



# **HENRY JOHNSON CHARTER SCHOOL**

## **2014-15 ACCOUNTABILITY PLAN PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 15, 2015

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Tiffani Curtis, School Leader, prepared this 2014-15 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Saleem Cheek	Chair, Business
Michael Strianese	Treasurer, Public Relations
Brian Backstrom	Secretary, Advocacy
Sharon Victoria DeSilva	Trustee
Latoya Taitt	Parent Rep
Juanita Nabors	Trustee, Legislative
Raimundo Archibold	Trustee
Bramble Buran	Trustee
Rex Wang	Trustee

Tiffani Curtis has served as the school leader since 2014.

## INTRODUCTION

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

**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.

## *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
- 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.

### **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

## ENGLISH LANGUAGE ARTS

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

**Henry Johnson Charter School scholars will be proficient readers and writers 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 2015-2016 school year K-2 will continue to utilize CKLA. Both Skills and Listening and Learning will be implemented at the beginning of the school year. Grades 3-4 will continue to utilize the Expeditionary Learning Modules (from EngageNY) and they too will be 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 2015-2016 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 2015-2016 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 will implement “Daily 5” (Reading Independently, Writing, Reading to Others, Listening, and Word Work) during the ELA block.

In the 2014-2015 school year Henry Johnson 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 2015-2016 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 2015-2016 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. AIMSweb 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 2015-2016 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 2015-2016 school year. Additionally, for the 2015-2016 school year there will also be a Words Correct per Minute (WCPM) assessment given at the end of every trimester in grades 1-4 to measure scholar growth with fluency.

Additionally, this year in order to assist in meeting our school-wide goals, HJCS is shifting the primary role of assessment from evaluating and ranking scholars to motivating them to learn. In order to do so, we have implemented a Scholar-Engaged Assessment Framework. 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.

**Goal 1: Absolute Measure**

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

**Method**

The school administered the New York State Testing Program English language arts assessment to students in third through fourth grade in April 2015. 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).

**2014-15 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	
3	77			1	78
4	81			2	83
All	158	0	0	3	161

**Results**

28 percent of all students and 31 percent of students in at least their second year at HJCS performed at standards 3 and 4 on the 2015 NYS ELA exam.

**Performance on 2014-15 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	23%	77	25%	60
4	32%	81	36%	69
All	<b>28%</b>	158	<b>31%</b>	129

<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.

## Evaluation

HJCS did not achieve this measure. The fourth grade students outperformed the third graders by about 10 percent, which is worth noting. The ELA team is analyzing the test results to determine where gaps exist and address going forward.

## Additional Evidence

Overall, the HJCS 3-4 grade scholars have improved year to year as evidenced in the table below.

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

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2012-13		2013-14		2014-15	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	18%	55	42%	57	25%	60
4	17%	64	20%	65	36%	69
All	<b>18%</b>	119	<b>30%</b>	122	<b>31%</b>	19

### Goal 1: Absolute Measure

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

## Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in English language arts. To achieve this measure, all tested students must have a Performance Level Index ("PLI") value that equals or exceeds the 2014-15 English language arts AMO of 97. 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 98, which is greater than the AMO of 97.

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



### English Language Arts 2014-15 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
158	30	42	24	4

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 42 & + & 24 & + & 4 & = & 70 \\
 & & & & 24 & + & 4 & = & \underline{28} \\
 & & & & & & \text{PLI} & = & 98
 \end{array}$$

#### Evaluation

HJCS achieved this measure.

#### Goal 1: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at 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 outperformed the local district overall, 31% vs 14%, and in each grade.

### 2014-15 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 <sup>nd</sup> Year		All District Students	
	Percent	Number Tested	Percent	Number Tested
3	25%	60	14%	591
4	36%	69	14%	570
All	<b><u>31%</u></b>	19	<b><u>14%</u></b>	1161

#### Evaluation

HJCS achieved this measure.

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

## Additional Evidence

HJCS continues to outperform the local district on the NYS English Language Arts exam.

### 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					
	2012-13		2013-14		2014-15	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	18%	22%	42%	16%	25%	14%
4	17%	15%	20%	15%	36%	14%
All	<b>18%</b>	<b>18%</b>	<b>30%</b>	<b>15.5%</b>	<b>31%</b>	<b>14%</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 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 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 2014-15 analysis is not yet available. This report contains 2013-14 results, the most recent Comparative Performance Analysis available.

## Results

The comparative performance 2013-14 ELA effect size is 0.74, greater than the target 0.3.

