

**GREEN DOT NEW YORK
CHARTER SCHOOL**

**2009-2010
ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute

on July 31, 2010

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Ashish Kapadia prepared this 2010-2011 Accountability Progress Report on behalf of the school's Board of Trustees:

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INTRODUCTION –

The mission of Green Dot New York Charter School is to prepare students for success in college, leadership and life. Green Dot New York Charter School is achieving this mission by creating a small, college-preparatory high school where all stakeholders (administrators, teachers, parents, and community) actively engage in the education process. We have created a student-centered environment that unifies the efforts of family, community and school to foster life-long learning, cross-cultural competency, social responsibility and academic excellence. The underlying belief at Green Dot New York Charter School is that *all* students can go to college and that their preparation is our professional responsibility and moral obligation.

Green Dot New York Charter School aims to graduate "agents of change" who desire to positively impact our communities. Our vision is for the majority of Green Dot New York Charter School graduates to return to their communities with college degrees and as professionals, with the goal of revitalizing their neighborhoods. Green Dot New York Charter School aims for nothing short of graduating students who will be self-confident, self-disciplined, successful, pro-active leaders who excel in college and beyond.

Our mission and vision statements are in line with current research and education practices. Green Dot New York Charter School's underlying philosophy is based on the belief that all students can learn and will learn when they feel part of a community. Students are more likely to experience success when their home cultures are valued. To this end, our vision encourages parents to partner with faculty to create an atmosphere where all students can and will learn.

The Green Dot Model

Green Dot Public Schools is rooted in a steadfast belief that central to a school's success is the presence of a strong teacher in every classroom. Green Dot Public Schools asserts that with the right preparation and professional development, a school's faculty is best poised to make the decisions that benefit their students. For this reason, Green Dot embraces a site-based decision making model in which teachers, as true professionals, take full responsibility

for their students' success. Teachers' first and foremost responsibility is to work to ensure that every student they teach move toward or beyond grade level. To do this, Green Dot Public Schools has developed a model in which a professional community is predicated on collaboration, reflection and feedback, and continual improvement.

Green Dot Public Schools' experience, supported by research and its own success, indicates that students learn best in a nurturing, supportive environment where they are known and treated as individuals, and where their background is honored. Accordingly, personal attention to individual students and sensitivity to their backgrounds is a cornerstone of the school model. To create the personalized, nurturing and supportive environment that best fosters student motivation, learning and student success, Green Dot New York Charter School is closely replicating the model that Green Dot Public Schools has developed over the past nine years. Core to this model are Green Dot's Six Tenets which serve as the levers for student success.

The Six Tenets

The Six Tenets are a set of six core principles that all schools in the Green Dot Public Schools network follow and that are being replicated at Green Dot New York Charter School:

1.) Small, Safe, Personalized Schools

All Green Dot schools are small (approximately 400 to 500 students when fully developed), creating a personalized environment that gives each student the best chance of success. Green Dot New York Charter School is no different. In such a setting, students are held accountable for their actions while administrators and teachers develop personal relationships with each student and his/her family. Smaller high schools, with a clear and consistently applied code of conduct, have proven to be safer and to decrease the security risks inherent in urban schools as potential problems are recognized earlier and mitigated. Classes are also kept as small as possible. The student to teacher ratio is targeted to provide individual attention to students and help teachers instruct effectively in classes that typically have students at varying proficiency levels.

2.) High Expectations and Extra-Supports

Green Dot schools have high expectations for all students. At Green Dot New York Charter School, every student will take demanding college preparatory courses that meet the New York State Regents requirements and are aligned with New York State Learning Standards. Extensive student intervention and support programs are offered at all Green Dot Schools in order to help students master a challenging college preparatory curriculum. These support programs are designed to address the needs of those students who are not ready for 9th grade-level work. As a result, Green Dot students are prepared for success at a four-year college or university.

3.) Local Control with Extensive Professional Development and Accountability

Principals and teachers are the key decision makers in Green Dot's system of schools and own all critical decisions at the school site related to budgeting, hiring and curriculum. While the Green Dot home office supports the implementation of recommended practices to Green Dot New York Charter School, the school's principal, teachers and Board of Trustees have ultimate discretion on how to employ these practices.

Extensive training and professional development prepare Green Dot New York's principal and teachers to make effective decisions related to instruction and school site management. A comprehensive professional development program is implemented at the school, based on core principles of collaboration, reflection, and continuous improvement.

In Green Dot Schools, site-based management extends to students, who are included in important school decisions. Empowering students in this way allows them to develop a greater sense of responsibility for their own education and a heightened excitement for learning. At all Green Dot schools, including Green Dot New York Charter School, students decide what clubs and sports teams they will have, choose a mascot, and participate in the hiring of new teachers.

4.) Parent Participation

Families are invited and expected to participate in their children's education experience at all Green Dot schools. Green Dot is committed to actively integrating parents/guardians into all aspects of their students' school experience through education programs aimed at helping parents support their students. **This year, we had three parent-teacher conferences. All three had between 50% and 85% family representation at these meetings.**

5.) Get Dollars into the Classroom

Green Dot drives as much funding as possible into the classroom. Through efficient operation, Green Dot's Home Office and United Federation of Teachers Home Office incorporates best practices from the private and public sectors in order to maximize efficiency and drive dollars towards activities that directly impact kids.

6.) Keep Schools Open Later

Facilities of Green Dot schools are kept open until at least 5:00pm daily to provide students with safe, enriching after-school programs and to allow community groups offering quality services to the neighborhood to use the facilities. A variety of after school programs such as clubs, sports, teacher office hours and homework clubs are provided to help with students' educational development and also give them a safe-haven after school when their neighborhoods can be particularly dangerous. Green Dot New York Charter School is no different.

Green Dot New York Charter School, by closely replicating the Six Tenets found in its sister schools in Los Angeles, is poised for success. In addition to the Six Tenets, other recommended practices of Green Dot schools that are replicated include:

- College-preparatory curriculum
- Faculty office hours
- One day a week early student dismissal to facilitate school-wide professional development
- Data-driven instruction based on regular interim assessments

- History of New York elective based on social and civil rights movements
- Formal academic intervention programs for students in ELA and mathematics
- Professional learning plans for all faculty and staff
- Kid Talk sessions to focus on at-risk students
- Academic Improvement Sheets to track the daily progress of at-risk students
- Extensive social, emotional, and academic counseling for mandated and at-risk students
- Adults mentors for at-risk students
- 95-5% time allocation of key administrative staff (95% of time dedicated to work responsibilities, 5% for professional development activities)

Standards-Aligned and Regents-Ready Curriculum

Green Dot New York Charter School students enroll in a scope and sequence of courses aligned to the New York State Learning Standards and will take the complete set of Regents exams necessary to earn a Regents diploma. Additional courses will include a full sequence of Spanish classes, technology classes, a class on the History of New York and art/drama classes.

