-	42.7	48.5
Actual	-	-	48.0	47.7
Effect Size	-	-	0.36	-0.10

In comparison to demographically similar schools statewide, Henry Johnson met its target in the first year, performing better than expected to a small degree, while it performed worse than expected in the second year.

Growth Measure: <i>Each year, all grade-level cohorts of students will reduce by one-half the gap between the percent at or above Level 3 on the previous year's State English Language exam and 75 percent at or above Level 3 on the current year's State English Language arts exam. If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, the cohort is expected to show at least some increase in the current year.</i>				
Results (in percents)				
School Year				
Percent Level 3 & 4	2007-08	2008-09	2009-10	2010-11 (Grade 3-4) (N= 42)
Baseline	-	-	-	42.9
Target	-	-	-	60.0
Actual	-	-	-	35.7
Cohorts Made Target	-	-	-	0 of 1

In the one year for which the year-to-year cohort growth measure has been applicable, Henry Johnson showed a year-to-year decline in the performance of grade level cohort.

Optional Measures

Henry Johnson included an additional absolute and an additional growth measure in its Accountability Plan.

Absolute Measure: <i>Each year, 75 percent of students in grades 1-4 will perform at the proficient level on the Terra Nova reading exam.</i>				
Results (in percents)				
Grade	School Year			
	2007-08	2008-09 (Tested: 191)	2009-10 (Tested: 265)	2010-11 (Tested: 201)
K	-	44.0	51.0	62.0
1	-	44.0	51.0	66.0
2	-	20.0	49.0	72.0
3	-	-	36.0	49.0
4	-	-	-	34.0
All	-	37.1	47.9	61.2

Henry Johnson did not meet this absolute measure in any year that it administered the Terra Nova test. However, grade levels of students scored higher in successive years than students in the same grade level in previous years.

Growth Measure: *Each year, each cohort of students will halve the difference between their previous year's average NCE and 50 NCE on the Terra Nova exam. Cohorts that have already achieved an average NCE of 50 will show an increase in their average NCE.*

With the knowledge of the Institute the school did not report on the results of this measure.

Mathematics

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

Outcome: Henry Johnson has not met its mathematics goal.

Analysis of Accountability Plan Measures:

Absolute Measure: <i>Each year, 75% of all tested Henry Johnson students who are enrolled in at least their second year will perform at or above a Level 3¹² on the New York State mathematics exam.</i>				
Results (in percents)				
Grade	School Year			
	2007-08	2008-09	2009-10 (Tested: 40)	2010-11 (Tested: 96)
3	-	-	100.0	98.3
4	-	-	-	76.3
5	-	-	-	-
6	-	-	-	-
7	-	-	-	-
8	-	-	-	-
All	-	-	100.0	89.6

¹² In 2009-10 and 2010-11, this standard is based upon the state determined "time adjusted cut scores" instead of Level 3 cut scores as in previous years.

Henry Johnson exceeded the absolute target, with more than 85 percent of students achieving proficiency both years that it has administered the state testing program.

Absolute Measure: <i>Each year, the school's aggregate Performance Index¹³(PI) on the state mathematics exam will meet its Annual Measurable Objective (AMO) set forth in the State's No Child Left Behind (NCLB) accountability system.</i>				
Results (in percents)				
	School Year			
Index	2007-08	2008-09	2009-10 (Tested: 40)	2010-11 (Tested: 96)
PI	-	-	200	131
AMO	-	-	135	137

Henry Johnson exceeded the state's AMO in the first year, but did not meet the state standard in the second year.

Comparative Measure: <i>Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the state mathematics exam will be greater than that of students in the same tested grades in the local school district, Albany City School District.</i>				
Results (in percents)				
	School Year			
Comparison	2007-08	2008-09	2009-10 (Grades 3)	2010-11 (Grades 3-4)
School	-	-	57.5	40.6
District	-	-	37.5	42.3

Henry Johnson outperformed the local school district in the first year, but under-performed the district in the second year.

Comparative Measure: <i>Each year, the school will exceed its predicted level of performance on the state mathematics exam by at least a small Effect Size (performing higher than expected to small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.</i>				
Results (in percents)				
	School Year			
Index	2007-08	2008-09	2009-10 (Grades 3) (Tested: 40)	2010-11 (Grades 3-4) (Tested: 96)
Predicted	-	-	48.0	55.5
Actual	-	-	52.0	53.5
Effect Size	-	-	0.22	-0.10

In comparison to demographically similar schools, Henry Johnson performed slightly higher than expected in the first year, but performed worse than expected in the second year.