**2013-14 English Language Arts Comparative Performance by Grade Level**

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	<b>94.9</b>	<b>74</b>	<b>35</b>	<b>18.2</b>	<b>16.8</b>	<b>1.31</b>
4	<b>94.8</b>	<b>73</b>	<b>21</b>	<b>18.7</b>	<b>2.3</b>	<b>0.17</b>
5						
6						
7						
8						
All	<b>94.8</b>	<b>147</b>	<b>28.0</b>	<b>18.5</b>	<b>9.6</b>	<b>0.74</b>

**School's Overall Comparative Performance:**

Higher than expected to a meaningful degree

**Evaluation**

HJCS achieved this measure.

**Additional Evidence**

HJCS has remodeled the ELA program to align with the CCSS and to improve student understanding. The results on the comparative performance report demonstrate the improved performance of our scholars.

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

School Year	Grades	Percent Eligible for Free Lunch/ Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2011-12	3-4	80.9	150	38.0	40.9	-0.18
2012-13	3-4	82.7	153	18.3	20.3	-0.16
2013-14	3-4	94.6	147	28.0	--	+0.74

**Goal 1: Growth 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 2013-14 and also have a state exam score from 2012-13 including students who were retained in the same grade. Students with the same 2012-13 score are ranked by their 2013-14 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 2014-15 analysis is not yet available. This report contains 2013-14 results, the most recent Growth Model data available.<sup>5</sup>

**Results**

The 2013-14 mean growth percentile in ELA is 59.12, exceeding the statewide median of 50.

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

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

**Evaluation**

HJCS achieved this measure.

**Additional Evidence**

The mean growth percentile has been greater than 50 in both 2013 and 2014.

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<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).

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

Grade	Mean Growth Percentile			
	2011-12 <sup>6</sup>	2012-13	2013-14	Statewide Median
4		57.6	59.12	50.0
All		57.6	59.12	50.0

### Summary of the English Language Arts Goal

Although HJCS scholars did not reach the absolute goal of having 75 percent of students score at levels 3 and 4 on the NYS ELA exam, the students did demonstrate improved performance, growth and outperformed the local district again.

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

In order to improve ELA performance in 2015-2016 Henry Johnson will focus on the following initiatives as well as continue with the aforementioned ELA programs.

- a. *Becoming a Professional Learning Community:*** 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 student to learn, (ii) how they will know when each student has learned it, and (iii) how the school will respond when students experience difficulty with learning, (iv) what will they do when a student already knows the material. The PLC culture supports effective collaborative planning and strategic

<sup>6</sup> Grade level results not available.

action to improve curriculum, instruction, assessment, and intervention, as all school professionals play a proactive role in fostering student success.

- b. *Aligning the Curriculum through UbD:*** As the Henry Johnson PLC explores what students should learn, the school will strengthen curriculum to be mission-oriented, Common Core-aligned, inquiry-based, discourse-rich, and reading and writing-privileged. Using existing Common Core-aligned resources (including EngageNY.org) as a scaffold, Henry Johnson teachers will work collaboratively to implement literacy-oriented thematic units and lessons that can be executed at the level of rigor expected by the standards and state exams.
- c. *Conditioning for Effective Intervention:*** Since professional learning communities judge their effectiveness on the basis of results, the Henry Johnson PLC will also support a more systematic, timely, and direct intervention program. As a precursor to effective intervention, teachers will be encouraged to make productive connections between the assessed, taught, and learned curricula. Teachers will create effective common formative assessments that are born from ongoing collaboration to determine the most authentic and valid ways to assess student mastery. Increased use of literacy assessments, including fluency and sight-word diagnostic tools, help to inform efforts to improve student performance in reading. These assessments will provide data that is useful and relevant for decision making and the entire cohort of Henry Johnson's instructional staff will engage in an inclusive examination of student progress, both to improve core instruction, and to appropriately identify, establish plans for, support, and monitor students at risk and in need for academic or behavioral intervention. Based on prior ELA performance, a special emphasis on close reading across subject areas will be prioritized in PLC work.

## MATHEMATICS

### **Goal 2: Mathematics**

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

### **Background**

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 will make math instruction its focus for the 2015-2016 school year. Instructional staff began this process during two weeks of professional development in August 2015.

Teachers at HJCS enjoyed approximately 13 hours of professional development devoted solely to mathematics content and pedagogy. Teachers came prepared having read the “progressions documents” for their grade level across domains. Created by the University of Arizona, the progressions documents are narrative documents describing the progression of a topic across a number of grade levels. The Common Core State Standards for Mathematical Content were “woven” out of these progressions.

