

The State Education Department
The University of the State of New York

Office of Instructional Support and Development
Public School Choice Programs
462 EBA
Albany, New York 12234
518-474-1762

Charter School Annual Report
2008 - 2009

Charter School Information and Cover Page

Name of Charter School Henry Johnson Charter School

Address 30 Watervliet Avenue

Albany, New York 12206

Telephone 518-432-4300 Fax 518-432-4311

BEDS # 010100860892

District/CSD of Location Albany City Schools

Charter Entity SUNY Charter Schools Institute

Head of School (Contact Person) Lillian Turner
(print name)

E-mail address of contact person [REDACTED]

President, Board of Trustees Michelle Cleary
(print name)

E-mail address and Phone Number of Board President [REDACTED]
518-690-0660

General Instructions

1. Read and follow all instructions. Please be sure to provide all requested information. Do not provide data that are not requested.
2. Questions regarding the completion of these forms should be directed to the appropriate program office.

For questions on the fiscal report, call the Office of Management Services, State Aid Unit, at 518-473-8364.

For questions relating to student assessment results, progress made towards stated goals, or student/teacher attrition rates, call the Public School Choice Programs office at 518-474-1762.

For assistance with the audit forms, call the Office of Audit Services at 518-473-4516.

All audits for the 2008-09 school year are due to the Department by **November 1, 2009**. Please ensure that they are sent in **electronic form** to both the Office of Public School Choice Programs charterschools@mail.nysed.gov and to James Conway on the Office of Audit Services at jconway@mail.nysed.gov

3. Each person who was a member of a charter school's Board of Trustees during the 2008-09 school year must complete and submit the Disclosure of Financial Interest questionnaire.

4. Submit the annual report as a PDF file (except where otherwise noted) to the Public School Choice Programs office by **5:00 p.m. August 3, 2009** at charterschools@mail.nysed.gov . ***Fax versions will not be accepted.*** The original signed and notarized Statement of Assurances must be sent to the Office of Public School Choice at the address provided on the cover page above.

5. For all charter schools in New York City, please also provide one electronic copy of the Annual Report to Dr. Lisa Long at Llong@mail.nysed.gov

Section I

Student Assessment Data

This section refers to the academic achievement of your students on all standardized tests, including all State exams. For the State Assessment results in grades 3 - 8, please provide the percent of students scoring at Levels 1 – 4 on each State Assessment in English Language Arts and Mathematics. For those years in which assessments were not administered in grades 3 and 5 – 7, please leave those cells blank. Longitudinal data are being requested back through the 2005-06 school year. If the school was not in operation during any of the previous years, or if it did not serve students in grades for which there was a State exam, please leave those rows blank or enter “NA.”.

You must also provide data for grades 9-12 as well (as applicable).

For all other standardized assessment results, provide the following information for each assessment, by grade, using the chart provided. Complete a separate chart for each subtest. This should also be used to report portfolio assessment data. Please provide:

1. the full name of each assessment (not an acronym). Include portfolios and any performance-based assessment as well;
2. the name of each sub-test that was given (if applicable);
3. the grade of the students being tested;
4. the date the assessment(s) was/were given;
5. the number of students enrolled in the grade on the date the assessment(s) was/were given;
6. the number of students who were absent on the date that the assessment(s) were administered;
7. the number of students who were exempted from such assessment(s) per their IEP;
8. the number of students who were exempted from such assessment(s) as a result of their ELL/LEP status;
9. the number of students who were actually assessed (this figure must equal the number of students in the grade on the date the test was given minus those who were absent or exempted);
10. the score obtained for each grade level (be sure to indicate the type of score being reported, e.g., percentile, normal curve equivalent, percent passing);
11. if applicable, include the qualitative levels of the scores (e.g. percent passing with distinction, percent achieving mastery); and,
12. any other evaluative data that describe the performance of your students on the assessments given.

Henry Johnson Charter School served only Grades KG-2 in 2008-2009.

[illegible][illegible]

New York State Assessment Results

<i>Regents Exam</i>	<i>Year</i>	<i>All Students</i>				<i>General Education Students</i>					<i>Students with Disabilities</i>				
	<i>Total Tested</i>	<i>% Scoring:</i>				<i>Total Tested</i>	<i>% Scoring:</i>				<i>Total Tested</i>	<i>% Scoring at or above:</i>			
		<i>≤54</i>	<i>55- 64</i>	<i>65-84</i>	<i>≥85</i>		<i>≤54</i>	<i>55-64</i>	<i>65-84</i>	<i>≥85</i>		<i>≤54</i>	<i>55-64</i>	<i>65-84</i>	<i>≥ 85</i>
Comprehensive English	2008-09														
	2007-08														
	2006-07														
	2005-06														
Math A	2008-09														
	2007-08														
	2006-07														
	2005-06														
Math B	2008-09														
	2007-08														
	2006-07														
	2005-06														
Global History & Geography	2008-09														
	2007-08														
	2006-07														
	2005-06														
US History & Gov't.	2008-09														
	2007-08														
	2006-07														
	2005-06														
Living Environ.	2008-09														
	2007-08														
	2006-07														
	2005-06														

<i>Regents Exam</i>	<i>Year</i>	<i>All Students</i>				<i>General Education Students</i>					<i>Students with Disabilities</i>				
	<i>Total Tested</i>	<i>% Scoring:</i>				<i>Total Tested</i>	<i>% Scoring:</i>				<i>Total Tested</i>	<i>% Scoring at or above:</i>			
		<i>≤54</i>	<i>55- 64</i>	<i>65-84</i>	<i>≥85</i>		<i>≤54</i>	<i>55-64</i>	<i>65-84</i>	<i>≥85</i>		<i>≤54</i>	<i>55-64</i>	<i>65-84</i>	<i>≥ 85</i>
Phys. Setting/ Earth Sci.	2008-09														
	2007-08														
	2006-07														
	2005-06														
Phys. Setting/ Chemistry	2008-09														
	2007-08														
	2006-07														
	2005-06														
Phys. Setting/ Physics	2008-09														
	2007-08														
	2006-07														
	2005-06														

New York State Assessment Results

<i>Regents Exam</i>	<i>Year</i>	<i>All Students</i>				<i>General Education Students</i>					<i>Students with Disabilities</i>					
		<i>Total Tested</i>	% Scoring:				<i>Total Tested</i>	% Scoring:				<i>Total Tested</i>	% Scoring at or above:			
			≤54	55- 64	65-84	≥85		≤54	55-64	65-84	≥85		≤54	55-64	65-84	≥ 85
Comp. French	2008-09															
	2007-08															
	2006-07															
	2005-06															
Comp. German	2008-09															
	2007-08															
	2006-07															
	2005-06															
Comp. Hebrew	2008-09															
	2007-08															
	2006-07															
	2005-06															
Comp. Italian	2008-09															
	2007-08															
	2006-07															
	2005-06															
Comp. Latin	2008-09															
	2007-08															
	2006-07															
	2005-06															
Comp. Spanish	2008-09															
	2007-08															
	2006-07															
	2005-06															

New York State Assessment Results

<i>Regents Competency Test</i>	<i>Year</i>	<i>All Students</i>				<i>General Education Students</i>				<i>Students with Disabilities</i>					
	<i>Total Tested</i>	<i>% Scoring:</i>				<i>Total Tested</i>	<i>% Scoring:</i>				<i>Total Tested</i>	<i>% Scoring at or above:</i>			
		<i>≤54</i>	<i>55- 64</i>	<i>65-84</i>	<i>≥85</i>		<i>≤54</i>	<i>55-64</i>	<i>65-84</i>	<i>≥85</i>		<i>≤54</i>	<i>55-64</i>	<i>65-84</i>	<i>≥ 85</i>
Mathematics	2008-09														
	2007-08														
	2006-07														
	2005-06														
Science	2008-09														
	2007-08														
	2006-07														
	2005-06														
Reading	2008-09														
	2007-08														
	2006-07														
	2005-06														
Writing	2008-09														
	2007-08														
	2006-07														
	2005-06														
Global Studies	2008-09														
	2007-08														
	2006-07														
	2005-06														
US History & Gov't.	2008-09														
	2007-08														
	2006-07														
	2005-06														

New York State Assessment Results

<i>Second Language Proficiency Exams</i>	<i>Year</i>	<i>All Students</i>				<i>General Education Students</i>					<i>Students with Disabilities</i>					
		<i>Total Tested</i>	<i>% Scoring:</i>				<i>Total Tested</i>	<i>% Scoring:</i>				<i>Total Tested</i>	<i>% Scoring at or above:</i>			
			<i>≤54</i>	<i>55- 64</i>	<i>65-84</i>	<i>≥85</i>		<i>≤54</i>	<i>55-64</i>	<i>65-84</i>	<i>≥85</i>		<i>≤54</i>	<i>55-64</i>	<i>65-84</i>	<i>≥ 85</i>
French	2008-09															
	2007-08															
	2006-07															
	2005-06															
German	2008-09															
	2007-08															
	2006-07															
	2005-06															
Italian	2008-09															
	2007-08															
	2006-08															
	2005-06															
Latin	2008-09															
	2007-08															
	2006-07															
	2005-06															
Spanish	2008-09															
	2007-08															
	2006-07															
	2005-06															

***NYS English as a
Second Language
Achievement Test***

<i>NYS English as a Second Language Achievement Test</i>	<i>Year</i>	<i>All Students</i>				<i>General Education Students</i>				<i>Students with Disabilities</i>						
		<i>Total Tested</i>	<i>% Scoring:</i>				<i>Total Tested</i>	<i>% Scoring:</i>				<i>Total Tested</i>	<i>% Scoring at or above:</i>			
			<i>≤54</i>	<i>55- 64</i>	<i>65-84</i>	<i>≥85</i>		<i>≤54</i>	<i>55-64</i>	<i>65-84</i>	<i>≥85</i>		<i>≤54</i>	<i>55-64</i>	<i>65-84</i>	<i>≥ 85</i>
Listening & Speaking (Gr. K-1)	2008-09	3		1	2		3		1	2						
	2007-08	1		1			1		1							
	2006-07															
	2005-06															
Reading &Writing (Gr. K-1)	2008-09	3	3				3	3								
	2007-08	1	1				1	1								
	2006-07															
	2005-06															
Listening & Speaking (Gr. 2-4)	2008-09															
	2007-08															
	2006-07															
	2005-06															
Reading &Writing (Gr. 2-4)	2008-09															
	2007-08															
	2006-07															
	2005-06															
Listening & Speaking (Gr. 5-6)	2008-09															
	2007-08															
	2006-07															
	2005-06															
Reading & Writing (Gr. 5-6)	2008-09															
	2007-08															
	2006-07															
	2005-06															

NYS English as a Second Language Achievement Test	Year	All Students				General Education Students					Students with Disabilities				
	Total Tested	% Scoring:				Total Tested	% Scoring:				Total Tested	% Scoring at or above:			
		≤54	55- 64	65-84	≥85		≤54	55-64	65-84	≥85		≤54	55-64	65-84	≥ 85
Listening & Speaking (Gr. 7-8)	2008-09														
	2007-08														
	2006-07														
	2005-06														
Reading & Writing (Gr. 7-8)	2008-09														
	2007-08														
	2006-07														
	2005-06														
Listening & Speaking (Gr. 9-12)	2008-09														
	2007-08														
	2006-07														
	2005-06														
Reading & Writing (Gr. 9-12)	2008-09														
	2007-08														
	2006-07														
	2005-06														

New York State Alternate Assessment Results

<i>NYS Alternate Assessments</i>	<i>Year</i>	<i>All Students</i>				
		<i>Total Tested</i>	<i>% Scoring:</i>			
			<i>L1</i>	<i>L2</i>	<i>L3</i>	<i>L4</i>
Elementary Social Studies	2008-09					
	2007-08					
	2006-07					
	2005-06					
Middle Level Social Studies	2008-09					
	2007-08					
	2006-07					
	2005-06					
Secondary Level Social Studies	2008-09					
	2007-08					
	2006-07					
	2005-06					
Secondary Level Science	2008-09					
	2007-08					
	2006-07					
	2005-06					

High School Completion Rates

<i>High School Completion</i>	<i>Year</i>	<i>All Students</i>		<i>General Education Students</i>		<i>Students with Disabilities</i>	
		<i>Number Of Students</i>	<i>Percent Of Graduates</i>	<i>Number Of Students</i>	<i>Percent Of Graduates</i>	<i>Number Of Students</i>	<i>Percent of Graduates</i>
Total Graduates	2008-09						
	2007-08						
	2006-07						
	2005-06						
Rec'd. a Regents Diploma	2008-09						
	2007-08						
	2006-07						
	2005-06						
Rec'd. a Regents Diploma w/Adv. Designation	2008-09						
	2007-08						
	2006-07						
	2005-06						
Rec'd. IEP Diploma	2008-09						
	2007-08						
	2006-07						
	2005-06						
To 4-Year College	2008-09						
	2007-08						
	2006-07						
	2005-06						
To 2-Year College	2008-09						
	2007-08						
	2006-07						
	2005-06						

