



# **HENRY JOHNSON CHARTER SCHOOL**

## **2015-16 ACCOUNTABILITY PLAN PROGRESS REPORT**

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## INTRODUCTION

**Tiffani Curtis Ed.D., Principal**, prepared this 2015-16 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Saleem Cheeks	Chair
Brian Backstrom	Secretary
Mike Bartoletti	Treasurer
Juanita Nabors	Trustee
Bramble Buran	Trustee
Latoya Taitt	Trustee
Sharon Victoria DeSilva	Trustee
Mike Strianese	Trustee

Tiffani Curtis Ed.D. has served as the school leader since 2014.

## INTRODUCTION

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

**Vision statement:** Henry Johnson Charter School is a learning community where every scholar achieves academic excellence while developing exceptional character.

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

The highlights of the program include:

- A culture of high academic standards
- A committed and caring staff
- Small school setting
- Authentic opportunities for strong parent and guardian involvement
- A safe, nurturing and respectful learning environment
- Three hours daily devoted to reading and writing
- Ninety minutes every day spent on math
- Classes in social studies, science, computers, art, music and physical education
- Comprehensive and ongoing common core standards-based assessments
- “Proactivity” character education programs
- Monthly all school spirit assemblies
- Two teachers in every classroom
- A longer school day (7:45-3:45) and school year
- School uniforms
- A belief that all scholars can and will succeed

### **Academic Program & Policy**

Henry Johnson is a school of uncompromising academic and social expectations with an unrelenting focus on academic achievement and character development. We embrace an educational philosophy of love and hard work coupled with a college-bound curriculum grounded in basic skills, outstanding literature, and moral virtues. HJCS provides a nurturing environment of high expectations and accountability that equips all scholars with the choice to determine their success in life.

# INTRODUCTION

## *I. CURRICULUM*

Our research-based math and reading programs are aligned with the National Common Core Standards. Classes in Social Studies, Science, Art, Music, Computers, Library, and Physical Education complete the array of subject areas that scholars will explore and develop proficiency in. The curriculum is designed to meet the individual needs of our scholars while providing a focus on attainment and mastery of the State and Common Core Standards. We call children “scholars” to reflect our focus on learning as well as our belief that all scholars can succeed in an environment of high expectations.

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

- ELA (K-2): Core Knowledge Language Arts (CKLA)
- ELA (3-4): Engage NY
- Handwriting (K-1): Zaner-Bloser
- Vocabulary (K-4): Wordly Wise
- Writing (2-4): Ready NY Writing
- Math: Engage NY
- Science: Interactive Science
- Social Studies: HJCS Social Studies Framework

## *II. CHARACTER DEVELOPMENT*

Henry Johnson Charter School fully embraces the importance of helping scholars develop sound character and positive values. As reflected in our tag line, “Building Character” precedes “Achieving Excellence”—not because character is more important but because it is the primary component necessary to the achievement of excellence, whether in one’s academic or personal life. Attention to character is, therefore, central to the Henry Johnson program and a part of every day in our school.

During daily morning meeting times, teachers use “Proactivity” to support character discussions using a three-tier approach that includes proverbs, poetry, and positive stories. As a school community we place emphasis on the necessity and importance of making good choices.

Each month a different Core Value is explored. Each class discusses the value throughout the month, reads stories and memorizes proverbs and poetry pertaining to the value, and provides incentives and awards for scholars who work hard to demonstrate that core value in school.

## INTRODUCTION

### School Enrollment

Since 2010, Henry Johnson Charter School has maintained a stable enrollment. Henry Johnson has met the school's enrollment goals and has consistently retained over 95% of the school's students each year. In addition, parents have highly rated the program based on a parent survey administered in the spring.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	Total
2011-12	73	74	69	77	74	367
2012-13	78	78	74	77	78	385
2013-14	77	77	77	78	77	386
2014-15	81	79	68	80	81	389
2015-16	84	79	83	72	77	395

## ENGLISH LANGUAGE ARTS

### Goal 1: English Language Arts

All students at the Henry Johnson Charter School (HJCS) will become proficient in reading and writing of the English Language.

