

**HENRY JOHNSON
CHARTER SCHOOL**

**2012-13 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

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Neal Currie, Executive Principal, prepared this 2012-13 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Mike Strianese	Chairperson
Brian Backstrom	Vice- Chair
Peter Murphy	Secretary
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Latoya Taitt	Parent Representative
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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 scholars 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 scholars as the foundation for academic achievement and personal success. Our mission is to ensure that all scholars reach the highest levels of scholastic achievement in an environment that instills character, virtue, and habits of mind that ensure success both within and outside the classroom. Our school increases what scholars 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 90 minutes of math daily; science, social studies, art, music, physical education and computer round out the program. In grades K-4, there are at least two adults in every classroom. In each homeroom K-4, both teachers share the responsibilities associated with ELA and math. Throughout the building we have 4 educational assistants who support the delivery of instruction in classrooms. Teachers meet in grade-level planning groups twice a week. At each grade level there is a team leader creating an open line of communication between grade levels and administration. Grade level teachers and educational assistants provide RtI, Tier I interventions. Tier II and Tier III Interventions are provided by three certified reading teachers, as well as two math specialists. There is one special education teacher, one English as a Second Language Teacher (ESL) and one social worker who provide additional support to scholars. Bright work or morning work time is provided at every grade level and Life's work or homework is given Monday through Friday and differentiated at each grade level. Our school year provides a longer school day (7:30-4:30) and school year (192 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 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, Troy and Lansingburg as well as Melrose and Watervliet. Our population at the end of 2012-13 was 91% free and reduced lunch eligible and this year we are on track to have a similar percentage with 87% already approved to date." 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; in 2010-2011, we had three sections in Grades K-3 and two in Grade 4. In 2011-12, we reached classroom capacity of 3 section of each grade level K-4. This year, 2013-14, we have 384 scholars with a wait list at some grade levels.

Updates and Additions to Staff:

There have been some adjustments made to our staff. The board of trustees made personnel changes in the school leadership and simultaneously realigned the leadership structure. It created the role of Executive Director to oversee the school’s academic program and operations. The board also decided to redefine the position of curriculum and instruction by establishing a math instructional coach. The Math Instructional Coach, similar to the Literacy Coach, will push into classrooms, model lessons, observe and provide on-going feedback to instructional staff as well as provide professional development. The Dean of Scholars and the School Social Worker will continue to work collaboratively to address scholars’ social/emotional and behavior needs to maximize scholars’ focus on academic learning. The purpose of these staffing adjustments is to tighten our educational program by creating a chain of accountability and effective instruction that ensures that our school not only meets our academic accountability benchmarks, but achieves the character education goals set forth by our school mission.

Culture: The culture of Henry Johnson Charter School is based on Proactivity and building character. Teachers spend time every day on character lessons that use a literature base to instill the “habits of mind”: diligence, courage, self-reliance, respect and duty. Proverbs and positive language are also implemented on a daily basis when interacting with scholars. Universal rules and procedures assist scholars in knowing what is expected of them at all times so an optimal learning environment is achieved.

Improve Parent Involvement: The Parent Liaison will continue to institute the Parent –Teacher Association (PTA) in the 2013-2014 school year. A monthly PTA meeting will take place to plan events for the school community. Ideas for events will be shared as well as providing opportunity for parent/guardian input on other school related topics. Parents will also be encouraged to attend events such as the ‘Welcome Back Barbeque’, ‘Open House’, ‘Scholastic Book Fairs’, concerts and other activities to be determined.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	Total
2009-10	67	74	76	51		267
2010-11	76	76	78	79	57	366
2011-12	73	74	69	77	74	367
2012-13	78	78	74	77	78	385

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 Reading and Writing Workshop structure as the basis for its ELA program. The ELA block overall lasts for three hours and includes Reading Workshop for one hour, Writing Workshop for one hour, and Language and Word Study for one hour.

