

**Green Tech High  
Charter School**

**2015-16 ACCOUNTABILITY PLAN  
PROGRESS REPORT**

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## INTRODUCTION

Dr. Paul Miller, principal, prepared this 2015-16 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
David E. Nardolillo	Chair; Academic Excellence, Governance
Pam Williams	Secretary; Academic Excellence, Strategic Planning
Vincent Commisso	Treasurer; Budget/Finance
Gen Zachary	Parent Rep
Denard Cummings	Member; Budget/Finance, Governance Committees
Franklin Esson	Member

**Dr. Paul Miller has served as the principal since 2012.**

## BACKGROUND

### MISSION

Green Tech High Charter School prepares young men to complete high school with a Regents diploma so they will have the opportunity to attend college or choose an alternative, responsible career path as they enter adulthood. Green Tech High will succeed in this mission by providing a complete high school curriculum, backed by a philosophy and culture, that ensures every student will attain the skills and coursework necessary for a Regents diploma, including the use of computer technology, providing an understanding of how technology impacts our future and instills a knowledge of environmental factors including human impact and sustainability.

### SCHOOL PHILOSOPHY

Green Tech High Charter School was founded on the belief that all students are capable of developing the skills, motivation and perseverance required to prepare them to complete college. Well-taught classes, combined with 1-on-1 attention and a positive culture, can allow all students to become college-ready.

### SCHOOL HISTORY

Before Green Tech opened its doors on August 1, 2008, the students and parents who lived within the Albany City School District limits had only one public high school to choose from. In response to this situation, a group of community members wanted to create a high-quality educational opportunity for low-income students that were trapped in Albany's low-performing public schools. Approximately one in five Albany city residents pay to send their children to non-public schools instead of Albany public schools – but for low-income families, this often isn't an option. So, the idea for a new public high school – the Green Tech High Charter School – was conceived.

With the assistance of charter school experts and a great deal of education research, a nearly 500-page application detailing every aspect of the school was written and submitted to the State University of New York Board of Trustees. On July 31, 2006, the dream of Green Tech High became a reality when the application was approved to open the Green Tech High Charter School under founding principal John Taylor. The school took an extra year of planning time and opened in August 2008.

### NEW FOR 2016-2017

Green Tech High Charter School is excited to begin this five-year charter term in a new facility, formerly Bishop Maginn High School. Our previous space became inadequate for our needs, both in size and usable space. We have gone from 42,000 sf to 84,000 sf and are currently enjoying only 3/4 of that space. This extra capacity is important, because as we know very well, high school space is always at a premium, as students are continuously requesting new electives, clubs and other activities.

We now have use of more than thirty classrooms, double our previous number. The lease arrangement we have with the diocese is a 'lease to potentially own,' executable after the fifth

## HIGH SCHOOL GOALS: ENGLISH LANGUAGE ARTS

year. From a savings perspective, our new annual lease is \$450,000 lower than our previous facility. This alone will make a tremendous difference in our long term financial viability.

Aside from the savings and general classroom upgrades, we also now have our own athletic fields to support our outdoor sports, and a 1,500 spectator capacity gym for our state championship basketball team. We will no longer need to rent the Albany Armory for our well-attended basketball games, as our previous gym only seated 450 spectators. Overall, we are delighted to be able to provide our deserving students with the space and amenities our new building offers.

Also new for 2016-17, Green Tech High has become a Cisco Academy. We are offering IT essentials this year which can lead to certification if students pass the course and the exam. If they pass and become certified, students have the opportunity to make between \$50,000-90,000 based on what the job market is currently dictating. Our goal is to someday offer the other two levels as well, Networking and Cybersecurity.

## HIGH SCHOOL COHORTS

### ACCOUNTABILITY COHORT

The state's Accountability Cohort consists specifically of students who are in their fourth year of high school after the 9<sup>th</sup> grade. For example, the 2012 state Accountability Cohort consists of students who entered the 9<sup>th</sup> grade in the 2012-13 school year, were enrolled in the school on the state's annual enrollment-determination day (BEDS day) in the 2015-16 school year, and either remained in the school for the rest of the year or left for an acceptable reason. (See New York State Education Department's website for its accountability rules and cohort definitions: [www.p12.nysed.gov/accountability/](http://www.p12.nysed.gov/accountability/))

The following table indicates the number of students in the Accountability Cohorts who are in their fourth year of high school and were enrolled on BEDS Day in October and on June 30<sup>th</sup>.

Fourth-Year High School Accountability Cohorts

Fourth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort's Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30 <sup>th</sup>
2013-14	2010-11	2010	67	5	62
2014-15	2011-12	2011	64	6	57
2015-16	2012-13	2012	70	7	63

### TOTAL COHORT FOR GRADUATION

Students are included in the Total Cohort for Graduation also based on the year they first enter the 9<sup>th</sup> grade. Prior to 2012-13, students who have enrolled at least five months in the school after entering the 9<sup>th</sup> grade are part of the Total Cohort for Graduation; as of 2011-12 (the 2008 cohort), students who have enrolled at least one day in the school after entering the 9<sup>th</sup> grade are part of

## HIGH SCHOOL GOALS: ENGLISH LANGUAGE ARTS

the school's Graduation Cohort. If the school has discharged students for one of the following acceptable reasons, it may remove them from the graduation cohort: if they transfer to another public or private diploma-granting program with documentation, transfer to home schooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S. or die.

