

**HENRY JOHNSON  
CHARTER SCHOOL**

**2010-11 ACCOUNTABILITY  
PLAN  
PROGRESS REPORT**

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Robert Warmack, Principal, prepared this 2010-11 Accountability Progress Report on behalf of the school's board of trustees:

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## INTRODUCTION

Henry Johnson Charter School opened in September, 2007, as a Kindergarten-Grade 4 school, beginning operations with Kindergarten and Grade 1. Proudly named for Albany's World War I hero, the school strives to help students emulate Sergeant Johnson's strength of character; indeed, he serves as a compelling touchstone for the school's focus on the character development of its students as the foundation for academic achievement and personal success. Our mission 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 the classroom. Our school increases what students know and can do so by changing *how* they learn, not just *what* they learn.

Modeled on the very successful Milwaukee College Preparatory School, we follow some of the tenets of Marva Collins (e.g., using daily recitals of alphabetic Wall Cards to assure knowledge of letters and letter sounds, thus promoting a phonics-based approach to reading, and enriching the ELA program with classic literature). We have adapted MCPS's Proactivity Program to build character as the basis for personal happiness and success as well as solid academic learning. Truly, the order of phrases in our slogan -"Building Character....Achieving Excellence" -reflects our belief in the fundamental role that strong traits of character play in preparing children to pursue and succeed in a setting of academic rigor.

Our daily schedule includes three hours of ELA and one hour of math daily. Science, social studies, art, music, physical education, computer, and library round out the program, supplemented with Accelerated Reading and Accelerated Math. In Kindergarten and Grade 1, we employ a co-teaching model whereby two certified teachers along with an Educational Assistant are present during ELA and math blocks. Grade 2 and subsequent grades are staffed by one certified teacher and an Educational Assistant. There are at least two adults in every classroom all day, every day. Additionally, a Special Education Coordinator/Teacher, a Special Education teacher, an AIS Reading Teacher/Literacy Coach, an AIS Math Teacher/Math Coach, and a School Counselor provide special services to our students. Daily tutoring and homework time—homework is called Life's Work—are provided during our longer school day (7:30-4:30) and school year (193+ days).

In addition to holding high expectations for academic performance, Henry Johnson Charter School is defined by a culture of commitment and caring that teaches children they can be successful. It offers patience, support, and concern for each child, rewards accomplishments, and emphasizes strict and loving discipline that reinforces positive values and behaviors. Two of our oft-quoted proverbs - "Good choices, good consequences; poor choices, poor consequences" and "If you can't make a mistake, you can't make anything" - summarize these complementary goals. We seek to involve parents as partners in their child's education and succeed in assembling and retaining an excellent faculty.

Henry Johnson scholars come to us from the city of Albany as well as surrounding towns and cities such as South Colonie, Clifton Park, Guilderland, North Colonie, Schenectady, Menands, and Troy as well as Melrose and Watervliet. Our population is 85% free and reduced lunch. Our total population in 2007-2008 resulted in three sections of Kindergarten and two of Grade 1; in 2008-2009, in three sections of Kindergarten and Grade 1 and two of Grade 2; in 2009-2010, three sections of Kindergarten, Grade 1 and 2, and two sections of Grade 3; and in 2010-2011, we will have three sections in Grades K-3 and two in Grade 4.

**School Enrollment by Grade Level and School Year**

School Year	K	1	2	3	4	Total
2006-07						
2007-08	78	35				113
2008-09	75	78	51			204
2009-10	67	74	76	51		267
2010-11	76	76	78	79	57	366

## ENGLISH LANGUAGE ARTS

### **Goal 1: English Language Arts**

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

#### **Background**

HJCS employs the Macmillan/McGraw-Hill Treasures program as the basis for its ELA curriculum. This is supplemented by the strong literature basis of our Proactivity character education program, which is taught during daily 20-30-minute lessons. The ELA block over all lasts for three hours and includes Wall Card recitals, the Proactivity lesson, and handwriting as well as reading and writing. In grades 1 through 4, there is an additional 30-minute block dedicated to writing daily. In homeroom groups, students also memorize and recite to the school at least two Proactivity-themed poems or songs a month plus the school's Declaration of Excellence, recited in homeroom daily and periodically by the entire school population during our weekly Friday assemblies. Additionally, Accelerated Reader is used successfully in Grades 1 through 4 to develop motivation for and fluency in reading. A daily, sequential phonemic awareness recitation/drill occurs in all homerooms, and lessons focusing on comprehension and fluency designed by Urban Education Exchange are used to supplement our work with Treasures.

We extended our new Writing Portfolio element and our Writer's Workshop from Grades K-3 into Grade 4. We continued to use the SRA Early Reader tutoring program in the lower grades and continued our daily, sequential phonemic awareness drills in all grades and homerooms. The Accelerated Reader program has become a more organized, coherent, and meaningful program supplement and was used weekly in Grades 1-4. Related to AR is the STAR Reading testing program provided by the same company (Renaissance Learning); the STAR Early Literacy testing program is used at KG to provide excellent diagnostics regarding performance levels and instructional needs. We added DRA and Dibels testing to all grade levels, allowing our reading department to identify students in need of support early on.

In each KG and Grade 1 homeroom, one teacher has the responsibility for ELA planning and delivery of instruction; she is supported by a second teacher and an Educational Assistant, both of whom support the lead teacher and head up centers and reading groups during ELA time. At Grades 2 and 3, the lead teacher teaches all subjects, backed up by an Educational Assistant who supports all instruction throughout the day. One full-time and one shared (with math) AIS Reading Teacher work with struggling students in individual and small groups. Teachers meet in grade-level planning groups for one hour every Friday, and they have all been involved in developing ELA curriculum maps using the Rubicon-Atlas online mapping software.

We used the Terra Nova exams in the fall and spring (actually, in October and June for Grades 1 through 3 and in January and June for KG); this allowed us to gauge baseline skills and knowledge and then to assess growth over the year. More important for our instructional purposes was the Northwest Evaluation Association's MAP test (Measure of Academic performance), a dynamic and adaptive online test that adjusts to the student's ability level and not only identifies student strengths and needs but also provides instructional resources and Checklist tests that can be used to assess acquisition of particular skills as often as desired. During this year, for Grade 1, we used the Summary tests in both Reading and Math to gather baseline information in October, to do an interim check in February, and to get a final measure of growth in June. A Scantron testing program

providing similar instructional resources, Performance Series, was used in Grades 2, 3 and 4 for the same purpose and on the same schedule. For KG, we administered Terra Nova in January and then did the final test in June. Other assessments used in 2010-11 included Renaissance Learning’s STAR Reading, which offered a quick way to check on growth and adjust reading levels and Lexiles (Grades 1-4) and, in Kindergarten, the STAR Early Literacy test. We gave the NYS ELA Test to our third and fourth graders this year.