<i>High School Completion</i>	<i>Year</i>	<i>All Students</i>		<i>General Education Students</i>		<i>Students with Disabilities</i>	
		<i>Number Of Students</i>	<i>Percent Of Graduates</i>	<i>Number Of Students</i>	<i>Percent Of Graduates</i>	<i>Number Of Students</i>	<i>Percent of Graduates</i>
To Other Post-Secondary	2008-09						
	2007-08						
	2006-07						
	2005-06						
Dropped Out	2008-09						
	2007-08						
	2006-07						
	2005-06						
Entered Approved HS Equivalency Prep Program	2008-09						
	2007-08						
	2006-07						
	2005-06						
Total Non-Completers	2008-09						
	2007-08						
	2006-07						
	2005-06						

**Other Student Assessment Data
2008-09**

Name of Charter School: Henry Johnson Charter School

Name of Test: Terra Nova 3rd Ed. **Subtest:** Reading

Grade	Date of Test (DOT)	# Enrolled in Grade on DOT	# Absent on Grade on DOT	# Exempted in Grade by IEP	# Exempted in Grade by ELL Status	# Students Assessed in Grade*	Score (Indicate Type of Score, e.g., NCE)	Qualitative Level and Percent Attaining* *	Other ***
KG	01/12/09	71	0	0	0	71	19 NCE	NA	NA
KG	06/25/09	69	0	0	0	69	48 NCE	NA	NA
1	10/15/08	78	0	0	0	78	29 NCE	NA	NA
1	06/25/09	73	0	0	0	73	48 NCE	NA	NA
2	10/15/08	51	0	0	0	51	34 NCE	NA	NA
2	06/25/09	49	0	0	0	49	42 NCE	NA	NA

* This number should equal the number of students enrolled on the day of the test, minus the number absent and the number exempted by either their IEP or their ELL status.

**If the assessment provides qualitative levels of achievement, e.g., “with honors,” indicate the applicable levels and the percent of students who took the test in each grade who attained each level. If not applicable, enter “NA.”

*** For any other evaluative data that describe the performance of your students on the assessments given. If not applicable, enter “NA.”

Other Student Assessment Data
2008-09

Name of Charter School: Henry Johnson Charter School

Name of Test: Terra Nova 3rd Ed. **Subtest:** Math

Grade	Date of Test (DOT)	# Enrolled in Grade on DOT	# Absent on Grade on DOT	# Exempted in Grade by IEP	# Exempted in Grade by ELL Status	# Students Assessed in Grade*	Score (Indicate Type of Score, e.g., NCE)	Qualitative Level and Percent Attaining* *	Other ***
KG	01/12/09	71	0	0	0	71	25 NCE	NA	NA
KG	06/25/09	69	0	0	0	69	52 NCE	NA	NA
1	10/15/08	78	0	0	0	78	29 NCE	NA	NA
1	06/25/09	73	0	0	0	73	42 NCE	NA	NA
2	10/15/08	51	0	0	0	51	34 NCE	NA	NA
2	06/25/09	49	0	0	0	49	42 NCE	NA	NA

* This number should equal the number of students enrolled on the day of the test, minus the number absent and the number exempted by either their IEP or their ELL status.

**If the assessment provides qualitative levels of achievement, e.g., “with honors,” indicate the applicable levels and the percent of students who took the test in each grade who attained each level. If not applicable, enter “NA.”

*** For any other evaluative data that describe the performance of your students on the assessments given. If not applicable, enter “NA.”

**Other Student Assessment Data
2008-09**

Name of Charter School: Henry Johnson Charter School

Name of Test: Terra Nova 3rd Ed. **Subtest:** Science

Grade	Date of Test (DOT)	# Enrolled in Grade on DOT	# Absent on Grade on DOT	# Exempted in Grade by IEP	# Exempted in Grade by ELL Status	# Students Assessed in Grade*	Score (Indicate Type of Score, e.g., NCE)	Qualitative Level and Percent Attaining* *	Other ***
1	10/15/08	78	0	0	0	78	517 MSS	NA	NA
1	06/25/09	73	0	0	0	73	560 MSS	NA	NA
1	06/25/09	73	0	0	0	73	47 NCE	NA	NA
2	10/15/08	51	0	0	0	51	36 NCE	NA	NA
2	06/25/09	49	0	0	0	49	41 NCE	NA	NA

* This number should equal the number of students enrolled on the day of the test, minus the number absent and the number exempted by either their IEP or their ELL status.

**If the assessment provides qualitative levels of achievement, e.g., “with honors,” indicate the applicable levels and the percent of students who took the test in each grade who attained each level. If not applicable, enter “NA.”

*** For any other evaluative data that describe the performance of your students on the assessments given. If not applicable, enter “NA.”

Other Student Assessment Data
2008-09

Name of Charter School: Henry Johnson Charter School

Name of Test: Terra Nova 3rd Ed. **Subtest:** Social Studies

Grade	Date of Test (DOT)	# Enrolled in Grade on DOT	# Absent on Grade on DOT	# Exempted in Grade by IEP	# Exempted in Grade by ELL Status	# Students Assessed in Grade*	Score (Indicate Type of Score, e.g., NCE)	Qualitative Level and Percent Attaining* *	Other ***
1	10/15/08	78	0	0	0	78	541 MSS	NA	NA
1	06/25/09	73	0	0	0	73	587 MSS	NA	NA
1	06/25/09	73	0	0	0	73	47 NCE	NA	NA
2	10/15/08	51	0	0	0	51	39 NCE	NA	NA
2	06/25/09	49	0	0	0	49	51 NCE	NA	NA

* This number should equal the number of students enrolled on the day of the test, minus the number absent and the number exempted by either their IEP or their ELL status.

**If the assessment provides qualitative levels of achievement, e.g., “with honors,” indicate the applicable levels and the percent of students who took the test in each grade who attained each level. If not applicable, enter “NA.”

*** For any other evaluative data that describe the performance of your students on the assessments given. If not applicable, enter “NA.”

**Other Student Assessment Data
2008-09**

Name of Charter School: Henry Johnson Charter School

Name of Test: NWEA MAP. Subtest: Reading

Grade	Date of Test (DOT)	# Enrolled in Grade on DOT	# Absent on Grade on DOT	# Exempted in Grade by IEP	# Exempted in Grade by ELL Status	# Students Assessed in Grade*	Score (Indicate Type of Score, e.g., NCE)	Qualitative Level and Percent Attaining* *	Other ***
KG	01/19/09	71	0	0	0	71	147 RIT†	NA	NA
KG	06/18/09	69	0	0	0	69	156 RIT	NA	NA
1	10/12/08	78	0	0	0	78	159 RIT	NA	NA
1	06/18/09	73	0	0	0	73	176 RIT	NA	NA
2	10/12/08	51	0	0	0	51	167 RIT	NA	NA
2	06/18/08	49	0	0	0	49	187 RIT	NA	NA

* This number should equal the number of students enrolled on the day of the test, minus the number absent and the number exempted by either their IEP or their ELL status.

**If the assessment provides qualitative levels of achievement, e.g., “with honors,” indicate the applicable levels and the percent of students who took the test in each grade who attained each level. If not applicable, enter “NA.”

*** For any other evaluative data that describe the performance of your students on the assessments given. If not applicable, enter “NA.”

**Other Student Assessment Data
2008-09**

Name of Charter School: Henry Johnson Charter School

Name of Test: NWEA MAP. **Subtest:** Math

Grade	Date of Test (DOT)	# Enrolled in Grade on DOT	# Absent on Grade on DOT	# Exempted in Grade by IEP	# Exempted in Grade by ELL Status	# Students Assessed in Grade*	Score (Indicate Type of Score, e.g., NCE)	Qualitative Level and Percent Attaining* *	Other ***
KG	01/19/09	71	0	0	0	71	145 RIT†	NA	NA
KG	06/18/09	69	0	0	0	69	156 RIT	NA	NA
1	10/12/08	78	0	0	0	78	157 RIT	NA	NA
1	06/18/09	73	0	0	0	73	175 RIT	NA	NA
2	10/12/08	51	0	0	0	51	171 RIT	NA	NA
2	06/18/08	49	0	0	0	49	186 RIT	NA	NA

* This number should equal the number of students enrolled on the day of the test, minus the number absent and the number exempted by either their IEP or their ELL status.

**If the assessment provides qualitative levels of achievement, e.g., “with honors,” indicate the applicable levels and the percent of students who took the test in each grade who attained each level. If not applicable, enter “NA.”

*** For any other evaluative data that describe the performance of your students on the assessments given. If not applicable, enter “NA.”

Progress Toward Goal Attainment

Using the table provided below, state each goal as listed in your approved charter, and provide a narrative that describes the type and amount of progress made toward attaining that goal. Provide specific examples, and indicate the measures that were used to determine such progress. These measures must also be the same as those listed in your approved charter. If the goal has not been met, describe why you think it was not met, and the efforts that you will undertake in the following year to attain it.

Charter schools authorized by the Trustees of the State University of New York may attach a copy of their Accountability Plan and a report of the progress made towards meeting the goals and objectives described in the Plan.

Progress Toward Goals 2008-09

Charter School Name: _____
School Year: _____

Goal/Objective: Desired Level of Attainment	Actual Result: Observed Level of Attainment	Measure Used To Indicate Attainment of The Goal/Objective	Was the Goal/ Objective Met? (Y/N)	Explanation if Not Met
---------------------------------------------------	------------------------------------------------------	-----------------------------------------------------------------------	------------------------------------------------	---------------------------

Henry Johnson Charter School

ACCOUNTABILITY PLAN FOR THE CHARTER PERIOD 2008-2011

ACADEMIC GOALS

GOAL I: ENGLISH LANGUAGE ARTS

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

Absolute Measures

- Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State ELA exam.
- Each year, the school's aggregate Performance Index (PI) on the State ELA exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.
- Each year, 75 percent of students in grades 1-4 will perform at the proficient level on the Terra Nova exam

Comparative Measures

- Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State ELA exam will be greater than that of students in the same tested grades in the local school district.
- Each year, the school will exceed its predicted level of performance on the State ELA exam by at least a small Effect Size (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.

Value Added Measures

- Each year, all grade-level cohorts of students will reduce by one-half the gap between the percent at or above Level 3 on the previous year's State ELA exam and 75 percent at or above Level 3 on the current year's State ELA exam. If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, the cohort is expected to show a positive gain in the current year.

- Each year, each cohort of students will halve the difference between their previous year's average NCE and 50 NCE. Cohorts that have already achieved an average NCE of 50 will show an increase in their average NCE.

GOAL II: MATHEMATICS

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

Absolute Measures

- Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above Level 3 on the New York State mathematics exam.
- Each year, the school's aggregate Performance Index (PI) on the State mathematics exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.
- Each year, 75 percent of students in grades 1-4 will perform at the proficient level on the Terra Nova exam.

Comparative Measures

- Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State mathematics exam will be greater than that of students in the same tested grades in the local school district.
- Each year, the school will exceed its predicted level of performance on the State mathematics exam by at least a small Effect Size (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.

Value Added Measures

- Each year, all grade-level cohorts of students will reduce by one-half the gap between the percent at or above Level 3 on the previous year's State mathematics exam and 75 percent at or above Level 3 on the current year's State mathematics exam. If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, the cohort is expected to show a positive gain in the current year.
- Each year, each cohort of students will halve the difference between their previous year's average NCE and 50 NCE. Cohorts that have already achieved an average NCE of 50 will show an increase in their average NCE.

GOAL III: SCIENCE

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

Absolute Measures

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

Comparative Measures

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

GOAL IV: SOCIAL STUDIES

Goal: Henry Johnson Charter School scholars will demonstrate proficiency in the understanding and application of principles related to social studies.

Absolute Measures

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

Comparative Measures

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

GOAL V: NCLB

Goal: The school will make Adequate Yearly Progress.

Absolute Measure

- Under the state's NCLB accountability system, the school's Accountability Status will be "Good Standing" each year.

**HENRY JOHNSON
CHARTER SCHOOL**

**2008-09
ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

August 3, 2009

By Lillian Turner, Principal

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Lillian Turner, Principal, prepared this 2008-09 Accountability Progress Report on behalf of the school's board of trustees:

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INTRODUCTION

Henry Johnson Charter School opened in September, 2007, as a Kindergarten-Grade 4 school, beginning operations with Kindergarten and Grade 1. Proudly named for Albany's World War I hero, the school strives to help students emulate Sergeant Johnson's strength of character; indeed, he serves as a compelling touchstone for the school's focus on the character development of its students as the foundation for academic achievement and personal success. Our mission is to ensure that all students reach the highest levels of scholastic achievement in an environment that instills character, virtue, and "habits of mind" that ensure success both within and outside the classroom. Our school increases what students know and can do by changing *how* they learn, not just *what* they learn.

