

Accountability Plan Progress Reports for the 2009-10 School Year

Reader's Guide

SUNY Authorized Charter Schools

As set forth in the *Practices, Policies and Procedures for the Renewal of Charter Schools Authorized by the State University Board of Trustees*, the single most important factor that the Charter Schools Institute and the SUNY Board of Trustees consider in making renewal determinations is the school's record in generating successful student achievement outcomes. In order to determine whether a school has met that high standard, **each charter school that the SUNY Board of Trustees authorizes is required to enter into an accountability agreement, known as an Accountability Plan**, which ultimately becomes part of its charter.

The Charter Schools Institute closely monitors each school's progress toward achieving the goals outlined in its Accountability Plan.

In addition, as part of its annual reporting requirements, **each SUNY authorized charter school must submit an Accountability Plan Progress Report which, from its vantage point, addresses each of the goals and outcome measures contained in its Accountability Plan.** The information presented in these Progress Reports constitutes important evidence that a school is keeping its promises to its students, parents and community, and is critical to making its case for renewal at the end of its charter period. The most important parts of Progress Reports are student achievement results on state exams and other assessments. However, not all schools will have tested grade levels for a particular state exam. Each year, the state administers English language arts and mathematics tests to 3rd through 8th grade, science tests to the 4th and 8th grades, and, up through 2009-10, social studies tests to the 5th and 8th grades.

Important Note: **The Accountability Plan Progress Report is authored by the charter school.** In reporting school progress toward meeting the outcome measures set forth in the Accountability Plan, schools are encouraged to build a case for the effectiveness of their program, and to lay the groundwork for writing a Renewal Application and ultimately for charter renewal. **The school's evaluation of its own progress does not necessarily reflect the conclusions of the Institute.** Further, the Institute does not affirm the completeness or accuracy of the report's data and may not endorse the school's characterization of the progress it has made toward achieving its Accountability Plan goals. Throughout the life of the school's charter, the Institute will visit each school, generating Institute School Visit Reports and, at the end of each charter period, a Renewal Report (select the <back> button in your browser to return to the school profile to see any/all available reports). These reports include detailed summaries of the Institute's observations of the school, as well as its evaluation of student performance and progress toward meeting the academic subject goals in its Accountability Plan.

**GREEN TECH HIGH
CHARTER SCHOOL**

2009-10

**ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 3, 2010

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John Taylor prepared this 2009-10 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
M. Christian Bender	Chairman
Christopher Hawver	Vice-Chairman
Christopher Kennedy	Treasurer
Joseph Abdul Jarvis	Secretary
John Haller	Member
Lillian Garland	Member
Jennifer Del Greco	Member
Peter F. Stoll, Ph. D	Member
David Shaffer	Member

INTRODUCTION

A second high school opened in the City of Albany in the Fall of 2008. Green Tech High is an all-male high school with an intensive focus on college preparation. Green Tech High Charter School is a new kind of public school. We provide Albany’s high school age young men with a high quality, college preparatory education in a safe, small-school setting that offers an extended school day, a longer school year, extensive literacy instruction, and programs that emphasize environmental awareness and technological proficiency.

Green Tech High Mission

The mission of the Green Tech High Charter School is to prepare 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 college preparatory high school curriculum that ensures every student will attain the skills and coursework necessary for a Regents diploma, including the use of computer technology with an added knowledge and understanding of the environment.

Current Key Design Elements

• Small school setting with a student-teacher ratio of approximately 12-1;
• Extended school day and year;
• College-preparatory focus;
• Two hours of comprehensive instruction in English composition and literature daily, 90 minutes of math instruction daily, and daily periods allocated for tutoring and other instructional assistance;
• Safe, highly-disciplined school culture that focuses on personal responsibility and high expectations;
• All-male learning environment;
• Commitment to equipping students with the technological expertise they will need to succeed in college, including providing all seniors with free laptop computers;
• Environmental curriculum that incorporates the natural resources of the region;
• Data-driven instructional approach; and
• Performance-based compensation for teachers.