**Goal 1: Absolute Measure**

Each year through 2008-09, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State English language arts examination.

In 2009-10 and 2010-11, 75 percent of all tested students who are enrolled in at least their second year will perform at or above the state’s Time Adjusted Level 3 cut scores on the New York State English Language arts examination.<sup>1</sup>

**Method**

The school administered the New York State Testing Program English language arts assessment to students in third and fourth grade in April 2011. Each student’s raw score has been converted to a grade-specific scaled score and a performance level. Through 2008-09, the criterion for success on this measure required students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4. For 2009-10 and 2010-11, the criterion for success on this measure requires students to have a Scale Score at or above the state’s Time Adjusted Level 3 cut scores<sup>1</sup>, presented in the table below.

Grade	Time Adjusted Cut Scores
	Level 3
3	657
4	654
5	654
6	654
7	652
8	652

<sup>1</sup> In order to abide by the measures to which schools are held accountable in their school’s Accountability Plans, the Institute will continue to use the Time Adjusted Level 3 cut scores, which provide year-to-year consistency with the Plan’s standard while accounting for the timing of the test administration (i.e., SED now gives the test later in the school year).

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 been enrolled for less than one year.

**2010-11 State English Language Arts Exam  
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested <sup>2</sup>			Total Enrolled
		IEP	ELL	Absent	
3	77	0	0	1	78
4	51	0	0	2	53
All	128	0	0	3	131

### Results

Regarding the NYS English language arts assessment, 61% of all third and fourth grade students in at least their second year at HJCS scored at or above the time adjusted level 3 cut score for the grade. Based on the cut score, fourth grade students in their second year performed best with 64% scoring at or above 654. 59% of third grade students in their second year scored at or above a cut score of 657.

**Charter School Performance on 2010-11 State English Language Arts Exam  
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Population	Percent Scoring at or above Time Adjusted Level 3 Cut Score	Number Tested
3	All Students	60	77
	Students in At Least 2 <sup>nd</sup> Year	<b>59</b>	46
4	All Students	57	51
	Students in At Least 2 <sup>nd</sup> Year	<b>64</b>	36
All	All Students	59	128
	Students in At Least 2 <sup>nd</sup> Year	<b>61</b>	82

### Evaluation

**This outcome measure has not been met by Henry Johnson Charter School.**

Disappointingly, fewer than 75% of the third and fourth grade students achieved the time adjusted cut score levels. We will use the diagnostic evidence from the test results to determine the areas of need as we shape program adjustments for 2011-2012. Students in the lower grade levels (K-2) are performing well on assessments. We envision the changes made by the new leadership in the English Language Arts instruction and support will prepare students to improve performance in 2012.

<sup>2</sup> 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.

**Additional Evidence**

Unfortunately, overall student performance dipped from 73 percent in 2010 to 61 percent in 2011 scoring at or above the designated cut score.

**English Language Arts Performance by Grade Level and School Year**

Grade	Percent of Students Enrolled in At Least Their Second Year at Levels 3 and 4 through 2008-09 and a Scale Score at or above Time Adjusted Level 3 cut score in 2009-10 and 2010-11							
	2007-08		2008-09		2009-10		2010-11	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3					73	51	59	46
4							64	36
All					73	51	61	82

**Goal 1: Absolute Measure**

Each year, the school’s aggregate Performance Index (PI) 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 all students being proficient by the year 2013-14. As a result, the state sets an Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal that 100 percent of students will ultimately be proficient in the state’s learning standards in English Language Arts. To achieve this measure, all tested students must have a Performance Index (PI) value that equals or exceeds this year’s English language arts AMO.

As SED has not yet determined this year’s AMO, schools need not calculate their Performance Index and may omit reporting on this measure.

**Goal 1: Comparative Measure**

Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 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**

Tested students who were enrolled in at least their second year are compared 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 and the results for the respective grades in the local school district, as well as between the total result of 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.

**Results**

The aggregate charter school performance compared to the local district performance in grades three and four shows that HJCS fell short by 4 percentage points in 2011 (36% versus 41%). Albany City Schools' third grade students edged by with a 4 percentage point difference, while their fourth graders outperformed HJCS by 5 percent.

**2010-11 State English Language Arts Exam  
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Levels 3 and 4			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	39	46	43	648
4	31	36	36	664
All	<b>36</b>	82	<b>40</b>	1312

**Evaluation**

**This outcome measure has not been met by Henry Johnson Charter School.** The aggregate performance of Henry Johnson Charter School students in at least their 2<sup>nd</sup> year did not exceed that of the Albany City School District. As a whole, HJCS fell short by 4 percentage points.

### Additional Evidence

Unfortunately, the overall performance of the grade 3 and 4 students dipped below what it took to exceed the local district scores on the state ELA exam in 2011. As a group, the third grade students outperformed Albany City Schools in 2010, but scores were less than the district's in both grades 3 and 4 in 2011.

### English Language Performance of Charter School and Local District By Grade Level and School Year

Grade	Percent of Charter School Students at Levels 3 and 4 and Enrolled in At Least their Second Year Compared to Local District Students							
	2007-08		2008-09		2009-10		2010-11	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
3					50	46	39	43
4							31	36
All					<b>50</b>	<b>46</b>	<b>36</b>	<b>40</b>

#### Goal 1: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state English language arts exam by at least a small Effect Size (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.

#### Method

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school's performance to demographically similar public schools state-wide. Regression analysis is used to control for the percentage of students eligible for free lunch among all public schools in New York State. The school's actual performance is then compared to the predicted performance of public schools with a similar free lunch percentage. The difference between the school's actual and predicted performance, relative to other schools with similar free lunch statistics, produces an Effect Size. An Effect Size of 0.3 is considered performing higher than expected to a small degree, which is the requirement for achieving this measure.

Given the timing of the state's release of poverty data, the 2010-11 analysis is not yet available. This report contains 2009-10 results, the most recent ones available.

**Results**

Students at grade level 3 exceeded the predicted proficiency rates in 2010. The overall Effect Size was 0.36 in 2010.

**2009-10 English Language Arts Comparative Performance by Grade Level**

Grade	Percent Eligible for Free Lunch	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3		50	48.0	42.7	5.3	0.36
4						
5						
6						
7						
8						
All	71.2	50	48.0	42.7	5.3	0.36

**School's Overall Comparative Performance:**

*Higher than expected to a small degree*

**Evaluation**

**This outcome measure has been met by Henry Johnson Charter School.** The school's aggregate Effect Size exceeded 0.3 at 0.36 and performed higher than expected to a small degree.

