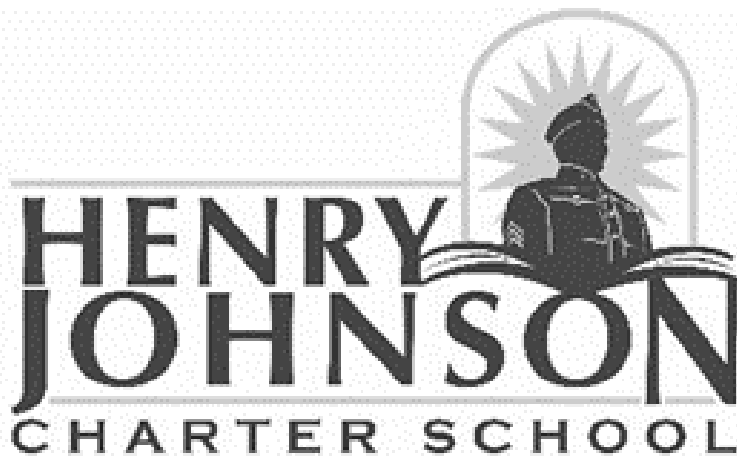




2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

September 16, 2025

By Dustin Mitchell

30 Watervliet Avenue

Albany, NY 12206

(518) 432-4300

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Kate Morales, HJCS Principal, and Brielle Heitman, HJCS Assistant Principal, prepared this 2024-25 Accountability Progress Report. This report was certified and submitted by Dustin Mitchell, Head of School, on behalf of the charter school's board of trustees:

Trustee's Name	Board Position	
	Office (e.g., chair, treasurer, secretary)	Committees (e.g., finance, executive)
Saleem Cheeks	Chair	Executive & Finance
Brian Backstrom	Vice-Chair	Executive
Robert Pistilli	Treasurer	Executive & Finance
Kete Barnes	Trustee	Finance
Juanita Nabors	Trustee	
Sharon DeSilva	Trustee	
Danasia McFadden	Trustee	
Jahrakia Sterling	Trustee	
Emily D'Vertola	Trustee	

Dustin Mitchell has served as the school leader since 2018.

SCHOOL OVERVIEW

The mission of the Henry Johnson Charter School (“Henry Johnson” or “HJCS”) is to ensure that all scholars reach the highest levels of scholastic achievement in an environment that instills character, virtue, and “habits of mind” that ensure success within and outside of the classroom: diligence, courage, respect, self-reliance, duty and responsibility. HJCS was chartered in 2005 and opened for operation in 2007. Currently, the school serves approximately 340 students in grades K-4. Over 90% of the students are African American or LatinX, and approximately 90% of the student body is economically disadvantaged and receives free or reduced lunch.

ENROLLMENT SUMMARY

In the table below, provide the school’s BEDS Day enrollment for each school year.

School Enrollment by Grade Level and School Year						
School Year	K	1	2	3	4	Total
2022-23	75	77	68	78	42	340
2023-24	74	79	71	76	42	342

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

GOAL 1: ENGLISH LANGUAGE ARTS

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

BACKGROUND

The school continued to use the Core Knowledge Language Arts (CKLA) curriculum for grades K-2. Grades 3-4 continued to utilize the Expeditionary Learning (EL) modules. These materials were previously vetted using the reflection tools provided by the NYS Education Department to ensure alignment with Next Generation Learning Standards. They also provide teachers with a common set of resources to maintain consistency in instruction across classrooms at each grade level.

All scholars, K-4, receive a minimum of three-hours of English Language Arts (ELA) instruction daily. In grades K-2 the time is split between Listening and Learning, Skills, Guided & Accountable Independent Reading, and Writing. In grades 3-4, ELA consists of the EL modules, Writing, and Guided & Accountable Independent Reading.