Fourth Year Total Cohort for Graduation

Fourth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Enrolled on June 30 <sup>th</sup> of the Cohort's Fourth Year (a)	Additional Students Still in Cohort <sup>1</sup> (b)	Graduation Cohort (a) + (b)
2013-14	2010-11	2010	53	16	69
2014-15	2011-12	2011	52	7	59
2015-16	2012-13	2012	60	7	67

Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Enrolled on June 30 <sup>th</sup> of the Cohort's Fifth Year (a)	Additional Students Still in Cohort <sup>2</sup> (b)	Graduation Cohort (a) + (b)
2013-14	2009-10	2009	0	51	51
2014-15	2010-11	2010	5	64	69
2015-16	2011-12	2011	3	56	59

<sup>1</sup> Number of students who had been enrolled for at least one day prior to leaving the school and who were not discharged for an acceptable reason.

<sup>2</sup> Number of students who had been enrolled for at least one day prior to leaving the school and who were not discharged for an acceptable reason

## GOAL 1: ENGLISH LANGUAGE ARTS

### Goal 1: English Language Arts

Green Tech High Charter School students will become proficient readers and writers of the English language.

#### Goal 1: Absolute Measure

**(S)** Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career readiness standard (currently scoring 75 on the New York State Regents English exam OR fully meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

### METHOD

The school administered the Choose an item. that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department defines the following pass levels: scoring 75 to meet the college and career readiness standard.<sup>3</sup> This measure examines the percent of the Accountability Cohort that passed the exam by the completion of their fourth year in the cohort. Students have until the summer of their fourth year to do so.

### RESULTS

57 percent of the 2012 Accountability Cohort scored at 75 or greater on the ELA exam by the completion of their fourth year in the cohort.

English Regents Passing Rate with a Score of 75  
by Fourth Year Accountability Cohort<sup>4</sup>

Cohort Designation	Number in Cohort	Percent Passing with a score of 75
2010	63	51%
2011	50	74%
2012	63	57%

### EVALUATION

GTH did not achieve this measure.

<sup>3</sup> The statewide adaptation of new State Standards includes incorporating college and career readiness performance standards for the English language arts exam. The state has benchmarked student ELA test performance to the likely need for remedial course work when students enter college by comparing student 3-8 test results and Regents results to their post-secondary experience at SUNY and CUNY. Besides raising the cut scores for proficiency in the 3-8 testing program, the state has begun to set college and career readiness standards for passing Regents.

<sup>4</sup> Based on the highest score for each student on the English Regents exam

## ADDITIONAL EVIDENCE

Unfortunately, this year’s cohort demonstrated a drop in the numbers passing the ELA Regents with higher scores.

English Regents Passing Rate with a score of 75 by Cohort and Year

Cohort Designation	2013-14		2014-15		2015-16	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2012	62	71%	57	75%	63	57%
2013	83	35%	75	53%	56	50%
2014			86	37%	68	45%
2015					99	--

### Goal 1: Absolute Measure

(S) Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8<sup>th</sup> grade English language arts exam will meet the college and career readiness standard (currently scoring 75 on the New York State Regents English exam OR fully meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

### METHOD

The school demonstrates the effectiveness of its English language arts program by enabling students who were not meeting proficiency standards in the eighth grade to meet the English requirement for the college and career readiness standard.

### RESULTS

GTHCS does not have access to our students’ NYS test scores from eighth grade. The local district does not provide that information.

### Goal 1: Absolute Measure

Each year, the Accountability Performance Level (“APL”) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (“AMO”) set forth in the state’s NCLB accountability system.

### METHOD

In receiving a waiver for its federal No Child Left Behind accountability system, the New York State Education Department now holds high schools accountable for making annual yearly progress towards meeting college and career readiness standards. See page 72 of SED’s ESEA waiver application for the high school AMOs:

[www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver\\_REVISED.pdf](http://www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver_REVISED.pdf)

The AMO continues to be SED’s basis for determining if schools are making satisfactory progress toward the annual goal. To achieve this measure, all tested students in the Accountability Cohort

## HIGH SCHOOL GOALS: ENGLISH LANGUAGE ARTS

must have a Performance Index (PI) that equals or exceeds the 2015-16 English language arts AMO of **174**.

The PI is calculated by adding the sum of the percent of students in the Accountability Cohort at Levels 2 through 4 to the sum of the percent of students at Level 3 and 4. Thus, the highest possible PI is 200. The Regents exam in Comprehensive English is scored on a scale from 0 to 100; 0 to 64 is Level 1, 65 to 74 is Level 2, 75 to 89 is Level 3, and 90 to 100 is Level 4. The Regents Common Core Examination in English is scored on a scale from 0 to 100; 0 to 64 is level 1, 65 to 78 is level 2; 79 to 84 is level 3, and 85 to 100 is level 4.

### RESULTS

The Green Tech High Performance Index in ELA calculates to 152, short of meeting the target AMO of 174. For a school of our size, NYSED holds us to meeting an EAMO of 162.

English Language Arts Performance Index  
For the 2012 High School Accountability Cohort

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
63	5%	38%	44%	13%

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 38 & + & 44 & + & 13 & = & 95 \\
 & & & & 44 & + & 13 & = & \underline{57} \\
 & & & & & & \text{APL} & = & 152
 \end{array}$$

### EVALUATION

GTH did not meet this measure- AMO or EAMO.

#### Goal 1: Comparative Measure

(S) Each year, the Performance Index in Regents English of students in the fourth year of their high school Accountability Cohort will exceed the PI of comparable students from the local school district.