**Additional Evidence**

HJCS met this measure in 2009-10, the first year the NYS ELA exam was administered.

**English Language Arts Comparative Performance by School Year**

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2009-10	3	71.2	50	48.0	42.7	0.36

**Goal 1: Growth Measure**

On the current year's state English language arts exam, each grade-level cohort will reduce by one-half the gap between the percent at or above Level 3 on the previous year's state English language arts exam and 75 percent at or above Level 3. If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, that cohort is expected to show at least an increase in the current year.

**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 towards the absolute measure of 75 percent of students performing at or above proficient. Each grade level cohort consists of those students who took the state exam in 2010-11 and also have a state exam score in 2009-10. It includes students who repeated the grade. Students who repeated the grade are included in their current grade level cohort, not the cohort to which they previously belonged. In addition, the aggregate of all cohorts is examined to determine the growth of all students who took a state exam in both years.

**Results**

Unfortunately, as a group the grade 4 students did not increase their percentage reaching performance levels 3 and 4 in 2011. The percentage of students scoring proficient with levels 3 and 4 went from 46% in 2010 as third graders to 36% in 2011 as fourth grade students.

**Cohort Growth on State English Language Arts Exam from 2009-10 to 2010-11**

Grade	Cohort Size	Percent Performing At or Above Level 3			Target Achieved
		2009-10	Target	2010-11	
4	39	46%	60.5%	36%	NO
All	39	46%	60.5%	36%	NO

**Evaluation**

**This outcome measure has not been met by Henry Johnson Charter School.** The fourth grade students fell short with only 36% scoring at proficiency levels 3 and 4 in 2011, 24.5 points less than needed to meet the measure.

**Additional Evidence**

Only one grade, fourth, is able to be evaluated by this measure and they did not meet the target proficiency rate of 60.5% in 2011. This is the first year a cohort group has had more than one year of results.

**Cohort Performance on State English Language Arts Exam Since the Advent of the Grades 3-8 Testing Program by School Year**

School Year	Cohort Grades	Number of Cohorts Meeting Target	Number of Cohorts
2010-11	4	0	1

**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: KG students took the test in January 2011 and June 2011, and Grades 1 – 4 students took it in September and June 2011. 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 K through 4. These Terra Nova exams enable HJCS 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 above 75% above an NCE score of 50. 66% of first grade students scored at or above an NCE of 50. Second grade students just missed the goal of 75%, with 72% scoring at or above 50. 49% of third grade students and 34% of fourth grade students met or surpassed the 50 NCE mark.

<b>HJCS Terranova Reading</b>			
<b>June 7, 2011</b>			
<b>Grade</b>	<b>Total Tested</b>	<b>Percent At or Above an NCE of 50</b>	<b>Grade Mean NCE</b>
Kindergarten	46	62%	53
1	47	66%	59
2	53	72%	60
3	38	49%	53
4	17	34%	44

**Evaluation**

**This outcome measure has not been met by Henry Johnson Charter School.** It is disappointing that none of the grades achieved the goal score, but we can take heart in that scores for the same cohorts of students did stay steady or improve from the 2009-10 administration of the Terra Nova in grades 1-3.

In grade 1 and 2, the mean NCE increased by seven percentage points. The third grade's mean NCE stayed steady at 53%. Unfortunately, the fourth grade's average NCE dropped by 4 percentage points from 48% to 44% in 2011.

### **Summary of the English Language Arts Goal**

In summary, HJCS has a lot of work to do in our English Language Arts program and it is evident in the Action Plan section below that modifications are well underway to better serve our students. The lower grades, K-2, have demonstrated higher academic success and we expect that scores on the NYS English Language Arts assessment will improve in 2012. The accountability measures pertaining to 2011 data were not achieved. Of the five measures that are applicable to HJCS this year, the school achieved one; the students exceed its predicted level of performance on the State exam by at least a small Effect Size. However, the report is from the 2009-10 school year.

Regarding our absolute measure, 61% of all students enrolled in at least their second year performed at or above the time adjusted Level 3 cut score. The fourth grade cohort of students who took the ELA exam in 2010 and 2011 did not increase their scores to close the gap halfway to 75%. Unfortunately, the group score decreased by 10 percentage points. Comparatively, Albany City School District's grade 3 and 4 students outperformed those at HJCS overall by 4 percentage points. Finally, although 75% of students did not perform at grade level on the Terra Nova test in June, we are encouraged by the improvements made by most cohorts from last spring and September administrations.

The Board and the school leadership have carefully reflected on the challenges that the school has faced in the first four years of operation. Staffing has been an evolving structure at HJCS over the first few years. Determining what support system is required by students and teachers, while delegating responsibilities appropriately has been a learning process. Secondly, a weakness in all programs has been identified, which has been the usefulness of interim assessment data. The school was utilizing many different programs to assess students; which eventually led to the students burning out from so many evaluations and teachers collecting so much overwhelming data that it was not effective or actionable. Going forward, we have put the proper systems in place to effectively gather the right information in a timely fashion, support teachers in what content needs to be re-taught and giving students the classroom time to learn, rather than take assessments. Thirdly, staff will receive a lot more feedback going forward regarding student data, instructional performance and areas in need of improvement. Please refer to the Action Plan for details.

<b>Type</b>	<b>Measure</b>	<b>Outcome</b>
Absolute	75 percent of all tested students who are enrolled in at least their second year will perform at or above at or above the Time Adjusted Level 3 cut score on the New York State examination.	Did Not Achieve
Absolute	Each year, the school's aggregate Performance Index (PI) on the State exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district.	Did Not Achieve
Comparative	Each year, the school will exceed its predicted level of performance on the State exam by at least a small Effect Size.	Achieved
Growth	On the 2010-11 state exam, each grade-level cohort will reduce by one-half the gap between the percent at or above level 3 on the 2009-10 state exam and 75 percent at or above Level 3.	Did Not Achieve
Optional Absolute Measure	Each year, 75 percent of students in grades 1-4 will perform at the proficient level on the Terranova reading exam.	Did Not Achieve