Academic Support and Intervention

The following are some of the intervention and support programs built into Green Dot's school model to be replicated at Green Dot New York Charter School:

- *Summer Bridge Program:* Typically a two and a half to five week mandatory summer session held for incoming ninth graders. The curriculum is interdisciplinary, drawing concepts from ELA, Physics, Physical Education, Spanish, Mathematics, Health, Global History and Geography, and various branches of science. It is focused on the theme of *Horizons* and acclimates the incoming freshman to Green Dot culture by stressing the values of preparation, self-assessment, stress management and leadership as a means of being successful.

- *Reading Intervention Program:* Read 180, a standards-aligned program for reading is provided to students who test low in reading. Typically Read 180 is given to ninth graders in lieu of an elective class; however, the opportunity is extended to upperclassmen in need of continuing support in reading and writing.
- *Math Intervention:* Students struggling in math receive intervention through advisory classes and individual tutoring during their math teachers' office hours. Peer tutoring was established to help students who entered 9th grade with particularly low numeracy skills.
- *Advisory:* The advisory program is designed to be a 30-minute intervention period in the middle of the school day. Typically, students meet with their advisors four or five times per week. The Advisory class has a different focus at each grade level, although it focuses on a combination of academic skills, individual academic progress, college planning, teambuilding, and social/emotional topics.
- *Special Education and ELL Support:* Green Dot Public Schools has a track record of working with ELL students, with a focus on building English fluency and writing skills. Its special education approach combines "push-in" services and "pull-out" services as needed, giving students personalized supports that are consistent with their IEPs.
- *Faculty Office Hours:* All faculty hold office hours during which students meet for additional support. This practice is meant to provide needed support to students as well as to develop a sense of ownership for their own learning.

Extensive Professional Development

Professional development for teachers and school-site leaders is a critical component of Green Dot's school model and program. Reflective practice occurs in an environment where there is collaboration, use of meaningful data, and thoughtful discussion regarding instruction. Scheduled into the daily routine of Green Dot schools, professional development opportunities will

provide teachers time to inquire about practice, study individual and group student data, develop best practices, and ensure accountability for school-wide as well as individual teacher goals.

Core Values

Green Dot New York Charter School adopts the same core values as all other Green Dot schools. These are:

1. An unwavering belief in all students
2. All stakeholders are critical to the education process
3. Passion for excellence
4. Respect for others and community
5. Personal responsibility

School Information

Green Dot New York Charter School opened with its Summer Bridge Program for the Class of 2012 on July 6, 2008. The Class of 2012 began its regular academic year on September 2, 2008. The school began with 117 9th grade students and currently has 102 10th graders. There are 108 students currently in the Class of 2013 (current 9th graders).

The student body is 36% African-American, 60% Hispanic-American and 4% unclassified, Asian, Caucasian, or other. 88% of the entire student body is entitled to free or reduced-price lunch.

We averaged over 93% attendance for the 2010-2011 school year.

We had 0 physical altercations.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2008-09										117				117
2009-10										108	102			210

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts - Green Dot New York Charter School students will become proficient readers and writers of the English Language.

Background

The pursuit of advanced literacy levels is an active engagement of the English department at Green Dot. To assist in this endeavor, Green Dot New York Charter School allots a significant amount of learning time to English language skills. Students receive two different courses in English annually. One course is language-centered, focusing on grammar, writing, public speaking, etc. and the other is a traditional ELA class which emphasizes literature, poetry, short stories, etc.

Independent Reading is stressed in the 9th and 10th grade ELA classes and significant time and emphasis is placed on helping the students to develop as critical readers in their chosen literature.

The ELA department collectively adopts a unified stance on writing. For every English course, 10% of the grade is allotted to "Process Pieces". These processes pieces encourage the students to view writing as a process and quarterly, students write a major paper that is assessed as both a finished product and the process the students take to get there. This includes everything from the pre-writing to final draft stages of writing. These pieces are collected in a portfolio which travels with the student during their 4 year course of study at Green Dot.

The 9th grade English course is taught through three different courses at Green Dot New York. The first course is a traditional English Language Arts class, which all 9th graders take. This course covers various genres and skills associated with the study of English literature and language. It heavily focuses on the development of the students' reading skills and their ability to communicate about the writers' craft.

The second English class that 9th grade students take is either Read 180 or English Composition. READ 180 is a reading intervention program created by

Scholastic to improve comprehension, spelling, phonics, and vocabulary acquisition. All students are initially tested with the Scholastic Reading Inventory Exam (SRI) to determine whether their reading skills are above, at, or below grade level. While, student above or near grade level in literacy are placed in an English Composition class, students well below grade level are programmed to take this reading course. In the READ 180 class, students rotate in small groups between direct instruction with the teacher, independent reading, and computer-based learning. Students that show significant measurable progress in READ 180 are then scheduled to take an English Composition course for the second semester.

The English Composition course focuses more heavily on the structure of language and students are immersed in grammar and vocabulary exercises. The course is designed to strengthen the student's ability to express themselves formally in different types of writing. It mirrors the ELA course and looks at the language and side of the texts being studied.

The 10th graders take a course in creative writing and a standard ELA course. The 10th grade ELA course this year focused on the idea of alienation and students read a variety of texts around that theme including Of Mice and Men, The Facts Speak for Themselves, and Flowers for Algernon, as well as poetry, non-fiction and short stories. The course draws deeper on the students' analytical skills by exposing them to a critical lens prompt daily that encouraged them to make literary connections among the various books they have read over the 2 years.

The 10th grade creative writing course focuses on their skills as writers, teaching them to manipulate language for a creative purpose. It is a grammar intensive and vocabulary rich course. It also looks at the PSAT verbal section in depth during the months of September and October.

Goal 1: 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 English exam by the completion of their fourth year in the cohort.

Method

Students take the Regents exam in English Language Arts at the end of their third year. Students are prepared for the ELA Regents exam through three years of ELA as well as additional English classes each year. At Green Dot New York Charter School, we use two different exams to assess the students' literacy levels to determine their readiness and progress for the Regents Exam. These exams are the English benchmark and the SRI exam.

The ELA benchmark exams, which are created by Action Learning Services in alignment with the New York State learning standards for English, are administered four times a year. Each quarterly exam is more challenging than the previous one to reflect the measure of improvement that students should show throughout the year. The exams measure a variety of skills that are part of the New York State learning standards for English with an emphasis on reading comprehension, vocabulary acquisition, and language usage.

The SRI is administered as many as four times a year. The number of times a student takes the SRI depends directly on the student's reading level and reading growth demonstrated on the exam. Some students may take the SRI only twice if they demonstrate that their reading level is at or near grade level or if they have shown considerable improvement to merit changing their schedule to the writing-based Composition class.

