



2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

September 16, 2024

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2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Kate Morales, HJCS Principal and Dustin Mitchell, HJCS Head of School, prepared this 2023-24 Accountability Progress Report 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
Brian Backstrom	Vice-Chair	Executive & Finance
Robert Pistilli	Treasurer	Executive & Finance
Kete Barnes	Trustee	Executive
Juanita Nabors	Trustee	
Sharon DeSilva	Trustee	
Danasia McFadden	Trustee	
Kia Sterling	Trustee	
Emily D'Vertola	Trustee	

*Dustin Mitchell has served as the Head of School since December 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 350 students in grades K-4. Over 99% 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

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	Total
2020-'21	55	81	87	86	67	376
2021-'22	76	55	74	59	66	330
2022-'23	75	77	68	78	42	340
2023-'24	74	79	71	76	42	342

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.

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

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.

2023-24 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	72	3	0	2	0	1	0	78
4	40	1	1	1	0	0	0	43
All	112	4	1	3	0	1	0	121

Performance on 2023-24 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year¹

Grade	All Students			Enrolled 2+ years		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3	72	22	31	50	18	36
4	40	27	68	31	23	74
All	112	49	44	81	41	51

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

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.

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

value that equals or exceeds the state’s 2023-24 English language arts MIP for all students of **113**. 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 2023-24 Performance Index

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	22	41	35	14

$$\begin{aligned}
 \text{PI} &= 41 + 35 + 14 = 90 \\
 &+ 35 + 14 = 49 \\
 &+ (.5)*14 = 7 \\
 \text{PI} &= 146
 \end{aligned}$$

RESULTS AND EVALUATION

HJCS’ aggregate Performance Index (“PI”) on the State English language arts exam was 146. This exceeded the state Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system of a 113.

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

2023-24 State English Language Arts Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students enrolled 2+ years		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3	36	50	28	605

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

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.

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

4	74	31	28	568
All	51	81	28	1173

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 2023-24 analysis is not yet available. This report contains 2022-23 results.⁴

2022-23 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	81.3	444.0	440.4	0.36
4	81.8	449.0	443.3	0.56
All	81.5	446.0	441.5	0.44

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 2023-24 analysis is not yet available. This report contains 2022-23 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 2022-23 and also have a

⁴ These data can be found in the school’s Accountability Summary provided by the Institute in spring 2024.

⁵ These data can be found in the school’s Accountability Summary provided by the Institute in spring 2024.

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

state exam score from 2021-22 including students who were retained in the same grade. Students with the same 2021-22 score are ranked by their 2022-23 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.

2022-23 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	49.2	50.0
All	49.2	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 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 2023-24, 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**. When measuring growth, the progression of student learning over time is assessed using norm-referenced tests in which students are compared to their peers. The i-Ready diagnostic is given to scholars in the fall, winter, and spring. These assessments help teachers see where students are, set high—but achievable—expectations for growth, and connect the right instructional tools to help them get there. Like our interim exams, i-Ready data is reviewed in PLCs to inform future instruction, spiraling of content, and grouping for remediation. Both forms of assessment are essential to form a holistic sense of a student's learning and eventual college and/or readiness.

I-READY

2023-24 i-Ready [ELA/Mathematics] Assessment End of Year Results

Measure	Subgroup	Target	Tested	Results	Met?

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Measure 1: Each year, the school's median percent progress to Annual Typical Growth of all students will be equal to or greater than 100%.	All students	100%	323	122%	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%	51	120%	Yes

End of Year Growth on 2023-24 i-Ready ELA Assessment By All Students

Grades	Median Percent of Annual Typical Growth	Number Tested
3	97	76
4	154	43
All students schoolwide	122	323

SUMMARY OF THE ELA GOAL

Henry Johnson Charter School successfully met the majority of the ELA goals.