## Action Plan

- ***Writer's Workshop:*** The teaching of writing is an integral part of increasing our students' ELA assessment scores. To this end, our teachers will be implementing the Lucy Calkins Writers Workshop at the onset of the 2011-2012 school year. This will begin with an initial day of professional development for our entire teaching staff where a private consultant will conduct a full day of training in order to get the program off and running. The consultant will return to the school for another two days over the course of the school year to observe how the Writers Workshop is being integrated into the classroom instruction, to provide model writing instruction and to provide the teachers with additional resources where needed.
- ***Updates and Additions to Staff:*** There are several new positions that have been added to our staff. The first is the addition of a second "Assistant Principal" position. This individual will oversee the academic functioning of the school, while our original Assistant Principal will focus on disciplinary and facility issues. Likewise, we have added a second Director of Curriculum (DCI) and Instruction. Our original DCI will be responsible for coaching the third and fourth grade teachers and Educational Assistants while the new DCI will be responsible for overseeing the Kindergarten through second grade teachers and Educational Assistants. The purpose of adding all three of these positions is to tighten our educational program by creating a chain of accountability that ensures that the work that is happening in the classrooms is appropriate and effective at all times. We needed to also add an additional section of fourth grade, so we hired a new fourth grade teacher as well as a new fourth grade Educational Assistant.
- ***Improve Parent Involvement:*** Encouraging parental involvement in the educational process is a critical aspect of our mission to raise the proficiency levels of our students. To this end, we have added a full-time Parent Liaison position to our staff. We will strive to have families fully aware of their child's academic achievement, and use the Parent Liaison in that capacity. We needed to also add an additional section of fourth grade, so we hired a new fourth grade teacher as well as a new fourth grade Educational Assistant. Also, we now have a full-time Social Worker to aid the parents and students in resolving family or social service issues that may interfere with the educational process and become a barrier to learning.
- ***Updated Daily Schedule:*** This schedule contains adjustments needed to ensure that teaching staff have opportunities to meet with their respective curriculum coaches.
- ***Professional Development:*** Teachers will receive professional development in the areas of teacher taxonomy, lesson planning, Scantron training, diversity training and improving minority test scores, and data driven instruction. Additionally we will hold a special session in which our teachers will learn about the Charter School Movement from an historical perspective.

- ***Effective Student Data System:*** We have adopted a new method of storing, using and retrieving student data for all the purposes within the school where student data must be accessed: Rediker's "**Administrator's Plus**" system. Teachers may now produce standards-based report cards by using the "Grade Quick" feature of the program. Grade Quick features an electronic grade book that imports data into Administrator's Plus to create the report card. The "Edline" feature of the program allows parents to view their child's grades through the school website where they may email their child's teacher, as well. This enhancement to our reporting process will not only make us more efficient, but will enable parents to access current information regarding their child's academic performance.
- ***Implement Effective Interim Assessment System & Utilize the Data:*** Changes will be made to how we construct our interim assessments. In an effort to generate data for teachers to use in skills assessment and re-teaching, we are shedding unnecessary layers of assessments. Much of the information gained by these assessments has been either redundant or not useful. In order to simplify our schedule of assessments, we have brought on a consultant who will work with the teachers to build the interim assessments. This individual will not only model building the assessments, but will coach the instructional team on how to do the job themselves. This will enable the teachers to have greater input into the assessment process and will ensure that they are aligned to New York State standards. Since Scantron will be used to grade the assessments internally, our turn-around time will be cut down to twenty-four to forty-eight hours. In the past, we have had to wait up to three weeks for our test results to be returned to us, thus hindering the teachers' ability to effectively re-teach or to drive instruction based on the assessment data.
- ***Teachscape's Classroom Walkthrough.*** It is critical to have access to student assessments in order to improve student achievement. It is equally as important to have information about teacher practice and classroom instruction. To address this need, our school leader will be using Teachscape's Classroom Walkthrough. This technology will provide the school leader and instructional coaches with a framework of practices, based on a wide range of research, to look for in their classroom visits. It will enable them to generate reports from these visits in a timely manner so that specific classroom observations may be addressed. It will enable the school leader to track the progress of teachers over time and will provide a wealth of data to draw from for reflection and discussion.
- ***Teacher Mentoring Program:*** In order to quickly improve the skills of our new teachers, we have expanded our teacher mentoring program. In the past, teachers who were in their first year of service at Henry Johnson Charter School were eligible for the program, yet we have now extended the practice to benefit teachers who are in their first three years of service. Each teacher who fits into this category is assigned a mentor, or an accomplished teacher with a track record of success. The mentor and mentee will meet weekly in informal, non-evaluative meetings. As the program begins, the mentee will fill out a needs assessment form. The two parties will then decide together on the activities that are needed to best meet the mentee's needs. Classroom observations are encouraged in order

for the mentee to learn the best teaching practices of the mentor. Likewise, the mentor may observe the mentee in order to diagnose area of weakness. The meetings between mentor and mentee are informal and non-evaluative in order to empower the new teacher to seek help in areas of instructional weakness or problems with classroom behavior. The mentor is reimbursed for his or her time with the mentee on an hourly basis; we have allotted five thousand dollars per year for this purpose.

- ***Updated Response to Intervention Strategy:*** In order to maximize instructional time and effectiveness, our Response to Intervention strategy will be updated to include academic and behavioral issues. Every stakeholder in the school will be consistent in their approach to solving behavioral issues and will follow our universal intervention strategy, or School-wide Positive Behavioral Intervention and Supports (SWPBIS.)

We will use a three-tier approach to identify and act on any barrier in a child's life that is impeding his or her ability to learn. Tier 1 represents the high quality instruction, positive behavior intervention and supports from the general education teachers that the students receive in the classroom. Eighty to ninety percent of academic or behavioral issues will be addressed and solved at this level. Universal screening for all students will be conducted three times out of the year in order to detect academically at-risk students. Progress monitoring will be used to document student growth over time to determine whether the student is progressing as expected in the core curriculum. A student may move to Tier 2 intervention when an analysis of the progress monitoring data shows a lack of responsiveness at Tier 1.

We will have an RTI team in place, with representatives from every stakeholder in the school, who will track students' progress through the RTI process. The team will be proactive in managing the progress of these students and will meet monthly for review and discussion of each student involved in the RTI process. Parents will be apprised of any RTI activity that their child is involved in. Tier 3 interventions are designed to accelerate a student's rate of learning and are required for fewer than 5% of the student body. Interventions are delivered to either a small group or one-on-one, and progress monitoring is completed on a weekly rather than a monthly basis. This tier offers more targeted assessments, individualized instruction and intensive supports. Students who are successful at this level of support and no longer need intensive individualized interventions may be returned to the previous level of support. Students who are not successful or require permanence in terms of intensity of interventions will be referred for the possible consideration of CSE services. Other long term planning may also be considered if indicated.