School Enrollment by Grade Level and School Year

School Year	9	10	11	12	Total
2008-09	78				78
2009-10	81	47			138

High School Cohorts

Accountability Cohort

The state’s Accountability Cohort consists specifically of students who are in their fourth year of high school after having entered the ninth grade. For example, the 2006 state Accountability Cohort is comprised of students who entered the 9th grade in the 2006-07 school year, were enrolled in the school on the state’s annual enrollment-determination day (BEDS day) in the 2009-10 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 their accountability rules and cohort definitions: <http://www.emsc.nysed.gov/irts/accountability/home.shtml>)

Green Tech High opened in 2008 to its first class of grade 9 male students and plans to grow by one grade each year until it serves grades 9-12. The school completed its second year in 2009-10 educating only students in grades 9 & 10. 2010-11 will mark the first year GTH will have 11th grade students.

The following table indicates the number of students in Accountability Cohorts who will be in their fourth year of high school, and were enrolled on BEDS Day in October and on June 30th.

Fourth-Year High School Accountability Cohorts

Fourth Year Cohort	Year Entered 9 th Grade	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 30th
2011-12	2008-09	2008	NA	NA	NA
2012-13	2009-10	2009	NA	NA	NA

Graduation Cohort

Students are included in the Graduation Cohort based on the year they first enter the 9th grade. However, students who have spent at least five months in the school after entering the 9th grade are part of the Graduation Cohort unless they transfer to another diploma-granting program. A student will be included in the school’s Graduation Cohort if the student’s reason for discharge is *not* transfer to another district or school, died, transferred by court order, or left the U.S.

Fourth Year High School Graduation Cohorts

Fourth Year Cohort	Year Entered 9 th Grade	Cohort Designation	Number of Students Enrolled on June 30 th of the Cohort’s Fourth Year (a)	Additional Students Still in Cohort ¹ (b)	Graduation Cohort (a) + (b)
2011-12	2008-09	2008	NA	NA	NA
2012-13	2009-10	2009	NA	NA	NA

Fifth Year High School Graduation Cohorts

Fifth Year Cohort	Year Entered 9 th Grade	Cohort Designation	Number of Students Enrolled on June 30 th of the Cohort’s Fifth Year (a)	Additional Students Still in Cohort ² (b)	Graduation Cohort (a) + (b)
2011-12	2008-09	2008	NA	NA	NA
2012-13	2009-10	2009	NA	NA	NA

¹ Number of students who had been enrolled for at least five months prior to leaving the school and who were discharged for unacceptable reasons.

² Number of students who had been enrolled for at least five months prior to leaving the school and who were discharged for unacceptable reasons

ENGLISH LANGUAGE ARTS

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

As a second year high school not yet serving grade 11 students, the school did not administer the New York State Regents Comprehensive English exam that students must pass to graduate. Regents are scored on a scale from 0 to 100, and students must score at least 65 to pass. 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

Green Tech High completed its second year in 2009-10 educating only students in grades 9 & 10. 2010-11 will mark the first year GTHCS will have 11th grade students.

English Regents Performance Level and Passing Rate by Fourth Year Accountability Cohort

Cohort Designation	Number in Cohort	Percent at Each Level ³				Percent Passing ⁴
		Level 1	Level 2	Level 3	Level 4	
2003	NA					
2004						
2005						
2006						

Evaluation

Not Applicable.

Additional Evidence

Not Applicable.

³ Level 1 = less than 55; Level 2= at least 55, but less than 65; Level 3 at least 65, but less than 85; Level 4 = at least 85.

⁴ With a score of at least 65

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

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards all students being proficient by the year 2013-14. As a result, the state sets an Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal that 100 percent of students will ultimately be proficient in the state’s learning standards in English language arts. To achieve this measure, all tested students in the Accountability Cohort must have a Performance Index (PI) value that equals or exceeds this year’s English language arts AMO, which for 2009-2010 is 177. The PI is calculated by adding the sum of the percent of students in the Accountability Cohort at Levels 2 through 4 with 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 54 is Level 1, 55 to 64 is Level 2, 65 to 84 is Level 3, and 85 to 100 is Level 4.

Results

Green Tech High completed its second year in 2009-10 educating only students in grades 9 & 10. 2010-11 will mark the first year GTHCS will have 11th grade students.

**English Language Arts Performance Index (PI)
of 2006 High School Accountability Cohort**

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
NA				

Evaluation

Not Applicable.

Additional Evidence

Not Applicable.