As part of our commitment to support our students, HJCS believes in the power of assessment for learning and in the value of assessment of learning. We assess scholars' absolute performance largely with our interim assessments series, which mirrors the standard frequency, conditions, and formats of the New York State (NYS) exams. When measuring growth, we assess the progression of scholar learning over time using the i-Ready norm-referenced diagnostic.

The 2024-2025 school year saw the addition of an Assistant Principal. The primary duties of the aforementioned position prioritized curricular and instructional support for the school's literacy programming, with a particular focus on grade 3. With this new position in place, instructional staff was able to receive an increased amount of feedback with a shorter turnaround time.

ELEMENTARY ELA

ELA Measure 1 - Absolute

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

The tables below summarize the participation information for this year's test administration as well as the performance of all students and students enrolled for at least two years.

2024-25 State English Language Arts Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested						Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	
3	70	3	0	0	0	0	0	73
4	45	2	0	0	0	0	0	47
All	115	5	0	0	0	0	0	120

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Performance on 2024-25 State English Language Arts Exam By All Students and Students Enrolled in At Least Their Second Year¹

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	70	43	61%	57	36	63%
4	45	33	73%	43	33	77%
All	115	76	66%	100	69	69%

ELA Measure 2 - Absolute

Each year, the school's aggregate Performance Index ("PI") on the State English language arts exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the English language arts test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2024-25 English language arts MIP for all students of **117.3**. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.²

English Language Arts 2024-25 Performance Index

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
115	[6%]	[28%]	[43%]	[23%]

$$PI = 0 * [6]_{\text{Level 1}} + 1 * [28]_{\text{Level 2}} + 2 * [43]_{\text{Level 3}} + 2.5 * [23]_{\text{Level 4}} = [171.5]$$

¹ Students are considered "enrolled in at least their second year" if they were enrolled on BEDS day of the school year prior to the most recent exam administration.

² You can find the statewide MIP goals for 2022-23 to 2026-27 [here](#)

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

ELA Measure 3 - Comparative

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

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.³

2024-25 State English Language Arts Exam
Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	63%	57	TBD	TBD
4	77%	43	TBD	TBD
All	69%	100	TBD	TBD

ELA Measure 4 - Comparative

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

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the target for this measure. Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2024-25 analysis is not yet available. This report contains 2023-24 results.⁴

2023-24 English Language Arts Comparative Performance by Grade Level

³ Schools can access these data when the NYSED releases its database containing grade level ELA and mathematics results for all schools and districts statewide.

⁴ These data can be found in the school's Accountability Summary provided by the Institute in spring 2025.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	64.2	440.0	443.0	-0.31
4	69.8	454.4	443.2	1.07
All	69.5	445.0	443.0	0.18

ELA Measure 5 - Growth

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.

METHOD

Given the timing of the state's release of Growth Model data, the 2024-25 analysis is not yet available. This report contains 2023-24 results, the most recent Growth Model data available.⁵

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2023-24 and also have a state exam score from 2022-23 including students who were retained in the same grade. Students with the same 2022-23 score are ranked by their 2023-24 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the target for this measure, it must have a mean growth percentile greater than 50.

2023-24 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	57.7	50.0
All	57.7	50.0

ELA INTERNAL EXAM RESULTS

As part of the commitment to support students, Henry Johnson Charter School believes in the power of assessment for learning and in the value of assessment of learning. Therefore, our assessment plan encompasses assessments of various types that serve these purposes. When measuring mastery, students' absolute performance against the Next Generation Learning Standards is assessed using criterion-referenced tests. Five interim assessment series are given throughout the year in English

⁵ These data can be found in the school's Accountability Summary provided by the Institute in spring 2025.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

language arts (ELA) that mirror the exact condition, rigor, and formatting of the New York State (NYS) exams for grades 3-4. The interim assessments for grades K-2 are designed by back mapping from the 3-4 tests. These assessments are created using previously released NYS exams, and they are reviewed and written by the administration. The results of the ELA interims are reviewed in Professional Learning Communities (PLCs) to inform future instruction, spiraling of content, and grouping for remediation.