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

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

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

Henry Johnson scholars come to us from the city of Albany as well as surrounding towns and cities such as South Colonie, Clifton Park, Guilderland, North Colonie, Schenectady, Menands, and Troy. Next year we will add Melrose and Watervliet to the list. Our population is 90% free and reduced lunch and 95+% minority children, the vast majority of whom are African American. Our total population in 2007-2008 resulted in three sections of Kindergarten and two of Grade 1; in 2008-2009, in three sections of Kindergarten and Grade 1 and two of Grade 2; and in 2009-2010, we will grow to three sections of Kindergarten, Grade 1, and Grade 2, and two sections of Grade 3.

School Enrollment by Grade Level and School Year

[illegible]

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

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

Background

HJCS employs the Macmillan/McGraw-Hill *Treasures* program as the basis for its ELA curriculum. This is supplemented by the strong literature basis of our Proactivity character education program, which is taught during daily 20-30-minute lessons. The ELA block over all lasts for three hours and includes Wall Card recitals, the Proactivity lesson, and handwriting as well as reading and writing. In grades 1 and 2, there is an additional 30-minute block dedicated to writing daily. In homeroom groups, students also memorize and recite to the school at least two Proactivity-themed poems or songs a month plus the school's Declaration of Excellence, recited in homeroom daily and periodically by the entire school population during our weekly Friday assemblies. Additionally, Accelerated Reader was introduced during 2008-2009 and was successfully used in Grades 1 and 2 to develop motivation for and fluency in reading.

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

We used the Terra Nova exams to gauge baseline skills and knowledge and then to assess growth over the year. Grades 1 and 2 took the exam in October and June, and KG took it in January and June. More important for our instructional purposes was the Northwest Evaluation Association's MAP test (Measure of Academic performance), a dynamic and adaptive online test that adjusts to the student's ability level and not only identifies student strengths and needs but also provides instructional resources and Checklist tests that can be used to assess acquisition of particular skills as often as desired. During this year, for Grades 1 and 2, we used the Summary tests in both Reading and Math to gather baseline information in October, to do an interim check in January, and to get a final measure of growth in June. For KG, we first administered the test in January and then did the final test in June. Other assessments used in 2008-2009 included Renaissance Learning's STAR Reading, which offered a quick way to check on growth and adjust reading levels and Lexiles (Grades 1 and 2) and, in Grade 2, mock-SED tests provided by School Performance of New York to check on content mastery in a format that emulates the NYS test.

Goal 1: Absolute Measure

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

Method Please note: Since our school was a K-2 school in 2008-2009, we did not administer the State ELA assessment.

Results

NA

Evaluation

NA

Additional Evidence

NA

Goal 1: Absolute Measure

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

Method Please note: Since our school was a K-2 school in 2008-2009, we did not administer the State ELA assessment.

Results

NA

Evaluation

NA

Additional Evidence

NA

Goal 1: Absolute Measure

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

Method

The Terra Nova exam was administered to all Kindergarten through Grade 2 students: KG students took the test in January 2009 and June 2009, and Grades 1 and 2 students took it in October 2008 and June 2009. The earlier administration was intended to gather baseline data; the spring administration, to assess growth. The results reported below are the spring scores.

Results

2008-2009 English Language Arts Performance On Terra Nova by Grade Level

Grade	Percent of Students at Levels 3 (Proficient) and 4—Spring 2009							
	Level 1		Level 2		Level 3		Level 4	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
1 N=73	33%	24	23%	17	23%	17	21%	15
2 N=49	45%	22	35%	17	6%	3	14%	7

Clearly, 75% of our first and second graders did not perform at the Proficient or above level; instead, 44% of first graders and 20% of second graders did.

Evaluation

It is disappointing that neither grade level achieved the 75% benchmark, but also interesting to note that the first grade more than doubled the percent of second graders in the upper two levels—44% of first graders as compared to 20% of second. For the most part, the first graders had been with us for two years, beginning in KG in 2007. The second grade group, by comparison, grew from 34 students in spring 2008 to 52 in the fall of the 2008-2009 school year. If we compare the scores for those two groups of second graders, we see a slight improvement over all:

2008-2009 English Language Arts Performance On Terra Nova by All Grade 2 Students and 2-year Cohort Group

Grade	Percent of Students at Levels 3 (Proficient) and 4—Spring 2009							
	Level 1		Level 2		Level 3		Level 4	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
2 (All) N=49	45%	22	35%	17	6%	3	14%	7
2 (2-yr) N=29	38%	11	41%	12	4%	1	17%	5

While the increase in Levels 3 and 4 is very modest (20% for all students and 21% for the 2-year cohort), the percent at Level 1 for 2-year students shows a smaller percentage that is a bit more satisfying: 38% for the 2-year cohort compared to 45% for all. If we look at growth from year to year for the 2-year cohort, we also see some gains:

**2007-2008 and 2008-2009 English Language Arts Performance
On Terra Nova by Grade 2 2-year Cohort Group**

	Percent of Students at Levels 3 (Proficient) and 4—Spring 2008 and 2009							
	Level 1		Level 2		Level 3		Level 4	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
Spring 2008 N=34	53%	18	29%	10	12%	4	6%	2
Spring 2009 N=29	38%	11	41%	12	4%	1	17%	5

In 2008, this 2-year cohort group showed more than half its number scoring at Level 1 and 18% in the Proficient and above category. A year later, the 53% in level 1 had declined to 38%. Still, only 21% scored in the Proficient and above.

Finally, if we compare fall results with spring results for Grade 2, we see only a little growth:

**2008-2009 English Language Arts Performance
On Terra Nova from Fall to Spring for Grade 2**

	Percent of Students at Levels 3 (Proficient) and 4—Fall 2008 and Spring 2009							
	Level 1		Level 2		Level 3		Level 4	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
Fall 2008 N=51	58%	30	24%	12	16%	8	2%	1
Spring 2009 N=49	45%	22	35%	17	6%	3	14%	7

That 82% at Levels 1 and 2 in October becomes 80% in June gives little cause for cheer. While some progress is being made for this group, albeit slow progress, the likelihood that 75% will find themselves in Levels 3 and 4 in Spring 2010 is perhaps slim. With more focused interventions and the services of a new reading teacher/literacy coach, we will work hard to get as many of these students to that “passing” mark as possible.

While the outlook for our current second-graders is clouded, the picture is a bit brighter for Grade 1 students. Though more than half of them (56%) populate the lowest two Levels, they have made considerable gains both 1) over the course of the 2008-2009 year and 2) from spring to spring, as noted in the following charts:

**2008-2009 English Language Arts Performance
On Terra Nova from Fall to Spring for Grade 1**

Grade 1	Percent of Students at Levels 3 (Proficient) and 4—Spring 2009							
	Level 1		Level 2		Level 3		Level 4	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
October N=78	68%	53	21%	16	6%	5	5%	4
June N=73	33%	24	23%	17	23%	17	21%	15

Here we see that the percent scoring in the “failing range” has diminished from 89% in October to 56% in June and that, conversely, the percent in the “passing range” has increased from 11% in October to 44% in June. This is clearly movement in the right direction! Similarly, as we look at this group’s growth from spring to spring, we see a positive trend:

**2007-2008 and 2008-2009 English Language Arts Performance
On Terra Nova from Spring to Spring for Grade 1**

Grade 1	Percent of Students at Levels 3 (Proficient) and 4—Spring 2008 and 2009							
	Level 1		Level 2		Level 3		Level 4	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
Spring 2008 N=78	46%	36	26%	20	18%	14	10%	8
Spring 2009 N=73	33%	24	23%	17	23%	17	21%	15

While 72% of our students ended their KG year with nearly three-fourths of them in the Level 1 and 2 range, by this spring, as first graders, they had narrowed that to just over half of them (56%), with 44% in the “passing” range. Should that movement become a pattern, we might expect to see close to 75% of them in the Proficient and above category by the end of next year.

Additional Evidence

In addition to testing first and second graders on the Terra Nova ELA exam, we tested kindergartners as well. We decided to wait to give the first administration until January, allowing students to acclimate to the school experience and to have some practice concentrating on academic tasks provided during the first four months of school. Despite the relatively short period between the two administrations in January and June, kindergartners made significant progress.

**2008-2009 English Language Arts Performance
On Terra Nova from January to June for Grade KG**

Grade K	Percent of Students at Levels 3 (Proficient) and 4—Spring 2009							
	Level 1		Level 2		Level 3		Level 4	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
January N=71	65%	46	18%	13	11%	8	6%	4
June N=69	30%	21	28%	19	22%	15	20%	14

Like the results for first graders, this year’s kindergartners made a significant gain between the first and final administration of the Terra Nova exam, except that in the case of KG, the interim period was six months instead of ten. The percent falling in the Level 1 and 2 range fell from 83% in January to 58% in June, again giving promise that by the end of next year they should be close to meeting the 75% passing goal.

Goal 1: Comparative Measure

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

Method Please note: Since our school was a K-2 school in 2008-2009, we did not administer the State ELA assessment.

Results

NA

Evaluation

NA

Additional Evidence

NA

Goal 1: Comparative Measure

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

Method Please note: Since our school was a K-2 school in 2008-2009, we did not administer the State ELA assessment.

Results

NA

Evaluation

NA

Additional Evidence

NA

Evaluation

NA

Additional Evidence

NA

Goal 1: Growth Measure

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

Method Please note: Since our school was a K-2 school in 2008-2009, we did not administer the State ELA assessment.

Results

NA

Evaluation

NA

Additional Evidence

NA

Summary of the English Language Arts Goal

On the one measure that was applicable to our KG-2 school in the 2008-2009 school year—the achievement of 75% proficiency on the Terra Nova ELA exam, we were not successful. Only 44% of first graders and 20% of second graders met that goal.

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in grades 1-4 will perform at the proficient level on the Terra Nova ELA exam.	Did Not Achieve

Action Plan

- First and foremost in our plans for the upcoming year is the addition of a Reading Teacher/Literacy Coach to our staff. The person taking on this role has been a KG teacher at HJCS and so is familiar with our program, our staff, and our students. With years of teaching experience behind her, she is an extremely strong and respected teacher who has focused her graduate work on reading and literacy. In preparation for her transition, we have sent her to the Reading and Writing Summer Institutes sponsored by BOCES and the Guilderland School District and to other relevant professional development opportunities such as a three-session workshop on RTI (Response to Intervention), also attended by five other teachers during the 2008-2009 academic year. The Literacy Coach's job will be two-fold: 1) working daily with our struggling readers in all grades, and 2) overseeing the literacy program, including coaching teachers in best practices, providing staff development, coordinating the in-class tutoring that is provided by the homeroom teaching team, and taking the lead in ELA vertical alignment. (Teachers

mapped the ELA curriculum using Rubicon-Atlas software during the 2008-2009 year; our goal for the upcoming year is to do a vertical mapping and to assure and perfect alignment with State Standards.)

- Having just completed our second year of using *Treasures* as the basis of our ELA curriculum, teachers' familiarity with the program and its various materials and resources seems to be paying off in KG and Grade 1. Since this was the first year of teaching Grade 2, we again had the situation of teachers using a program for the first time, and that may have limited the gains students made at that grade level. Next year, the second-grade program will be in its second year; teachers' familiarity with the texts and materials should help. However, Grade 3 will be in its first year, populated by the very students whose gains have been slow in coming. Adequate time for exploring the materials and planning in a way that aligns with ELA standards will need to be allocated to the new teachers who will use the new *Treasures* Grade 3 program for the first time. The school will provide professional development on curriculum mapping to these teachers as well as the opportunity to get a solid start on that during our orientation period prior to welcoming students back in September.
- Our program will also be expanded next year to include a K-3 (eventually K-4) Writing Portfolio element that will showcase student writing and also assure appropriate coverage of the Standards and Performance Indicators in writing. Grade 1 will also infuse a Writer's Workshop into the curriculum. Following a successful introduction at that grade level, the Writer's Workshop will be expanded to other grades. We will continue to use the SRA Early Reader tutoring program in all grades and classrooms (a practice begun mid-year in 2008-2009 following training of teachers and Educational Assistants) and expand Accelerated Reader (AR) into a more organized, coherent, and meaningful program supplement. We used AR on an exploratory basis last year, feeling it out for its potential and whetting student appetites for independent reading. With the addition of another new staff position—Librarian/ Computer Teacher—we anticipate that AR will become a motivating and viable program. Related to AR is the STAR Reading testing program provided by the same company (Renaissance Learning); we will make more use of STAR Reading as well, though its value for the 2008-2009 year was already strong. During the last school year every homeroom had a computer period and an AR period in the library dedicated to each homeroom on a weekly basis. With a full-time Librarian/Computer Teacher in place for next year, we foresee that the impact of that time and those resources will grow in depth and breadth.
- We will broaden and continue the use of online resources to help in our assessment and diagnostic efforts. Among these, we will employ tests formatted like SED ELA tests but assessing actual content taught in grades 2 and 3. This feature will be expanded to include the resources of the Scantron online program that will link student performance on these SED-clone tests with additional practices and resources focused on students' needs areas. Our grade 2 and 3 teachers along with the literacy coach and the principal will attend a three-day on-site training on the use of the Scantron resource this summer. We will continue to use the NWEA MAP assessments as well three times a year to chart growth and pinpoint individual and class needs.