### BACKGROUND

In the 2013-2014 school year Henry Johnson purchased materials from Ready NY to help support staff with the demands and shifts in the Common Core State Standards. Recognizing gaps in the CCSS's taught with Ready NY, in the 2014-2015 school year Henry Johnson began implementing Core Knowledge Language Arts (CKLA) as its main resource for ELA instruction in K-2 and the Expeditionary Learning Modules (from EngageNY) as its main resource for ELA instruction in 3-4. CKLA has two components in K-2; Skills and Listening and Learning. In the 2014-2015 school year Skills was implemented in K-2 at the beginning of the school year and Listening and Learning was implemented beginning in January. The Expeditionary Learning Modules in 3-4 were implemented in January as well.

For the 2016 - 2017 school year K-2 continued to utilize CKLA. Both Skills and Listening and Learning will be implemented at the beginning of the school year. Grades 3-4 continue to utilize the Expeditionary Learning Modules (from EngageNY) and they too were implemented at the beginning of the school year. These materials are aligned to CCSS's and will provide teachers with a common set of resources to help maintain consistency among classrooms at each level.

In the 2014-2015 school year Henry Johnson began implementing Daily 5. Henry Johnson will continue to utilize Daily 5 in the 2016-2017 school year. Daily 5 is a structure to train scholars how to work independently on literacy activities while teachers meet with small groups for guided reading or confer with individual scholars. This structure encourages reading independence and gives scholars the skills they need to create a lifetime love of reading and writing. The Daily 5 includes:

- Read to Self
- Work on Writing
- Read to Someone
- Listen to Reading
- Word Work

Overall, the ELA block lasts for three hours. In K-2 the three hours are split between Skills, Listening and Learning, Daily 5, and Writing. In 3-4 the three hours are split between the ELA Modules, Daily 5, and Writing.

In the 2014-2015 school year Henry Johnson began implementing Kagan Cooperative Learning Structures. Henry Johnson will continue to utilize Kagan in the 2016-2017 school year. The purpose of continuing to utilize Kagan structures is to support and encourage scholar engagement across all subject areas. Kagan structures promote the interaction of all scholars at once, naturally promoting scholar collaboration and individual scholar accountability for learning. Kagan, which supports whole group, small group, and independent practice strategies, is an excellent complement to Henry Johnson's co-teaching model, in that with two teachers in a classroom, there will be a variety of opportunities for strategic student grouping and individualized instruction, especially in terms of reading and writing. In

addition to Kagan, Henry Johnson implemented “Daily 5” (Reading Independently, Writing, Reading to Others, Listening, and Word Work) during the ELA block.

In the 2014-2015 school year Henry Johnson introduced the Gradual Release of Responsibility (GRR) as its instructional framework. All instruction throughout the building was taught using the “I Do, We Do, You Do Together, You Do Alone” framework. Henry Johnson will continue to utilize GRR as its instructional framework in all areas of instruction for the 2016-2017 school year. To begin, the teacher models a specific reading skill or strategy with a short, focused mini-lesson. Scholars try the skill/strategy with teacher support, and then practice the skill/strategy with a small group or partner. After practicing the skill/strategy with a partner or small group scholars apply the skill/strategy to their own reading independently. In K-1 instead of reading independently for 45 minutes scholars read for a shorter amount of time then break up into Daily 5 stations while teachers pull groups for guided reading. In grades 2-4 while scholars are reading independently teachers facilitate guided reading groups to provide additional reading support at each scholar’s instructional reading level. Reading Workshop is wrapped up with a “share” where the scholars demonstrate their understanding of the new skill/strategy.