In Reading Workshop the teacher begins with a short, focused mini-lesson about a specific reading skill or strategy, scholars try the skill/strategy with teacher support, and then apply the skill/strategy to their own reading independently. In K-1 instead of reading independently for 45 minutes scholars read for a shorter amount of time then they break up into literacy centers while teachers pull groups for guided reading. In grades 2-4 while scholars are reading independently teachers pull guided reading groups to provide additional reading support at each scholar's instructional reading level. Reading Workshop is wrapped up with a "share" where the scholars demonstrate their understanding of the new skill/strategy.

In Writing Workshop the teacher begins with a short, focused mini-lesson about a specific writing skill or strategy, scholars try the skill/strategy with teacher support, and then apply the skill/strategy to their own writing independently. While scholars are writing independently teachers can pull small guided writing groups to work on specific areas of need or have individual writing conferences. Writing Workshop is wrapped up with a "share" where the scholars demonstrate their understanding of the new skill/strategy.

In Language and Word study scholars focus on studying words and how they work. This year K-2 will be using Fountas and Pinnell Phonics Lessons to help support scholars with their phonics skills. The whole school also has the Rebecca Sitton Spelling and Word Skills program to help scholars learn spelling principles.

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

Goal 1: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State English language arts examination for grades 3-8.¹

Method

The school administered the New York State Testing Program English language arts assessment to students in 3 through 4 grade in April 2013. Each student’s raw score has been converted to a grade-specific scaled score and a performance level.

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

**2012-13 State English Language Arts Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ²			Total Enrolled
		IEP	ELL	Absent	
3	75	0	0	0	75
4	78	0	0	0	78
All	153	0	0	0	153

Results

The table below shows that 18 percent of HJCS students enrolled in at least their second year performed proficiently on the 2012-13 NYS ELA exam.

**Performance on 2012-13 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grades	All Students		Enrolled in at least their Second Year	
	Percent	Number Tested	Percent	Number Tested
3	20%	75	18%	55
4	17%	78	17%	64
All	18%	153	18%	119

Evaluation

¹ Because of the state’s new 3-8 testing program, aligned to its high school college and career readiness standards, the Institute is no longer using Time Adjusted Level 3 cut scores. Please report results for previous years using the state’s published results for scoring at proficiency.

² 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.

HJCS did not meet this measure. With an overall 18 percent of students performing proficiently HJCS fell short of the target measure by 57 percent.

Additional Evidence

The table below shows that HJCS has yet to meet this measure.

English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2010-11		2011-12		2012-13	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	59	46	60	65	18	55
4	64	36	86	57	17	64
All	61	82	72	122	18	119

Goal 1: Absolute Measure

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

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state’s learning standards in English language arts. To achieve this measure, all tested students must have a Performance Level Index (PLI) value that equals or exceeds the current year’s English language arts AMO. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.³

Results

English Language Arts 2012-13 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	40	42	18	1

$$\begin{array}{rccccccccc}
 \text{PI} & = & 42 & + & 18 & + & 1 & = & 61 \\
 & & & & 18 & + & 1 & = & \underline{19} \\
 & & & & & & \text{PLI} & = & 80
 \end{array}$$

³ In contrast to SED’s Performance Index, the PLI does not account for year-to-year growth toward proficiency.

Evaluation
TBD

Goal 1: Comparative Measure

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

Method

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

Results

The table below shows that 18 percent of HJCS students in at least their second year performed proficiently on the ELA exam. It also shows that 18 percent of all district students performed at proficiency.

**2012-13 State English Language Arts Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	18%	55	22%	614
4	17%	64	15%	652
All	18%	119	18%	1266

Evaluation

HJCS did not meet this measure. Although HJCS did not meet this measure, they came very close. Both HJCS and the district had 18 percent of their students perform proficiently on the ELA exam, neither exceeding nor falling short.

Additional Evidence

The table below shows that HJCS has yet to surpass the local school district but came closest this year.