- The Uncommon Schools Teaching Taxonomy will also provide a framework for professional development over all, with some of it focused on teaching reading (vocabulary, comprehension, fluency) across the school day. After a staff member and the principal attended a two-day training in December, they presented a series of turnkey trainings to staff on particular teaching strategies (100%, Right is Right, Strong Voice, Positive Framing, etc.). This spring that staff member and another attended a three-day training, during which the reading strategies were added to the collection of techniques. They will provide staff development on those strategies during our orientation in August and round out the training on the other techniques over the course of the 2009-2010 year. (They will also bring new teachers and Educational Assistants up to date on techniques presented and practiced during the 2008-2009 school year.) (As a side note, we have filmed HJCS teachers as they employ these techniques in their day-to-day teaching; this summer, our art teacher will edit these videos and we will have a bank of teaching models available for initial training of new staff and for review by teachers wanting to brush up on the techniques as they practice them.)
- During the past two years, teachers have met weekly with the principal for a full teaching staff meeting and weekly in grade-level groups for co-planning. The principal also met periodically with grade-level groups for data discussions following the administration of our external tests (following MAP and Terra Nova in the fall, MAP in January, and MAP and Terra Nova in the spring). In the upcoming year, these meetings will continue and will be supplemented by an additional grade-level meeting each week with the principal. This will become the setting for the periodic data discussions but will also allow for more regular and consistent oversight of the work going on in classrooms from a curricular and planning perspective. This third weekly meeting will also provide a context for the individual classroom observations of all staff that the principal does on a regular basis.
- Given the urgent needs of our rising third graders, clearly a major focus of our attention and energy needs to be dedicated to them, and we will employ all of the foregoing resources, program enhancements, and staff development to meet this need. At the same time, we want to keep our rising first and second graders on the positive upward trend that made a good start this year. This will be exciting—and exacting—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

This year HJCS employed Scott Foresman/Addison Wesley's *Mathematics* program as the basis for its math curriculum. This was the first year using this program, having changed from SRA's *Real Math*, which we used in 2007-2008. Our daily math block was one hour long. At both KG and Grade 1, one teacher taught math to three homerooms (one teacher teaching all the KG homerooms and the other teaching all the Grade 1 homerooms) and served as ELA support in the morning in one of those rooms. In teaching math during the math block, he/she was supported by the homeroom's ELA teacher and the Educational Assistant. In Grade 2, which are self-contained classrooms, the math curriculum was taught by the second grade homeroom teacher, meaning that each second grade homeroom was taught math by a different teacher. Teachers meet in grade-level planning groups for one hour every Friday, and they have all been involved in developing math curriculum maps using the Rubicon-Atlas online mapping software.

Math assessment was based on *Mathematics*'s program materials supplemented by teacher-made materials. We also used the Terra Nova exam in the fall and spring for Grades 1 and 2 and in January and June for KG to gauge baseline skills and knowledge and then to assess growth over the year. More important for our instructional purposes was the Northwest Evaluation Association's MAP test (Measure of Academic performance), a dynamic and adaptive online test that adjusts to the student's ability level and not only identifies student strengths and needs but also provides instructional resources and Checklist tests that can be used to assess acquisition of particular skills as often as desired. During this year, for Grades 1 and 2, we used the Summary tests in both reading and math to gather baseline information in October, to do an interim check in January, and to get a final measure of growth in June. For KG, we first administered the test in January and then did the final test in June. We also used Accelerated Math (AM) in grades 1 and 2 for additional practice in needs areas as well as for enrichment, and in late spring began tentative use of STAR Math in Grades 1 and 2 to get a sense of its potential for future use. Finally, for Grade 2, we employed mock-SED tests provided by School Performance of New York to check on content mastery in a format that emulates the NYS test.

Goal 2: Absolute Measure

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

Method Please note: Since our school was a K-2 school in 2008-2009, we did not administer the State math assessment.

Results

NA

Evaluation
NA

Goal 2: Absolute Measure

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

Method **Please note: Since our school was a K-2 school in 2008-2009, we did not administer the State math assessment.**

Results
NA

Evaluation
NA

Additional Evidence
NA

Goal 2: Absolute Measure

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

Method

The Terra Nova exam was administered to all Kindergarten through Grade 2 students: KG students took the test in January 2009 and June 2009, and Grades 1 and 2 students took it in October 2008 and June 2009. The earlier administration was intended to gather baseline data; the spring administration, to assess growth. The results reported below are the spring scores.

Results

**2008-2009 Math Performance
On Terra Nova by Grade Level**

Grade	Percent of Students at Levels 3 (Proficient) and 4—Spring 2009							
	Level 1		Level 2		Level 3		Level 4	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
1 N=73	44%	32	27%	20	18%	13	11%	8
2 N=49	47%	23	27%	13	12%	6	14%	7

Clearly, 75% of our first and second graders did not perform at the Proficient or above level; instead, 29% of first graders and 26% of second graders did.

Evaluation

It is disappointing that neither grade level achieved the 75% benchmark, and troubling that they missed the mark so dramatically. No matter how we look at the data and make comparisons (cohort group versus all students for the grade, spring to spring for all students versus cohort group) we find little growth over all. Only when we compare the fall scores to the spring scores do we see anything like growth, as shown below:

2008-2009 Math Performance On Terra Nova from Fall to Spring for Grade 1

Grade 1	Percent of Students at Levels 3 (Proficient) and 4—Spring 2009							
	Level 1		Level 2		Level 3		Level 4	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
October N=78	74%	58	15%	12	6%	4	5%	4
June N=73	44%	32	27%	20	18%	13	11%	8

This does show that an extremely weak group of first grade math students in the fall (89% failing) became somewhat stronger by June (71% failing), with 11% passing and then 29% passing. This increase, almost tripling the first % passing, shows that progress can be made, but that will require a very concerted effort.

2008-2009 Math Performance On Terra Nova from Fall to Spring for Grade 2

Grade 2	Percent of Students at Levels 3 (Proficient) and 4—Spring 2009							
	Level 1		Level 2		Level 3		Level 4	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
October N=51	51%	26	33%	17	12%	6	4%	2
June N=49	47%	23	27%	13	12%	6	14%	7

Grade 2 also shows some improvement with fall's 84% failing reducing by 10% to 74% failing in the spring. But again—very limited and very troubling.

Additional Evidence

In addition to testing first and second graders on the Terra Nova math exam, we tested kindergartners as well. We decided to wait to give the first administration until January, allowing students to acclimate to the school experience and to have some practice concentrating on academic tasks provided during the first four months of school. Despite the relatively short period between the two administrations in January and June, kindergartners made significant progress.

**2008-2009 Math Performance
On Terra Nova from January to June for Grade KG**

Grade K	Percent of Students at Levels 3 (Proficient) and 4—Spring 2009							
	Level 1		Level 2		Level 3		Level 4	
	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested	Percent	Number Tested
January N=71	55%	39	24%	17	17%	12	4%	3
June N=69	14%	10	38%	26	25%	17	23%	16

If there is any bright spot in the record of student performance on math for this year it is here in kindergarten. Though starting out almost as low as the first and second graders at the time of the first administration (79%)—and remembering that kindergartners took Terra Nova in January, they lowered their failing percent to 52% within four months. Obviously this does not mean that we give them any less attention than will be devoted to Grades 1 and 2, but it does help to have some cause for optimism as we plan out programming and look to the future.

Goal 2: Comparative Measure

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

Method Please note: Since our school was a K-2 school in 2008-2009, we did not administer the State math assessment.

Results
NA

Evaluation
NA

Additional Evidence
NA

Goal 2: Comparative Measure

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

Method Please note: Since our school was a K-2 school in 2008-2009, we did not administer the State math assessment.

Results
NA

Evaluation**NA****Additional Evidence****NA****Goal 2: Growth Measure**

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

Method Please note: Since our school was a K-2 school in 2008-2009, we did not administer the State math assessment.

Results**NA****Evaluation****NA****Additional Evidence****NA****Summary of the Mathematics Goal**

On the one measure that was applicable to our KG-2 school in the 2008-2009 school year—the achievement of 75% proficiency on the Terra Nova math exam, we were not successful. Only 29% of first graders and 26% of second graders met that goal.

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in grades 1-4 will perform at the proficient level on the Terra Nova math exam.	Did Not Achieve

Action Plan

- A major enhancement for our math program for next year will be the hiring of a Math Coach/Math AIS teacher. The person taking on this role has been a teacher at HJCS and so is familiar with our program, our staff, and our students. With several years of teaching experience behind him, including three as a Math AIS teacher in a different school, he should be prepared to provide the support and guidance teachers will need to do their strongest work as well as the interventions needed for identified students. The Math Coach's job will be two-fold: 1) working daily with our struggling math students in all grades, but focusing primarily on grades 2 and 3, and 2) overseeing the math program,

including coaching teachers in best practices, providing staff development, coordinating the in-class tutoring that is provided by the HR teaching team, and taking the lead in math vertical alignment. (Teachers mapped the math curriculum using Rubicon-Atlas software during the 2008-2009 year; our goal for the upcoming year is to do a vertical mapping and to assure and perfect alignment with State Standards. In fact, curriculum projects are being worked on this summer to tighten up and align our math curriculum with State Standards and to achieve vertical alignment across the grades. Among these are K-2 vertical maps and K-2 alignment to NYS tests.)

- During the 2008-2009 school year, our kindergartners displayed the greatest growth in math of all the grades. The teacher working with those classes was in her second year of service as a KG math teacher and did a solid job in developing her students so that their math achievement paralleled their growth in ELA. Next year this teacher will become a lead ELA teacher, but another quite experienced and very strong teacher will take her place as KG math instructor, and I am confident that she will carry the KG success story onward. The first grade is a different story in that the grade 1 math teacher was not a skilled instructor; in fact, he has been let go. Taking his place for next year's first graders will be a former grade 1 ELA lead teacher, quite experienced and talented as a teacher. We have every confidence that she will turn the grade 1 story around. At second and third grades we will have a mix of new and returning teachers. Leadership and support for this group is where the Math Coach will focus his professional development efforts. With these changes and enhancements in staffing, we should see strong teaching come into play as a factor in improved student achievement.
- We have just completed our first year of using *Mathematics* as the basis of our math curriculum; thus teachers' familiarity with the program and its various materials and resources has been somewhat limited. Next year, we will have a different but much stronger math teacher at the first-grade level who will use the program for the first time, though she supported the first grade math teacher this past year and so knows what the components of the program are. The second-grade program will be in its second year; teachers' familiarity with the texts and materials should help. However, Grade 3 will be in its first year, populated by the very students whose gains have been slow in coming. Adequate time for exploring the materials and planning in a way that aligns with math standards will need to be allocated to the new teachers who will use the *Mathematics* Grade 3 program for the first time. The school will provide professional development on curriculum mapping to these teachers as well as the opportunity to get a solid start on that during our orientation period prior to welcoming students back in September.
- We will broaden and continue the use of online resources to help in our assessment, diagnostic, and intervention efforts. Among these, we will employ tests formatted like SED math tests but assessing actual content taught in grades 2 and 3. This feature will be expanded to include the resources of the Scantron online program that will link student performance on these SED-clone tests with additional practices and resources focused on their needs areas. Our grade 2 and 3 teachers along with the math coach and the principal will attend a three-day on-site training on the use of the Scantron resource this summer.

We will continue to use the NWEA MAP assessments as well three times a year to chart growth and pinpoint individual and class needs, and we will expand use of Accelerated Math to provide additional practice for needs areas as well as to offer enrichment activities for students who are ready for that. We will also use STAR Math testing for more regular and frequent assessment of students to chart their progress in achieving concepts and skills.