There are a variety of assessments used at Henry Johnson to measure progress in reading and writing. The Fountas and Pinnell Benchmark Assessment has been utilized since the 2012-2013 school year and will continue to be used during the 2016-2017 school year. The F&P Benchmark is used in all grade levels to determine the independent and instructional levels of all Henry Johnson scholars. The F&P Benchmark is administered three times a year and helps determine groupings for guided reading as well as identify scholars who might need additional support and intervention. MAP Testing is also administered as a universal screening and is used as a predictor of future scholar success in reading and will continue to be used in the 2016-2017 school year.

In the 2014-2015 school year a variety of other ELA assessments were introduced to help measure progress. Running Records were introduced in K-4 as a way to measure progress in reading in between F&P Benchmarks. Running Records are administered approximately every four weeks. A Decodable and Tricky Words Assessment was introduced in K-1 to measure how many decodable and tricky words scholars were mastering with automaticity in CKLA Skills. Running Records and the Decodable and Tricky Word Assessments will continue to be utilized in the 2016-2017 school year. Additionally, for the 2016-2017 school year the school will continue to use Words Correct per Minute (WCPM) assessment given at the end of every trimester in grades 1-4 to measure scholar growth with fluency.

This year, to continue to assist in meeting our school-wide goals, HJCS is continuing to shift the primary role of assessment from evaluating and ranking scholars to motivating them to learn. The Scholar-Engaged Assessment Framework will continue to be used to support this shift. As part of this framework, scholars are utilizing HJCS Data Portfolios in order to organize and analyze reading and writing data as evidence of growth toward meeting school-wide reading and writing goals.

Beginning in 2014-15, Henry Johnson became a professional learning community (PLC) where staff actively, practically, and fully transition from a focus on teaching to a true focus on learning. This practice continues going forward. In this PLC, staff engage in an ongoing collaborative exploration of four critical questions: (i) what they want each scholar to learn, (ii) how they will know when each scholar has learned it, and (iii) how the school will respond when scholars experience difficulty with learning, (iv) what will they do when a scholar already knows the material. The PLC culture supports effective collaborative planning and strategic action to improve curriculum, instruction, assessment, and intervention, as all school professionals play a proactive role in fostering scholar success.

## ENGLISH LANGUAGE ARTS

As the Henry Johnson PLC explores what scholars should learn, the school will strengthen curriculum to be mission-oriented, Common Core-aligned, inquiry-based, discourse-rich, and reading and writing-privileged. Using existing Common Core-aligned resources (including EngageNY.org) as a scaffold, Henry Johnson teachers work collaboratively to implement literacy-oriented thematic units and lessons that can be executed at the level of rigor expected by the standards and state exams.

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

### Goal 1: Absolute Measure

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

### METHOD

The school administered the New York State Testing Program English language arts (“ELA”) assessment to students in 3rd and fourth grades in April 2016. 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 (defined as enrolled by BEDS day of the previous school year).

2015-16 State English Language Arts Exam  
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested <sup>1</sup>				Total Enrolled
		IEP	ELL	Absent	Refused	
3	69				2	71
4	71			1	1	73
All	140	0	0	1	3	144

<sup>1</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.

# ENGLISH LANGUAGE ARTS

## RESULTS

51 percent of all students and 51 percent of students in at least their second year at HJCS performed at standards 3 and 4 on the 2016 NYS ELA exam.

Performance on 2015-16 State English Language Arts Exam  
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	32%	69	36%	59
4	27%	71	27%	66
All	<b>29%</b>	140	<b>31%</b>	125

## EVALUATION

HJCS did not achieve this measure. With the exception of grade 3 who had proficiency at 65%, the rest of the students in at least their second year had proficiency rates in the mid-forty percent range. Overall, 51 percent of cohort students achieved standards 3 and 4, 24 percent less than the goal of 75 percent.

English Language Arts Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2013-14		2014-15		2015-16	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	42%	57	25%	60	36%	59
4	20%	65	36%	69	27%	66
All	<b>30%</b>	122	<b>31%</b>	19	<b>31%</b>	125

### Goal 1: Absolute Measure

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

## METHOD

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in English language arts. To achieve this measure, all tested students must have

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a PLI value that equals or exceeds the 2015-16 English language arts AMO of **104**. 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.<sup>2</sup>

### RESULTS

The HJCS Performance Level Indicator in ELA calculates to 99, which is 5 below the target AMO of 104.