## MATHEMATICS

### **Goal 2: Mathematics**

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

### **Background**

For the third year HJCS employed Scott Foresman/Addison Wesley's Mathematics program as the basis for its math curriculum. We switched from this program after having used SRA's Real Math during our first year in 2007-2008. Our daily math block is one hour long. At both KG and Grade 1, one teacher teaches math to three homerooms (one teacher teaching all the KG homerooms and the other teaching all the Grade 1 homerooms) and serve as ELA support in the morning in one of those rooms. In teaching math during the math block, he/she is supported by the homeroom's ELA teacher and the Educational Assistant. In Grade 2, which are self-contained classrooms, teachers leveled the students so that one teacher taught all those approaching level, another those who were on level, and another those who are beyond level. In actuality, many of our students are needy in math and so these distinctions were not precisely observed but instead were approximated. In Grades 3 and 4, also self-contained classrooms, the homeroom teacher taught math to her students. One full-time and one shared (with math) AIS Reading Teacher work with struggling students in individual and small groups. Teachers meet in grade-level planning groups for one hour every Friday, and they have all been involved in developing math curriculum maps using the Rubicon-Atlas online mapping software.

Math assessment was based on *Mathematics's* program materials supplemented by teacher-made materials. We also used the Terra Nova exam in the fall and spring for Grades 1 through 4 and in January and June for KG to gauge baseline skills and knowledge and then to assess growth over the year. More important for our instructional purposes was the Northwest Evaluation Association's MAP test (Measure of Academic Performance), a dynamic and adaptive online test that adjusts to the student's ability level and not only identifies student strengths and needs but also provides instructional resources and Checklist tests that can be used to assess acquisition of particular skills as often as desired. During this year, for Grades 1, we used the Summary tests in both Reading and Math to gather baseline information in October, to do an interim check in January, and to get a final measure of growth in June. A Scantron testing program providing similar instructional resources, Performance Series, was used in Grades 2 through 4 for the same purpose and on the same schedule. We also used Accelerated Math in grades 1 through 4 for additional practice in needs areas as well as for enrichment and made regular use of STAR Math in Grades 1-4. We gave the Grade 4 NYS Math test to our students for the first time this spring.

**Goal 2: Absolute Measure**

Each year through 2008-09, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State mathematics examination.

In 2009-10 and 2010-11, 75 percent of all tested students who are enrolled in at least their second year will perform at or above the state's Time Adjusted Level 3 cut scores on the New York State mathematics examination<sup>3</sup>.

**Method**

The school administered the New York State Testing Program mathematics assessment to students in third and fourth grade in May 2011. Each student's raw score has been converted to a grade-specific scaled score and a performance level. Through 2008-09, the criterion for success on this measure required students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4. For 2009-10 and 2010-11, the criterion for success on this measure requires students to have a Scale Score at or above the state's Time Adjusted Level 3 cut scores<sup>1</sup>, presented in the table below.

Grade	Time Adjusted Cut Scores
	Level 3
3	656
4	655
5	653
6	653
7	651
8	652

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 been enrolled for less than one year.

**2010-11 State Mathematics Exam  
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested <sup>4</sup>			Total Enrolled
		IEP	ELL	Absent	
3	77	0	0	1	78
4	51	0	0	2	53
All	128	0	0	3	131

<sup>3</sup> In order to abide by the measures to which schools are held accountable in their school's Accountability Plans, the Institute will continue to use the Time Adjusted Level 3 cut scores, which provide year-to-year consistency with the Plan's standard while accounting for the timing of the test administration (i.e., SED now gives the test later in the school year).

<sup>4</sup> 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

## Results

Regarding the NYS Mathematics assessment, 85% of all third and fourth grade students in at least their second year at HJCS scored at or above the time adjusted level 3 cut score for the grade. Based on the cut score, third grade students in at least their second year performed best with 100% scoring at or above 656. 67% of fourth grade students in their second year scored at or above a cut score of 655.

### Charter School Performance on 2010-11 State Mathematics Exam By All Students and Students Enrolled in At Least Their Second Year

Grade	Population	Percent Scoring at or above Time Adjusted Level 3 Cut Score	Number Tested
3	All Students	95	77
	Students in At Least 2 <sup>nd</sup> Year	<b>100</b>	45
4	All Students	69	51
	Students in At Least 2 <sup>nd</sup> Year	<b>67</b>	36
All	All Students	84	128
	Students in At Least 2 <sup>nd</sup> Year	<b>85</b>	81

## Evaluation

**This outcome measure has been met by Henry Johnson Charter School.** Our students exceeded the goal of 75% achieving the time adjusted level 3 cuts core with 85 percent of the aggregate group meeting the measure. 100 percent of third grade students in at least their second year scored at or above the cut score, while only 67 percent of fourth grade students reached the mark on the test. Modifications to the fourth grade program in 2011-12 will be aimed at countering any downward trends that happened to the fourth grade students in 2011.

## Additional Evidence

Although, the fourth grade cohort students fell to below the 75% goal, the aggregate group met the measure for the second year in a row.

### Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Levels 3 and 4 through 2008-09 and at or above Time Adjusted Level 3 cut score in 2009-10 and 2010-11							
	2007-08		2008-09		2009-10		2010-11	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3					100	50	100	45
4							67	36
All					100	50	85	81

**Goal 2: Absolute Measure**

Each year, the school’s aggregate Performance Index (PI) 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 all students being proficient by the year 2013-14. As a result, the state sets an Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal that 100 percent of students will ultimately be proficient in the state’s learning standards in Mathematics. To achieve this measure, all tested students must have a Performance Index (PI) value that equals or exceeds this year’s mathematics AMO.

As SED has not yet determined this year’s AMO, schools need not calculate their Performance Index and may omit reporting on this measure.

**Goal 2: Comparative Measure**

Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the state mathematics exam will be greater than that of all students in the same tested grades in the local school district.

**Method**

Tested students who were enrolled in at least their second year are compared 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 and the results for the respective grades in the local school district, as well as between the total result of students in at least their second year at the school and the total result for the corresponding grades in the school district.

**Results**

As seen below, the aggregate charter school performance just missed matching the Albany City School District’s performance. 42 percent of the district 3<sup>rd</sup> and 4<sup>th</sup> graders scored at proficiency levels 3 and 4, while only 41 percent of HJCS students did. The HJCS third graders outperformed their district counterpart with 49% versus 41%. Unfortunately, the HJCS proficiency level in grade 4 dropped this year to 31 percent, which brought the group average down.