- In our most recent order of library books we have focused on books that pertain to math concepts and skills. We have added approximately thirty books to our collection that teachers will be able to use in the classroom to supplement math instruction and that students will be able to check out to enjoy on their own. This exploration of math-related reading will deepen understandings and, we hope, increase motivation for getting happily involved with math.
- During the past two years, teachers have met weekly with the principal for a full teaching staff meeting and weekly in grade-level groups for co-planning. The principal also met periodically with grade-level groups for data discussions following the administration of our external tests (following MAP and Terra Nova in the fall, MAP in January, and MAP and Terra Nova in the spring). In the upcoming year, these meetings will continue and will be supplemented by an additional grade-level meeting each week with the principal. This will become the setting for the periodic data discussions but will also allow for more regular and consistent oversight of the work going on in classrooms from a curricular and planning perspective. This third weekly meeting will also provide a context for the individual classroom observations of all staff that the principal does on a regular basis.
- Given the urgent needs of our rising second and third graders, clearly a major focus of our attention and energy needs to be dedicated to them, and we will employ all of the foregoing resources, program enhancements, and staff development to meet this need. At the same time, we want to keep our rising first graders on the positive upward trend that made a good start this year. We will all need to be on board with this undertaking.

SCIENCE

Goal 3: Science

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

Background

HJCS uses the FOSS (Full Option Science System) program developed by Delta Education. This is a hands-on, experiential program that is, in the publisher's words, "dedicated to the proposition that elementary students learn science best by doing science. Teachers and students do science together when they open the FOSS kits, engaging in enduring experiences that lead to deeper understanding of the natural world." This curriculum is mapped to the K-8 New York Science Framework and is delivered in kits that focus on the study of science topics representing the physical, earth, and biological sciences. The content for each topic is sequenced across several units. At the kindergarten level, our kits for the year were "Animals Two by Two" and "Wood and Paper." At Grade 1, the kits were "Air and Weather," "Balance and Motion," and "Insects." The second grade kits were "New Plants," "Pebbles, Sand, and Silt," and "Solids and Liquids."

The science curriculum is taught by the ELA teacher in each homeroom, with the equivalent of one class per week at KG* and two per week at Grades 1 and 2. Science assessment is done through the FOSS materials.

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

Goal 3: Absolute Measure

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

Method Please note: Since our school was a K-2 school in 2008-2009, we did not administer the State science assessment.

Results

NA

Evaluation

NA

Additional Evidence

NA

Goal 3: Comparative Measure

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

Method **Please note: Since our school was a K-2 school in 2008-2009, we did not administer the State science assessment.**

Results
NA

Evaluation
NA

Additional Evidence
NA

Summary
NA

Action Plan
NA

SOCIAL STUDIES

Goal 4: Social Studies

Henry Johnson Charter School scholars will demonstrate proficiency in the understanding and application of principles related to social studies.

Background

HJCS uses the *Social Studies Alive!* Program developed by Teachers' Curriculum Institute, a curriculum founded on the philosophy that all children can learn and puts this philosophy into practice through dynamic lesson design that casts children in the role of active learner. Lessons and activities are based on three well-established theories: multiple intelligences, cooperative interaction, and spiral curriculum. The content is standards-based and integrates hands-on active learning. It is taught by the ELA teacher in each homeroom, with the equivalent of one lesson per week in kindergarten* and two lessons per week in grades 1 and 2. The KG theme is "Me and My World," the Grade 1 theme is "My School and Family," and the Grade 2 theme is "My Community." Assessment is done through materials included with the program.

*Instead of teaching one science class per week and one social studies class, for the sake of continuity KG teachers sometimes prefer to teach two science classes per week (and no social studies) or two social studies classes per week (and no science).

Goal 4: Absolute Measure

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

Method Please note: Since our school was a K-2 school in 2008-2009, we did not administer the State social studies assessment.

Results

NA

Evaluation

NA

Additional Evidence

NA

Goal 4: Comparative Measure

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

Method Please note: Since our school was a K-2 school in 2008-2009, we did not administer the State social studies assessment.

Results

NA

Evaluation
NA

Additional Evidence
NA

Summary
NA

Action Plan
NA

NCLB

Goal 5: NCLB

The school will make Adequate Yearly Progress.

Goal 5: Absolute Measure

Under the state's NCLB accountability system, the school's Accountability Status will be "Good Standing" each year.

Method **Please note: Since our school was a K-2 school in 2008-2009, this goal is not applicable to us this year.**

Results

NA

Evaluation

NA

Additional Evidence

NA

Section II

Charter School Student and Teacher Attrition Rates

Instructions

Separate tables are included for students and teachers. For students, please provide the total **number** who left for the reasons identified in the table. Then provide the highest number of students enrolled during the course. Using that enrollment figure and the total number of students who left during the year (July 1 – June 30), calculate the percent of students who left the school each year (2005-06 through 2008-09). Do not provide averages or FTEs.

For teachers, provide the total number of classroom teachers (e.g., grades K-6, or secondary subject matter classroom teachers). Do not provide FTEs. A part-time teacher is counted as one teacher. If one person teaches more than one subject area, count them once. Also provide the number of special area teachers (e.g., music, technology). Again, count each such teacher only once. Then, provide the total number of teachers who were retained at the end of each school year. For example, if you had seven classroom teachers (e.g., one each K-6) and three special area teachers (for a total of ten teachers), and three were let go (or otherwise decided to not return in 2009-10) at the end of the 2008-09 school year, your teacher attrition rate would be 30 percent.

If you have any questions, please call the Office of Public School Choice Programs at 518-474-1762.

**Charter School Student Attrition Rates
2008-09**

	2008-09	2007-08	2006-07	2005-06
Number of students leaving for lack of transportation	2	2		
Number of students leaving for geographic reasons (e.g., out of state/district relocation)	7	8		
Number of students leaving for more restrictive special education setting	3	0		
Number of students leaving due to parental choice (e.g., school transfer closer to residence, local elementary school, parent convenience)	17	10		
Number leaving for other reasons (undetermined)	1	1		
Total number of students leaving.	30	21		
Highest Number Enrolled (July 1 – June 30)	221	137		
Total Percent Attrition	13.6%	15%		

**Charter School Teacher Attrition Rates
2008-09**

	2008-09	2007-08	2006-07	2005-06
Number of Classroom Teachers	14	8		
Number of Special Area Teachers	4	4		
Total Number of Teachers	18	12		
Total Number of Teachers Leaving	2	1		
Total Percent Attrition	11%	8%		

Section III

EXPLANATION OF REVENUES AND EXPENDITURES TO BE REPORTED ON THE CHARTER SCHOOL ANNUAL REPORT OF FISCAL PERFORMANCE FOR THE SCHOOL YEAR ENDED JUNE 30, 2009

I. REVENUES

- A. STATE SOURCES:** Report here any state funded grants or other apportionments paid directly to the charter school by the State of New York.
- B. FEDERAL SOURCES:** Report here any federally funded grants or other apportionments paid directly to the charter school by the Federal government or by the State of New York.
- C. PUBLIC SCHOOL DISTRICTS (TOTAL):** Report in entries C1 through C4 all revenues received from public school districts.
- 1. BASIC OPERATING REVENUES:** Report here any basic operating revenues received from a public school district representing payments received by the charter school from the public school district based on the product of the public school district's adjusted expense per pupil and the current year enrollment in the charter school of the public school district's resident pupils attending the charter school, or based on any reduced amounts per pupil payable to the charter school by public school districts as specified in the charter pursuant to an agreement between the charter school and the chartering entity.
 - 2. STATE AID – PUPILS WITH DISABILITIES:** Report here any revenues that represent payments received from a public school district for state aid attributable to special education services or programs provided by the charter school to a student with a disability enrolled in the charter school.
 - 3. FEDERAL AID – PUPILS WITH DISABILITIES:** Report here any revenues that represent payments received from a public school district for federal aid attributable to a student with a disability enrolled in the charter school.
 - 4. OTHER REVENUE FROM PUBLIC SCHOOL DISTRICTS:** Report here any other revenues that represent payments received from public school districts other than those revenues reported in 1, 2 or 3 above.
- D. ALL OTHER REVENUES:** Report here any additional revenues received by the charter school from sources other than those identified above.
- E. TOTAL REVENUES FROM ALL SOURCES:** The sum of all revenues reported in entries A, B, C and D above.

II. EXPENDITURES

F. GENERAL ADMINISTRATION:

SALARIES FOR GENERAL ADMINISTRATION: Report here salaries and wages paid by the charter school for the services and employment of general administrative staff during the period from July 1, 2008 through June 30, 2009. General administrative staff include staff with the following titles: the chief school officer of the charter school, the treasurer, the finance or business officer, the purchasing agent, the employee personnel officer, the records management officer and the public information and services officer, if any, plus any assistants or clerical staff assigned to these staff members or to their related administrative functions. Employee benefit costs or expenditures should not be reported here.

OTHER EXP FOR GENERAL ADMINISTRATION: Report here any other expenditures incurred by the charter school for general administrative services and functions including office supplies and materials, equipment, communications expenses or other contractual administrative services purchased by the charter school. Employee benefit costs or expenditures should not be reported here.

TOTAL EXP FOR GENERAL ADMINISTRATION: The sum of all general administration salaries and other general administration expenditures. Employee benefit costs or expenditures should not be reported here.

G. INSTRUCTIONAL SUPERVISION:

SALARIES FOR INSTRUCTIONAL SUPERVISION: Report here salaries and wages paid by the charter school for the services and employment of supervisory staff for instructional programs from July 1, 2008 through June 30, 2009. Such staff are those assigned responsibility for the direct administration and management of the instructional programs and services of the charter school including the direct supervision on instructional staff. Such supervisory staff may include the building or school principal, the director for curriculum development and supervision, the director of instructional research, planning and evaluation, and the director for instructional staff development and in-service training, if any, plus any assistants or clerical staff assigned to these staff members or to their related supervisory functions for instruction. Employee benefit costs or expenditures should not be reported here.

OTHER EXP FOR INSTRUCTIONAL SUPERVISION: Report here any other expenditures incurred by the charter school for direct supervision of instructional programs and services including office supplies and materials, equipment, communications expenses or other contractual instructional supervision services purchased by the charter school. Employee benefit costs or expenditures should not be reported here.

TOTAL EXP FOR INSTRUCTIONAL SUPERVISION: The sum of all instructional supervision salaries and other instructional supervision expenditures. Employee benefit costs or expenditures should not be reported here.

H. ALL OTHER INSTRUCTION:

SALARIES FOR ALL OTHER INSTRUCTION: Report here salaries and wages paid by the charter school for the services and employment of instructional staff in regular education programs from July 1, 2008 through June 30, 2009. Such staff are those assigned responsibility for instruction of pupils in the charter school. Such instructional staff may include teachers of regular education courses and programs, school library and audiovisual staff and instructional technology staff, if any, plus any assistants or clerical staff assigned to these staff members or to their related instructional functions. Do not include salaries or wages paid to special education staff. Employee benefit costs or expenditures should not be reported here.

OTHER EXP FOR INSTRUCTION: Report here any other expenditures incurred by the charter school for instruction of pupils including office supplies and materials, equipment, communications expenses or other contractual instructional services purchased by the charter school. Do not include expenditures related to special education programs or services. Employee benefit costs or expenditures should not be reported here.

TOTAL EXP FOR ALL OTHER INSTRUCTION: The sum of salaries for all other instruction and other expenditures for instruction. Do not include expenditures related to special education programs or services. Employee benefit costs or expenditures should not be reported here.

I. PUPIL SERVICES:

SALARIES FOR PUPIL SERVICES: Report here salaries and wages paid by the charter school for the services and employment of pupil personnel services staff from July 1, 2008 through June 30, 2009. Such pupil personnel services staff may include an attendance officer, guidance counselors, pupil health service providers, pupil psychological service providers, pupil social work service providers, a director of co-curricular activities, or a director of interscholastic athletics, if any, plus any assistants or clerical staff assigned to these staff members or to their related pupil personnel service functions. Employee benefit costs or expenditures should not be reported here.

OTHER EXP FOR PUPIL SERVICES: Report here any other expenditures incurred by the charter school for pupil personnel services including office supplies and materials, equipment, communications expenses or other contractual pupil personnel services purchased by the charter school. Employee benefit costs or expenditures should not be reported here.

TOTAL EXP FOR PUPIL SERVICES: The sum of salaries for pupil personnel services and other expenditures for pupil personnel services. Employee benefit costs or expenditures should not be reported here.

J. PUPILS WITH DISABILITIES:

SALARIES FOR SPECIAL EDUCATION PROGRAMS AND SERVICES PROVIDED TO PUPILS WITH DISABILITIES: Report here salaries and wages paid by the charter school for the services and employment of special education program staff from July 1, 2008 through June 30, 2009. Such special education program staff may include special education teachers, teacher assistants, teacher aides or other instructional staff providing special education programs or services for pupils with disabilities as specified in an individualized education plan prescribed by a committee on special education, plus any assistants or clerical staff assigned to these staff members or to their related special education functions. Employee benefit costs or expenditures should not be reported here.