English Language Arts 2015-16 Performance Level Index

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
140	29%	41%	25%	4%

$$\begin{array}{rcccccccc} \text{PI} & = & 41 & + & 25 & + & 4 & = & 70 \\ & & & & 25 & + & 4 & = & \underline{29} \\ & & & & & & \text{PLI} & = & 99 \end{array}$$

### EVALUATION

HJCS did not achieve this outcome 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 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.<sup>3</sup>

### RESULTS

HJCS students outperformed the local district in ELA 31% versus 19% overall.

<sup>2</sup> In contrast to SED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

<sup>3</sup> Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

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### 2015-16 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 2nd Year		All Albany City School District Students	
	Percent	Number Tested	Percent	Number Tested
3	36%	59	19%	626
4	27%	66	19%	591
All	<b>31%</b>	125	<b>19%</b>	1217

### EVALUATION

HJCS achieved this measure by outperforming the district on the NYS ELA exam.

### ADDITIONAL EVIDENCE

HJCS has had higher proficiency levels overall for the past three years in ELA.

### 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 Scoring at or Above Proficiency Compared to Local District Students					
	2013-14		2014-15		2015-16	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	42%	16%	25%	14%	36%	19%
4	20%	15%	36%	14%	27%	19%
All	<b>30%</b>	<b>15.5%</b>	<b>31%</b>	<b>14%</b>	<b>31%</b>	<b>19%</b>

### Goal 1: Comparative Measure

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

### METHOD

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

## ENGLISH LANGUAGE ARTS

statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the requirement for achieving this measure.

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2015-16 analysis is not yet available. This report contains 2014-15 results, the most recent Comparative Performance Analysis available.

### RESULTS

The comparative performance 2014-15 ELA overall effect size was 0.95, greater than the target 0.3.

#### 2014-15 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	97.5	77	23	15.7	7.3	0.61
4	92.6	81	32	16.3	15.7	1.27
5						
6						
7						
8						
All	95	158	27.6	16	11.6	0.95

#### School's Overall Comparative Performance:

**Higher than expected to a large degree**

### EVALUATION

HJCS achieved this measure in 2014-15, with an overall effect size of, far exceeding the target of 0.3.

### ADDITIONAL EVIDENCE

HJCS has achieved this measure for the past two years.

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

School Year	Grades	Percent Eligible for Free Lunch/ Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2012-13	3-4	82.7	153	18.3	20.3	-0.16
2013-14	3-4	94.6	147	28.0	--	+0.74
2014-15	3-4	95	158	27.6	16	0.95

## Goal 1: Growth Measure<sup>4</sup>

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

## METHOD

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2014-15 and also have a state exam score from 2013-14 including students who were retained in the same grade. Students with the same 2013-14 score are ranked by their 2014-15 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students’ growth percentiles are aggregated school-wide to yield a school’s mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

Given the timing of the state’s release of Growth Model data, the 2015-16 analysis is not yet available. This report contains 2014-15 results, the most recent Growth Model data available.<sup>5</sup>

## RESULTS

In 2014-15, HJCS continued to demonstrate growth on the ELA exam. Overall, the mean growth percentile was 53, exceeding the statewide median of 50.

2014-15 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
4	53.0	50.0
All	<b>53.0</b>	50.0

## EVALUATION

HJCS achieved this measure.

## ADDITIONAL EVIDENCE

HJCS has achieved an overall ELA growth percentile greater than 50 since 2013.

<sup>4</sup> See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

<sup>5</sup> Schools can acquire these data from the NYSED’s Business Portal: [portal.nysed.gov](http://portal.nysed.gov).

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

Grade	Mean Growth Percentile			
	2012-13	2013-14	2014-15	Statewide Median
4	57.6	59.12	53.0	50.0

### SUMMARY OF THE ENGLISH LANGUAGE ARTS GOAL

HJCS achieved all measures in ELA, with the exception of having 75% performing at levels 3 and 4. However, HJCS did outperform the average proficiency rates of NYS, NYC District and NYC charter schools.