2009-2010 ELA Benchmark Scores

Cohort 2012

The 2012 cohort continues to make excellent progress in their literacy skills. Every member of the 2012 cohort placed out of Read 180 in their 9th grade year and all took a combination of ELA and creative writing in the 2009-2010 school year. Their quarterly ELA benchmark exams showed that out of 101 students taking the exam 73 showed significant improvement between the first and last exam. This is over 72% of the class. We anticipate very successful Regents results with this group given their literacy gains over the two years as noted by the benchmark exams.

Cohort 2013

Exams were administered in November, February, March and May of 2009 and 2010. Between November and March, out of the 107 students, 68 students showed significant improvement. This is well over half the students (67%) made gains in reading skills over the year.

Benchmark Scores

Cohort / Grade	Total Number of Students Tested	Total Number of Students that showed significant growth between the last test and the first test
2012/10	101	73
2013 / 9	107	68

Results

The ELA benchmark exam clearly shows a trend in progress in the students' literacy levels. Of the 109 students who were tested, 68 showed an increase in their understanding of English Language Arts from the beginning of the year to the end of the year, even with respect to the increasingly level of difficulty of the quarterly benchmarks. The students that did not demonstrate growth between the first and last benchmark exam demonstrated growth between various quarterly exams.

Goal 1: Absolute Measure -

Each year, the Performance Index (PI) 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

Currently, Green Dot students are in their first year of ELA. Therefore the PI cannot be measured until this cohort reaches their third year in 2011.

Results

This section is not applicable at this point in the cohort's schooling.

Goal 1: Comparative Measure -

Each year, the percent of students in the high school Accountability Cohort passing the Regents English exam with a score of 65 or above after four years will exceed that of students in the high school Accountability Cohort from the local school district.

Method

Not applicable until June of 2011.

Results

Not applicable

Goal 1: Growth Measure

Each year, the group of students in their second year of high school who have taken a norm-referenced literacy test for two years will reduce by one-half the difference between their previous year's average NCE and an NCE of 50. Groups that already achieved an NCE of 50 in the previous year will show an increase in their average NCE.

Method

As our students will be preparing for the New York State Regents Examination in ELA, we do not use a norm-referenced exam so this is not applicable.

Summary of the English Language Arts Goal

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents English exam by the completion of their fourth year in the cohort.	Data is unavailable until 2011
Absolute	Each year, the Performance Index (PI) 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.	Data is unavailable until 2011
Comparative	Each year, the percent of students in the high school Accountability Cohort passing the Regents English exam with a score of 65 or above after four years will exceed that of students in the high school Accountability Cohort from the local school district.	Data is unavailable until 2011
Growth	Each year, the group of students in their second year of high school who have taken a norm-referenced literacy test for two years will reduce by one-half the difference between their previous year’s average NCE and an NCE of 50. Groups that already achieved an NCE of 50 in the previous year will show an increase in their average NCE.	Not applicable

Action Plan – In order to ensure that Green Dot students become proficient readers and writers of the English Language, we will continue to have each cohort take two courses of English annually. One of the courses will focus more heavily on the students’ reading skills and the second course will emphasize the writing skills of the learner.

In an effort to encourage our students to be more reflective about their writing so that they begin to write with more clarity and precision, we are developing unit outcomes that require this skill. These unit outcomes which we call “process pieces” measure their skill as writers in process rather than writers with products. We encourage peer and self-reflection as part of the process.

We are also adopting a uniform stance when we discuss the writing product. We aim to use the same language when teaching how to write effective introductions, thesis statements, paragraph structures, and conclusions. Our goal is to self-assess teaching performance through collaborative marking of these process pieces.

With respect to reading skills, we are adopting a uniform approach to independent reading encouraging the students to reply weekly to writing prompts that force them to engage critically with the text. We would also like to develop a more cohesive vertical plan with respect to reading skills so that we promote the same strategies for comprehending.

We will also continue using Read 180 as an intervention tool for emergent readers and writers and measure students’ literacy progress through ELA benchmarks and SRI exams quarterly.

We have also hired a Special Education teacher with a humanities background so that our students with IEPs get more support with English and social studies. Furthermore, our 10th grade students will be taking a year-long writing course in addition to the English Language Arts course.

MATHEMATICS

Goal 2: Mathematics

Green Dot New York Charter School students will become proficient in the application of mathematical skills and concepts.

Background

The mathematics curriculum is based on New York's curriculum guidelines. We aim to fashion a mathematics course of study on the individual learner. For example, in the case of the 10th grade cohort, there was one student who had yet to pass the Integrated Algebra Regents Exam by Spring 2010. This student was given a separate course from all others.

All incoming freshman, take Algebra I. The 9th grade course is a skills based course with a goal that students have a working knowledge of algebraic concepts such that the student can apply the terms and skills in a geometry course and higher-level mathematics. The major outcome of this course is that students are able to solve and graph linear and quadratic equations. There is a very limited introduction to trigonometry, probability, and set theory. Major assessments include cumulative unit exams that are administered every six weeks, which prepare students for the Regents Exam in Integrated Algebra. Where appropriate, students move onto 10th grade mathematics with a focus on Geometry. Students study Geometry as a mathematical system through the deductive development of relationships in the plane and space developed intuitively in Algebra I and previous years. Students study congruent segments and angles, parallel and perpendicular lines, angle measure in triangles, direct and indirect triangle congruence and similarity, proofs, solids of revolution, logic, similar triangles, transformations, the Pythagorean Theorem, geometric constructions, coordinate geometry, and surface area and volume of solids. This course will use real world/practical problems as well as reinforce skills and concepts developed in Algebra I.

Students identified as exceptional on the Integrated Algebra by December will be given a mock Integrated Algebra Regents Exam to possibly earn a recommendation to take the exam in January of freshman year. (If successful, these students will take an accelerated Geometry course in order to be best

prepared for the Geometry Regents Exam in June of their freshman year.) However, most freshmen take this exam in June. They are then to be placed in Geometry or Algebra II for their sophomore year. Those placed in Geometry will take the Geometry Regents in June of their sophomore year. Those in Algebra II will not take a Regents exam in their sophomore year. Juniors will take either Trigonometry or Geometry. Those that spent their sophomore year in Algebra II will go to Geometry in their junior year and Trigonometry in their senior year. The fourth year course for those that took Trigonometry in their junior year will be Calculus.

Below is a potential mathematical course of study for two separate students over a four year period at Green Dot.

Student A – Integrated Algebra, Geometry, Trigonometry, Calculus

Student B – Integrated Algebra, Algebra II, Geometry, Trigonometry

Goal 2: 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 mathematics exam by the completion of their fourth year in the cohort.

Method

1. The school administered the New York State Regents Exam in Integrated Algebra to 15 students from the 2012 cohort and to 2 students in the 2013 cohort on January 27, 2010.
2. The school administered the New York State Regents Exam in Integrated Algebra to 104 students in 9th grade (cohort 2013) on June 18, 2010 and one student in the 10th grade (2012 cohort).
3. The school administered the Geometry Exam on June 17, 2010 to 61 students. 59 of the students were from the 2012 cohort and 2 were from the 2013 cohort.