### METHOD

The school compares the performance of students in their fourth year in the charter school Accountability Cohort to that of the respective cohort of students in the local school district. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.<sup>5</sup>

### RESULTS

The 2012 Cohort's ELA PI is higher than the local Albany CSD's 2011 PI of 115.

<sup>5</sup> The New York State Report Card provides the district results for students scoring at or above 65.

# HIGH SCHOOL GOALS: ENGLISH LANGUAGE ARTS

## English Regents Performance Index of Fourth-Year Accountability Cohorts by Charter School and School District

Cohort	Charter School		School District	
	APL	Cohort Size	APL	Cohort Size
2010	146	61	111	482
2011	168	57	115	524
2012	156	63	N/A	N/A

### EVALUATION

GTH achieved this measure.

### ADDITIONAL EVIDENCE

GTH consistently outperforms the local district based on this metric.

### SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL <sup>6</sup>

Although Green Tech High is still working towards higher scores on the ELA Regents, our students consistently outperform the local district based on the accountability performance level.

Type	Measure (Accountability Plan from 2012-13 or later)	Outcome
Absolute	(§) Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career ready standard (currently scoring 75 on the New York State Regents English exam) by the completion of their fourth year in the cohort.	Did Not Achieve
Absolute	(§) Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will meet the college and career ready standard (currently scoring 75 on the New York State Regents English exam) by the completion of their fourth year in the cohort.	N/A
Absolute	Each year, the Accountability Performance Level (APL) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Did Not Achieve
Comparative	(§) Each year, the Accountability Performance Level (APL) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the local school district. (Using 2013-14 school district results.)	Achieved

### ACTION PLAN

The scholars at Green Tech high consistently have high pass rates on the NYS English Language Arts exams, however we are still working to get our students to aim for higher scores. With the systems we have in place and our dedication to increasing rigor in our instructional delivery, we continue to aim to increase the number of students passing with above a 75.

<sup>6</sup> If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

## GOAL 2: MATHEMATICS

### Goal 2: Mathematics

Green Tech High Charter School students will become proficient in the application of mathematical skills and concepts.

### Goal 2: Absolute Measure

**(S)** Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career readiness standard (currently scoring 80 on a New York State Regents math exam OR fully meeting Common Core expectations on the Regents Algebra I (Common Core) exam) by the completion of their fourth year in the cohort.

### METHOD

The school administered the New York State Regents Algebra I (Common Core), Geometry, Geometry (Common Core), Algebra 2/Trigonometry, and/or Algebra II (Common Core) exams. The school scores Regents on a scale from 0 to 100. The State Education Department defines the following pass levels: scoring 80 or fully meeting Common Core expectations to meet the college and career readiness standard.<sup>7</sup> This measure requires students in each Accountability Cohort to achieve the requisite score on any one of the Regents mathematics exams by their fourth year in the cohort. Students may have taken a particular Regents mathematics exam multiple times or have taken multiple mathematics exams. Students have until the summer of their fourth year to pass a mathematics exam.

### RESULTS

15.87 percent of the 2012 cohort scored at 80 or greater on a math Regents exam.

Mathematics Regents Passing Rate with a Score of 80  
by Fourth Year Accountability Cohort<sup>8</sup>

Cohort Designation	Number in Cohort	Percent Passing with a score of 80
2010	63	22%
2011	58	28%
2012	63	16%

<sup>7</sup> The statewide adaptation of the revised State Standards includes incorporating college and career readiness performance standards for the English language arts exam. The state has benchmarked student mathematics test performance to the likely need for remedial course work when students enter college by comparing student 3-8 test results and Regents results to their post-secondary experience at SUNY and CUNY. Besides raising the cut scores for proficiency in the 3-8 testing program, the state has begun to set college and career readiness standards for passing Regents.

<sup>8</sup> Based on the highest score for each student on the Mathematics Regents exam

# HIGH SCHOOL GOALS: MATHEMATICS

## EVALUATION

GTH did not achieve this measure.

## ADDITIONAL EVIDENCE

The 2013 cohort is making better progress toward this goal, as evidenced in the table below.

Mathematics Regents Passing Rate with a score of 80 by Cohort and Year

Cohort Designation	2013-14		2014-15		2015-16	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2012	63	97/23	57	28%	63	16%
2013	49	96/24	75	12%	56	21%
2014			86	24%	67	13%
2015					99	12%

### Goal 2: Absolute Measure

(S) Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8<sup>th</sup> grade math exam will meet the college and career ready standard (currently scoring 80 on a New York State Regents math exam) by the completion of their fourth year in the cohort.

## METHOD

The school demonstrates the effectiveness of its mathematics program by enabling students who were not meeting proficiency standards in the eighth grade to meet the mathematics requirement for the college and career readiness standard.

## RESULTS

GTH is not provided with the eighth grade results from the district.

## EVALUATION

Not Applicable

### Goal 2: Absolute Measure

Each year, the Accountability Performance Level (“APL”) on a Regents mathematics exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.

## METHOD

In receiving a waiver for its federal No Child Left Behind accountability system, the State Education Department now law holds high schools accountable for making annual yearly progress towards meeting college and career readiness standards. See page 72 of SED’s ESEA waiver application for the high school AMOs:

[http://www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver\\_REVISED.pdf](http://www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver_REVISED.pdf)

## HIGH SCHOOL GOALS: MATHEMATICS

The AMO continues to be SED’s basis for determining if schools are making satisfactory progress toward the annual goal. To achieve this measure, all tested students in the Accountability Cohort must have an Accountability Performance Level (APL) that equals or exceeds 2015-16 mathematics AMO of 159.