During 2024-25, in addition to the New York State 3rd – 8th grade exams, the school primarily used the following assessment to measure student growth and achievement in ELA: **i-Ready**

I-READY

2024-25 i-Ready [ELA/Mathematics] Assessment End of Year Results

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median percent progress to Annual Typical Growth of 3 rd through 8 th grade students will be equal to or greater than 100%.	All students	100%	322	136%	Yes
Measure 2: Each year, the school's median percent progress to Annual Typical Growth of all 3 rd through 8 th grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.	Low initial achievers	110%	22	140%	Yes
Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ⁶	107%	6	238%	Yes
Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will score at the <i>mid on-grade level</i> or above scale score for the year-end assessment.	2+ students	75%	103	24%	No

⁶ Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school's mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g., English language learners, homeless students, etc.), please explain the rationale in the narrative section

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

SUMMARY OF THE ELA GOAL

ELA progress and proficiency is measured through a combination of assessments that include the state exams, our internal assessments, and i-Ready.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	No
Absolute	Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	Yes
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the school district of comparison.	Yes
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	No
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.	Yes

EVALUATION OF ELA GOAL

Although HJCS did not meet its absolute goal of having 75% of students reach proficiency, results were still strong. In particular, our 4th grade had 73% of scholars achieving proficiency, significantly outperforming the statewide average of 53%. This 20-point gap highlights the strength of HJCS's instructional program and targeted academic supports.

HJCS met the state's Performance Index (PI) target and exceeded the growth benchmark under the state's Growth Model by over 54 points, indicating that scholars made meaningful academic progress over the year.

Scholars who had been enrolled at HJCS for at least two years outperformed their peers who were new to the school, demonstrating the positive impact of sustained exposure to the school's instructional program.

While the school did not meet its predicted level of performance based on regression analysis controlling for economic disadvantage, a 15% drop in the number of reported economically disadvantaged scholars from the previous year negatively have influenced this metric compared to

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

previous years. This discrepancy will be examined more closely as the school continues to refine its data reporting.

Under the state's Growth Model, HJCS exceeded the target growth percentile in English language arts by more than 7 points.

Overall, HJCS's performance reflects the early impact of its focused and data-informed approach to literacy. Throughout the year, HJCS focused heavily on improving literacy outcomes through a multi-pronged action plan. Central to this was the introduction of high-impact tutoring. For 30 minutes, three days per week, the four-member Academic Intervention Service (AIS) team worked consistently with small groups of students, providing personalized support based on classroom data. Additionally, the hiring of a new assistant principal also played a role in strengthening instruction. With increased capacity for coaching, goal setting, and progress monitoring, the school was able to provide more frequent, targeted feedback to teachers, which contributed to improved instructional quality and scholar outcomes.

ELA ACTION PLAN

For the upcoming school year, HJCS' ELA curriculum and instruction will reflect several key improvements aligned to research-based literacy practices. The curriculum has been thoroughly vetted against the P-3 Literacy Best Practices released by the state and revised to ensure greater alignment with priority standards. These revisions aim to streamline instructional focus, promote deeper understanding, and better prepare scholars for grade-level expectations.

To support differentiated instruction, HJCS will be implementing more flexible grouping structures within classrooms. These groups will be fluid and informed by ongoing assessment data, allowing teachers to deliver targeted, standards-based remediation. This approach ensures that instruction is responsive to scholar needs and that all learners receive appropriate support.

Our oral reading fluency (ORF) program has also been revised and expanded. The new ORF plan increases the rigor of fluency assessments, allowing for the monitoring of scholar progress. Based on this data, scholars will receive tiered support, and fluency practice will be more intentionally embedded into daily literacy routines to strengthen reading accuracy, rate, and expression.

To support high-quality instruction, we are introducing new, intensive instructional coaching cycles. These cycles will provide teachers with focused, job-embedded professional learning. Coaches will work alongside teachers through planning, modeling, observation, and feedback, with an emphasis on implementing high-impact literacy strategies and using student data to inform instruction.