The table below summarizes participation information for this year's test administration. The table indicates total enrollment and total number of

students tested. The table identifies the number of students who passed the exam with 65 or better.

Exam	Exam Date	Cohort	Number of students taking the exam	Number of students achieving a 65 or better
Integrated Algebra	January 27, 2010	2012	17	16
Integrated Algebra	June 18, 2010	2013	104	84
Integrated Algebra	August 18, 2010	2013	20	15
Geometry	June 17, 2010	2012	61	41
Geometry	August 18, 2010	2012	13	18

Results

Integrated Algebra

The results on the Integrated Algebra Regents Examination clearly show progress in our attempt to reach the absolute measure for the first goal. During the 2009-2010 school year, 106 students took the exam and 86 students passed the exam at 65% or better on the first attempt. There were 20 students who failed. **This is an 81% passing rate for the first attempt.** The 20 students from the 2013 who failed will take an intensive preparation course this summer and re-took the exam in August. 15 out of 20 students passed the exam with at least 65% in August. **Therefore, out of 108 students in the 2013 cohort, 101 have passed the Integrated Algebra Regents Exam in their first year.**

As for the 2012 cohort, 99% of the cohort of 2012 has passed the Integrated Algebra Exam by the end of their sophomore year.

Geometry

In June 2010, 41 out of 59 sophomores passed the Geometry Regents Exam on the first attempt, making them one step closer to earning an Advanced Regents Diploma. The students who failed the Geometry Regents also took a summer school course to prepare for the August exam. These were small classes designed to support those students who struggle with their mathematical skills. In August 2010, an additional 13 out of 18 students passed the Geometry Regents Exam. Therefore, in the 2012 Cohort, there are 54 students who are on their way to earning a higher-level diploma as they have passed two Regents Exams in mathematics.

Goal 2: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort who scored at Level 1 or 2 on their New York State 8th grade mathematics exam will score at least 65 on a New York State Regents mathematics exam by the completion of their fourth year in the cohort.

Result

From the data made available to us, of our 106 students in the Class of 2013, 21 scored 1 or 2 on the state mathematics exam in 8th grade. Of those 21 students, 16 passed the Regents exam in Integrated Algebra in their first or second attempt. That is 76%.

Goal 2: Absolute Measure

Each year, the Performance Index (PI) on the Regents mathematics exams by 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

To achieve this measure, all tested students must have a Performance Index (PI) value that equals or exceeds this year’s Mathematics AMO, which for 2009-10 is 173. The PI is calculated by adding the sum of the percent of all tested students at Levels 2 through 4 with the sum of the percent of all tested students at Levels 3 and 4. Thus, the highest possible PI is 200.

Results

Grades	Percent of Students at Each Performance Level				Number of students taking the exam
	Level 1	Level 2	Level 3	Level 4	
9 –Cohort 2013 (Integrated Algebra)	1.9%	2.8%	89.6%	5.7%	106
10 –Cohort 2012 (Integrated Algebra)	0.0%	1.0%	94.1%	4.9%	102

The PI for the Class of 2012 is equal to 1.0 + 94.1 + 4.9 + 94.1 + 4.9 = 199. The PI for the Class of 2013 is equal to 2.8 + 89.6 + 5.7 + 89.6 + 5.7 = 193.4. Both cohorts have met this year’s AMO and are expected to be at 200 by the time students have completed their fourth year.

Evaluation

We exceeded the predicted 173 and met our AMO.

Additional Evidence

As for the 2012 cohort, 99% of the cohort of 2012 has passed the Integrated Algebra Exam by the end of their sophomore year. 81% of the 2013 cohort passed the Integrated Algebra Regents Exam on the first attempt and, after the second attempt, all but seven students have passed this exam.

Goal 2: Comparative Measure

Each year, the percent of students in the high school Accountability Cohort passing a Regents mathematics exam with a score of 65 or above after their fourth year will exceed that of the students in the high school Accountability Cohort from the local school district.

Method

We compared the 2010 Integrated Algebra Regents Exam to last year's averages for District 7 since, at the time of writing the report, Regents scores for the district had not been released.

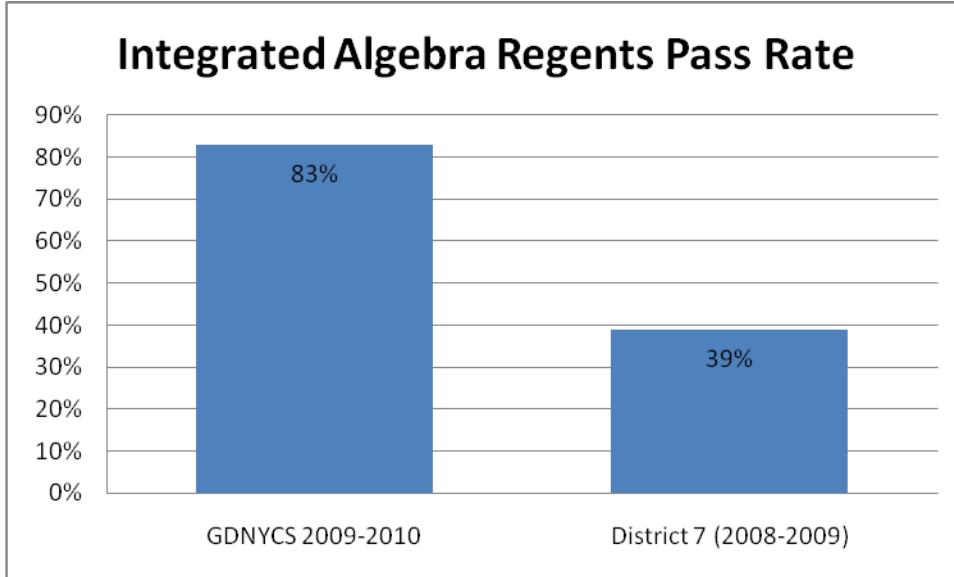
Results

In the 2008-2009 school year, 1819 students in District 7 took the Integrated Algebra examination. Of those 1819 students, 60% scored at or above a 55%, 39% scored at or above a 65% and 1% scored at or above 85%.

The Integrated Algebra Regents examination that was administered on June 18, 2010 to Green Dot New York students showed 87% of students achieving a 55 or better, 71% achieved a 65 or better and 5% achieved at or above an 85%. When combined with the results from the January 2010 administration of the exam where 16 out of 17 students passed the exam with 65% or above, the total for the year is a passing rate of 83%.

INTEGRATED ALGEBRA REGENTS EXAM RESULTS for June 19, 2009

	At or above 55	At or above 65	At or above 85
District 7 (2008-2009)	60%	39%	1%
Green Dot New York Charter School on June 18, 2010	91%	83%	5%



Evaluation

As the data illustrates, students at Green Dot New York Charter School have doubled the results on the Integrated Algebra Regents exam as it compares to the District 7 data from the 2008-2009 school year.