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

**English Language Arts Performance of Charter School and Local District
by Grade Level and School Year**

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2010-11		2011-12		2012-13	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	39	43	31	37	18	22
4	31	36	46	42	17	15
All	36	40	38	40	18	18

Goal 1: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for economically disadvantaged students among all public schools in New York State.⁵

Method

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

Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2012-13 analysis is not yet available. This report contains 2011-12 results (using free-lunch eligible percentage), the most recent Comparative Performance Analysis available.

Results

The table below shows that HJCS had an effect size of -0.18 for the 2011-12 ELA exam.

⁵ The Institute will begin using *economically disadvantaged* instead of *eligibility for free lunch* as the demographic variable in 2012-13. Schools should report previous year’s results using reported free-lunch statistics.

2011-12 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		76	31.6	38.9	-7.3	-0.46	
4		74	44.6	43.0	1.6	0.10	
5							
6							
7							
8							
All		80.9	150	38.0	40.9	-2.9	-0.18

School's Overall Comparative Performance:
<i>Lower than Expected</i>

Evaluation

HJCS did not meet this measure. The schools overall comparative performance was lower than expected. While grade four exceeded its predicted percent of students at levels three and four, grade three fell short.

Additional Evidence

The table below shows that HJCS has consistently had a decreasing effect size since 2009-10.

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
2010-11	3-4	61	128	47.7	48.5	-0.10
2011-12	3-4	80.9	150	38.0	40.9	-0.18

Goal 1: Growth Measure⁶

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

Method

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

⁶ See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

the previous year. The analysis only includes students who took the state exam in 2012-13 and also have a state exam score in 2011-12 including students who were retained in the same grade. Students with the same 2011-12 scores are ranked by their 2012-13 scores and assigned a percentile based on their relative growth in performance (mean growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

Results

TBD

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 2013 and June 2013, and Grades 1 – 4 students took it in September and June 2013. The earlier administration was intended to gather baseline data; the spring administration, to assess growth. The results reported below are the spring scores for grades 1 through 4. These Terra Nova exams enable 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 or above 75 percent a NCE score of 50. 47 percent of first grade students scored at or above an NCE of 50. Second grade students just missed the goal of 75 percent, with 73 percent scoring at or above 50. 61 percent of third grade students and 54 percent of fourth grade students met or surpassed the 50 NCE mark. Overall, 59 percent of students scored at or above a Normal Curve Equivalent of 50.

TerraNova Reading		
June 5, 2013		
Grade	Number Tested	Percent At NCE of 50 or Above
1	79	47%
2	80	73%
3	75	61%
4	78	54%
All	312	59%

Summary of the English Language Arts Goal

The 2013 NYS assessments proved to be very challenging across the state. The change in the testing format, content and length require much more from our scholars. The Board and new school leadership are carefully examining the ELA program with the wide lens it deserves. ELA is the building block for nearly all other subjects, and without a competence for reading, writing and speaking; our students will not be prepared for the more rigorous middle school years. Our action plan spells out how our new leadership will move our ELA program forward for our deserving students. Please refer to the action plan below for steps going forward.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state English language arts exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the local school district.	Did Not Achieve
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2011-12 school district results.)	Achieved
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the state's unadjusted median growth percentile.	N/A
Optional 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

English Language Arts Action Plan for 2013-14 and beyond

Reader's Workshop: Reading and reading comprehension, through examination of this year's assessment data, continues to be our biggest area for growth. To fulfill this need, we will continue to utilize Reader's Workshop in conjunction with guided reading at all grade levels. To help us maintain the level of rigor necessary to master the Common Core this year we will also begin using NY Ready as a resource for Reading Workshop. NY Ready is an integrated program of assessment and data-driven instruction designed to teach the Common Core Learning Standards for English Language Arts. The program teaches and assesses all the tested CCLS in the Reading, Writing, and Language strands. These resources will also provide teachers with a common set of resources to help maintain consistency among classrooms at each grade level. We will also continue to use the Rebecca Sitton Spelling and Word Skills program. In addition to using the Rebecca Sitton Spelling program

K-2 teachers will also incorporate Fountas and Pinnell Phonics lessons to help support our scholars with the process of learning phonics. K-1 teachers will also continue to recite the Marva Collins Wall Cards to help scholars learn letter/sound relationships. The Literacy Coach will continue to conduct observations, provide feedback, model lessons, review lesson plans, and teach professional development classes to ensure that the implementation of these programs is being conducted with fidelity.