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.	Did Not Achieve
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2013-14 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.	Achieved

### ACTION PLAN

Henry Johnson Charter school implemented several academic initiatives during the 2014-15 school year. These initiatives included the adoption of curriculum materials, targeted profession development, professional learning communities, a responsive and fluid multi-tiered RtI system, and an instructional framework to support the delivery of rigorous academic content. These initiatives were further supported and strengthened during the 2015-2016 school year. After two years of implementation, school-wide data indicated that these initiatives were providing shifts in increased reading levels, mathematical concept knowledge, and scholar efficacy. Therefore, HJCS will continue to refine these instructional and practitioner strategies during the 2016-2017 school year.

## MATHEMATICS

### Goal 2: Mathematics

All students at the Henry Johnson Charter School will become proficient in Mathematics.

### BACKGROUND

During the 2014-2015 school year, it became apparent that math instruction at Henry Johnson Charter School did not align with our desired outcomes. As a result, HJCS made math instruction its focus for the 2015-2016 school year. Instructional staff began this process during two weeks of professional development in August 2015.

During professional development in August 2016, teachers at HJCS received approximately 5 hours of professional development devoted solely to mathematics content and pedagogy. This year teachers will continue to reference their knowledge of the progression of math skills and developed year-long math pacing calendars to ensure there is adequate time to cover all grade-level content.

At Henry Johnson Charter School, our goal as math teachers is to continue to develop fluency in mathematics. We want our scholars to know not only what process to use when problem solving, but also why and how the process works. We create a course of study that builds scholars' knowledge of math, logically and thoroughly, supported by the instructional frameworks Understanding by Design, Gradual Release of Responsibility, Kagan Cooperative Learning, and Habits of Discussion.

Using the Eureka math program (EngageNY modules) as our primary math resource, we create daily, 60-minute lessons that outline learning experiences designed to foster deep understanding of concepts and the development of skills necessary for meeting and exceeding the Common Core State Standards for Mathematics Content and Practice.

In 2015-16, HJCS implemented the following systems. (1) Aligned the Curriculum through Understanding by Design (UbD): As the Henry Johnson PLC explored what scholars should learn, the school strengthened curriculum to be mission-oriented, Common Core-aligned, inquiry-based, discourse-rich, and reading and writing-privileged. Using existing Common Core-aligned resources (including EngageNY.org) as a scaffold, Henry Johnson teachers worked collaboratively to implement the math curriculum. (2) Eight Mathematical Practices: To adjust to the transitions of Common Core State Standards (CCSS) during the 2014-2015 school year Henry Johnson teachers focused on the shifts recommended by CCSS by using the "Eight Math Practices" which enhanced the level of discourse and procedural fluency in the math classroom. Math lessons are designed to engage scholars in logical reasoning and mathematical discourse by utilizing strategies that encourage making-sense, problem solving, and communication. Teachers design tasks that enhance scholars' abilities to carry out procedures in ways that are flexible, accurate, and appropriate for the given mathematical situation. Scholars are equipped to use tools and different forms of mathematical representation. The goal is to bring scholars to the point of being able to apply their math knowledge to new problems and real-life situations. Scholars are given the opportunity to experience group work for the purpose of cooperation, as well as to share and revise their

## MATHEMATICS

thinking. Teachers will continue to use this system for math instruction during the 2016-2017 school year.

### Goal 2: Absolute Measure

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

### METHOD

The school administered the New York State Testing Program mathematics assessment to students in 3<sup>rd</sup> and 4<sup>th</sup> grades in April 2016. 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.

2015-16 State Mathematics Exam  
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested <sup>6</sup>				Total Enrolled
		IEP	ELL	Absent	Refused	
3	67			2	2	71
4	73			0	0	73
All	140			2	2	144

### RESULTS

16 percent of all students as well as 17 percent of students in at least their second year at HJCS performed at standards 3 and 4 on the 2016 NYS Math exam.