The PI is calculated by adding the sum of the percent of students in the Accountability Cohort at Levels 2 through 4 to the sum of the percent of students at Level 3 and 4. Thus, the highest possible PI is 200. The Regents exams are scored on a scale from 0 to 100; 0 to 64 is Level 1, 65 to 79 is Level 2, 80 to 89 is Level 3, and 90 to 100 is Level 4. The Regents Common Core exams in mathematics for the Algebra 2 CC exam and the versions of the Algebra 1 CC exam administered prior to June, 2016 were scored on a scale from 0 to 100; 0 to 64 is level 1; 65 to 73 is level 2, 74 to 84 is level 3, and 85 to 100 is level 4. The Geometry CC and the versions of the Algebra 1 CC administered in June or later have the same ranges for levels 1 and 4, but level 2 is 65-79 and level 3 is 80-84.

### RESULTS

The 2012 Cohort’s math scores calculate to an APL of 11, below the target AMO of 159.

Mathematics Accountability Performance Level (APL) For the 2010 High School Accountability Cohort				
Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
63	5%	79%	13%	3%

  

PI	=	79	+	13	+	3	=	95
				13	+	3	=	<u>16</u>
						APL	=	111

### EVALUATION

GTH did not achieve this measure.

#### Goal 2: Comparative Measure

(S) Each year, the Accountability Performance Level (APL) in mathematics of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the local school district.

### METHOD

The school compares the performance of students in their fourth year in the charter school Accountability Cohort to that of the respective cohort of students in the local school district. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.<sup>9</sup>

### RESULTS

The 2012 Cohort’s math APL is greater than that of the local district’s 2011 Cohort, 111 to their 107.

<sup>9</sup> The New York State Report Card provides the district results for students scoring at or above 65.

# HIGH SCHOOL GOALS: MATHEMATICS

## Mathematics Accountability Performance Level (APL) of Fourth-Year Accountability Cohorts by Charter School and School District<sup>10</sup>

Cohort	Charter School		School District	
	APL	Cohort Size	APL	Cohort Size
2010	119	62	105	482
2011	122	57	107	524
2012	111	63	N/A	N/A

### EVALUATION

GTH achieved this outcome measure.

### ADDITIONAL EVIDENCE

Green Tech High consistently outperforms the district on this measure.

### SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL <sup>11</sup>

It has proved challenging to raise 65 percent of our scholars' math scores above 80 on a Regents exam. However, Green Tech does outperform the local district, Albany City Schools, in math.

Type	Measure (Accountability Plan from 2012-13 or later)	Outcome
Absolute	(§) Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career ready standard (currently scoring 80 on a New York State Regents mathematics exam) by the completion of their fourth year in the cohort.	Did Not Achieve
Absolute	(§) Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam will meet the college and career ready standard (currently scoring 80 on a New York State Regents mathematics exam) by the completion of their fourth year in the cohort.	Not Applicable
Absolute	Each year, the Accountability Performance Level (APL) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Did Not Achieve
Comparative	(§) Each year, the Accountability Performance Level (APL) on a New York State Regents mathematics exam of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the local school district. (Using 2014-15 school district results.)	Achieved

### ACTION PLAN

We have blocked our math and math lab and provided 2 teachers who co-teach both periods, so students receive 104 minutes of math back to back, whereas previously, the two periods were at

<sup>10</sup> See page 39 above for an explanation of the APL.

<sup>11</sup> If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

## HIGH SCHOOL GOALS: MATHEMATICS

different points in the day taught by two different teachers. The goal is to provide more resources at the foundational level to enhance students' ability to perform at a higher level on their math requirements.

A college level math course is being offered in 2016-17.

## GOAL 3: SCIENCE

### Goal 3: Science

Green Tech High Charter School students will demonstrate competency in the understanding and application of scientific reasoning.

### Goal 3: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents science exam by the completion of their fourth year in the cohort.

## METHOD

New York State schools administer multiple high school science assessments; current Regent exams are Living Environment, Earth Science, Chemistry and Physics. The school administered Living Environment, Earth Science, Chemistry and Physics. It scores Regents on a scale from 0 to 100; students must score at least 65 to pass. This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort. Students may have taken a particular Regents science exam multiple times or have taken multiple science exams. Students have until the summer of their fourth year to pass a science exam.

## RESULTS

89 percent of the 2012 accountability cohort passed a science Regents with at least a 65 by the fourth year in the cohort.

Science Regents Passing Rate with a Score of 65  
by Fourth Year Accountability Cohort<sup>12</sup>

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2010	62	98%
2011	57	98%
2012	63	89%

## EVALUATION

GTH achieved this measure.

## ADDITIONAL EVIDENCE

The other accountability cohorts are making great progress toward this goal.

<sup>12</sup> Based on the highest score for each student on any science Regents exam

## HIGH SCHOOL GOALS: SCIENCE

Science Regents Passing Rate with a score of 65 by Cohort and Year

Cohort Designation	2013-14		2014-15		2015-16	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2012	62	97%	57	98%	63	89%
2013	83	72%	75	84%	56	95%
2014			86	90%	67	88%
2015					99	75%

### Goal 3: Comparative Measure

Each year, the percent to students in the high school Total Cohort passing a Regents science exam with a score of 65 or above will exceed that of the high school Total Cohort from the local school district.

### METHOD

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the local school district. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available district results.

### RESULTS

89 percent of the Total Cohort passed a science Regents versus 63 percent of the 2011 cohort from the local district.

Science Regents Passing Rate  
of the High School Total Cohort by Charter School and School District

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2010	98%	63	57%	594
2011	98%	58	63%	646
2012	89%	63		

### EVALUATION

GTH achieved this measure.