The first PD session, “Focus”, centered on teachers working to increase mathematics content knowledge at their grade level. Building on this work, the second session, “Coherence”, focused on increasing knowledge of the progressions of mathematical learning and connections across grade levels. The third session, “Implementation”, involved exploring best practices for instruction and the Standards for Mathematical Practice as a framework for improving math teaching and learning in the classroom. The final session, “Analysis”, focused on assessment and creating opportunities for student and teacher self-reflection and goal setting.

At Henry Johnson Charter School, our goal as math teachers is to help scholars become fluent 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.

**Goal 2: Absolute Measure**

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

**Method**

The school administered the New York State Testing Program mathematics assessment to students in third through fourth grade in April 2015. 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.

**2014-15 State Mathematics Exam  
Number of Students Tested and Not Tested**

Grade	Total Tested	Not Tested <sup>7</sup>			Total Enrolled
		IEP	ELL	Absent	
3	76			2	78
4	82			1	83
All	158	0	0	3	161

**Results**

28 percent of all students and 33 percent of students in at least their second year at HJCS performed at standards 3 and 4 on the 2015 NYS Math exam.

**Performance on 2014-15 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	14%	76	17%	59
4	41%	82	46%	69
All	<b>28%</b>	158	<b>33%</b>	128

**Evaluation**

HJCS did not achieve this measure.

<sup>7</sup> Students exempted from this exam according to their Individualized Education Program (IEP), because of English Language Learners (ELL) status, or absence for at least some part of the exam.



## Additional Evidence

The math performance has been varied year to year based on the student make up in the grade. Strategies are in place for the upcoming year to improve the now fourth grade success rate.

### Mathematics Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year Achieving Proficiency					
	2012-13		2013-14		2014-15	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
3	25%	55	40%	57	17%	59
4	28%	64	73%	63	46%	69
All	<b>27%</b>	119	<b>58%</b>	120	<b>33%</b>	158

### Goal 2: Absolute Measure

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

### Method

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards enabling all students to be proficient. As a result, the state sets an AMO each year to determine if schools are making satisfactory progress toward the goal of proficiency in the state's learning standards in mathematics. To achieve this measure, all tested students must have a Performance Level Index (PLI) value that equals or exceeds the 2014-15 mathematics AMO of 94. 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>8</sup>

### Results

The HJCS Performance Level Indicator in math calculates to 102, which is greater than the AMO of 94.

### Mathematics 2014-15 Performance Level Index (PLI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
158	26	46	19	9

$$\begin{array}{rclclclcl} \text{PI} & = & 46 & + & 19 & + & 9 & = & 74 \\ & & & & 19 & + & 9 & = & \underline{28} \\ & & & & & & \text{PLI} & = & 102 \end{array}$$

<sup>8</sup> In contrast to NYSED's Performance Index, the PLI does not account for year-to-year growth toward proficiency.

## Evaluation

HJCS achieved this measure.

### Goal 2: Comparative Measure

Each year, the percent of all tested students who are enrolled in at least their second year and performing at 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>9</sup>

## Results

HJCS outperformed the local district overall, 33% vs 16%, and in each grade.

**2014-15 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 District Students	
	Percent	Number Tested	Percent	Number Tested
3	17%	59	15%	572
4	46%	69	16%	556
All	<b>33%</b>	158	<b>16%</b>	1128

## Evaluation

HJCS achieved this measure.

## Additional Evidence

HJCS continues to outperform the local district on the NYS math exam.

<sup>9</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 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					
	2012-13		2013-14		2014-15	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
3	25%	20%	40%	14%	17%	15%
4	28%	16%	73%	17%	46%	16%
All	<u>27%</u>	<u>18%</u>	<u>58%</u>	<u>15.4%</u>	<u>33%</u>	<u>16%</u>

#### 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 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 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 2014-15 analysis is not yet available. This report contains 2013-14 results, the most recent Comparative Performance Analysis available.

#### Results

The comparative performance 2013-14 math effect size is 1.54, greater than the target 0.3, and deemed higher than expected to a large degree.

### **2013-14 Mathematics Comparative Performance by Grade Level**

Grade	Percent Economically Disadvantaged	Number Tested	Percent of Students at Levels 3&4		Difference between Actual and Predicted	Effect Size
			Actual	Predicted		
3	<b>94.9</b>	<b>73</b>	<b>36</b>	<b>26.5</b>	<b>9.5</b>	<b>0.55</b>
4	<b>94.8</b>	<b>71</b>	<b>73</b>	<b>25.9</b>	<b>47.1</b>	<b>2.55</b>
5						
6						
7						
8						
All	<b>94.8</b>	<b>144</b>	<b>54.2</b>	<b>26.2</b>	<b>28.0</b>	<b>1.54</b>

#### **School's Overall Comparative Performance:**

**Higher than expected to a large degree**

#### **Evaluation**

HJCS achieved this measure.