OTHER EXP FOR SPECIAL EDUCATION PROGRAMS AND SERVICES PROVIDED TO PUPILS WITH DISABILITIES: Report here any other expenditures incurred by the charter school for special education programs or services for pupils with disabilities as specified in an individualized education plan created by a committee on special education including office supplies and materials, equipment, communications expenses or other contractual services for special education purchased by the charter school. Employee benefit costs or expenditures should not be reported here.

TOTAL EXP FOR SPECIAL EDUCATION PROGRAMS AND SERVICES PROVIDED TO PUPILS WITH DISABILITIES: The sum of salaries for special education programs or services for pupils with disabilities and other expenditures for special education programs or services for pupils with disabilities. Employee benefit costs or expenditures should not be reported here.

K. TRANSPORTATION:

SALARIES FOR TRANSPORTATION: Report here salaries and wages paid by the charter school for pupil transportation services from July 1, 2008 through June 30, 2009. Such pupil transportation staff may include a director of pupil transportation services, school bus drivers and school bus monitors or aides, if any, plus any clerical staff assigned to these staff members or to their related pupil transportation functions. Employee benefit costs or expenditures should not be reported here.

OTHER EXP FOR TRANSPORTATION: Report here any other expenditures incurred by the charter school for pupil transportation services including office supplies and materials, equipment, communications expenses or other contractual services for pupil transportation purchased by the charter school. Employee benefit costs or expenditures should not be reported here.

TOTAL EXP FOR TRANSPORTATION: The sum of salaries for transportation and other expenditures for transportation. Employee benefit costs or expenditures should not be reported here.

L. COMMUNITY SERVICE:

SALARIES FOR COMMUNITY SERVICE: Report here salaries and wages paid by the charter school for community services from July 1, 2008 through June 30, 2009. Such staff may include a director of a community recreation program, a director of youth programs and staff providing other civic services under the auspices of the charter school, if any, plus any clerical staff assigned to these staff members or to their related community service functions. Employee benefit costs or expenditures should not be reported here.

OTHER EXP FOR COMMUNITY SERVICE: Report here any other expenditures incurred by the charter school for community services including office supplies and materials, equipment, communications expenses or other contractual services for community service functions purchased by the charter school. Employee benefit costs or expenditures should not be reported here.

TOTAL EXP FOR COMMUNITY SERVICE: The sum of salaries for community services and other expenditures for community services. Employee benefit costs or expenditures should not be reported here.

M. OPERATION AND MAINTENANCE:

SALARIES FOR OPERATION AND MAINTENANCE: Report here salaries and wages paid by the charter school for operation and maintenance services and programs required to maintain safe, secure and healthy facilities and learning environments for the charter school staff and students from July 1, 2008 through June 30, 2009. Such staff may include a director of operation and maintenance, janitors, and cleaning staff, if any, plus any assistants or clerical staff assigned to these staff members or to their related operation and maintenance functions. Employee benefit costs or expenditures should not be reported here.

OTHER EXP FOR OPERATION AND MAINTENANCE: Report here any other expenditures incurred by the charter school for operation and maintenance services including supplies and materials, equipment, communications expenses or other contractual services for operation and maintenance purchased by the charter school. Employee benefit costs or expenditures should not be reported here.

TOTAL EXP FOR OPERATION AND MAINTENANCE: The sum of salaries for operation and maintenance and other expenditures for operation and maintenance. Employee benefit costs or expenditures should not be reported here.

N. EMPLOYEE BENEFITS: Report here expenditures representing the charter school's contributions as an employer to employee benefits including retirement systems or plans,

social security, workmen's compensation, life insurance, unemployment insurance, disability insurance, hospital, medical or dental insurance, union welfare benefits or any other such benefits provided to the employees of the charter school as a condition of employment.

- O. DEBT SERVICE:** Report here any expenditures incurred by the charter school during the reporting period for principal and interest payable on long term or short term obligations issued by the charter school.
- P. SCHOOL LUNCH:** Report here any expenditures incurred by the charter school in providing breakfast, milk or lunch to pupils attending the charter school.
- Q. CAPITAL EXPENSE:** Report here any expenditures incurred by the charter school during the reporting period for capital improvements and acquisitions that were financed from current revenues or reserves. Do not include such expenditures that were financed from proceeds received from the sale of obligations by the charter school.
- R. GRAND TOTAL EXPENDITURES:** The sum of all expenditures reported in entries F through Q.
- S. ENROLLMENT:** Report here the sum total of the full-time-equivalent enrollment of all students enrolled in grades kindergarten through twelve of the charter school for the 2008-09 school year.
- T. EXPENDITURES PER PUPIL:** Report here the quotient of the charter school's Grand Total Expenditures as reported in entry R divided by the charter school's Enrollment as reported in entry S. Round the quotient up to the next higher whole dollar.

THE UNIVERSITY OF THE STATE OF NEW YORK
 THE STATE EDUCATION DEPARTMENT
 OFFICE OF ELEMENTARY, MIDDLE,
 SECONDARY AND CONTINUING EDUCATION
 PUBLIC SCHOOL CHOICE PROGRAMS
 ROOM 462, EDUCATION BUILDING ANNEX
 ALBANY, NEW YORK 12234

CHARTER SCHOOL ANNUAL
 REPORT OF FISCAL PERFORMANCE
 FOR THE SCHOOL YEAR ENDED 6/30/09

Charter School Code:
 010100860892

Charter School Name: Henry Johnson Charter school	Phone: 518-432-4300 x 104
Contact Person: Frank Sheldon	

REVENUES		EXPENDITURES		
		SALARIES	OTHER	TOTAL
A. STATE SOURCES	\$ -	\$ 185,007	\$ 5,498	\$ 190,505
B. FEDERAL SOURCES	\$ 94,747	\$ 100,447	\$ 5,000	\$ 105,447
C. PUBLIC SCHOOL DISTRICTS	\$ 2,249,806	\$ 849,412	\$ 3,865	\$ 853,277
1. BASIC OPERATING REVENUES		\$ 46,456		\$ 46,456
2. STATE AID-PUPILS WITH DISABILITIES	\$ 50,647	\$ 51,692		\$ 51,692
3. FED. AID-PUPILS WITH DISABILITIES	\$ -	\$ -	\$ 72,071	\$ 72,071
4. OTHER REV FROM PUB SCH DISTRICTS	\$ -	\$ -		\$ -
D. ALL OTHER REVENUES	\$ 125,070	\$ -	\$ 816,926	\$ 816,926
E. TOTAL REVENUES FROM ALL SOURCES	\$ 2,520,270	\$ -		\$ 212,090
		N. EMPLOYEE BENEFITS		\$ -
		O. DEBT SERVICE		\$ 113,785
		P. SCHOOL LUNCH		
		Q. CAPITAL EXPENSE		
		R. GRAND TOTAL EXPENDITURES		\$ 2,462,249
S. ENROLLMENT	194			
T. EXPENDITURES PER PUPIL	\$ 12,692			
	(R/S)			

COMPLETED FORM SHOULD BE RETURNED
 NO LATER THAN AUGUST 3, 2009

Signature: William Turner
 Chief School Officer

Date: 8/3/09

Section IV

Guidelines for Audits of the Financial Statements of Charter Schools

The New York charter schools act of nineteen hundred ninety-eight requires that a charter school “shall be subject to the financial audits, the audit procedures, and the audit requirements set forth in the charter. Such procedures and standards shall be applied consistent with generally accepted accounting and audit standards. Independent fiscal audits shall be required at least once annually.”

These guidelines are provided to assist charter schools in New York State and their auditors through the annual audit process. The guidelines are also intended to provide some uniformity in the reporting by charter schools and to assist the Board of Regents in meeting its responsibilities for ensuring accountability over public funds and for reporting annually to the Governor and Legislature on the status of charter schools.

Each audit should meet the following minimum standards:

Audit Requirements:

- ❑ An independent and licensed Certified Public Accountant or Public Accountant should perform the audit.
- ❑ The audits should be conducted in accordance with generally accepted auditing standards and Government Auditing Standards, issued by the Comptroller General of the United States.
- ❑ If the charter school spends **\$500,000** or more in federal awards during the fiscal year, an independent audit as prescribed in the federal Office of Management and Budget Circular A-133 must also be completed and filed with the federal government and the State Education Department.

Reporting Requirements:

- ❑ The sample format for the financial statements is provided in accordance with Section 2851 of the Education Law.
- ❑ The financial statements should be prepared on the accrual basis of accounting in accordance with generally accepted accounting principles for not-for-profit organizations.
- ❑ All statements required by Financial Accounting Standards Board (FASB) Statement No. 117, *Financial Statements of Not-for-Profit Organizations*, should be presented including a Statement of Financial Position, Statement of Activities and Statement of Cash Flows. Required note disclosures and others that are deemed appropriate should be included.
- ❑ A supplemental schedule of functional expenses, in a format consistent with the attached, should be included and subject to the auditing procedures applied in the audit of the general purpose financial statements. Such supplemental schedule is not a required part of the general purpose financial statements and should be included for the purposes of additional analysis.
- ❑ When applicable, the auditor should prepare and submit a management letter. A copy of the management letter should be submitted with the financial statements along with the school’s corrective action plan to address any weaknesses identified in the report or the management letter.
- ❑ Reports (the independent auditor’s report on the financial statements, report on compliance, report on internal control over financial reporting, management letter, and federal Single Audit, if applicable)

must be submitted in electronic form within 120 days of the end of the charter school fiscal year to the following addresses:

State Education Department
Office of Audit Services
89 Washington Avenue Room 524 EB
Albany, New York 12234
jconway@mail.nysed.gov

State Education Department
Public School Choice Programs
89 Washington Avenue Room 462 EBA
Albany, New York 12234
charterschools@mail.nysed.gov

SAMPLE FINANCIAL STATEMENTS

Sample financial statements are provided for illustrative purposes. Charter schools and their auditors should consult applicable standards when determining the specific requirements that apply to their schools. The auditor should not consider these examples to be all-inclusive or a substitute for professional judgment.

The following sample financial statements are attached:

- Statement of Financial Position
- Statement of Activities
- Statement of Cash Flows
- Schedule of Functional Expenses

Explanations are provided below for certain key terms included in the sample financial statements:

Revenue:

Public School District:

Revenue - Resident Student Enrollment - Revenue from public school districts based on resident students attending the charter school and each district's adjusted expense per student or the agreed upon amount per student.

Revenue - Students with Disabilities - Revenue from public school districts for aid attributable to special education services or programs provided by the charter school to a student with a disability enrolled in the charter school.

Other Revenue from Public School Districts - Revenues from public school districts other than those defined above.

State Grants: Report state funded grants or other apportionments received directly from the State of New York.

Federal Grants: Report federal funded grants or other apportionments received directly from the federal government or through the State of New York.

Private Grants: Report privately funded grants or other apportionments received.

Program Service Expenses:

Regular Education: Report instructional activities involving the teaching of students, instructional supervision, developing and utilizing learning materials and related services in the classroom or learning environment.

Special Education: Report instructional activities involving the teaching of students with Individualized Education Programs, or those receiving special education services, instructional supervision, developing and utilizing learning materials and related services in the classroom or learning environment.

Other Program: Services other than instructional provided to students, i.e., community services, health services, food services, athletic services, music and theatre arts, and other student activities.

Supporting Service Expenses:

Management and General: Activities related to the overall management and direction of the school that are not identifiable with a particular program or fundraising activity. Management and general expenses typically include the organization oversight, board expenses, business management, record keeping, budgeting, financing and other administrative activities.

Fundraising: Activities related to publicizing and conducting fund-raising campaigns, maintaining donor mailing lists, conducting special fund-raising events, activities involved in the solicitation of contributions from individuals, foundations, government agencies, etc.

Schedule of Functional Expenses:

The schedule of functional expenses must present, in reasonable detail, the nature of the expenses incurred in each category of program and supporting services reported in the activity statement. The sample schedule shows the typical level of detail expected. Charter schools are encouraged to add additional categories if it will enhance the reader's understanding of the schedule. Likewise, classifications not used, or not material to the school's presentation, may be eliminated.

If not otherwise presented, charter schools employing management companies should obtain and provide in note disclosure a breakdown of contracted services fees in a similar format to the schedule of functional expenses to facilitate comparisons among districts.