### ADDITIONAL EVIDENCE

The graduation cohort performs better than the Albany CSD in science year after year.

## GOAL 4: SOCIAL STUDIES

### Goal 4: Social Studies

Green Tech High Charter School students will understand, analyze and evaluate history and geography.

### Goal 4: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents U.S. History exam by the completion of their fourth year in the cohort.

## METHOD

New York State administers two high school social studies assessments: U.S. History and Global History. In order to graduate, students must pass both of these Regents exams with a score of 65 or higher. This measure requires students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort. Students may have taken the exams multiple times and have until the summer of their fourth year to pass it. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

## RESULTS

85.71 % of the 2012 Accountability Cohort passed the U.S. History Regents with at least a 65 by the end of their fourth year in the cohort.

U.S. History Regents Passing Rate with a Score of 65  
by Fourth Year Accountability Cohort<sup>13</sup>

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2010	63	92%
2011	58	97%
2012	63	86%

## EVALUATION

GTH achieved this outcome measure.

## ADDITIONAL EVIDENCE

Fourth year cohorts have achieved this measure for the past three years.

<sup>13</sup> Based on the highest score for each student on a science Regents exam

## HIGH SCHOOL GOALS: SOCIAL STUDIES

### U.S. History Regents Passing Rate with a score of 65 by Cohort and Year

Cohort Designation	2013-14		2014-15		2015-16	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2012	62	87%	57	96%	63	86%
2013	83	1%	75	61%	56	70%
2014			86	--	67	1%
2015					99	--

#### Goal 4: Comparative Measure

Each year, the percent to students in the **high school Total Cohort** passing the Regents U.S. History exam with a score of 65 or above will exceed that of the **high school Total Cohort** from the local school district.

#### METHOD

The school compares the performance of students in their fourth year in the charter school **high school Total Cohort** to that of the respective cohort of students in the local school district. Given that students may take Regents exam up through the summer of their fourth year, school presents the most recently available district results.

#### RESULTS

86 percent of the Total Graduation Cohort passed the U.S. History Regents versus 59 percent of the local district's 2011 Total Cohort.

### U.S. History Passing Rate of the High School Total Cohort by Charter School and School District

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2010	92%	63	51%	594
2011	97%	58	59%	646
2012	86%	63		

#### EVALUATION

GTH achieved this outcome measure.

#### ADDITIONAL EVIDENCE

Green Tech has consistently had higher pass rates on this exam.

#### Goal 4: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents Global History exam by the completion of their fourth year in the cohort.

## HIGH SCHOOL GOALS: SOCIAL STUDIES

### METHOD

This measure requires students in each Accountability Cohort to pass the Global History exam by the completion of their fourth year in the cohort. Students may have taken the exam multiple times, and had until the summer of their fourth year to pass it. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

### RESULTS

79 percent of students in the 2012 Accountability Cohort passed the Global History Regents with a minimum score of 65 by the fourth year in the cohort.

Global History Regents Passing Rate with a Score of 65  
by Fourth Year Accountability Cohort<sup>14</sup>

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2010	63	92%
2011	58	91%
2012	63	79%

### EVALUATION

Green Tech High achieved this measure.

### ADDITIONAL EVIDENCE

As evidenced in the above and below tables, Green Tech High scholars consistently meet this measure.

Global History Regents Passing Rate with a score of 65 by Cohort and Year

Cohort Designation	2013-14		2014-15		2015-16	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2012	62	82	57	93%	63	79%
2013	83	52	75	63%	56	79%
2014			86	64%	67	72%
2015					99	--

#### Goal 4: Comparative Measure

Each year, the percent of students in the **high school Total Cohort** passing the Regents Global History exam with a score of 65 or above will exceed that of the **high school Total Cohort** from the local school district.

<sup>14</sup> Based on the highest score for each student on a science Regents exam

## HIGH SCHOOL GOALS: SOCIAL STUDIES

### METHOD

The school compares the performance of students in their fourth year in the charter school **high school Total Cohort** to that of the respective cohort of students in the local school district. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available district results.

### RESULTS

79 percent of the Total Cohort passed the Global History Regents after four years, whereas only 55 percent of the 2011 Cohort did so from the local district.

Global History Passing Rate  
of the High School Total Cohort by Charter School and School District

Cohort	Charter School		School District	
	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort
2010	92%	63	52%	594
2011	91%	58	55%	646
2012	79%	63		

### EVALUATION

GTH achieved this measure.

### ADDITIONAL EVIDENCE

Green Tech consistently has higher pass rates than the Albany City School District on this exam.

## 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 is in good standing; the state has not identified the school as a Focus School nor determined that it has met the criteria to be identified as school requiring a local assistance plan.

### METHOD

Because *all* students are expected to meet the state's learning standards, the federal No Child Left Behind legislation stipulates that various sub-populations and demographic categories of students among all tested students must meet state proficiency standards. New York, like all states, established a system for making these determinations for its public schools. Each year the state issues School Report Cards. The report cards indicate each school’s status under the state’s No Child Left Behind (“NCLB”) accountability system.

### RESULTS

Green Tech High remains in Good Standing as it has not been identified as a Focus School or a local assistance plan school.

### EVALUATION

Green Tech High met this measure and continues to be in good standing.

NCLB Status by Year

Year	Status
2013-14	Good Standing
2014-15	Good Standing
2015-16	Good Standing

## GOAL 6: HIGH SCHOOL GRADUATION

### GOAL 6: HIGH SCHOOL GRADUATION

Green Tech High Charter School will maintain high graduation rates each year.