Goal 2: Growth Measure

Each year, the group of students in their second year of high school who have taken a norm-referenced mathematics test for two years will reduce by one-half the difference between their previous year’s average NCE and an NCE of 50. Groups that already achieved an NCE of 50 in the previous year will show an increase in their average NCE.

Method

GDNYCS does not use a norm-referenced exam since our students prepare for the state Regents exams in Integrated Algebra and Geometry.

Results

Students have not concluded their second year.

Summary of the Mathematics Goal

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents mathematics exam by the completion of their fourth year in the cohort.	GDNYCS has already met this measure for the Class of 2012 and the class of 2013
Absolute	Each year, 75 percent of students in the high school Accountability Cohort who scored at Level 1 or 2 on their New York State 8 th grade mathematics exam will score at least 65 on a New York State Regents mathematics exam by the completion of their fourth year in the cohort.	GDNYCS has already met this measure for the Class of 2012 and the Class of 2013.
Absolute	Each year, the Performance Index (PI) on the Regents mathematics exams by students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set	GDNYCS has met this measure

	forth in the state’s NCLB accountability system.	for the Class of 2012 and 2013 for this year despite not having students complete their fourth year.
Comparative	Each year, the percent of students in the high school Accountability Cohort passing a Regents mathematics exam with a score of 65 or above after their fourth year will exceed that of the students in the high school Accountability Cohort from the local school district.	Achieved
Growth	Each year, the group of students in their second year of high school who have taken a norm-referenced mathematics test for two years will reduce by one-half the difference between their previous year’s average NCE and an NCE of 50. Groups that already achieved an NCE of 50 in the previous year will show an increase in their average NCE.	Not applicable

Action Plan

Green Dot is committed to helping students become proficient in the application of mathematical skills and concepts. Within the curriculum, unit exams have been designed around the language of the state exam. These unit exams are given approximately every six weeks. Students are given an action plan based on the result of their unit. This action plan can include, but is not limited to, the following intervention programs: office hours, one-on-one peer tutoring, and small-group tutoring, and tutoring led by students from New York University.

These programs included a tutoring system in which older students from a neighboring high school helped to mentor students after school in their specific areas of weaknesses. Tutors and tutees were matched by the Integrated Algebra teacher and worked together during mandated office hours.

We have also developed a peer coaching program where students who have demonstrated strength in understanding mathematical concepts mentor or coach students who are struggling during advisory. Office hours are mandatory for struggling students and, in the last two months of school, an additional after school session is offered once a week for Regents preparation. This session is open to all students. Our technology department assists students with mastering the graphing calculator so they can use it more successfully in the course as they approach higher level mathematics.

To encourage higher-level learners to deepen their appreciation for mathematics, we have an after school Math club in which students compete against each other in various math activities. We are looking to expand these competitions to neighboring schools and districts.

Programmatically, we are creating a section of Integrated Algebra for students in the 2013 cohort who have yet to pass the exam so those students can get an intensive review of key concepts in preparation for the state assessment.

SCIENCE

Goal 3: Science

Students will meet and exceed state standards for mastery of skills and content knowledge in the area of science.

Background

After evaluating the incoming skill levels of our students in science as well as the course of study written in our charter, we wrote to the Charter School Institute to determine whether a change in the course of study would constitute a material change to our charter. CSI responded that it would not be a material change. Therefore, the course of study in science at Green Dot is as follows:

In year 1, students take Environmental Science. The Environmental Science course is a one year course that follows the NYS curriculum. It covers the natural sciences and non-living systems and living systems and is a survey course providing students with a basic understanding of key environmental science concepts and how humans interact with their environments. This includes but is not limited to a study of the physical sciences (chemistry, physics, geology, geography, et al.) and the physical environment. The course also examines global environmental issues and addresses those concerns under the lens of applied science. Students participate in both lab and classroom learning.

In year 2, students take Living Environment. This course investigates ecology, cells, genetics, evolution, microorganisms, fungi, plants, invertebrates, chordates, and the human body. It includes a minimum of 1200 minutes of laboratory activities, including the four mandated labs. This course ends in the Regents Exam.

In year 3, students take Earth Science. The Earth Science program focuses on the interconnectedness of geology, astronomy, meteorology and astronomy. Students develop as scientific thinkers by learning to use the scientific inquiry method to understand minerals, rocks, earth, motion, dimensions and history, earthquakes, oceanography, astronomy,

meteorology, the water cycle and climates, atmospheric energy, landscape development and environmental change, deposition, weathering and erosion.

A cornerstone of this course beyond the use of scientific inquiry is to examine the historical ideas and themes prevalent in the scientific community with respects to our understanding of the earth. Students examine both the origins of the universe as well as the interactions between air, water and land. Laboratory exercises are also an integral part of the course that gives hands-on experience on mineral identification and testing. GDNYS students are required to take the NYS Regents examination in Earth Science in June.

In Year 4, students may potentially take a traditional chemistry or physics course.

In lieu of these, students may take Forensics which is the application of all the branches of science to field of law course of study. The course pulls scientific theory from biology, chemistry and physics and examines the science in action through case study analysis. The forensic science course examines but is not limited to an overview of forensic science, crime scene analysis, organic analysis, fingerprints (beginning and advanced), World Trade Center investigation, ballistics, arson, explosives, document analysis, hair and fiber, DNA, crime investigation, forensic photography, footwear and tire marks, entomology, chemistry, penal law, and major case studies.

Another possible course for 12 graders is Anatomy. Anatomy is an elective for upper classmen who are interested in a potential career in medicine. Students will become more scientifically literate in their study of anatomical structure of the human body and acquire the basic terminology and language associated with anatomy. Students will investigate the structure of the organ system within the body and demonstrate an understanding of how these organs interrelate. They will also critically examine diseases and how medical news is presented through the media.

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

The Living Environment Regents was administered in January 2010 to all students in the class of 2012 and in June 2010 and August 2010 to those who were previously unsuccessful.

Results

102 students in the 2012 cohort sat the January 2010 NYS Regents in Living Environment. Of those 102 students, 84 passed the exam (82%) and 18 achieved less than a 65 (18%). Of the 18 that failed the exam, 16 retook the exam in June of 2010 and 11 students passed with a 65 or better while 5 failed. In August 2010, the five students who previously failed in June scored at least 65% on the Living Environment Regents Exam.