English Performance Index (PI) and Annual Measurable Objective (AMO) by School Year

Cohort Designation	Number in Cohort	Percent of Students at Each Performance Level				PI	AMO
		Level 1	Level 2	Level 3	Level 4		
2003	NA					159	
2004						165	
2005						171	
2006						177	

Goal 1: Comparative Measure

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

Method

The performance of students in their fourth year in the charter school Accountability Cohort is compared 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 most recently available district results are presented.

Results

Green Tech High completed its second year in 2009-10 educating only students in grades 9 & 10. 2010-11 will mark the first year GTH will have 11th grade students.

**English Regents Passing Rate
of Accountability Cohorts by Charter School and School District**

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2003	NA			
2004				
2005				
2006				

Evaluation

Not Applicable.

Additional Evidence

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 reading 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 have already achieved an NCE of 50 in the previous year will show an increase in their average NCE.

Method

This measure examines the change in performance of the same group of students from their first year in high school to their second year on a norm referenced reading test. Each cohort consists of those students who took a norm-referenced reading test in their second year of high school in 2008-09 and also have a score from their first year in 2007-08. It includes students who repeated the grade. The criterion for achieving this measure is for the cohort to reduce by half the difference between average NCE in 2008-09 and the 50th NCE in 2009-10. If a cohort has already achieved an average NCE of 50 in 2008-09, it is expected to show some positive growth in the subsequent year.

GTHCS administered The Terra Nova 3 and the Scantron Performance Series, both nationally norm referenced standardized testing products. We examined Normal Curve Equivalent (NCE) scores on the Terra Nova 3 Reading test. An NCE score of 50 is thought to be “at grade level.” NCE scores are helpful because they can be averaged for a group and make it very simple to see if a group is improving between test administrations. The below table displays GTHCS average NCE scores for the Terra Nova 3 Reading subtest given in spring 2009 & 2010. The Scantron Performance was given three times; in fall, winter and spring.

Results

The test results were mixed due to varying levels of effort that we suspect were due to the students being worn out from testing. The 10th grade students (2008 Cohort) who took the test in both Spring 2009 & Spring 2010 did not improve their group performance. Rather, the average NCE dropped 5 points from a 45 in 2009 to a 40 in 2010. However, the students’ performance improved on the Scantron test from an NCE of 38 in 2009 to a 48 in 2010.

First to Second Year Cohort Growth on the Terra Nova 3 - Reading Test

Cohort Designation	Number in Cohort	Average NCE			Target Achieved
		First Year Baseline	Second Year Target	Second Year Result	
2008	47	45	47.5	40	NO

First to Second Year Cohort Growth on the Scantron Performance - Reading Test

Cohort Designation	Number in Cohort	Average NCE			Target Achieved
		First Year Baseline	Second Year Target	Second Year Result	
2008	47	38	44	48	YES

Evaluation

This outcome measure has been met by GTHCS.

Student performance on the Terra Nova 3 declined over the course of the year. We do not believe the performance on the Terra Nova 3 is valid, as many students did not take the test seriously. We have evidence to suggest that many arbitrarily bubbled in answers without even reading the questions. Many of our students were worn out over testing as we gave them the Terra Nova, Scantron Performance Series, Regents and Final Exams within a 3 week testing window. Students also reported not trying as hard on the test, as it did not really matter to them as much as the Regents.

We think the Scantron Performance test data is a more valid measurement of student growth for the 2009-10 school year. This was the first assessment given during the end of year testing window. Student performance increased dramatically in reading, meeting the expectation for growth over one school year.

Additional Evidence

**Cohort Performance on the Scantron Performance Reading Test
by School Year**

School Year	Cohort met target?
2009-10	YES

Summary of the English Language Arts Goal

As a second year high school charter school, GTHCS achieved the only ELA measure we are able to report on at this time. Our second year students, the 2008 Cohort, reduced the gap between their first year standardized NCE test scores and an NCE score of 50. As a group, the average NCE score on the Scantron Performance test went from a 38 in 2009 to a 48 in 2010; thus achieving the measure. Not having grade 11 students yet, Green Tech High has not administered the English Regents examination; therefore we are not able to report progress on those measures.