#### Goal 6: Absolute Measure

**(S)** Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.

### METHOD

This measure serves as a leading indicator of the performance of high school cohorts and examines their progress toward graduation based on annual credit accumulation. The measure requires that, based on the school's promotion requirements, the school will promote 75 percent of its students in each cohort to the next grade by the end of August OR that 75 percent of the first and second year high school Total Graduation Cohorts will earn the requisite number of credits.

#### GTHCS Promotion Policy

Students must earn a "C-" (70) or higher in each final grade to be eligible for promotion to the next grade.

Final Grades are assigned as follows:

Event 1	Value	Event 2	Value	Event 3	Value
1st Quarter Performance	16% of total grade	2nd Quarter Performance	16% of total grade	Mid-Term Examination	8% of total grade
Event 4	Value	Event 5	Value	Event 6	Value
3rd Quarter Performance	20% of total grade	4th Quarter Performance	25% of total grade	Final Exam	15% of total grade

A student may be retained (discretion of the Principal with recommendation of teacher) if he does not successfully complete his reading, writing, and math proficiency exam and/or pass the final exam in the area of study. If a student fails a final exam or Regent Exam, he must attend the Summer Academy until he passes it. The student will receive a 4 week tutorial, and then retake the final or Regents. If he fails a second time, he must complete the Summer Academy and retake the Regents exam at the next time it is offered.

Students are not retained if they pass the course, but fail the Regents. But they are mandated to take the Regents each time it is offered until they pass. The state does differentiate between seat time (high school) and actually passing the Regents. On the other hand, students can be retained if they fail their final exam.

**Green Tech's Graduation requirements mirror the New York State requirements.**

NYS Graduation Requirements for a Regents Diploma:

- 4 years of English
- 4 years of Social Studies
- 3 years of Math
- 3 years of Science and must pass Living Environment
- 1 year of Foreign Language
- 1 credit in Art/Music
- 2 credits in PE (unless graduating early) –students must be enrolled in PE every semester while in high school
- ½ credit in Health (parenting req. is covered in this course)

Students must pass the following Regents Exams with a minimum score of 65%:

- Integrated Algebra
- 1 Science
- Global History & Geography
- U.S. History & Government
- Comprehensive English (session one and two)

Electives: 3.5 credits to earn a total of 22 credits.

Regents Diploma with Advanced Designation:

All of the requirements as the Regents Diploma with the following additions:

- Math B, or Geometry and Algebra 2/Trigonometry Regents Exams
- 1 additional Science Regents Exam
- Additional courses in the same Foreign Language and pass the Comprehensive Regents Exam in that language
- 1.5 credits in elective courses to total 22 credits

Students that are language exempt must take additional electives to earn the 22 credits.

Additional Requirement: 100 service learning hours

## HIGH SCHOOL GOALS: HIGH SCHOOL GRADUATION

### RESULTS

Greater than 75 percent in both the 2014 and 2015 Cohorts earned enough credits to be promoted to the next grade during the 2015-16 school year.

Percent of Students in First and Second Year Cohorts  
Earning the Required Number of Credits in 2015-16

Cohort Designation	Number in Cohort	Percent promoted
2014	74	92%
2015	109	86%

### EVALUATION

GTH achieved this measure.

#### Goal 6: Absolute Measure

Each year, 75 percent of students in the second year high school Total Graduation Cohort will score 65 on at least three different New York State Regents exams required for graduation.

### METHOD

This measure serves as a leading indicator of the performance of high school cohorts and examines their progress towards graduation based on Regents exam passage. The measure requires that 75 percent of students in each cohort have passed at least three Regents exams by their second year in the cohort. In August of 2015, the 2013 cohort will have completed its second year.

### RESULTS

81 percent of students in the 2014 cohort passed three regents exams by the completion of the second year in the cohort.

Percent of Students in their Second Year Passing Three Regents Exams by Cohort

Cohort Designation	Number in Cohort	Percent Passing Three Regents
2012	106	55%
2013	86	58%
2014	67	81%

### EVALUATION

GTH achieved this measure.

### ADDITIONAL EVIDENCE

2015-16 marks the first year that Green Tech High scholars have achieved this measure, evidencing that the programs' rigor is leading to higher success on the Regents exams.

## HIGH SCHOOL GOALS: HIGH SCHOOL GRADUATION

### Goal 6: Absolute Measure

Each year, 75 percent of students in the fourth year high school Total Graduation Cohort and 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.

### METHOD

This measure examines students in two high school Graduation Cohorts: those who entered the 9<sup>th</sup> grade as members of the 2011 cohort and graduated four years later and those who entered as members of the 2010 cohort and graduated five years later. At a minimum, these students have passed five Regents exams in English language arts, mathematics, science, U.S. History and Global History. Students have through the summer at the end of their fourth year to complete graduation requirements.

The school's graduation requirements appear above under the graduation goal's first measure pertaining to annual grade-by-grade promotion or credit accumulation.

### RESULTS

93 percent of the 2012 Total Cohort graduated after 4 years and 95 percent of the 2011 Total Cohort did so after 5 years.

#### Percent of Students in the Graduation Cohort who have Graduated After Four Years

Cohort Designation	Number in Cohort	Percent Graduating
2010	69	80%
2011	59	90%
2012	67	93%

#### Percent of Students in Graduation Cohort Who Have Graduated After Five Years

Cohort Designation	Number in Cohort	Percent Graduating
2009	51	92%
2010	69	86%
2011	59	95%

### EVALUATION

Green Tech High achieved both graduation outcomes.