Writer's Workshop: The teaching of writing has become an even more integral part of increasing our scholars' ELA assessment scores. To that end, our teachers will be continuing to use the Writers Workshop model throughout the 2013-2014 school year. Last year the Literacy Coach provided rubrics for narrative, opinion/argument, and informative/explanatory writing that were aligned to the Common Core. These rubrics helped to create consistency when scoring writing pieces. We will continue to use these rubrics this year to make sure our scholars are making growth towards mastering the CCSS in writing. The goal is that as scholars learn to read and comprehend independently, they will also be able to write fluently to express their thoughts and answer questions based on text that they have written in a concise and efficient manner.

MATHEMATICS

Goal 1: Mathematics

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

Background

HJCS is utilizing “Go Math!” for kindergarten through grade 4 which is fully aligned to the National Common Core Standards. Our daily math block is now one and a half hours long. In Grades K-4, teachers are providing whole group instruction during the first 45 minutes of their math block. The second 45 minutes is dedicated to independent problem solving practice and exploring and expanding mathematical thinking in the form of math stations based on Debbie Diller’s model. During math stations, teachers pull small groups for differentiated guided math instruction as well as Tier 1, RtI interventions. To help us maintain the level of rigor necessary to master the Common Core this year we will also begin using NY Ready as a resource for mathematics instruction. NY Ready is Common Core aligned and will provide teachers with a common set of resources to help maintain consistency among classrooms at each grade level.

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

Goal 1: Absolute Measure

Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State mathematics examination for grades 3-8.⁷

Method

The school administered the New York State Testing Program mathematics assessment to students in 3 through 4 grade in April 2013. Each student’s raw score has been converted to a grade-specific scaled score and a performance level.

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

**2012-13 State Mathematics Exam
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested ⁸			Total Enrolled
		IEP	ELL	Absent	
3	75	0	0	0	75
4	78	0	0	0	78
All	153	0	0	0	153

Results

The table below shows that 27 percent of HJCS students enrolled in at least their second year performed proficiently on the NYS Mathematics exam.

**Performance on 2012-13 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grades	All Students		Enrolled in at least their Second Year	
	Percent	Number Tested	Percent	Number Tested
3	24%	75	25%	55
4	29%	78	28%	64
All	27%	153	27%	119

⁷ Because of the state’s new 3-8 testing program, aligned to its high school college and career readiness standards, the Institute is no longer using Time Adjusted Level 3 cut scores. Please report results for previous year’s using the state’s published results for scoring at proficiency.

⁸ 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.

Evaluation

HJCS did not meet this measure. Having 27 percent of students enrolled in at least their second year perform proficiently on the NYS Mathematics exam, HJCS fell 48 percent short of the target measure.

Additional Evidence

The table below shows that HJCS has met and exceeded this measure in 2010-11 and 2011-12.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2010-11		2011-12		2012-13	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	100	45	100	66	25	55
4	67	36	96	57	28	64
All	85	81	99	123	27	119

Goal 1: Absolute Measure

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

Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in mathematics. To achieve this measure, all tested students must have a Performance Level Index (PLI) value that equals or exceeds the current year's mathematics AMO. The PLI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PLI is 200.⁹

Results

Mathematics 2012-13 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	22	52	21	6

$$\begin{array}{rclclclcl}
 \text{PI} & = & 52 & + & 21 & + & 6 & = & 79 \\
 & & & & 21 & + & 6 & = & 27 \\
 & & & & & & \text{PLI} & = & 106
 \end{array}$$

⁹ In contrast to SED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

Evaluation
TBD

Goal 1: Comparative Measure

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

Method

A school compares tested students enrolled in at least their second year to all tested students in the surrounding public school district. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.¹⁰

Results

The table below shows that 27 percent of HJCS students in at least their second year performed proficiently on the Mathematics exam, while 18 percent of all district students performed proficiently.