Performance on 2015-16 State Mathematics Exam  
By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	15%	67	16%	57
4	18%	73	18%	68
All	16%	140	17%	125

<sup>6</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.

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## EVALUATION

HJCS did not achieve this measure. 17 percent of students in at least their second year achieved levels 3 and 4 on the NYS ELA exam.

## ADDITIONAL EVIDENCE

Math scores dipped this year as compared to years past.

Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2013-14		2014-15		2015-16	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	40%	57	17%	59	16%	57
4	73%	63	46%	69	18%	68
All	<b>58%</b>	120	<b>33%</b>	158	<b>17%</b>	125

### Goal 2: Absolute Measure

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

## METHOD

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in mathematics. To achieve this measure, all tested students must have a PLI value that equals or exceeds the 2015-16 mathematics AMO of 101. 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.<sup>7</sup>

## RESULTS

The HJCS Performance Level Indicator in Math calculates to 67, which falls short of the AMO of 101.

<sup>7</sup> In contrast to NYSED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

# MATHEMATICS

## Mathematics 2015-16 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
140	51%	33%	14%	3%

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 33 & + & 14 & + & 3 & = & 50 \\
 & & & & 14 & + & 3 & = & \underline{17} \\
 & & & & & & \text{PLI} & = & 67
 \end{array}$$

## EVALUATION

HJCS did not achieve this outcome measure. The math PLI was less than the target.

### Goal 2: Comparative Measure

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

## METHOD

A school compares the performance of tested students enrolled in at least their second year to that of 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.<sup>8</sup>

## RESULTS

HJCS outperformed the local district overall, 17% versus 16.5%.

### 2015-16 State Mathematics Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All Albany CSD Students	
	Percent	Number Tested	Percent	Number Tested
3	16%	57	17%	633
4	18%	68	16%	595
All	<b><u>17%</u></b>	125	<b><u>16.5%</u></b>	1228

<sup>8</sup> Schools can acquire these data when the New York State Education Department releases its database containing grade level ELA and math test results for all schools and districts statewide. The NYSED announces the release of the data on its [News Release webpage](#).

# MATHEMATICS

## EVALUATION

HJCS achieved this measure.

## ADDITIONAL EVIDENCE

HJCS continues to outperform the Albany City School District.

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					
	2013-14		2014-15		2015-16	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	40%	14%	17%	15%	16%	17%
4	73%	17%	46%	16%	18%	16%
All	<b>58%</b>	<b>15.4%</b>	<b>33%</b>	<b>16%</b>	<b>17%</b>	<b>16.5%</b>

### Goal 2: Comparative Measure

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

## METHOD

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

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2015-16 analysis is not yet available. This report contains 2014-15 results, the most recent Comparative Performance Analysis available.

## RESULTS

In 2014-15, HJCS achieved an overall effect size of 0.21, which is Slightly Higher than Expected.

# MATHEMATICS

## 2014-15 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	97.5	76	14	23.6	-9.6	-0.58
4	92.6	82	41	24.2	16.8	0.95
5						
6						
7						
8						
All	95	158	28	23.9	4.1	0.21

### School's Overall Comparative Performance:

**Slightly higher than expected**

## EVALUATION

HJCS did not achieve this measure in 2014-15. 2015-16 results are not available yet.

## ADDITIONAL EVIDENCE

In 2014-15, HJCS' effect size in math dipped to 0.21 from the previous year.

## Mathematics Comparative Performance by School Year

School Year	Grades	Percent Eligible for Free Lunch/ Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2012-13	3-4	82.7	153	26.8	24.9	-0.11
2013-14	3-4	94.4	144	54.0	--	+1.54
2014-15	3-4	95	158	28	23.9	0.21

### Goal 2: Growth Measure<sup>9</sup>

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 2014-15 and also

<sup>9</sup> See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

## MATHEMATICS

have a state exam score in 2013-14 including students who were retained in the same grade. Students with the same 2013-14 scores are ranked by their 2014-15 scores and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the statewide median, it must have a mean growth percentile greater than 50.