**2010-11 State Mathematics Exam  
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Levels 3 and 4			
	HJCS Students In At Least 2 <sup>nd</sup> Year		All Albany City School District Students	
	Percent	Number Tested	Percent	Number Tested
3	49	45	41	661
4	31	36	44	678
All	<b>41</b>	81	<b>42</b>	1339

## Evaluation

**This outcome measure has not been met by Henry Johnson Charter School.** HJCS students fell just short of meeting this measure as a group. Overall, the district's 42 percent was just enough to surpass the charter school's 41 percent of students in at least their second year scoring at proficiency levels 3 and 4 on the NYS Mathematics test. As was the case with the fourth graders' performance on the ELA exam, their scores brought down the group average. 2010-11 was the first year HJCS taught fourth grade students and the program has been re-evaluated for 2011-12 by the new administration. Issues will be identified and corrected immediately in an effort to prevent another group from failing to maintain performance levels on the NYS assessments.

## Additional Evidence

Once again, we have no earlier experience with the NYS math test, and so have no basis for comparison over time.

### Mathematics Performance of Charter School and Local District by Grade Level and School Year

Grade	Percent of Charter School Students at Levels 3 and 4 and Enrolled in At Least their Second Year Compared to Local District Students							
	2007-08		2008-09		2009-10		2010-11	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
3					59	48	49	41
4							31	44
All					59	48	41	42

### Goal 2: Comparative Measure

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

### Method

The Charter Schools Institute conducts a Comparative Performance Analysis, which compares the school's performance to demographically similar public schools state-wide. Regression analysis is used to control for the percentage of students eligible for free lunch among all public schools in New York State. The school's actual performance is then compared to the predicted performance of public schools with a similar free lunch percentage. The difference between the school's actual and predicted performance, relative to other schools with similar free lunch statistics, produces an Effect Size. An Effect Size of 0.3 is considered performing higher than expected to a small degree, which is the requirement for achieving this measure.

Given the timing of the state's release of poverty data, the 2010-11 analysis is not yet available. This report contains 2009-10 results, the most recent ones available.

**Results**

Students at grade level 3 exceeded the predicted proficiency rate in 2010. The overall Effect Size was 0.22, which is slightly higher than expected in 2010.

**2009-10 Mathematics Comparative Performance by Grade Level**

Grade	Percent Eligible for Free Lunch	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3		50	52.0	0	4.0	0.22
4						
5						
6						
7						
8						
All	71.2	50	52.0	48.0	4.0	0.22

**School's Overall Comparative Performance:**

*Slightly higher than expected*

**Evaluation**

**This outcome measure has not been met by Henry Johnson Charter School.** The aggregate effect size was 0.22, which is less than 0.3, therefore the goal was not met. However, the school's performance in 2010 had a positive effect size and was slightly higher than expected.

**Additional Evidence**

With only one year of data, there are no trends to report.

**Mathematics Comparative Performance by School Year**

School Year	Grades	Percent Eligible for Free Lunch	Number Tested	Actual	Predicted	Effect Size
2009-10	3	71.2	50	52.0	48.0	0.22
2010-11						TBD

**Goal 1: Growth Measure**

On the current year’s state mathematics exam, each grade-level cohort 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. If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, that cohort is expected to show at least an increase in the current year.

**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 towards the absolute measure of 75 percent of students performing at or above proficient. Each grade level cohort consists of those students who took the state exam in 2010-11 and also have a state exam score in 2009-10. It includes students who repeated the grade. Students who repeated the grade are included in their current grade level cohort, not the cohort to which they previously belonged. In addition, the aggregate of all cohorts is examined to determine the growth of all students who took a state exam in both years.

**Results**

Unfortunately, as a group the grade 4 students did not increase their percentage reaching performance levels 3 and 4 on the NYS Math exam in 2011. The percentage of students scoring proficient with levels 3 and 4 went from 55% in 2010 as third graders to 30% in 2011.

**Cohort Growth on State Mathematics Exam from 2009-10 to 2010-11**

Grade	Cohort Size	Percent Performing At or Above Level 3			Target Achieved
		2009-10	Target	2010-11	
4	40	55%	65%	30%	NO
All	40	55%	65%	30%	NO

**Evaluation**

**This outcome measure has not been met by Henry Johnson Charter School.** The fourth grade students fell short with only 30% scoring at proficiency levels 3 and 4 in 2011, 25 points less than needed to meet the measure.

**Additional Evidence**

This being the second year HJCS has administered the New York State examinations, we only have one cohort group to track year to year. The fourth grade students who took the NYS math test last year did not meet the target of 65% at proficiency levels 3 and 4. As a group, they regressed from 55% to 30% proficiency.

**Cohort Performance on Mathematics Exam  
Since the Advent of the Grades 3-8 Testing Program by School Year**

School Year	Cohort Grades	Number of Cohorts Meeting Target	Number of Cohorts
2010-11	1	0	1

**Goal 1: Optional Measure**

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

**Method**

The Math Terra Nova exam was administered to all Kindergarten through Grade 4 students: KG students took the test in January 2011 and June 2011, and Grades 1 – 4 students took it in September 2010 and June 2011. The earlier administration was intended to gather baseline data; the spring administration, to assess growth. The results reported below are the spring scores.

**Results**

Only the second grade students performed at above 75% above an NCE score of 50 on the Terra Nova math exam. 57% of both Kindergarten and third grade students achieved a 50 NCE score or better. 62% of first grade students met performed at grade level or better, while only 18 percent of fourth graders did.

<b>HJCS Terranova Math</b>			
<b>June 7, 2011</b>			
<b>Grade</b>	<b>Total Tested</b>	<b>Percent At or Above an NCE of 50</b>	<b>Grade Mean NCE</b>
Kindergarten	74	57	53
1	71	62	56
2	74	85	68
3	77	57	51
4	50	18	41

**Evaluation**

**This outcome measure has not been met by Henry Johnson Charter School.** It is disappointing that only the second grade students performed above grade level on this math test. However, percentages of the same second and third graders who have taken the test three years in a row have risen steadily. Second grade students have had 57% (2009), 63% (2010) and 83% (2011) reach a 50 NCE so have made steady improvements. Unfortunately, the fourth grade students who have taken the test four years in a row have scored in an up and down trend, 27% (2008), 32% (2009), 36% (2010) and 20% (2011).