**2012-13 State Mathematics Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	25%	55	20%	625
4	28%	64	16%	656
All	27%	119	18%	1281

Evaluation

This measure has been met by HJCS. HJCS had nine percent more students perform proficiently on the Mathematics exam than the district students.

Additional Evidence

The table below shows that HJCS had a larger percent of students perform proficiently on the Mathematics exam compared to the local district students for the past two school years.

¹⁰ Schools can acquire these data when the State Education Department releases its Access database containing grade level ELA and math test results for all schools and districts statewide. The SED announces the release of the data on its [News Release webpage](#).

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

Grade	Percent of Students Enrolled in at Least their Second Year Who Are at Proficiency Compared to Local District Students					
	2010-11		2011-12		2012-13	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	49	41	52	40	25	20
4	31	44	77	50	28	16
All	41	42	63	45	27	18

Goal 1: Comparative Measure

Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for economically disadvantaged students among all public schools in New York State.¹¹

Method

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

Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2012-13 analysis is not yet available. This report contains 2011-12 results (using free-lunch eligible percentage), the most recent Comparative Performance Analysis available.

Results

The table below shows that HJCS had an effect size of 0.66 for the 2011-12 mathematics exam.

¹¹ The Institute will begin using *economically disadvantaged* instead of *eligibility for free lunch* as the demographic variable in 2012-13. Schools should report previous year’s results using reported free-lunch statistics.

2011-12 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		77	53.2	46.7	6.5	0.34
4		74	74.3	55.7	18.6	1.00
5						
6						
7						
8						
All		80.9%	151	63.5	51.1	12.4

School's Overall Comparative Performance:
Higher than expected to a medium degree

Evaluation

HJCS has met this measure. Having an overall comparative performance of higher than expected to a medium degree, HJCS exceeded the target measure by 0.36.

Additional Evidence

The table below shows that the overall effect size has increased a good amount from 2010-11 to 2011-12.

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	3-4	61.0	128	53.3	55.5	-0.1
2011-12	3-4	80.9	151	63.5	51.1	0.66

Goal 1: Growth Measure¹²

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

Method

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2012-13 and also

¹² See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

have a state exam score in 2011-12 including students who were retained in the same grade. Students with the same 2011-12 scores are ranked by their 2012-13 scores and assigned a percentile based on their relative growth in performance (mean growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

Results

Goal 2: Optional Measure

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

Method

The Terra Nova exam was administered to all Kindergarten through Grade 4 students: KG students took the test in January 2012 and June 2012, and Grades 1 – 4 students took it in September and June 2012. The earlier administration was intended to gather baseline data; the spring administration, to assess growth. The results reported below are the spring scores for grades 1 through 4. These Terra Nova exams enable 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

Grade 2 achieved the goal with 83 percent meeting at least a 50 NCE. 61 percent of first grade students scored at or above an NCE of 50. 61 percent of third and 65 percent of fourth grade students met or surpassed the 50 NCE mark. Overall, 68 percent of students scored at or above a Normal Curve Equivalent of 50.

TerraNova Math		
Date of Test: June 5, 2013		
Grade	Number Tested	Percent At NCE of 50 or Above
1	79	61%
2	80	83%
3	75	61%
4	78	65%
All	312	68%

Summary of the of the Mathematics Goal

HJCS students did outperform the local district in this year’s NYS testing data in math. The regression analysis from 2011-12 showed improvement in our math performance. There is still much work to be done to improve student outcomes on the new CCSS based NYS math assessments.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school’s aggregate Performance Level Index (PLI) on the state mathematics exam will meet that year’s Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.	N/A
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2011-12 school district results.)	Achieved
Growth	Each year, under the state’s Growth Model the school’s mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the state’s unadjusted median growth percentile.	N/A
Optional 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

Math Action Plan (2013)

To ensure vertical alignment and consistency across grade levels, we have implemented one comprehensive program (Go Math!) in grades K-4. Building upon our success against our absolute and comparative math measures, we will use this program to instruct scholars using the National Common Core Standards and use math stations, guided math, and Tier 1 interventions to continue to provide differentiation for math instruction.