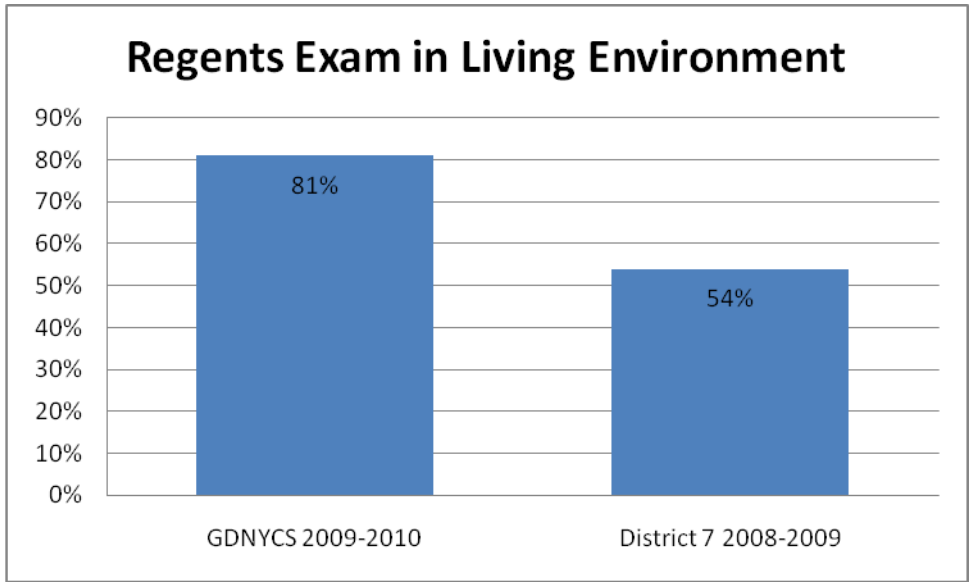
Living Environment Exam Dates	Cohort	Number of students taking the exam	Number of students achieving a 65 or better
January 26, 2010	2012	102	84
June 16, 2010	2012	16	11
August 18, 2010	2012	5	5

Evaluation

At this point 100 out of 102 students in the class of 2012 have met the requirements set forth by the State of NY for Living Environment.

Comparing our school’s results with those of the local district, GDNYS outpaces the local high schools on this exam. GDNYS’s passing rate on this year’s Living Environment Regents Exam was 27% higher than that of District 7 from last

year. Note that there is no released data on District 7’s passing rate for the 2009-2010 school year.



At this point, 100 of the 102 students in the Class of 2012 have met the state graduation requirement of passing one science Regents exam.

Summary

Type	Measure	Outcome
Absolute	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.	Achieved

Action Plan

In order to enhance our students’ knowledge and understanding of the scientific world and meet goal one, we will look into using EdLink in future school years to design benchmark exams. These benchmark exams will be created based on the New York State standards, Regents exams, and recommendations from the National Science Foundation.

For the Class of 2013, we have begun the students' science journey with an introductory science course, called Environmental Science. This course briefly crosses into Living Environment with two units, human interaction with the environment and ecology. In 10th grade, students will take Living Environment at the end of 10th Regents exam.

SOCIAL STUDIES

Goal 4: Social Studies

Students will meet and exceed state standards for mastery of skills and content knowledge in the area of social studies.

Background

Students at Green Dot New York Charter School take global history and geography during 9th and 10th grade. In the 9th grade, students are immersed in the study of ancient civilizations and geography. It spans the beginning of the human race to the Enlightenment. In 10th grade students learn modern global history and geography which spans the French revolution to the present. Both classes, aligned with the New York State learning standards, are taught thematically and chronologically. Students take the Regents Exam in Global History and Geography at the end of 10th grade.

The 11th grade curriculum is aligned with the New York State learning standards and the curriculum focuses on United States History and Government which culminates in the New York State Regents 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 Exam in U.S. History and Government by the completion of their fourth year in the cohort.

Method

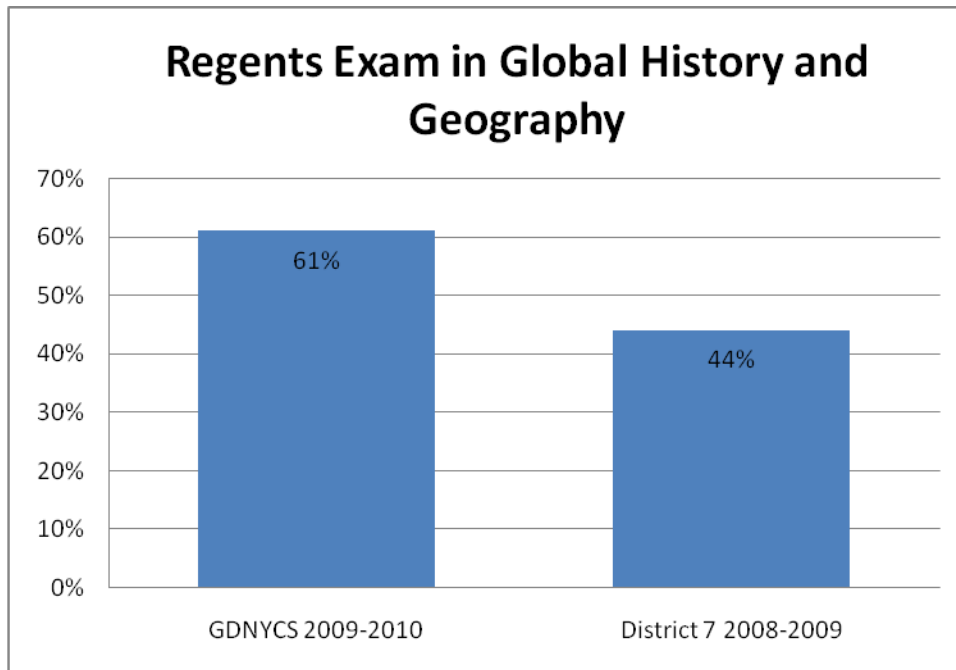
The Global History and Geography Regents Exam was administered on June 15, 2010. 100 students took the exam. 35 students re-took the exam on August 17, 2010.

The US History and Government Regents Exam will be administered in June of 2011.

Results

Global History and Geography Exam Date	Cohort	Number of students taking the exam	Number of students achieving a 65 or better
June 15, 2010	2012	100	61
August 17, 2010	2012	35	25

Compared to the local district, GDNYCS students performed notably better. Data is unavailable for District 7 for the 2009-2010 school year, but for the 2008-2009 school year the district passing rate was 44%.



86 out of 102 students in the Class of 2012 have passed the Global History and Geography Regents Exam. Those that have yet to pass will take a Global History and Geography Regents review course during the fall semester of their third year.

Summary

Type	Measure	Outcome
Absolute	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.	Data available in June 2011
Absolute	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.	Achieved

Action Plan

Green Dot New York Charter School expects its students to have mastery over social studies content. This mastery can be demonstrated through formal and informal assessments over the course. Specific intervention programs have been put in place to ensure students meet their learning goals in history. Office hours are offered two days a week, rather than just one day per week. Students who do not feel confident in what they are studying are strongly encouraged to attend. There is a homework intervention club in which students are given more support on their homework, especially in social studies. We also run Saturday learning sessions to help students prepare for the examination for six weeks during the time leading up to the exam.

We plan on working much more on the interdisciplinary relationship between English and social studies this year as it is easier to tie modern global history to pieces of world literature. We will strive to match literacy goals and develop an aligned curriculum that attempts to draw texts from similar time periods being studied in the history course.