Note on Allocation of Expenses: Charter schools must use allocation methods that are fair and reasonable. Such allocation methods, as well as the statistical basis used to calculate allocation percentages, should be documented and retained for review upon audit. Salaries of employees who perform tasks for more than one program must be allocated among all programs for which they work. The cost of supplies that are purchased for distribution among multiple programs must be allocated among these programs if direct charges are not possible. Allocation percentages should be reviewed, at a minimum, on an annual basis and adjusted as necessary.

Sample Statement of Financial Position
Charter School Name
Statement of Financial Position
As of June 30, 20XX

	As of June 30, 20XX
Assets	
Current Assets	
Cash and cash equivalents	\$
State and Federal Aid Receivable	
Contributions receivable	
Other Receivables, Net	
Short-term Investments	
Inventories	
Prepaid Expenses	
Total Current Assets	<hr/>
Assets restricted to investment in land, buildings and equipment	
Land, Buildings and Equipment	
Long-term Investments	
Total Assets	<hr/> <hr/> \$
Liabilities	
Current Liabilities	
Accounts Payable	\$
Accrued Liabilities	
Other Liabilities	
Deferred Revenues	
Current Portion of Long-term Debt	
Total Current Liabilities	<hr/>
Long-term Debt	
Total Liabilities	<hr/> <hr/>
Net Assets	
Unrestricted	
Temporarily restricted	
Permanently restricted	
Total Net Assets	<hr/>
Total Liabilities and Net Assets	<hr/> <hr/> \$

**Sample Statement of Activities
Charter School
Statement of Activities
For the Year Ended June 30, 20XX**

	Unrestricted	Temporarily Restricted	Permanently Restricted	Total
Revenues, gains and other support:				
Public School District:				
Revenue - Resident Student Enrollment				
Revenue - Students with Disabilities				
Other Revenue from Public School Districts				
State Grants				
Federal Grants				
Private grants				
Contributions				
Investment Income				
Other Income				
Net Assets Released from Restrictions				
Total Revenues, Gains and Other Support				
Expenses:				
<u>Program Expenses:</u>				
Regular Education				
Special Education				
Other Program				
<u>Supporting Services:</u>				
Management and General				
Fundraising				
Total Expenses				
Change in Net Assets				
Net Assets Beginning of Year				
Net Assets End of Year				

Sample Statement of Cash Flows
Charter School Name
Statement of Cash Flows
For the Year Ended June 30, 20XX

	<u>20XX</u>
Cash flows from operating activities:	
Revenues from School Districts	\$
Grant revenues	
Contributions and fund-raising activities	
Miscellaneous sources	
Payments to vendors for goods and services rendered	()
Payments to charter school personnel for services rendered	()
Interest payments	()
Net cash provided by operating activities	<u> </u>
Cash flows from investing activities:	
Purchase of equipment	()
Net cash used by investing activities	()
Cash flows from financing activities:	
Principal payments on long-term debt	()
Net cash provided by investing activities	()
Net increase in cash	
Cash at beginning of year	<u> </u>
Cash at ending of year	\$ <u> </u>
Reconciliation of change in net assets to net cash provided by operating activities:	
Change in net assets	\$
Adjustments to reconcile change in net assets to net cash provided by operating activities:	
Depreciation	
(Increase) Decrease in assets:	
Accounts receivable	
Increase (Decrease) in liabilities:	
Accounts payable	
Accrued liabilities	()
Net cash provided by operating activities	\$ <u> </u>

Sample Schedule of Functional Expenses
Charter School Name
Schedule of Functional Expenses
For the Year Ended June 30, 20XX

	Program Services			Supporting Services		
	Regular	Special	Other	Fundraising	Management	
	Education	Education	Program	& Special	and General	Total
				Events		
Salaries	\$	\$	\$	\$	\$	\$
Employee Benefits and Payroll Taxes						
Accounting/Auditing Fees						
Board Expenses						
Consultants - Computer						
Consultants – Education						
Contracted Services – Management Co.						
Contracted Services - Other						
Equipment Rental/Lease						
Food						
Insurance						
Interest Expense						
Legal						
Library						
Maintenance & Repairs						
Occupancy						
Printing						
Supplies & Materials						
Other Expenses						
Staff Development						
Telephone						
Textbooks						
Transportation (Student)						
Travel						
Utilities						
Vehicle Rental/Lease						
Depreciation and Amortization						
Total Expenses	\$	\$	\$	\$	\$	\$

Section V

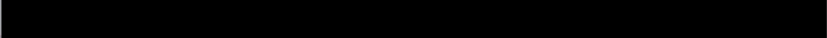
NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2008-09


Name (print) Claire Hazzard

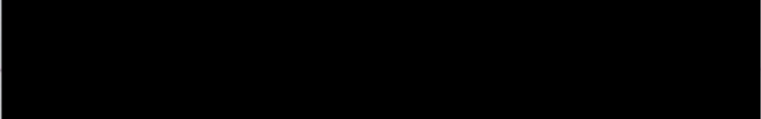
Name of Charter School Henry Johnson

Charter Entity Charter School Institute

Home Address 

Business Address _____

Daytime Phone 

E-Mail Address 

1. List all positions held on board (e.g., chair, treasurer, parent representative): Trustee

2. Is the trustee an employee of the School? Yes ☒ No

3. If you checked **Yes**, please provide a description of the position you hold and your responsibilities, your salary and your start date.

4. Is the trustee an employee or agent of the management company? Yes ☒ No

5. Is the trustee an employee or agent of any institutional partner of the School? Yes ☒ No

Claine Hazzard

Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six month period prior to such service. If there has been no such financial interest or transaction, write **none**. Please note that if you answered **yes** to Question 2, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
	None		

Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the School **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the School that is doing business with the School through a management or services agreement, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **none**.

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
None			

Claire Hazard
Signature

7/30/09
Date

Subscribed and sworn to before me this 30 day of July, 2009

Betty A. Brzezowski
Notary Public

BETTY A. BRZEWOSKI
Notary Public, State of New York
Qualified in Albany County
My Commission Expires 9/12/2010

Section V

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2008-09

Name (print) Peter Murphy
Name of Charter School Henry Johnson Charter School
Charter Entity SUNY Board of Trustees - CSI
Home Address _____
Business Address _____
Daytime Phone _____
E-Mail Address _____

1. List all positions held on board (e.g., chair, treasurer, parent representative): Treasurer

2. Is the trustee an employee of the School? ☐ Yes ☒ No

3. If you checked Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

4. Is the trustee an employee or agent of the management company? ☐ Yes ☒ No

5. Is the trustee an employee or agent of any institutional partner of the School? ☐ Yes ☒ No

Peter Murphy

Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six month period prior to such service. If there has been no such financial interest or transaction, write **none**. Please note that if you answered **yes** to Question 2, you need not disclose again your employment status, salary, etc.

N/A

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself

Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the School **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the School that is doing business with the School through a management or services agreement, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **none**.

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
NYCSA (my employer)	School is a dues-paying member	\$10.00/student	Me. I do not discuss or vote or participate in any way regarding the school decision annually to join NYCSA.

Peter Murphy
Signature

7-30-09
Date

Subscribed and sworn to before me this 30 day of July, 2009.

Cynthia L. Haskins
Notary Public

CYNTHIA L. HASKINS
NOTARY PUBLIC - STATE OF NEW YORK
NO. 01HA5039695
QUALIFIED IN ALBANY COUNTY
MY COMMISSION EXPIRES MARCH 27, 2011

Section V

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2008-09

Name (print) Michelle N. Cleary

Name of Charter School Henry Johnson Charter School

Charter Entity _____

Home Address _____

Business Address _____

Daytime Phone _____

E-Mail Address _____

1. List all positions held on board (e.g., chair, treasurer, parent representative): Chair

2. Is the trustee an employee of the School? ____ Yes ☒ No

3. If you checked **Yes**, please provide a description of the position you hold and your responsibilities, your salary and your start date.

4. Is the trustee an employee or agent of the management company? ____ Yes ☒ No

5. Is the trustee an employee or agent of any institutional partner of the School? ____ Yes ☒ No

Michelle Cherry

Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six month period prior to such service. If there has been no such financial interest or transaction, write **none**. Please note that if you answered **yes** to Question 2, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
None			

Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the School **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the School that is doing business with the School through a management or services agreement, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **none**.

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
None			

Michelle F. Cleary
Signature

7/30/09
Date

Subscribed and sworn to before me this 30th day of July, 2009

Andrea M. Clare
Notary Public

ANDREA M. CLARE
Notary Public, State of New York
Qualified in Montgomery County
No. 4636585
Commission Expires July 31, 2010

Section V

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2008-09

Name (print)

Brennan E Keating

Name of Charter School

Harry Johnson Charter School

Charter Entity

Charter Schools Institute

Home Address

Business Address

Daytime Phone

E-Mail Address

1. List all positions held on board (e.g., chair, treasurer, parent representative):

Treasurer

2. Is the trustee an employee of the School? Yes ☒ No

3. If you checked Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

4. Is the trustee an employee or agent of the management company? Yes ☒ No

5. Is the trustee an employee or agent of any institutional partner of the School? Yes ☒ No

Brennon Keating

Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six month period prior to such service. If there has been no such financial interest or transaction, write **none**. Please note that if you answered **yes** to Question 2, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
<i>None</i>			

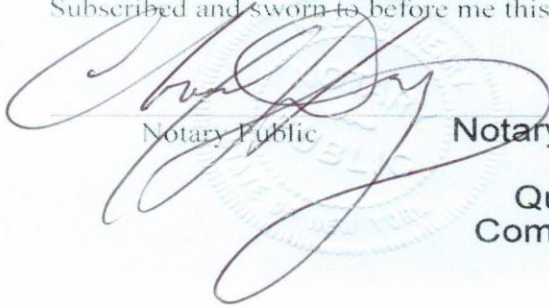
Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the School **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the School that is doing business with the School through a management or services agreement, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **none**.

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
None			

Burt K
Signature

7/28/09
Date

Subscribed and sworn to before me this 28 day of July, 2009


Notary Public

Noel G Henry
Notary Public, State of New York
No. 01HE5057775
Qualified in Kings County
Commission Expires 03/25/10

7/28/09

Section V

NEW YORK STATE EDUCATION DEPARTMENT

Disclosure of Financial Interest by a Charter School Trustee
Annual Report 2008-09

Name (print)

Debra Dickerson

Name of Charter School

Henry Johnson Charter School

Charter Entity

Charter Schools Institute

Home Address

Business Address

Daytime Phone

E-Mail Address

1. List all positions held on board (e.g., chair, treasurer, parent representative):

President & Vice President

2. Is the trustee an employee of the School? ☐ Yes ☒ No

3. If you checked Yes, please provide a description of the position you hold and your responsibilities, your salary and your start date.

4. Is the trustee an employee or agent of the management company? ☐ Yes ☒ No

5. Is the trustee an employee or agent of any institutional partner of the School? ☐ Yes ☒ No

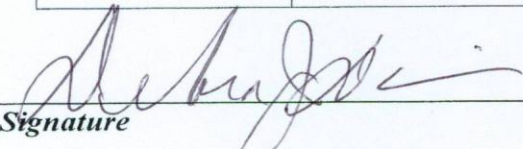
Deborah Dickerson

Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school during the time you have served on the board, and in the six month period prior to such service. If there has been no such financial interest or transaction, write **none**. Please note that if you answered **yes** to Question 2, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
	N/A		

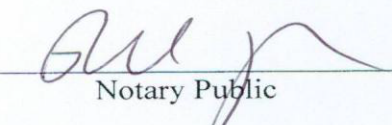
Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the School and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the School that is doing business with the School through a management or services agreement, you need not list every transaction between such organization and the School that is pursuant to such agreement. Instead, please identify only the name of the organization, your position in the organization as well as the relationship between such organization and the school. If there was no financial interest, write **none**.