### **Summary of the Mathematics Goal**

Of the five measures that are applicable to HJCS this year, the school achieved one absolute measure. 85% of the aggregate group of third and fourth grade students in at least their second year who took the NYS math exam scored at or above the time adjusted cut score for their grade. Rather than the entire cohort group outperforming the local school district, only our third grade cohort group achieved the measure. Regarding the comparative performance analysis report from 2009-2010, students performed slightly higher than expected with an effect size of 0.22, missing the 0.3 mark. Disappointingly, as a group the fourth grade students who took the NYS math test in both 2010 and 2011 did not improve their performance. Henry Johnson Charter School uses the Terra Nova test in math as one of the assessments to measure progress over time and grade level performance. Only the second grade students achieved the optional measure, with 85% scoring at or above an NCE of 50.

The Board and the school leadership have carefully reflected on the challenges that the school has faced in the first four years of operation. Staffing has been an evolving structure at HJCS over the first few years. Determining what support system is required by students and teachers, while delegating responsibilities appropriately has been a learning process. Secondly, a weakness in all programs has been identified, which has been the usefulness of interim assessment data. The school was utilizing many different programs to assess students; which eventually led to the students burning out from so many evaluations and teachers collecting so much overwhelming data that it was not effective or useful. Going forward, we have put the proper systems in place to effectively gather the right information in a timely fashion, support teachers in what content needs to be re-taught and giving students the classroom time to learn, rather than take assessments. Thirdly, staff will receive a lot more feedback going forward regarding student data, instructional performance and areas in need of improvement. Please refer to the Action Plan for details.

<b>Type</b>	<b>Measure</b>	<b>Outcome</b>
Absolute	75 percent of all tested students who are enrolled in at least their second year will perform at or above at or above the Time Adjusted Level 3 cut score on the New York State examination.	Achieved
Absolute	Each year, the school's aggregate Performance Index (PI) on the State exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State exam will be greater than that of all students in the same tested grades in the local school district.	Did Not Achieve
Comparative	Each year, the school will exceed its predicted level of performance on the State exam by at least a small Effect Size.	Did Not Achieve
Growth	On the 2010-11 state exam, each grade-level cohort will reduce by one-half the gap between the percent at or above level 3 on the 2009-10 state exam and 75 percent at or above Level 3.	Did Not Achieve
Optional Absolute Measure	Each year, 75 percent of students in grades 1-4 will perform at the proficient level on the Terra Nova math exam.	Did Not Achieve

## Action Plan

- ***Updates and Additions to Staff:*** There are several new positions that have been added to our staff. The first is the addition of a second “Assistant Principal” position. This individual will oversee the academic functioning of the school, while our original Assistant Principal will focus on disciplinary and facility issues. Likewise, we have added a second Director of Curriculum (DCI) and Instruction. Our original DCI will be responsible for coaching the third and fourth grade teachers and Educational Assistants while the new DCI will be responsible for overseeing the Kindergarten through second grade teachers and Educational Assistants. The purpose of adding all three of these positions is to tighten our educational program by creating a chain of accountability that ensures that the work that is happening in the classrooms is appropriate and effective at all times. We needed to also add an additional section of fourth grade, so we hired a new fourth grade teacher as well as a new fourth grade Educational Assistant.
- ***Improve Parent Involvement:*** Encouraging parental involvement in the educational process is a critical aspect of our mission to raise the proficiency levels of our students. To this end, we have added a full-time Parent Liaison position to our staff. We will strive to have families fully aware of their child’s academic achievement, and use the Parent Liaison in that capacity. We needed to also add an additional section of fourth grade, so we hired a new fourth grade teacher as well as a new fourth grade Educational Assistant. Also, we now have a full-time Social Worker to aid the parents and students in resolving family or social service issues that may interfere with the educational process and become a barrier to learning.
- ***Updated Daily Schedule:*** This schedule contains adjustments needed to ensure that teaching staff have opportunities to meet with their respective curriculum coaches.
- ***Professional Development:*** Teachers will receive professional development in the areas of teacher taxonomy, lesson planning, Scantron training, diversity training and improving minority test scores, and data driven instruction. Additionally we will hold a special session in which our teachers will learn about the Charter School Movement from an historical perspective.
- ***Effective Student Data System:*** We have adopted a new method of storing, using and retrieving student data for all the purposes within the school where student data must be accessed: Rediker’s “**Administrator’s Plus**” system. Teachers may now produce standards-based report cards by using the “Grade Quick” feature of the program. Grade Quick features an electronic grade book that imports data into Administrator’s Plus to create the report card. The “Edline” feature of the program allows parents to view their child’s grades through the school website where they may email their child’s teacher, as well. This enhancement to our reporting process will not only make us more efficient, but will enable parents to access current information regarding their child’s academic performance.

- ***Implement Effective Interim Assessment System & Utilize the Data:*** Changes will be made to how we construct our interim assessments. In an effort to generate data for teachers to use in skills assessment and re-teaching, we are shedding unnecessary layers of assessments. Much of the information gained by these assessments has been either redundant or not useful. In order to simplify our schedule of assessments, we have brought on a consultant who will work with the teachers to build the interim assessments. This individual will not only model building the assessments, but will coach the instructional team on how to do the job themselves. This will enable the teachers to have greater input into the assessment process and will ensure that they are aligned to New York State standards. Since Scantron will be used to grade the assessments internally, our turn-around time will be cut down to twenty-four to forty-eight hours. In the past, we have had to wait up to three weeks for our test results to be returned to us, thus hindering the teachers' ability to effectively re-teach or to drive instruction based on the assessment data.
- ***Teachscape's Classroom Walkthrough.*** It is critical to have access to student assessments in order to improve student achievement. It is equally as important to have information about teacher practice and classroom instruction. To address this need, our school leader will be using Teachscape's Classroom Walkthrough. This technology will provide the school leader and instructional coaches with a framework of practices, based on a wide range of research, to look for in their classroom visits. It will enable them to generate reports from these visits in a timely manner so that specific classroom observations may be addressed. It will enable the school leader to track the progress of teachers over time and will provide a wealth of data to draw from for reflection and discussion.
- ***Teacher Mentoring Program:*** In order to quickly improve the skills of our new teachers, we have expanded our teacher mentoring program. In the past, teachers who were in their first year of service at Henry Johnson Charter School were eligible for the program, yet we have now extended the practice to benefit teachers who are in their first three years of service. Each teacher who fits into this category is assigned a mentor, or an accomplished teacher with a track record of success. The mentor and mentee will meet weekly in informal, non-evaluative meetings. As the program begins, the mentee will fill out a needs assessment form. The two parties will then decide together on the activities that are needed to best meet the mentee's needs. Classroom observations are encouraged in order for the mentee to learn the best teaching practices of the mentor. Likewise, the mentor may observe the mentee in order to diagnose area of weakness. The meetings between mentor and mentee are informal and non-evaluative in order to empower the new teacher to seek help in areas of instructional weakness or problems with classroom behavior. The mentor is reimbursed for his or her time with the mentee on an hourly basis; we have allotted five thousand dollars per year for this purpose.