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.	Not Applicable
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.	Not Applicable
Comparative	Each year, the percent to students in the high school Accountability Cohort passing the Regents English exam with a score of 65 or above will exceed that of the high school Accountability Cohort from the local school district.	Not Applicable
Growth	Each year, the group of students in their second year of high school who have taken a norm-referenced reading 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 have already achieved an NCE of 50 in the previous year will show an increase in their average NCE.	Achieved

Action Plan

Green Tech High already has a number of interventions in place to meet the needs of students at risk of performing below the expectations of NYS. Some of the current interventions include:

Response to Intervention

- All students are diagnosed via Scantron Performance Assessment upon enrollment in order to determine placement within the 3 tiered Response to Intervention Program.
- All students are instructed at grade appropriate levels in each CORE content area. Students testing below a specific cut score (2850 for ELA; 2650 for Mathematics; and 2650 for Language) are placed in tier 2 integrated lab classes for ELA and/or Mathematics. All lab classes are flexibly grouped to facilitate false positives.
- Students with IEPs receive resource support as a tier 3 intervention, in addition to being placed in inclusion class settings for their CORE subject areas.

Regents Prep Tutoring

- All students at risk of failing a Regent Exam in any of the CORE subject areas are recommended for participation in the school’s free afterschool Regents Prep Tutoring Sessions. The sessions are offered twice weekly for each CORE area.
- Beginning in 2010-11, we will offer Saturday Regents Preparatory Classes.

MATHEMATICS

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

The school administered the New York State Regents the Geometry and Integrated Algebra exams. Regents are scored on a scale from 0 to 100, and students must score at least 65 to pass. This measure requires students in each Accountability Cohort to pass 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; once they passed a mathematics exam, their performance on subsequent exams did not affect their status as passing. Students have until the summer of their fourth year to pass a mathematics exam.

Results

Green Tech High does not yet have students in their fourth year. However, 70 percent of the 2008 Cohort and 72 percent of the 2009 Cohort have passed a Math Regents exam with a score of 65 or higher.

Mathematics Regents Performance Level and Passing Rate by Fourth Year Accountability Cohort⁵

Cohort Designation	Number in Cohort	Percent at Each Level ⁶				Percent Passing ⁷
		Level 1	Level 2	Level 3	Level 4	
2008	47	14	17	68	2	70
2009	81	17	11	72	0	72

Evaluation

We made progress towards this measure. As of year two in operation, 70 percent of our first cohort group have met the measure and passed a Math Regents exam with a score of 65 or higher. 72 percent of our 2009 Cohort have met the target and passed a Math Regents. We are dedicated to ensuring our students meet this measure by their fourth year.

Regents Mathematics Passing Rate by Cohort and Year

Cohort Designation	2006-07		2007-08		2008-09		2009-10	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2008					78	26	47	70
2009							81	72

⁵ Based on the highest score for each student on any mathematics Regents exam

⁶ Level 1 = less than 55; Level 2= at least 55, but less than 65; Level 3 at least 65, but less than 85; Level 4 = at least 85.

⁷ With a score of at least 65

Goal 2: Absolute Measure

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

The federal No Child Left Behind law holds schools accountable for making annual yearly progress towards all students being proficient by the year 2013-14. As a result, the state sets an Annual Measurable Objective (AMO) each year to determine if schools are making satisfactory progress toward the goal that 100 percent of students will ultimately be proficient in the state’s learning standards in mathematics. To achieve this measure, all tested students in the Accountability Cohort 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 students at Levels 2 through 4 with 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 54 is Level 1, 55 to 64 is Level 2, 65 to 84 is Level 3, and 85 to 100 is Level 4.

Results

GTHCS does not have a 2006 Accountability Cohort, as it opened in 2008.

**Mathematics Performance Index (PI)
of 2006 High School Accountability Cohort**

Cohort Size	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
	?	?	?	?

Evaluation

Not Applicable.

Additional Evidence

Not Applicable.

**Mathematics Performance Index (PI) and
Annual Measurable Objective (AMO) by School Year**

Cohort	Cohort Size	Percent of Students at Each Performance Level				PI	AMO
		Level 1	Level 2	Level 3	Level 4		
2003	NA					153	
2004						159	
2005						165	
2006						173	

Goal 2: Comparative Measure

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

Method

The performance of students in their fourth year in the charter school Accountability Cohort is compared 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 most recently available district results are presented.

Results

GTHCS does not yet have a fourth year Accountability Cohort. However, the percent of our current cohort groups' passing a Math Regents with at least a 65 exceeds the local district scores from 2009. 2010 results have not been made public as of yet. The table below includes the most recent district data, which is the percent of students who passed a Regents Math assessment after four years, compared to our student success rate after one or two years.