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

Since *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 the state standard in and of themselves aside from the overall school results. New York, like all states, established a system for making these determinations for its public schools. Each year the state issues School Report Cards which indicate each school’s status under the state’s NCLB accountability system. For a school’s status to be “Good Standing” it must not have failed to make Adequate Yearly Progress (AYP) for two consecutive years.

Results

NCLB status reports Green Dot New York Charter School to be in “Good Standing.”

Evaluation

We have met the measure.

NCLB Status by Year

Year	Status
2008-2009	In good standing
2009-2010	In good standing

APPENDIX A: HIGH SCHOOL GOALS AND MEASURES

HIGH SCHOOL GRADUATION

GOAL 6: HIGH SCHOOL GRADUATION

Students will meet all of New York State graduation requirements

Goal 6: Absolute Measure

Each year, 75 percent of students in each high school Graduation Cohort will pass their core academic subjects by the end of August and be promoted to the next grade.

Method

To pass a course at Green Dot New York Charter School and earn credit, students must complete their courses with a 70% average or better. All ninth grade courses are annualized where credit is given at the end of the year for students whose average over four quarters meets or exceeds 70%. Advisory is the only course in 9th grade where a student does not earn two credits for passing. In this course students earn 1.0 credits.

In order to be considered a 10th grader, 9th grade students must earn a minimum of 11 credits. This is because New York State requires students to earn 44 high school credits to graduate, therefore 11 credits per year. An 11th grader must have 22 credits by the end of their second year of high school.

Results

9th Grade (Class of 2013 or cohort 2009)

Of our 108 freshman, 75 students had more than 11 credits before summer school. That is 69% of the cohort. The remaining 33 students were programmed for summer school and worked to gain the credits necessary to be considered a 10th grader. Additionally, several 9th grade students were programmed for summer school classes in order to increase their total number of credits despite having already accumulated at least 11 credits. At the end of

summer school, 106 out of 108 students had earned at least 11 credits, making them true sophomores. That is 98% of the cohort.

10th Grade (Class of 2012 or cohort 2008)

Of our 102 sophomores, 88 students had more than 22 credits before summer school. The remaining 14 students were programmed for summer school and worked to gain the credits necessary to be considered an 11th grader.

Additionally, several 10th grade students were programmed for summer school classes in order to increase their total number of credits despite having already accumulated at least 22 credits in their first two years. At the end of the summer school session, 94 out of 102 students had earned at least 22 credits. That is 92% of the cohort.

Percent of Students Promoted by Cohort in 2009-2010

Cohort Designation	Number in Cohort	Percent promoted (as of August 19, 2010)
2009	108	98%
2008	102	92%

Evaluation

The measure has been met for the 2008 and 2009 cohorts.

Goal 6: Absolute Measure

Each year, 75 percent of students in the high school 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.

Method

Students who are part of the 2012 cohort took the Integrated Algebra Regents Exam in June or August of 2009, or in January and June of 2010. Students took the Living Environment in January, June, and August of 2010 and Global History and Geography in June and August of 2010.

Results for the Class of 2012

1. Integrated Algebra – 99%, 101 out of 102 students have passed
2. Living Environment – 98%, 100 out of 102 students have passed
3. Global and Geography – 84%, 86 students of the 2012 cohort have passed
4. Geometry (not required for graduation) – 54 students have passed
5. Spanish (not required for graduation) –36 students have passed

Evaluation

After the August 2010 administration of Regents Exams, 86 students out of 102 have passed at least three Regents Exams. That is 84% of the cohort.

Additional Evidence

It is important to note that 54 students have also passed the Geometry Regents Exam and 36 students passed the Spanish Regents Exam, taking steps towards an Advanced Regents Diploma.

Goal 6: Absolute Measure

Each year, 75 percent of students in the high school Graduation Cohort will graduate after the completion of their fourth year in the cohort.

Method

Results

Data is unavailable at this time. The first graduating cohort will be in June of 2012.

Goal 6: Absolute Measure

Each year, 95 percent of students in the high school Graduation Cohort will graduate after the completion of their fifth year in the cohort.

Method

Results

Data is unavailable until June of 2013.

Goal 6: Comparative Measure

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

Method

Not available until June 2012.

Results

Data is unavailable until June of 2012.

Summary

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school Graduation Cohort will pass their core academic subjects by the end of August and be promoted to the next grade.	Achieved

Absolute	Each year, 75 percent of students in the high school 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 high school Graduation Cohort will graduate after the completion of their fourth year in the cohort.	Data is available in June 2012
Absolute	Each year, 95 percent of students in the high school Graduation Cohort will graduate after the completion of their fifth year in the cohort.	Data is available in June 2013
Comparative	Each year, the percent of students in the high school Graduation Cohort graduating after the completion of their fourth year will exceed that of the Graduation Cohort from the local school district.	Data available in June 2012

Action Plan

Green Dot New York Charter School is committed to ensuring that students reach their requirements for graduation. We plan on using data more effectively by benchmarking for all subject areas in the future. We will create a strong school-wide benchmarking system so all teachers can better track the progress of each student and their own work.

We will also use PowerScheduling, a feature of PowerSchool. This is so students can be programmed independently rather than in heterogeneous groups. This will allow us to better individualize student schedules to meet their needs as it relates to their graduation requirements according to New York State.

Teachers at Green Dot are very focused on New York State Learning Standards, which is of course in line with the Regents courses. All teachers must submit their curriculum map, syllabus, unit plans, and lesson plans for review. These

are aligned with the New York State standards as well as the school's mission. These are held in binders in the Principal's Office.

Teachers at Green Dot are also very mindful of at-risk students and those who require academic intervention to reach the targets necessary for graduation. All teachers hold office hours after school at least one day per week to provide tutoring, study skills, and extra support to students that need them. Our mathematics and ELA teachers mandate that certain struggling students attend. Kid Talk is a grade level meeting held to discuss the progress (or lack thereof) of one struggling student in order to determine the best teaching strategies to reach the particular student and interventions by the school. As an example of its immediate success, of the six students who were the subject of a Kid Talk session during first marking period, five saw an increase in average between the time of their session and the end of the second marking period.

Professional development focused on a variety of pedagogical topics throughout the course of the year including differentiated instruction, Understanding by Design, and best instructional practices. Teachers also reflected on units of study in their curricula and determined next steps for next year. Advisory teachers dedicate a minimum of two sessions per week to helping students improve academically. Teachers have focused on being organized, literacy and numeracy skills, increasing homework production, study skills, etc. In addition, our guidance counselors meet with students struggling academically and created a non-mandated list of students to whom she provides weekly counseling as well.