The scope and sequences for grades 2 and 3 have been revised to better reflect the ratio of Reading Anchor Standards emphasized by the NYS testing program. This alignment ensures that scholars receive more instructional time and practice in the areas that the state prioritizes on assessments, without sacrificing a balanced approach to literacy instruction.

Collectively, these efforts are designed to elevate the quality of ELA instruction, close achievement gaps, and ensure that all scholars develop strong foundational literacy skills.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

GOAL 2: MATHEMATICS

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

BACKGROUND

HJCS continued to use the Eureka Math modules as its mathematics curriculum for grades K-4. These materials were previously vetted using the reflection tools provided by the NYS Education Department and the Eureka Math Standards Correlation Guides to ensure alignment with Next Generation Learning Standards. They also provided teachers with a common set of resources to maintain consistency in instruction across classrooms at each grade level. All scholars, K-4, receive a minimum of 90 minutes of math instruction daily. Like our assessment program in ELA, HJCS measures absolute performance with its interim assessments that are aligned to the state exams, while also using i-Ready to progress monitor growth. The tables below summarize the participation information for this year's test administration as well as the performance of all students and students enrolled for at least two years.

Elementary and Middle Mathematics

Math Measure 1 - Absolute

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

The tables below summarize the participation information for this year's test administration as well as the performance of all students and students enrolled for at least two years.

2024-25 State Mathematics Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested							Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	Took Regents	
3	69	3	1	0	0	0	0	0	73
4	46	1	0	0	0	0	0	0	47
All	115	4	1	0	0	0	0	0	120

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Performance on 2024-25 State Mathematics Exam

By All Students and Students Enrolled in At Least Their Second Year

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	69	43	62%	55	37	67%
4	46	32	70%	42	31	74%
All	115	75	65%	97	68	70%

Math Measure 2 - Absolute

Each year, the school's aggregate Performance Index ("PI") on the state mathematics exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the mathematics test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2024-25 mathematics MIP for all students of **119.4**. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

Mathematics 2024-25 Performance Index (PI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
115	[4%]	[30%]	[59%]	[6%]

$$PI = 0 * [4]_{Level\ 1} + 1 * [30]_{Level\ 2} + 2 * [59]_{Level\ 3} + 2.5 * [6]_{Level\ 4} = [163]$$

Math Measure 3 - Comparative

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

METHOD

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.

2024-25 State Mathematics Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	67%	55	TBD	TBD
4	74%	42	TBD	TBD
All	70%	97	TBD	TBD

Math Measure 4 - Comparative

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

METHOD

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the target for this measure. Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2024-25 analysis is not yet available. This report contains 2023-24 results.⁷

2023-24 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	64.2%	453.0	450.4	0.19
4	68.9%	460.0	453.2	0.46
All	65.9%	455.5	451.4	0.29

⁷ These data can be found in the school's Accountability Summary provided by the Institute in spring 2025.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Math Measure 5 - Growth

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.

METHOD

Given the timing of the state's release of Growth Model data, the 2024-25 analysis is not yet available. This report contains 2023-24 results, the most recent Growth Model data available.⁸

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2023-24 and also have a state exam score in 2022-23 including students who were retained in the same grade. Students with the same 2022-23 scores are ranked by their 2023-24 scores and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to meet the measure, the school would have to achieve a mean growth percentile above the target of 50.

2023-24 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	51.1	50.0
All	51.1	50.0

MATHEMATICS INTERNAL EXAM RESULTS

As part of the commitment to support students, Henry Johnson Charter School believes in the power of assessment for learning and in the value of assessment of learning. Therefore, our assessment plan encompasses assessments of various types that serve these purposes. When measuring mastery, we assess students' absolute performance against the Next Generation Learning Standards using criterion-referenced tests. Five interim assessment series are given throughout the year in math that mirror the exact condition, rigor, and formatting of the New York State (NYS) exams for grades 3-4. The interim assessments for grades K-2 are designed by back mapping from the 3-4 tests. These assessments are created using previously released NYS exams, and they are administratively reviewed and written. The results of the math interims are reviewed in Professional Learning Communities (PLCs) to inform future instruction, spiraling of content, and grouping for remediation. When measuring growth, the progression of student learning over time is assessed using norm-referenced tests in which students are compared to their peers.

