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

30 Watervliet Avenue, Albany, NY 12206
lturner@henryjohnsoncs.org
Ph: 518-432-4300 Fax: 518-432-4311

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

Trustee's Name	Board Position
Michelle Cleary	Chairperson
Debra Dickerson	Vice Chairperson
Alea DePauw	Secretary
Peter Murphy	Treasurer
Claire Hazzard	Trustee
Brennan Keating	Trustee

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 be 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

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2005-06														
2006-07														
2007-08	78	35												
2008-09	75	78	51											

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 1and 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 1and 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

Additional Evidence
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