**Mathematics Regents Passing Rate
by Charter School and School District**

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2005			52	718
2008	70	47		
2009	72	81		

Evaluation

We made progress towards this measure. According to the most recent data available, GTHCS is outperforming Albany City Schools based on the Math Regents. A far greater percentage of Green Tech High students who have completed their first (72%) and second year (70%) of high school have scored at least a 65 on a Math Regents. Only 52 percent of the 2005 Cohort from Albany City School District passed a Math Regents by the completion of their fourth year. We are dedicated to ensuring that our students continue to outperform the local district.

Additional Evidence

Not Applicable.

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 have already achieved an NCE of 50 in the previous year will show an increase in their average NCE.

Method

This measure examines the change in performance of the same group of students from their first year in high school to their second year on a norm referenced mathematics test. Each cohort consists of those students who took a norm-referenced mathematics test in their second year of high school in 2009-10 and also have a score from their first year in 2008-09. It includes students who repeated the grade. The criterion for achieving this measure is for the cohort to reduce by half the difference between average NCE in 2008-09 and the 50th NCE in 2009-10. If a cohort has already achieved an average NCE of 50 in 2009-10, it is expected to show some positive growth in the subsequent year.

GTHCS administered The Terra Nova 3 and the Scantron Performance Series, both nationally norm referenced standardized testing products. Additionally, the Scantron Performance was given three times; in fall, in winter and spring.

We examined Normal Curve Equivalent (NCE) scores on the Terra Nova 3 & Scantron Performance Math tests. An NCE score of 50 is thought to be “at grade level.” NCE scores are helpful because they can be averaged for a group and make it very simple to see if a group is improving between test administrations. The below table displays GTHCS average NCE scores for the Terra Nova 3 Math subtest given in spring 2009 & 2010. The second table illustrates Scantron Performance math results.

Results

The test results were mixed due to varying levels of effort that we suspect were due to the students being worn out from testing. The 10th grade students (2008 Cohort) who took the test in both Spring 2009 & Spring 2010 did not improve their group performance. Rather, the average NCE dropped 8 points from a 41 in 2009 to a 33 in 2010. However, the students’ performance improved on the Scantron test from an NCE of 36 in 2009 to a 40 in 2010.

First to Second Year Cohort Growth on the Terra Nova 3 - Math Test

Cohort Designation	Number in Cohort	Average NCE			Target Achieved
		First Year Baseline	Second Year Target	Second Year Result	
2008	47	41	45.5	33	NO

First to Second Year Cohort Growth on the Scantron Performance - Math Test

Cohort Designation	Number in Cohort	Average NCE			Target Achieved
		First Year Baseline	Second Year Target	Second Year Result	

2008	47	36	43	40	NO
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Evaluation

This outcome measure has not been met by GTHCS.

Student performance on the Terra Nova 3 declined over the course of the year. We do not believe the performance on the Terra Nova 3 is valid, as many students did not take the test seriously. We have evidence to suggest that many arbitrarily bubbled in answers without even reading the questions. Many of our students were worn out over testing as we gave them the Terra Nova, Scantron Performance Series, Regents and Final Exams within a 3 week testing window. Students also reported not trying as hard on the test, as it did not really matter to them as much as the Regents.

We think the Scantron Performance test performance is a more valid measurement of student growth for the 2009-10 school year. This was the first assessment given during the end of year testing window. Student performance increased in math, but not quite enough to meeting the expectation for growth over one school year.

**Cohort Performance on the Scantron Performance Math Test
by School Year**

School Year	Cohort met target?
2009-10	NO

Summary of the Mathematics Goal

GTHCS students made some great progress in mathematics in 2009-10. Although we do not yet have a fourth year cohort, greater than 70% of our 2008 and 2009 cohort have passed a NYS Math Regents exam. The GTH students are outperforming the fourth year 2005 Cohort from Albany City Schools in math by a large margin (18+ percentage points). Regarding the growth measure, the 2008 Cohort students made progress in math based on the Scantron Performance Series, but unfortunately fell short of the target and failed to achieve this measure. As a group, the average NCE score on the Scantron Performance test went from a 36 in 2009 to a 40 in 2010; thus not achieving the measure of reducing the gap by half to an NCE score of 50.