All teachers have volunteered to mentor students who are struggling academically. Mentoring is an intervention where teachers meet with students and discuss why they are struggling, how they can improve, and how that adult can support the student. Our guidance counselor provides weekly academic intervention sheets for struggling students. These sheets are given out on Monday, collected on Friday, and signed by all teachers and the student's parent. It describes the student's progress on homework, class work, and behavior. All special education students receive SETSS, modifications, speech if applicable, and counseling services.

Attendance continues to be a major focus for teachers and administrators at Green Dot. This year our daily attendance average was over 93%. If a student is excessively absent he or she must attend a conference with the Assistant Principal and/or Principal and that student must sign an Attendance Contract. If the student breaks this contract, further disciplinary actions are taken against the student. Given the high standards in the classrooms, it is essential that students are present daily. The more absences a student has, the higher the likelihood of academic failure and eventual dropping out. Our guidance counselor, teaching staff, and administration are committed to ensuring all students come to school regularly.

COLLEGE PREPARATION

GOAL 7: COLLEGE PREPARATION

All graduating Green Dot New York Charter School students will be prepared for academic institutions of higher education.

Goal 7: Comparative Measure

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

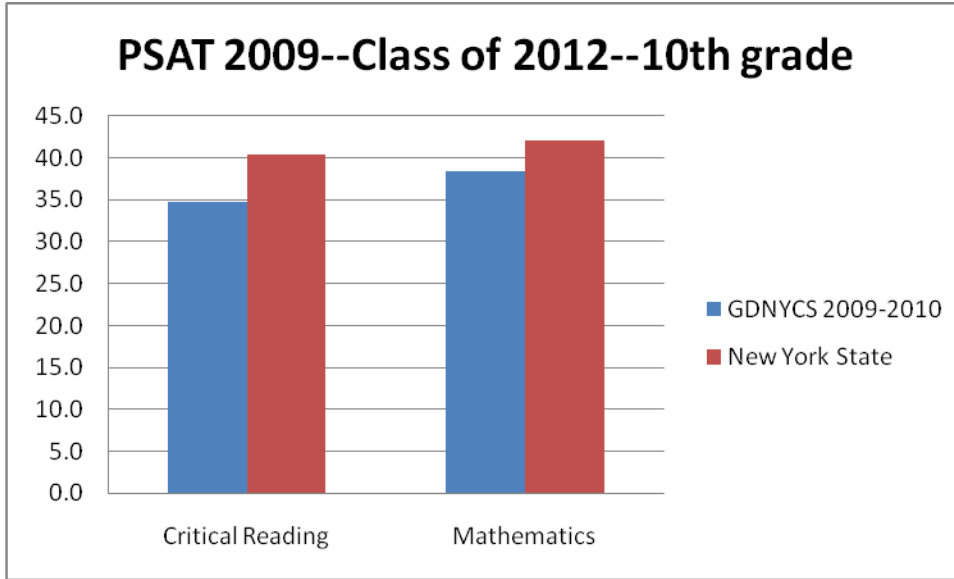
Method

100 10th grade students took the PSAT on October 17, 2010. Data was provided by the College Board.

Evaluation

In Critical Reading and Mathematics, our students scored below both the New York State average. The chart and graph below show the averages for New York State and Green Dot New York Charter School.

PSAT-10th grade	Critical	
	Reading	Mathematics
GDNYES 2009-2010	34.7	38.4
New York State	40.4	42.1
Difference	-5.7	-3.7



Additional Evidence

99% of our students come from racial and ethnic backgrounds that historically have underperformed academically when it comes to graduation rates, college attendance, standardized examinations, and economic status. Although 8th grade ELA and mathematics data from New York State has been dubious at best and still remains unclear to a large extent, we believe that the vast majority of our students do not enter high school at grade level in English or mathematics. In addition, with 88% of our students eligible for free or reduced-price lunch, we believe it is safe to say that our students come from an extremely high needs area. When they enter high school their disadvantage is extreme on national standardized exams like the PSAT.

Nonetheless, we believe the data provided by the College Board does not tell the real story. Data is not provided on how African-American, Hispanic-American, and Title I eligible students perform on the national exam. Thus, the comparison of our students to the average New York State student is nothing more than an apples-to-oranges comparison, lacking real analytical substance.

Regardless, we are working to overcome this cultural, social and academic weakness through a series of previously-listed interventions. Our math and English curricula are student-centered and the 4 year course of study revolves around their individual needs as learners.

Goal 6: Comparative Measure

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

Method

Data will be available in June of 2012.

Goal 7: School Created College Prep Measure

Each year, 75% of graduating students will enroll in a college or university.

Method/Action Plan

Our goal at Green Dot is to provide students with the skills and knowledge necessary to both be successful at college and have the tools necessary to navigate through the college application process. To reach this goal we try to expose the students to as much higher education as we can. We offer field trips to local colleges and will continue to do so each year. This year, students visited Hunter, Lehman, and City Colleges as well as SUNY Binghamton. We also host an annual Career Day, drawing local college-educated professionals from a variety of backgrounds.

Throughout the four years, students take part in advisory which focuses on the students' academic development. In their junior year, advisory is dedicated to college planning and SAT preparation. This SAT course runs the same length as other courses and includes 230 minutes of direct instruction weekly. The 11th grade advisory program is focused on helping the students to identify their long term educational goals and monthly address different themes such as financial planning, higher learning options, exam protocol and preparation, etc.

We have had and will continue to have workshops for parents on the college application process and financial aid process. In the students' senior year, the school will hire one teacher whose class focuses on skills needed in college. This will be a humanities class with a focus on the social history of New York. We expect to implement a college now program which is run by City University of

New York and advanced placement classes for seniors.

There is one guidance counselor per grade. The guidance counselor for the students' junior year assists all students with college planning and the guidance counselor for senior year focuses completely on the entire college application process.

Students take eight classes per year every year. Many of them end in Regents Exams so students have the opportunity to take two Regents exams in Science, two in mathematics, two in social studies, one in English, and one in Spanish. Thus, students have the opportunity to pass eight Regents exams to earn an Advanced Regents Diploma.

Results

Data will be available in 2012

Evaluation

Data will be available in 2012

Goal 7: School Created Measure

Each year, the graduating class will outperform New York City Department of Education high schools, excluding its specialized high schools, in percentage of Advanced Regents Diplomas earned.

Method

Results

Data is available in June 2012.

Evaluation

Data is available in June 2012

Summary

Type	Measure	Outcome
Comparative	Each year, the average performance of students in the 10 th grade will exceed the state average on the PSAT tests in Critical Reading and Mathematics.	Did not reach target
Comparative	Each year, the average performance of students in the 12 th grade will exceed the state average on the SAT or ACT tests in reading and mathematics.	Data available in June 2012

<p>Absolute</p>	<p>Each year, 75% of graduating students will enroll in a college or university.</p>	<p>Data available in June 2012</p>
<p>Comparative</p>	<p>Each year, the graduating class will outperform New York City Department of Education high schools, excluding its specialized high schools, in percentage of Advanced Regents Diplomas earned.</p>	<p>Data available in June 2013</p>