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.	Yes
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.	No

ELA ACTION PLAN

For the current year, HJCS will be incorporating high-impact tutoring for all grade levels. For 30 minutes three days per week, our four-person Academic Intervention Service (AIS) team will be pulling a consistent group of 5 scholars each to provide personalized remediation based on data from the general education classroom to help improve their literacy skills as they relate to the Next Generation Standards. During this daily 30 minute block, teachers will also pull an additional flexible group of 5 scholars based on their performance in the classroom that day so that misconceptions are quickly unscrambled and the feedback cycle for scholars is shortened. This school year, HJCS will also be transitioning their internal ELA interim assessments to a computer-based model to further align with the conditions and formatting of NYS testing. The daily writing workshop class for grades 3-4 will also be transitioning to an electronic model this year. HJCS has also hired a new assistant principal this year to increase the frequency of instructional feedback, and to progress monitor and goal set with teachers in need of development.

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.

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

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	72	4	0	0	0	1	0	N/A	77
4	41	1	1	0	0	0	0	N/A	43
All	113	5	1	0	0	1	0	N/A	120

Performance on 2023-24 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	72	44	61	49	36	73
4	41	29	71	31	22	71
All	113	73	65	80	58	73

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 2023-24 mathematics MIP for all students of **115.3**. 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.

Mathematics 2023-24 Performance Index (PI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	7	33	65	8

$$\begin{aligned}
 \text{PI} &= 33 + 65 + 8 = 106 \\
 &= 65 + 8 = 73 \\
 &+ (.5)*8 = 4
 \end{aligned}$$

RESULTS AND EVALUATION

HJCS’ aggregate Performance Index (“PI”) on the State English language arts exam was 183. This exceeded the state Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system of a 115.3.

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 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.

2023-24 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	73	49	35	602
4	71	31	33	572
All	73	80	34	1174

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

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

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 2023-24 analysis is not yet available. This report contains 2022-23 results.⁶

2022-23 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3	81.3	449.0	446.5	0.18
4	81.8	457.0	445.6	0.81
All	81.5	452.1	446.1	0.42

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 2023-24 analysis is not yet available. This report contains 2022-23 results, the most recent Growth Model data available.⁷

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 2022-23 and also have a state exam score in 2021-22 including students who were retained in the same grade. Students with the same 2021-22 scores are ranked by their 2022-23 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.

2022-23 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4	56.4	50.0
All	56.4	50.0

⁶ These data can be found in the school’s Accountability Summary provided by the Institute in spring 2024.

⁷ These data can be found in the school’s Accountability Summary provided by the Institute in spring 2024.

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

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 2023-24, 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**. The i-Ready diagnostic is given to scholars in the fall, winter, and spring. These assessments help teachers see where students are, set high—but achievable—expectations for growth, and connect the right instructional tools to help them get there. Like the interim exams, i-Ready data is reviewed in PLCs to inform future instruction, spiraling of content, and grouping for remediation. Both forms of assessment are essential to form a holistic sense of a student's learning and eventual college and/or readiness.

I-READY

2023-24 i-Ready 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 all students will be equal to or greater than 100%.	All students	100%	322	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%	67	126%	Yes

End of Year Growth on 2023-24 i-Ready Mathematics Assessment

By All Students

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Grades	Median Percent of Annual Typical Growth	Number Tested
3	96	76
4	109	43
All students schoolwide	113	322

SUMMARY OF THE MATHEMATICS GOAL

Henry Johnson Charter School successfully met 80% of the mathematics goal.

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.	Yes
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

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

MATHEMATICS ACTION PLAN

Similar to the action plan for ELA, the four-person AIS team will be pulling a consistent group of 5 scholars each for 30 minutes two days per week to provide personalized remediation based on data from the general education classroom to help improve their mathematical skills as they relate to the Next Generation Standards. Again, akin to the action plan for ELA, teachers will also be pulling flexible groups for math content during this time as well. The internal math interim assessments will also be transitioning to a computer-based format to help mirror the testing expectations from the state. The new assistant principal will also be providing more frequent feedback to teachers to build on our instructional feedback capacity.

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.

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 2023-24 State Science Exam.

Charter School Performance on 2023-24 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

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

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 2023-24 State Science Exam.

2023-24 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

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 2023-24 State Science Exam.

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.

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
2021-22	Local Support and Improvement
2022-23	Local Support and Improvement
2023-24	Local Support and Improvement