During 2024-25, in addition to the New York State 3rd – 8th grade exams, the school primarily used the following assessment to measure student growth and achievement in mathematics: i-Ready

⁸ These data can be found in the school's Accountability Summary provided by the Institute in spring 2025.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

I-READY

2024-25 i-Ready [ELA/Mathematics] Assessment End of Year Results

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median percent progress to Annual Typical Growth of 3 rd through 8 th grade students will be equal to or greater than 100%.	All students	100%	321	113%	Yes
Measure 2: Each year, the school's median percent progress to Annual Typical Growth of all 3 rd through 8 th grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.	Low initial achievers	110%	100	112%	Yes
Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 rd through 8 th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 rd through 8 th grade general education students at the school.	Students with disabilities ⁹	104%	6	174%	Yes
Measure 4: Each year, 75% of 3 rd through 8 th grade students enrolled in at least their second year at the school will score at the <i>mid on-grade level</i> or above scale score for the year-end assessment.	2+ students	75%	98	27%	No

⁹ Schools may elect to report the aggregated data for a different subpopulation of students if the total tested number of students with disabilities is 5 or fewer, or if the school's mission aligns to serving a different specific subpopulation. For schools that choose a different subpopulation (e.g., English language learners, homeless students, etc.), please explain the rationale in the narrative section

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

SUMMARY OF THE MATHEMATICS GOAL

Mathematic progress and proficiency is measured through a combination of assessments that include the state exams, our internal assessments, and i-Ready.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State Mathematics exam for grades 3-8.	No
Absolute	Each year, the school's aggregate PI on the state's mathematics exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	Yes
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison.	Yes
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	No
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.	Yes

EVALUATION OF THE MATHEMATICS GOAL

Although HJCS did not meet its absolute goal of having 75% of students reach proficiency, results were still strong. In particular, our 4th grade had 70% of scholars achieving proficiency, significantly outperforming the statewide average of 59%. This 11-point gap highlights the strength of HJCS's instructional program and targeted academic supports.

HJCS met the state's Performance Index (PI) target and exceeded the growth benchmark under the state's Growth Model by almost 44 points, indicating that students made meaningful academic progress over the year.

Scholars who had been enrolled at HJCS for at least two years outperformed their peers who were new to the school, demonstrating the positive impact of sustained exposure to the school's instructional program.

While the school did not meet its predicted level of performance based on regression analysis controlling for economic disadvantage, a 15% drop in the number of reported economically disadvantaged scholars from the previous year negatively have influenced this metric compared to

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

previous years. This discrepancy will be examined more closely as the school continues to refine its data reporting.

Under the state's Growth Model, HJCS exceeded the target growth percentile in mathematics.

Overall, HJCS's performance reflects the early impact of its focused and data-informed approach to mathematics. Throughout the year, HJCS focused heavily on improving mathematic outcomes through a multi-pronged action plan. Central to this was the introduction of high-impact tutoring. For 30 minutes, three days per week, the four-member Academic Intervention Service (AIS) team worked consistently with small groups of scholars, providing personalized support based on classroom data.

MATHEMATICS ACTION PLAN

To strengthen math instruction and promote targeted student growth, HJCS will implement a daily 30-minute math intervention. During this time, classroom teachers will utilize flexible strategy groups based on student performance data gathered through daily exit tickets. These groups will allow teachers to provide differentiated instruction tailored to scholars' immediate learning needs, whether for remediation, reinforcement, or extension.