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.	Not Applicable; Making Progress
Absolute	Each year, the Performance Index (PI) on the Regents mathematics exams 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.	Not Applicable
Comparative	Each year, the percent to students in the high school Accountability Cohort passing a Regents mathematics exam with a score of 65 or above will exceed that of the high school accountability cohort from the local school district.	Not Applicable; Current Data Shows GTHCS Outperforming Albany CSD
Growth	Each year, the group of students in their second year of high school who have taken a norm-referenced reading 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 have already achieved an NCE of 50 in the previous year will show an increase in their average NCE.	Not Achieved

Action Plan

Green Tech High already has a number of interventions in place to meet the needs of students at risk of performing below the expectations of NYS. Some of the current interventions include:

Response to Intervention

- All students are diagnosed via Scantron Performance Assessment upon enrollment in order to determine placement within the 3 tiered Response to Intervention Program.
- All students are instructed at grade appropriate levels in each CORE content area. Students testing below a specific cut score (2850 for ELA; 2650 for Mathematics; and 2650 for Language) are placed in tier 2 integrated lab classes for ELA and/or Mathematics. All lab classes are flexibly grouped to facilitate false positives.
- Students with IEPs receive resource support as a tier 3 intervention, in addition to being placed in inclusion class settings for their CORE subject areas.

Regents Prep Tutoring

- All students at risk of failing a Regent Exam in any of the CORE subject areas are recommended for participation in the school's free afterschool Regents Prep Tutoring Sessions. The sessions are offered twice weekly for each CORE area.
- Beginning in 2010-11, we will offer Saturday Regents Preparatory Classes.

SCIENCE

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 administers multiple high school science assessments; current Regent exams are Living Environment, Earth Science, Chemistry and Physics. The school administered Living Environment, Chemistry and Physics. Regents are scored on a scale from 0 to 100, and 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; once they passed a science exam, their performance on subsequent exams did not affect their status as passing. Students had until the summer of their fourth year to pass a science exam.

Results

Green Tech High does not yet have students in their fourth year. However, 95 percent of the 2008 Cohort and 60 percent of the 2009 Cohort have passed a Science Regents exam with a score of 65 or higher.

Science Regents Performance Level and Passing Rate by Fourth Year Accountability Cohort⁸

Cohort Designation	Number in Cohort	Percent at Each Level				Percent Passing
		Level 1	Level 2	Level 3	Level 4	
2008	47	2	4	91	4	95
2009	81	16	7	54	6	60

Evaluation

We made progress towards this measure. As of year two in operation, 95 percent of our first cohort group have met the measure and passed a Science Regents exam with a score of 65 or higher. 60 percent of our 2009 Cohort have met the target and passed a Science Regents. It should also be noted that 17 percent of the 2009 Cohort group have not attempted a Science Regents yet. We are dedicated to ensuring all our students meet this measure by their fourth year.

⁸ Based on the highest score for each student on any science Regents exam

Additional Evidence

As seen in the table below, both the 2008 & 2009 Cohort groups are making steady progress year to year toward this absolute measure in science.

Science Regents Passing Rate by Cohort and Year

Cohort Designation	2006-07		2007-08		2008-09		2009-10	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2008					78	48	47	95
2009							81	60

Goal 3: Comparative Measure

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

Method

The performance of students in their fourth year in the charter school Accountability Cohort is compared 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 most recently available district results are presented.

Results

GTHCS does not yet have a fourth year Accountability Cohort. However, the percent of our current cohort groups' passing a Science Regents with at least a 65 exceeds the local district scores from 2009. 2010 results have not been made public as of yet. The table below includes the most recent district data, which is the percent of students who passed a Regents Science assessment after four years, compared to our student success rate after one or two years.

**Science Passing Rate
of Accountability Cohorts by Charter School and School District**

Cohort	Green Tech High Charter School		Albany City School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2005			36	718
2006				
2007				
2008	47	95		
2009	81	60		

Evaluation

We made progress towards this measure. According to the most recent data available, GTHCS is outperforming Albany City Schools based on the Science Regents exams. A far greater percentage of Green Tech High students who have completed their first (60%) and second year (95%) of high school have scored at least a 65 on a Science Regents examination. Only 36 percent of the 2005 Cohort from Albany City School District passed a Science Regents by the completion of their fourth year. We are dedicated to ensuring that our students continue to outperform the local district.