#### **Additional Evidence**

The 2013-14 comparative math results are much improved over past years.

### **Mathematics Comparative Performance by School Year**

School Year	Grades	Percent Eligible for Free Lunch/ Economically Disadvantaged	Number Tested	Actual	Predicted	Effect Size
2011-12	3-4	80.9	151	63.5	51.1	-0.66
2012-13	3-4	82.7	153	26.8	24.9	-0.11
2013-14	3-4	94.4	144	54.0	--	+1.54

**Goal 2: Growth Measure<sup>10</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 2013-14 and also have a state exam score in 2012-13 including students who were retained in the same grade. Students with the same 2012-13 scores are ranked by their 2013-14 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 2014-15 analysis is not yet available. This report contains 2013-14 results, the most recent Growth Model data available.<sup>11</sup>

**Results**

The 2013-14 mean growth percentile in math is 80.8, far exceeding the statewide median of 50.

**2013-14 Mathematics Mean Growth Percentile by Grade Level**

Grade	Mean Growth Percentile	
	School	Statewide Median
4	80.8	50.0
All	<b><u>80.8</u></b>	50.0

**Evaluation**

HJCS achieved this measure.

**Additional Evidence**

As evidenced by the table below, HJCS has shown a mean growth percentile greater than the statewide median of 50 in 2012 and 2013.

<sup>10</sup> See Guidelines for [Creating a SUNY Accountability Plan](#) for an explanation.

<sup>11</sup> Schools can acquire these data from the NYSED's business portal: [portal.nysed.gov](http://portal.nysed.gov).

### Mathematics Mean Growth Percentile by Grade Level and School Year

Grade	Mean Growth Percentile			
	2011-12 <sup>12</sup>	2012-13	2013-14	Statewide Median
4		61.2	80.8	50.0
All		61.2	80.8	50.0

### Summary of the Mathematics Goal

Although HJCS scholars did not reach the absolute goal of having 75 percent of students score at levels 3 and 4 on the NYS math exam, the students did demonstrate improved performance, growth and outperformed the local district again.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 3-8.	Did Not Achieve
Absolute	Each year, the school's aggregate Performance Level Index (PLI) on the state mathematics exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Achieved
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the local school district.	Achieved
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State. (Using 2013-14 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.	Achieved

### Action Plan

In addition to the ongoing actions mentioned in the ELA section, HJCS will continue with the Eight Mathematical practices

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

<sup>12</sup> Grade level results not available.

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

- b. *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 thinking.

## SCIENCE

### Goal 3: Science

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

#### 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, on a rotating schedule of two or three times a week, in the newly developed science lab.

### 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

96 percent of all students and students in at least their second year at HJCS scored at levels 3 and 4 on the NYS Science 4 exam in 2015.

#### **Charter School Performance on 2014-15 State Science 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
4	96%	81	96%	69

#### Evaluation

HJCS achieved this measure.



## Additional Evidence

HJCS fourth grade students perform very well on the science exam each year.

### Science Performance by Grade Level and School Year

Grade	Percent of Students Enrolled in At Least Their Second Year at Proficiency					
	2012-13		2013-14		2014-15	
	Percent Proficient	Number Tested	Percent	Number Tested	Percent Proficient	Number Tested
4	100%	64	100%	60	96%	69

### 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

2015 district results are pending.

### 2014-15 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 Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
4	96%	69	TBD	

## Evaluation

Pending

## Additional Evidence

HJCS consistently outperforms the local Albany City School District on the NYS science 4 exam.

**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					
	2012-13		2013-14		2014-15	
	Charter School	Local District	Charter School	Local District	Charter School	Local District
4	100%	76%	100%	74%	96%	TBD

**Summary of the Science Goal**

HJCS performs very well on the NYS science 4 exam, achieving our absolute measure and we expect to outperform the district again this year.

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 in 2014

**Action Plan**

HJCS will continue with the existing science program as our students are learning, enjoy it and perform well on the NYS Science 4 exam.

## 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 continues to be in "Good Standing."

### Evaluation

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

**NCLB Status by Year**

Year	Status
2012-13	Good Standing
2013-14	Good Standing
2014-15	Good Standing