Given the timing of the state's release of Growth Model data, the 2015-16 analysis is not yet available. This report contains 2014-15 results, the most recent Growth Model data available.<sup>10</sup>

### RESULTS

HJCS grade 4 the growth percentile for 2014-15 surpassed the statewide median of 50.

2014-15 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Statewide Median
4	58.1	50.0

### EVALUATION

HJCS achieved this measure with an overall growth percentile of 58.1, exceeding the median of 50.

### ADDITIONAL EVIDENCE

As evidenced below, the mean growth percentile has exceeded the statewide median of 50 since 2013.

Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			Statewide Median
	2012-13	2013-14	2014-15	
4	61.2	80.8	58.1	50.0

### SUMMARY OF THE MATHEMATICS GOAL

With the exception of the first two absolute measures, HJCS achieved all other measures. With 16.5 percent of our scholars scoring at levels 3 and 4, the students outperformed the proficiency average across NYS and in NYC District schools.

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

<sup>10</sup> Schools can acquire these data from the NYSED's business portal: [portal.nysed.gov](http://portal.nysed.gov).

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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.	<b>Did Not Achieve</b>
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.	<b>Achieved</b>
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 2013-14 school district results.)	<b>Achieved</b>
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.	<b>Achieved</b>

### ACTION PLAN

Please refer to aforementioned plans to continue improving the program that is in place.

## SCIENCE

### Goal 3: Science

All students at Henry Johnson Charter School will demonstrate competency in the understanding and application of scientific reasoning.

### BACKGROUND

Henry Johnson uses the Interactive Science program developed by Pearson.

We have privileged science instruction on our campus by hiring a dedicated science teacher, scheduling science as a one-hour weekly special for K-2 to support weekly experiments that are intended to compliment the daily instruction by classroom teachers. Third and Fourth grade scholars attend a one-hour science class in the newly developed science lab, on a rotating schedule of two or three times a week.

### 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 4<sup>th</sup> grade in spring 2015. The school converted each student’s raw score to a performance level and a grade-specific scaled score. The criterion for success on this measure requires students enrolled in at least their second year to score at proficiency.

### RESULTS

**76 percent** of our grade 4 students scored at levels 3 and 4 on the NYS Science exam in 2015-16.

Charter School Performance on 2015-16 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 <sup>nd</sup> Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	76%	63	TBD	

### EVALUATION

HJCS achieved this measure.

### ADDITIONAL EVIDENCE

HJCS grade 4 students have done very well on this exam for the past three years.

# SCIENCE

## Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2013-14		2014-15		2015-16	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4	100%	60	96%	69	76%	63

### 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

Albany CSD Science 4 results are pending.

## 2015-16 State Science Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at Proficiency			
	Charter School Students In At Least 2 <sup>nd</sup> Year		All District #8 Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	76%	63	TBD	

### EVALUATION

Results Pending.

### ADDITIONAL EVIDENCE

HJCS has performed well compared to the local district(s) in recent years.

# SCIENCE

## 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					
	2013-14		2014-15		2015-16	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
4	100%	74%	96%	65%	76%	TBD

### SUMMARY OF THE SCIENCE GOAL

HJCS grade 4 students performed well on the NYS Science exam, with 76 percent scoring at standards 3 and 4.

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

### ACTION PLAN

Please refer to aforementioned plans to continue improving the current program.

## NCLB

### Goal 4: NCLB

The school will make Adequate Yearly Progress.

#### Goal 4: Absolute Measure

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

### METHOD

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

### RESULTS

Henry Johnson Charter School continues to be in Good Standing.

### EVALUATION

HJCS achieved this outcome measure.

### ADDITIONAL EVIDENCE

HJCS has been in Good Standing since it opened.

NCLB Status by Year

Year	Status
2013-14	Good Standing
2014-15	Good Standing
2015-16	Good Standing