- ***Updated Response to Intervention Strategy:*** In order to maximize instructional time and effectiveness, our Response to Intervention strategy will be updated to include academic and behavioral issues. Every stakeholder in the school will be consistent in their approach to solving behavioral issues and will follow our universal intervention strategy, or School-wide Positive Behavioral Intervention and Supports (SWPBIS.)

We will use a three-tier approach to identify and act on any barrier in a child's life that is impeding his or her ability to learn. Tier 1 represents the high quality instruction, positive behavior intervention and supports from the general education teachers that the students receive in the classroom. Eighty to ninety percent of academic or behavioral issues will be addressed and solved at this level. Universal screening for all students will be conducted three times out of the year in order to detect academically at-risk students. Progress monitoring will be used to document student growth over time to determine whether the student is progressing as expected in the core curriculum. A student may move to Tier 2 intervention when an analysis of the progress monitoring data shows a lack of responsiveness at Tier 1.

We will have an RTI team in place, with representatives from every stakeholder in the school, who will track students' progress through the RTI process. The team will be proactive in managing the progress of these students and will meet monthly for review and discussion of each student involved in the RTI process. Parents will be apprised of any RTI activity that their child is involved in. Tier 3 interventions are designed to accelerate a student's rate of learning and are required for fewer than 5% of the student body. Interventions are delivered to either a small group or one-on-one, and progress monitoring is completed on a weekly rather than a monthly basis. This tier offers more targeted assessments, individualized instruction and intensive supports. Students who are successful at this level of support and no longer need intensive individualized interventions may be returned to the previous level of support. Students who are not successful or require permanence in terms of intensity of interventions will be referred for the possible consideration of CSE services. Other long term planning may also be considered if indicated.

## SCIENCE

### **Goal 3: Science**

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

### **Background**

HJCS 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 students learn science best by doing science. Teachers and students 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, our 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-2, the science curriculum is taught by the ELA teacher in each homeroom, with the equivalent of one class per week at KG<sup>5</sup> and two per week at Grades 1 through 4. At Grades 3 and 4, one of the two grade level teachers teaches science to both sections while the other teacher teaches social studies. Science assessment is done through the F.O.S.S. materials.

### **Goal 3: Absolute Measure**

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

### **Method**

The school administered the New York State Testing Program science assessment to students in 4<sup>th</sup> grade in spring 2010. Each student's raw score has been converted to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students who have been enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at Levels 3 or 4.

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<sup>5</sup> Instead of teaching one science class per week and one social studies class, for the sake of continuity KG teachers sometimes prefer to teach two science classes one week (and no social studies) and two social studies the next week (and no science).

**Results**

Fourth grade students at HJCS performed well on the first administration of the New York State Science assessment. 89 percent of students in at least their second year scored at performance levels 3 and 4 on the NYS science test. 85 percent of the total student group scored at the same levels.

**Charter School Performance on 2010-11 State Science Exam  
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Population	Percent at Each Performance Level					Number Tested
		Level 1	Level 2	Level 3	Level 4	Level 3/4	
4	All Students	4	12	65	20	85	51
	Students in At Least 2 <sup>nd</sup> Year	0	11	67	22	<b>89</b>	36

**Evaluation**

**This outcome measure has been met by Henry Johnson Charter School.** Fourth grade students in at least their second year exceeded the 75% mark by 14 percentage points on the first administration of the NYS science exam in 2011.

**Additional Evidence**

**Science Performance  
by Grade Level and School Year**

Grade	Percent of Students Enrolled in At Least Their Second Year at Levels 3 and 4							
	2007-08		2008-09		2009-10		2010-11	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
4							89	36

**Goal 3: Comparative Measure**

Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State science exam will be greater than that of all students in the same tested grades in the local school district.

**Method**

Tested students who were enrolled in at least their second year are compared 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 and the results for the respective grades in the local school district.

**Results**

At HJCS, 89 percent of grade four students in a least their second year scored at performance levels 3 and 4 on the NYS Science exam. Results of the local district grade 4 NYS Science exam have not been made public yet.

**2010-11 State Science Exam  
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Levels 3 and 4			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
4	89	36	TBD	TBD

**Evaluation**

Albany City School District Science 4 results have not been publicly posted as of yet.

**Additional Evidence**

2011 was the first NYS Science 4 tests administration at HJCS. Local district results are unavailable at this time.

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

Grade	Percent of Charter School Students at Levels 3 and 4 and Enrolled in At Least their Second Year Compared to Local District Students							
	2007-08		2008-09		2009-10		2010-11	
	Charter School	Local District	Charter School	Local District	Charter School	Local District	Charter School	Local District
4							89	TBD

**Summary**

Henry Johnson Charter School teachers utilize the F.O.S.S Science modules. In the first year HJCS administered the NYS Science 4 exam, 89 percent of students in at least their second year reached performance levels 3 and 4. At the time of this report, the results of Albany City School District fourth grade students are unavailable.

<b>Type</b>	<b>Measure</b>	<b>Outcome</b>
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State examination.	Achieved
Comparative	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 exam will be greater than that of all students in the same tested grades in the local school district.	To Be Determined

**Action Plan**

- Teachers at HJCS will continue to use the F.O.S.S. modules for science instruction and will benefit from the updates that are being implemented across the school that have been previously outlined in both the Action Plans in the English Language Arts and Mathematics sections of this report.
- Students who performed at levels 1 and 2 will be identified and given increased support and remediation during science instruction.

**NCLB**

**Goal 5: NCLB**

Under the state’s NCLB accountability system, the school’s Accountability Status will be —Good Standing|| each year.

**Goal 5: Absolute Measure**

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

**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 the state standard in and of themselves aside from the overall school results. New York, like all states, established a system for making these determinations for its public schools. Each year the state issues School Report Cards which indicate each school’s status under the state’s NCLB accountability system. For a school’s status to be “Good Standing” it must not have failed to make Adequate Yearly Progress (AYP) for two consecutive years.

**Results**

At the time of this report, the pre-AOR report indicates Henry Johnson Charter School is In Good Standing for the 2011-2012 year

**Evaluation**

It is expected that the NCLB measure will be met.

**Additional Evidence**

During the first year of accountability status applying to HJCS, we are in good standing

**NCLB Status by Year**

Year	Status
2005-06	NA
2007-08	NA
2008-09	Good Standing
2009-10	Good Standing
2010-11	Good Standing