We will continue to use the Debbie Diller model for math stations. This is a nationally recognized approach to providing opportunities for scholars to develop deeper conceptual understanding by providing engaging, concrete learning activities. Scholars can then connect the concrete to more abstract mathematical thinking. Within the math stations model, scholars work with partners. This leads to increased engagement, decreases management issues, and ensures all scholars are involved in their learning. Math centers provide an emphasis on math vocabulary and using “math talk” to communicate ideas within partner work and during whole class “share time”. Stations allow for movement within the classroom and controlled choice about activities. They also provide opportunities for teachers to provide small group differentiated instruction while the rest of the scholars are thinking, learning and talking about math.

To help us maintain the level of rigor necessary to master the Common Core this year we will also begin using NY Ready as a resource for Mathematics instruction in grades K-4. NY Ready is an integrated program of assessment and data-driven instruction designed to teach the Common Core Learning Standards for Mathematics. The program also teaches and assesses all the Standards for Mathematical Practice. These resources will provide an opportunity for teachers to address specific standards based on students' needs as well as engage all students in the CCLS in a more comprehensive way.

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 scholars learn science best by doing science. Teachers and scholars do science together when they open the FOSS kits, engaging in enduring experiences that lead to deeper understanding of the natural world. This curriculum is mapped to the K-8 New York Science Framework and is delivered in kits that focus on the study of science topics representing the physical, earth, and biological sciences. The content for each topic is sequenced across several units. At the kindergarten level, 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-4, responsibilities associated with the science curriculum is shared by each teacher in the classroom, 2 days a week. Science assessment is embedded in the F.O.S.S. materials.

Goal 3: Absolute Measure

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

Method

The school administered the New York State Testing Program science assessment to students in 4th grade in spring 2013. The school converted each student's raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year (defined as enrolled by BEDS day of the previous school year) to score at proficiency.

Results

The table below shows that 100 percent of HJCS students enrolled in at least their second year performed proficiently on the NYS Science exam, 100 percent of all district students performed proficiently as well.

**Charter School Performance on 2012-13 State Science Exam
By All Students and Students Enrolled in At Least Their Second Year**

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
4	100	78	100	64

Evaluation

HJCS met this measure. With every single student enrolled in at least their second year performing proficiently on the Science exam, HJCS exceeded this measure by 25 percent.

Additional Evidence

The table below shows that since 2010-11, HJCS has exceeded this measure and has continued to exceed this measure each progressive year.

Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2010-11		2011-12		2012-13	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
4	89	36	96	57	100	64
All	89	36	96	57	100	64

Goal 3: Comparative Measure

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

Method

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

Results

2013 district scores are not yet available.

**2012-13 State Science Exam
Charter School and District Performance by Grade Level**

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
4	100	64	TBD	

Evaluation

District results unavailable.

Additional Evidence

District results unavailable.

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

Grade	Percent of Charter School Students at Proficiency and Enrolled in At Least their Second Year Compared to Local District Students					
	2010-11		2011-12		2012-13	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
4	89	83	96	84	100	TBD

Summary of the Science Goal

Henry Johnson Charter School achieved the absolute science measure with 100 percent of grade 4 cohort students scoring at performance levels 3 and 4 on the 2013 NYS Science exam.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.	Achieved
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the local school district.	Achieved

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 is in good standing: the state has not identified the school as a Focus School nor determined that it has met the criteria to be identified as a local-assistance-plan school.

Method

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

Results

HJCS continues to be in “Good Standing.”

Evaluation

HJCS has been in “Good Standing” since opening in 2007.

NCLB Status by Year

Year	Status
2010-11	Good Standing
2011-12	Good Standing
2012-13	Good Standing