¹³ In 2009-10, the Performance Index was based on "time adjusted cut scores" instead of Level 3 cut scores used in the other years. In 2010-11, the state adjusted the AMO to reflect the higher standard used in setting the Level 3 cut score.

Growth Measure: <i>Each year, all grade-level cohort of students will reduce by one-half the gap between the percent at or above Level 3 on the previous year's State mathematics exam and 75 percent at or above Level 3 on the current year's State mathematics exam. If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, the cohort is expected to show at least some increase in the current year.</i>				
Results (in percents)				
	School Year			
Percent Level 3 & 4	2007-08	2008-09	2009-10	2010-11 (Grade 3-4) (N= 42)
Baseline	-	-	-	52.4
Target	-	-	-	65.0
Actual	-	-	-	33.3
Cohorts Made Target	-	-	-	0 of 1

In the one year for which the year-to-year cohort growth measure has been applicable, Henry Johnson showed a notable year-to-year decline in the performance of grade level cohort.

Optional Measures

Henry Johnson included an additional absolute and an additional growth measure in its Accountability Plan.

Absolute Measure: <i>Each year, 75 percent of students in grades 1-4 will perform at the proficient level on the Terra Nova math exam.</i>				
Results (in percents)				
	School Year			
Grade	2007-08	2008-09 (Tested: 191)	2009-10 (Tested: 265)	2010-11 (Tested: 346)
K	-	48.0	55.0	57.0
1	-	29.0	59.0	62.0
2	-	26.0	55.0	85.0
3	-	-	39.0	57.0
4	-	-	-	18.0
All	-	35.1	54.0	58.4

Henry Johnson did not meet this absolute measure in any year that it administered the Terra Nova test. However, grade levels of students scored higher in successive years than students in the same grade level in previous years.

Growth Measure: *Each year, each cohort of students will halve the difference between their previous year's average NCE and 50 NCE on the Terra Nova exam. Cohorts that have already achieved an average NCE of 50 will show an increase in their average NCE.*

With the knowledge of the Institute the School did not report on the results of this measure.

Science

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

Outcome: Henry Johnson has met its science goal.

Absolute Measure: <i>Each year, 75% of all tested Henry Johnson students who are enrolled in at least their second year will perform at or above Level 3 on the New York State science exam.</i>				
Results (in percents)				
	School Year			
Grade	2007-08 (Tested:)	2008-09 (Tested:)	2009-10 (Tested:)	2010-11 (Tested: 36)
4	-	-	-	89.0
8	-	-	-	-

Henry Johnson administered the state’s science test to its first 4th grade class in 2010-11. The school exceeded the absolute target of 75 percent proficiency.

Comparative Measure: <i>Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level on a State science exam will be greater than that of students in the same tested grades in the local school district, Albany City School District.</i>				
Results (in percents)				
	School Year			
Comparison	2007-08 (Grade 4)	2008-09 (Grade 4)	2009-10 (Grade 4)	2010-11 (Grade 4)
School	-	-	-	89.0
District	-	-	90.0	N/A

Results for the local school district are not yet available. Assuming that its results are similar to those of the previous year, Henry Johnson would have performed essentially same as the district and not met the comparative measure.

NCLB

In addition to meeting its specific subject area goals, the school is expected under No Child Left Behind to made adequate yearly progress towards enabling all students to score at the proficient level on the state English language arts and mathematics exams. In holding charter schools to the same standards as other public schools, the state issues an annual school accountability report that indicates the school’s status each year.

Accountability Plan Goal: Under the state’s NCLB accountability system, the school’s Accountability Status will be “Good Standing” each year.

Outcome: The school met the goal.

Absolute Measure: <i>Under the state’s NCLB accountability system, the school’s Accountability Status will be “Good Standing” each year.</i>				
Results				
	School Year			
Status	2007-08	2008-09	2009-10	2010-11
Good Standing	N/A	Yes	Yes	Yes

Henry Johnson was deemed to be in good standing in each of the four years of the Accountability Period.

APPENDIX: FISCAL DASHBOARD