Organization Conducting Business with the School	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee/ Immediate Family/Member of Household Holding an Interest in the Organization Conducting Business with the School and the Nature of the Interest
	N/A		


 Signature

8/3/09
 Date

Subscribed and sworn to before me this 3rd day of July, 2009


 Notary Public

RICHARD TAYLOR
 NOTARY PUBLIC STATE OF NEW YORK
 NO. 01TA6114189
 QUALIFIED IN ALBANY COUNTY
 COMMISSION EXPIRES 08/09/2012

Henry Johnson Charter School

2008-2009 SCHOOL CALENDAR

School Calendar
6/17/2008

AUGUST 2008

	M	T	W	TH	F
					1
	4	5	6	7	8
9 Staff	11	12	13	14	15
Prof Dev New Teachers	18	19	20	21	22
Prof Dev All Teachers	25	26	27	28	29

Holiday

17

DECEMBER 2008

	M	T	W	TH	F
17 Student	1	2	3	4	5
17 Staff	8	9	10	11	12
	15	16	17	18	19
	22	23	24	25	26
	29	30	31		

Holidays

APRIL 2009

	M	T	W	TH	F
			1	2	3
16 Student	6	7	8	9	10
16 Staff	13	14	15	16	17
	20	21	22	23	24
	27	28	29	30	

Good Friday
Spring vacation
Field trip (1)

16

SEPTEMBER 2008

	M	T	W	TH	F
Labor Day	1	2	3	4	5
Sept 4 Staff Dev	8	9	10	11	12
	15	16	17	18	19
20 Student	22	23	24	25	26
21 Staff	29	30			

20

JANUARY 2009

	M	T	W	TH	F
Holiday				1	2
19 Student	5	6	7	8	9
19 Staff	12	13	14	15	16
Holiday	19	20	21	22	23
	26	27	28	29	30

Holidays

19

MAY 2009

	M	T	W	TH	F
					1
20 Student	4	5	6	7	8
20 Staff	11	12	13	14	15
	18	19	20	21	22
Holiday	25	26	27	28	29

Field trip (1)
Snow days if Available-21, 22, 26

20

OCTOBER 2008

	M	T	W	TH	F
			1	2	3
	6	7	8	9	10
Columbus Day	13	14	15	16	17
22 Student	20	21	22	23	24
22 Staff	27	28	29	30	31

Field trip (1)

22

FEBRUARY 2009

	M	T	W	TH	F
	2	3	4	5	6
15 Student	9	10	11	12	13
15 Staff	16	17	18	19	20
	23	24	25	26	27

Holidays

15

JUNE 2009

	M	T	W	TH	F
	1	2	3	4	5
22 Student	8	9	10	11	12
22 Staff	15	16	17	18	19
	22	23	24	25	26
	29	30			

Albany off-24, 25, 26

22

NOVEMBER 2008

	M	T	W	TH	F
Prof. Dev. Students Off	3	4	5	6	7
Veteran's day	10	11	12	13	14
	17	18	19	20	21
15 Student	24	25	26	27	28
16 Staff					

Holidays

15

MARCH 2009

	M	T	W	TH	F
	2	3	4	5	6
21 Student	9	10	11	12	13
21 Staff	16	17	18	19	20
	23	24	25	26	27
	30	31			

Prof. Dev. Students Off

21

JULY 2009

	M	T	W	TH	F
			1	2	3
	6	7	8	9	10
5 Student	13	14	15	16	17
7 Staff	20	21	22	23	24
	27	28	29	30	31

Holidays
July 8-Students Last Day
July 10-Teachers Last Day

5

KEY

28	Holiday/Recess
14	Full Day Professional Development
3	Snow Emergency Days (if available)

TOTALS

192	School Year Instructional Days
3	Saturday Field Trips
0	Summer Academy Days
195	Total Days

Key Dates:

1st Trimester Ends 12/9/08	1st Trimester Interim 10/22/08
2nd Trimester Ends 3/30/09	2nd Trimester Interim 2/28/08
3rd Trimester Ends 7/8/09	3rd Trimester Interim 5/21/08

September 1	Labor Day
September 2	Students Off - School Bar-B-Q
October 13	Columbus Day
November 4	Professional Development-Students Off
November 11	Veteran's Day
November 26, 27, 28	Thanksgiving Holidays
December 24, 25, 26, 29, 30, 31	Christmas Break
January 1, 2	New Years Day & Day After
January 19	Martin Luther King Day Jr. Day
February 16, 17, 18, 19, 20	Winter Recess
March 27	Professional Development-Students Off
April 10, 13, 14, 15, 16, 17	Good Friday & Spring Break
May 21, 22 & 26 (TBD)	Possible Snow Days To Be Given As Off Days
May 25	Memorial Day
July 3	Independence Day Break

Saturday Date TBD	Fall Field Trip (Sept - Dec Time Frame)
Saturday Date TBD	Spring Field trip (March - June Time frame)
Saturday Date TBD	Spring Field trip (March - June Time frame)

Henry Johnson Charter School

2009-2010 SCHOOL CALENDAR

School Calendar
3/24/2009

AUGUST 2009

M	T	W	TH	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

5 Staff
Prof Dev All Teachers

DECEMBER 2009

M	T	W	TH	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

17 Student
17 Staff
Holidays

APRIL 2010

M	T	W	TH	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

16 Student
15 Staff
Good Friday/Snow Day
Spring vacation

SEPTEMBER 2009

M	T	W	TH	F
31	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

Prof Dev All Teachers
Labor Day
17 Student
22 Staff

JANUARY 2010

M	T	W	TH	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

Holiday
19 Student
19 Staff
Holidays

MAY 2010

M	T	W	TH	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

20 Student
20 Staff
Snow days if Available-26, 27, 28
Holiday

OCTOBER 2009

M	T	W	TH	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

Columbus Day
21 Student
21 Staff

FEBRUARY 2010

M	T	W	TH	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26

15 Student
15 Staff
Holidays

JUNE 2010

M	T	W	TH	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

22 Student
22 Staff
Albany half days - 23, 24

NOVEMBER 2009

M	T	W	TH	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

Prof. Dev. Students Off
Veteran's day
16 Student
17 Staff
Holidays

MARCH 2010

M	T	W	TH	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

22 Student
23 Staff
Prof. Dev. Students Off

JULY 2010

M	T	W	TH	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

Holiday
5 Student
6 Staff
July 8-Students Last Day
July 9-Teachers Last Day

KEY

27	Holiday/Recess
12	Full Day Professional Development
4	Snow Emergency Days (if available)

TOTALS

190 School Year Instructional Days

September 7
October 12
November 3
November 11
November 25, 26, 27
December 24, 25, 28, 29, 30, 31
January 1
January 18
February 15, 16, 17, 18, 19
March 12
April 1
April 2
April 5, 6, 7, 8, 9
May 26, 27 & 28 (TBD)
May 31
July 5

Labor Day
Columbus Day
Professional Development-Students Off
Veteran's Day
Thanksgiving Holidays
Christmas Break
New Years Day
Martin Luther King Day Jr. Day
Winter Recess
Professional Development-Students Off
Possible Snow Day
Good Friday
Spring Break
Possible Snow Days To Be Given As Off Days
Memorial Day
Independence Day

Key Dates:

1st Trimester Ends 12/11/09
2nd Trimester Ends 3/31/10
3rd Trimester Ends 7/8/10

1st Trimester Interim 10/22/09
2nd Trimester Interim 2/5/10
3rd Trimester Interim 5/21/10

Statement of Changes to Educational Program and Organizational Structure

This year we replaced the SRA *Real Math* program with Scott Foresman/Addison Wesley's *Mathematics*, a research-based curriculum that focuses on developing students' conceptual understanding and skills through step-by-step instruction. The focus is on key ideas in mathematics, rich problem-solving lessons that build the reading and writing skills necessary for powerful problem solving, and differentiated instructional options to meet the needs of diverse learners. The program has been correlated to the New York State Learning Standards for Mathematics. The primary goal of the program is to have math make sense from every perspective and is based on scientific research that describes how children learn math well and on classroom-based evidence that validates proven reliability. The focus on reaching all students is an aspect of the program that will help us in reaching our goals: it addresses the needs of every student through structured instruction that makes concepts easier for students to grasp. Lessons provide step-by-step examples that show students how to think about and solve the problem. We found *Real Math* lacking in this respect, in that inadequate time and materials were allocated to particular skills and concepts, thus requiring teachers to put in major effort and time to supplement the program materials. Since at the K and Grade 1 levels the materials are all consumable, we did not spend more on our math program to change it than we would have if we had stayed with a program we found to be lacking.

Henry Johnson Charter School
30 Watervliet Avenue
Albany, NY 12206

Date: June 30, 2009

Teacher's Name	Room #	Teaching Assignment(s)	Type of Certification	Date Issued Certification	Expiration Date	Years of Experience at HJCS	Years of Classroom Experience	Highly Qualified (HQ or N/A)
Lillian Turner	102	Principal	Secondary English 7-12, Permanent School Administration & Supervision (SAS)	2/1/1968	N/A	3	36	HQ
Eric Biehler	303	Physical Education	Physical Education Initial	9/1/2008	8/31/2013	First Year	New to Profession	HQ
Anne Creviston	209	Gr-1 ELA, Science, Soc St	Pre K, K, Gr 1-6 Permanent	9/1/2008	N/A	First Year	20	HQ
Natalie Brown	302	Gr-2 All Subjects	Childhood Ed Gr 1-6 Initial	2/1/2005	1/31/2010	2	4	HQ
Susan Caplan	204	Gr-K ELA, Science, Soc St	Nursery, K, Gr 1-6 & Spec Ed Permanent-Both	2/1/1984	N/A	2	18	HQ
Darnell Rohrbaugh	208	SPED Coordinator & SPED Teacher	Spec Ed, Nursery, K & Gr 1-6 Permanent-Both	9/1/1992	N/A	2	24	HQ
Jayna Andersen-McLaughlin	205	Performing Arts/Music	ART Permanent	2/1/2008	N/A	2	6	HQ
Domingo Montes	303	Gr-1 Math	Elementary K-6 & Spanish (Pennsylvania - Permanent) Childhood Education Gr 1-6 (New York 2 Yr Temporary)	1/1/2005 (PA) 9/1/08 (New York)	8/31/2010	First Year	4	HQ
Marnie Gast	208A	Counselor	Counselor Provisional	9/1/2004	8/31/2009	2	9	HQ
Rita Melander	202	Gr-K ELA, Science, Soc St	Pre K, K, Gr 1-6 Permanent Literacy (Birth-Grade 6) Professional	2/1/2007 9/120/06	N/A	2	8	HQ

Patricia Kirshenbaum	203	Gr-K ELA, Science, Soc St	Nursery, K, Gr 1-6 Permanent	9/1/1988	N/A	2	22	HQ
Kelly Smith	304	Gr-2 All Subjects	Childhood Education 1-6, Students with Disabilities Initial - Both	9/1/2007	8/31/201 2	2	6	HQ
Lisa Kominos	202	Gr-K Math	Early Childhood Birth-Gr 2 Initial - Both Students With Disabilities Birth-Gr 2 (SPED)	2/1/2008	2/1/2013	2	2	HQ
Sabrina Petruska	201	Gr-1 ELA, Science, Soc St	Gr 1-6, Childhood Education Students with Disabilities Gr 1-6 Initial - Both	2/1/2005	2/1/2010	2	5	HQ
Philip Shaw	207	Art	Art Permanent	9/1/2004	N/A	2	7	HQ
Karin Welsch Shaw	210	Gr-1 ELA, Science, Soc St	Pre K, K, 1-6 Permanent	2/1/2009	N/A	2	7	HQ

Virginia Abbruzzese	206	Educational Assistant	Teaching Assistant Continuing	2/1/2005	N/A	2	15	N/A
Veronica Berman	202	Educational Assistant	Teaching Assistant Continuing	2/1/2005	N/A	2	7	N/A
Tamika Mitchell	203	Educational Assistant	Teaching Assistant Level III	9/1/2007	N/A	2	4	N/A
Lesedi Morrison	304	Educational Assistant	Teaching Assistant Level 1	9/1/2006	N/A	2	3	N/A
Sheleah Ford	204	Educational Assistant	Teaching Assistant Level 1	9/1/2008	N/A	2	2	N/A
George Borum	210	Educational Assistant	Teaching Assistant Level 1	9/1/2008	N/A	First Year	New to Profession	N/A
Michele Casey	201	Educational Assistant	Teaching Assistant Level 1	2/1/2009	N/A	First Year	New to Profession	N/A
Shamiek Jiles	302	Educational Assistant	Teaching Assistant Level 1	N/A	N/A	First Year	8	N/A
Terrell Dozier	209	Educational Assistant	Teaching Assistant Level 1	9/1/2008	N/A	First Year	5	N/A

Statement of Assurances

Our signatures below attest that all of the information contained herein is truthful and accurate, and that this charter school is in compliance with all aspects of its charter, and with all pertinent Federal, State, and local laws, regulations, and rules. We understand that if any information in any part of this report is found to have been deliberately misrepresented, that will constitute grounds for the revocation of our charter.

Lillian Turner
Print Name, Head of Charter School

Lillian Turner
Signature and Date

Subscribed and sworn to before me this 30th day of July, 2009.

Andrea M. Clare
Notary Public

ANDREA M. CLARE
Notary Public, State of New York
Qualified in Montgomery County
No. 4636585
Commission Expires July 31, ~~10~~ 2010

Michelle N. Cleary
Print Name, President, Board of Trustees

Michelle N. Cleary 7/30/09
Signature and Date

Subscribed and sworn to before me this 30th day of July, 2009.

Andrea M. Clare
Notary Public

ANDREA M. CLARE
Notary Public, State of New York
Qualified in Montgomery County
No. 4636585
Commission Expires July 31, ~~10~~ 2010