### ADDITIONAL EVIDENCE

This marks the first year GTH has achieved both graduation metrics.

### Goal 5: Comparative Measure

Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the local school district.

## HIGH SCHOOL GOALS: HIGH SCHOOL GRADUATION

### METHOD

The school compares the graduation rate of students completing their fourth year in the charter school's Total Graduation Cohort to that of the respective cohort of students in the local school district<sup>15</sup>. Given that students may take Regents exams through the summer of their fourth year, district results for the current year are generally not available at this time.

### RESULTS

The 4-year graduation rate of Green Tech High far exceeded the local district, 93 percent to their 50 percent.

Percent of Students in the Total Graduation Cohort who Graduate in Four Years Compared to Local District

Cohort Designation	Charter School		School District	
	Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating
2010	69	80%	594	52%
2011	59	90%	646	50%
2012	67	93%		

### EVALUATION

GTH achieved this outcome measure.

### ADDITIONAL EVIDENCE

GTH has a higher graduation rate than the local Albany City School District year to year.

### SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

Green Tech High achieved all graduation goals in 2015-16. Our first and second year scholars are working hard, passing regents and being promoted. Our upper level students are graduating at higher rates and continue to outperform the local district.

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<sup>15</sup> Schools can retrieve district level graduation rates from the SED's Information and Reporting Services office. News releases and an Excel workbook containing these data are available from the [IRS Data Release webpage](#).

## HIGH SCHOOL GOALS: HIGH SCHOOL GRADUATION

Type	Measure	Outcome
Absolute	(§) Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.	Achieved
Absolute	Each year, 75 percent of students in the high school Total Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.	Achieved
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort and 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	Achieved
Comparative	Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the local school district.	Achieved

### ACTION PLAN

Green Tech High is proud of the progress we have made in achieving our graduation goals. The supports we have in place to assist our scholars in improving basic skills, completing coursework, taking responsibility for their education and ultimately graduating are working. We plan to continue fine tuning our offerings and providing our students with what they need to succeed during and beyond high school.

## GOAL 7: COLLEGE PREPARATION

### GOAL 7: COLLEGE PREPARATION

Students at GTHCS will be prepared to succeed in college by demonstrating academic achievement on national norm referenced college readiness examinations and school based measures.

### Goal 7: Comparative Measure

Each year, the average performance of students in the 10<sup>th</sup> grade will exceed the state average on the PSAT test in Critical Reading and Mathematics.

### METHOD

This measure tracks student performance one of the most commonly used early high school college prep assessment. Prior to 2015, students receive a scale score in critical reading, writing and mathematics. Scale scores ranged from 200 to 800 on each subsection with 1600 as the highest possible score. As of 2015, the PSAT is scored on a scale of 160-760, for a total range of 320-1520. The test is no longer broken into three sections (Critical Reading, Writing, and Mathematics). Now, it is broken into two sections: Math and Evidence-Based Reading and Writing. As students may choose to take the test multiple times, the school reports only on a student's highest score on each subsection. Compare school averages to the New York State average for all 10<sup>th</sup> grade (sophomore) test takers in the given year.

### RESULTS

NYS results to be determined. The scoring changed this year.

10<sup>th</sup> Grade PSAT Performance by School Year

School Year	Number of Students in the 10 <sup>th</sup> Grade	Number of Students Tested	Critical Reading		Mathematics	
			School	New York State	School	New York State
2013-14	102	92	34.7	45.5	35.7	47.0
2014-15	87	82	33.2	46.9	35.4	48.6
2015-16	81	60	406		395	

### EVALUATION

Statewide results are still pending.

### Goal 7: Comparative Measure

Each year, the average performance of students in the 12<sup>th</sup> grade will exceed the state average on the SAT or ACT tests in reading and mathematics.

## HIGH SCHOOL GOALS: COLLEGE PREPARATION

### METHOD

This measure tracks student performance on one of the most commonly used high school college prep assessments.

The SAT is a national college admissions examination. Students receive a scale score in mathematics and evidence based reading and writing. Scale scores range from 200 to 800 on each subsection with a total possible score of 400-1600. As students may choose to take the test multiple times during the year, the school only reports a student's highest score. The school compares its averages the New York State average for all 12<sup>th</sup> grade test takers in the given year.

### RESULTS

Statewide results have not been released yet.

12<sup>th</sup> Grade SAT Performance by School Year

School Year	Number of Students in the 12 <sup>th</sup> Grade	Number of Students Tested	Evidenced Based Reading and Writing		Mathematics	
			School	New York State	School	New York State
2013-14	69	45	385.9	485	417.8	501
2014-15	62	57	431	489	447	502
2015-16	75	57	411		430	

### EVALUATION

Pending

#### Goal 7: College Preparation Measure

(§) The percent of graduating students that meets the state's aspirational performance measure ("APM"), currently defined as the percentage of students in a cohort who graduate with a score of 80 or better on a math Regents exam AND 75 or better on the English Regents exam, will exceed the statewide average.

### METHOD

Recognizing that remediation rates in New York's colleges are far too high, the Board of Regents has reviewed data showing the gap between high school expectations and college attainment. They reviewed data comparing the graduation rate for the 2005 cohort with the "college and career ready" graduation rate – defined as the percentage of students in the cohort who graduated with a score 80 or better on a math Regents exam and 75 or better on the English Regents exam. The Regents view these data as an important indicator of future student success. Students who graduate high school – but do so with a score below 80 on a math Regents exam and below 75 on the English exam – are likely to require remediation in college.