To ensure instructional decisions are driven by timely and accurate data, teachers will be required to grade and analyze math exit tickets collectively during their weekly Professional Learning Communities (PLCs). This collaborative grading process will allow grade-level teams to identify trends, share effective instructional strategies, and determine appropriate groupings for the intervention block.

The goal of the intervention block is to create a responsive and data-informed math environment where every student receives support "just in time," rather than "after the fact." By embedding daily small group instruction and prioritizing collaborative data analysis, this initiative will support improved math achievement school-wide and foster a culture of continuous instructional improvement.

To support high-quality instruction, we are introducing new, intensive instructional coaching cycles. These cycles will provide teachers with focused, job-embedded professional learning. Coaches will work alongside teachers through planning, modeling, observation, and feedback, with an emphasis on implementing high-impact mathematical instructional strategies and using scholar data to inform instruction.

GOAL 3: SCIENCE

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

BACKGROUND

Henry Johnson Charter School utilizes the Teachers' Curriculum Institute (TCI) as its primary instructional resource for science.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

ELEMENTARY AND MIDDLE SCIENCE

Science Measure 1 - Absolute

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

The Henry Johnson Charter School serves scholars in kindergarten through grade 4. As a result, there is no data for the grade 5 or 8 2024-25 State Science Exam.

Charter School Performance on 2024-25 State Science Exam By Students Enrolled in At Least Their Second Year

Grade	Students in At Least Their 2 nd Year		
	Number Tested	Number Proficient	Percent Proficient
5	N/A	N/A	N/A
8	N/A	N/A	N/A
All	N/A	N/A	N/A

Science Measure 2 - Comparative

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

The Henry Johnson Charter School serves scholars in kindergarten through grade 4. As a result, there is no data for the grade 5 or 8 2024-25 State Science Exam.

2024-25 State Science Exam Charter School and District Performance by Grade Level

Grade	Charter School Students in at Least 2 nd Year			All District Students		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
5	N/A	N/A	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A	N/A	N/A
All	N/A	N/A	N/A	N/A	N/A	N/A

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

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

EVALUATION OF THE SCIENCE GOAL

The Henry Johnson Charter School serves scholars in kindergarten through grade 4. As a result, there is no data for the grade 5 or 8 2024-25 State Science Exam.

ADDITIONAL CONTEXT AND EVIDENCE

The Henry Johnson Charter School serves scholars in kindergarten through grade 4. As a result, there is no data for the grade 5 or 8 2024-25 State Science Exam.

Performance on a Regents Science Exam
Of 8th Grade All Students by Year

Grade	Year	Regents Exam	Number Tested	Number Passing	Percent Passing
8	2022-23	N/A	N/A	N/A	N/A
8	2023-24	N/A	N/A	N/A	N/A
8	2024-25	N/A	N/A	N/A	N/A

ACTION PLAN

Henry Johnson Charter School will continue to utilize Teachers' Curriculum Institute (TCI) as its primary instructional resource for science. With the recommendation for expansion to grades 5-8, an exploratory committee is being formed for a possible transition to Amplify Science which may suit the middle grades better, while keeping the department vertically aligned.

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

GOAL 4: ESSA

ESSA Measure 1

Under the state's ESSA accountability system, the school is in good standing: the state has not identified the school for comprehensive or targeted improvement.

Because *all* students are expected to meet the state's performance standards, the federal statute stipulates that various sub-populations and demographic categories of students among all tested students must meet the state standard in and of themselves aside from the overall school results. As New York State, like all states, is required to establish a specific system for making these determinations for its public schools, charter schools do not have latitude in establishing their own performance levels or criteria of success for meeting the ESSA accountability requirements. Each year, the state issues School Report Cards that indicate a school's status under the state accountability system. More information on assigned accountability designations and context can be found [here](#).

Accountability Status by Year

Year	Status
2022-23	Local Support and Improvement
2023-24	Local Support and Improvement
2024-25	TBD