### RESULTS

10 percent of the 62 graduates met the aspirational performance measure.

## HIGH SCHOOL GOALS: COLLEGE PREPARATION

### Percent of Graduates Meeting the Aspirational Performance Measure<sup>16</sup>

Cohort	Charter School	Statewide <sup>17</sup>
2010	18%	38.1
2011	23%	40.0
2012	10%	N/A

### EVALUATION

GTH did not achieve this measure.

#### Goal 7: College Preparation Measure

**(S)** The percent of graduating students who graduate with a Regents diploma with Advanced Designation will exceed the local district.

### METHOD

In establishing measures to be used by schools, districts and parents to better inform them of the progress of their students, the Regents have also set as an additional aspirational measure of achievement the percent of graduating students who earned a Regents diploma with Advanced Designation (i.e., earned 22 units of course credit; passed seven-to-nine Regents exams with a score of 65 or above; and took advanced course sequences in Career and Technical Education, the arts, or a language other than English).

### RESULTS

8 percent of the 2012 Cohort graduates received a Regents Diploma with Advanced Designation. The local district's 2011 Cohort had 14% graduate with the designation.

### Percent of Graduates with a Regents Diploma with Advanced Designation<sup>18</sup>

Cohort	Charter School	School District <sup>19</sup>
2010	22%	11%
2011	11%	14%
2012	8%	N/A

### EVALUATION

GTH did not achieve this measure.

#### Goal 7: College Preparation Measure

**(S)** Each year, 75 percent of graduating students will demonstrate their preparation for college by passing an Advanced Placement ("AP") exam, a College Level Examination Program ("CLEP") exam or a college level course.

<sup>16</sup> Schools can retrieve state level graduation rates from the SED's Information and Reporting Services office. News releases and an Excel workbook containing these data are available from the [IRS Data Release webpage](#).

<sup>17</sup> Statewide results for the 2011 cohort are not yet available.

<sup>18</sup> Schools can retrieve information about diplomas conferred from the SED's Information and Reporting Services office. News releases and an Excel workbook containing these data are available from the [IRS Data Release webpage](#).

<sup>19</sup> District results for the 2011 cohort are not yet available.

## HIGH SCHOOL GOALS: COLLEGE PREPARATION

### METHOD

Students are offered the chance to earn college credit in their upper years.

### RESULTS

Of the 63 graduates from the 2012 cohort, 23 percent earned college credit.

#### Graduates Passing a Course Demonstrating College Preparation

Cohort	Number of Graduates	Percent Passing the Equivalent OF a College Level Course <sup>20</sup>
2010	55	31%
2011	53	21%
2012	63	23%

### EVALUATION

GTH did not achieve this measure.

#### Goal 7: College Attendance or Achievement Measure

**(S)** Each year, 75 percent of graduating students will matriculate in a college or university in the year after graduation.

### METHOD

We have a GTH network keeping in touch with our graduates.

### RESULTS

- Out of the 53 students from the 2011 graduation cohort who graduated on time (by August of 2015), 92% matriculated in a 2 or 4-year college or university within 1 year of graduating high school.
- Out of the 55 students from the 2010 graduation cohort who graduated on time (by August of 2014), 89% matriculated in a 2 or 4-year college or university within 1 year of graduating high school.
- Out of the 45 students from the 2009 graduation cohort who graduated on time (by August of 2013), 93% matriculated in a 2 or 4-year college or university within 1 year of graduating high school.

\*Note that these numbers also include students who graduated early.

### EVALUATION

GTH achieved this measure.

<sup>20</sup> Advanced Placement (AP) exam, a College Level Examination Program (CLEP) exam, or a college level course

## SUMMARY OF THE COLLEGE PREPARATION GOAL

The P/SAT New York State average scores have not been released as of the time of this report. Each year, we look at ways to provide increased opportunities and experiences to our GTH scholars that will improve the likelihood they will attend college and if so, be successful when they matriculate. Many of our students arrive at our school in need of much remediation in basic skills which we provide to them. Although, the school did not meet most of the College Prep outcomes, the students are progressing through the high school program at Green Tech where there are many other ways we are readying them to make realistic decisions about their future and how to get there academically and financially.

Type	Measure (Accountability Plan from 2012-13 or later)	Outcome
Comparative	Each year, the average performance of students in the 10 <sup>th</sup> grade will exceed the state average on the PSAT test in Critical Reading and Mathematics.	N/A
Comparative	Each year, the average performance of students in the 12 <sup>th</sup> grade will exceed the state average on the SAT or ACT tests in reading and mathematics.	N/A
	(§) The percent of graduating students that meets the state’s aspirational performance measure (APM), currently defined as the percentage of students in a cohort who graduate with a score of 80 or better on a math Regents exam AND 75 or better on the English Regents exam, will exceed the statewide average.	Did Not Achieve
	(§) Each year, 75 percent of graduating students will demonstrate their preparation for college by passing an Advanced Placement (AP) exam, a College Level Examination Program (CLEP) exam or a college level course.	Did Not Achieve
	(§) Each year, 75 percent of graduating students will matriculate in a college or university in the year after graduation.	Achieved

### Action Plan

As previously mentioned, Green Tech High will be a Cisco Academy in 2016-17. Although the hope is that all our scholars are college bound, it is important to offer a program that will prepare our students to find employment should they not choose that path or are unable to financially follow through with college. We will also be adding two new college level courses, in math and African American studies, which will better allow for students to earn college level credit in high school.