Summary of the Science Goal

GTHCS students made some great progress in science in 2009-10. Although we do not yet have a fourth year cohort, 95% of our 2008 and 60% of the 2009 Cohort have passed a NYS Science Regents exam. The GTH students are outperforming the fourth year 2005 Cohort from Albany City Schools in science by a large margin (24+ percentage points).

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.	Not Applicable; Making Progress
Comparative	Each year, the percent to students in the high school Accountability Cohort passing a Regents Science exam with a score of 65 or above will exceed that of the high school Accountability Cohort from the local school district.	Not Applicable; Current Data Shows GTHCS Outperforming Albany CSD

Action Plan

Green Tech High already has a number of interventions in place to meet the needs of students at risk of performing below the expectations of NYS. Regents Prep Tutoring is offered. All students at risk of failing a Regent Exam in any of the CORE subject areas are recommended for participation in the school’s free afterschool Regents Prep Tutoring Sessions. The sessions are offered twice weekly for each CORE area. Beginning in 2010-11, we will offer Saturday Regents Preparatory Classes.

SOCIAL STUDIES

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 U.S. 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 passed it, performance on subsequent administrations of the same exam did not affect their status as passing. Cohorts are labeled by the year in which the students entered the 9th grade, and in 2008-09 the 2004 Cohort finished its fourth year.

Results

Green Tech High does not yet have students in their fourth year. However, 69 percent of the 2008 Cohort and 63 percent of the 2009 Cohort have passed the U.S. History Regents exam with a score of 65 or higher.

U.S. History Regents Performance Level and Passing Rate by Fourth Year Accountability Cohort

Cohort Designation	Number in Cohort	Percent at Each Level				Percent Passing
		Level 1	Level 2	Level 3	Level 4	
2008	47	27	4	56	13	69
2009	81	31	6	42	21	63

Evaluation

We made progress towards this measure. As of year two in operation, 69 percent of our first cohort group have met the measure and passed the U.S. History Regents exam with a score of 65 or higher. 63 percent of our 2009 Cohort have met the target and passed the assessment. We are dedicated to ensuring all our students meet this measure by their fourth year.

Regents U.S. History Passing Rate by Accountability Cohort and Year

Cohort Designation	2006-07		2007-08		2008-09		2009-10	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2008					78	42	47	69
2009							81	63

Goal 4: Comparative Measure

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

Method

The performance of students in their fourth year in the charter school Accountability Cohort is compared 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 most recently available district results are presented.

Results

GTHCS does not yet have a fourth year Accountability Cohort. However, the percent of our current cohort groups’ passing the U.S. History Regents with at least a 65 exceeds the local district scores from 2009; the 2005 Cohort group. 2010 results have not been made public as of yet. The table below includes the most recent district data, which is the percent of students who passed a U.S. History Regents assessment after four years, compared to our student success rate after one or two years.

**U.S. History Passing Rate
of Accountability Cohorts by Charter School and School District**

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2005			30	718
2006				
2007				
2008	69	47		
2009	63	81		

Evaluation

We made progress towards this measure. According to the most recent data available, GTHCS is outperforming Albany City Schools based on the U.S. History Regents exam results. A far greater percentage of Green Tech High students who have completed their first (63%) and second year (69%) of high school have scored at least a 65 on the U.S. History Regents examination. Only 30 percent of the 2005 Cohort from Albany City School District passed a U.S. History Regents by the completion of their fourth year. We are dedicated to ensuring that our students continue to outperform the local district.

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.

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 passed it, performance on subsequent administrations of the same exam did not affect their status as passing. Cohorts are labeled by the year in which the students entered the 9th grade, and in 2009-10 the 2006 Cohort finished its fourth year.

Results

GTHCS opened in 2008, therefore there is not a fourth year accountability cohort. We have not administered the Global History exam yet.

Global History Regents Performance Level and Passing Rate by Fourth Year Accountability Cohort

Cohort Designation	Number in Cohort	Percent at Each Level				Percent Passing
		Level 1	Level 2	Level 3	Level 4	
2008	NA					
2009						

Evaluation

Not Applicable.

Additional Evidence

Not Applicable.

Regents Global History Passing Rate by Accountability Cohort and Year

Cohort Designation	2006-07		2007-08		2008-09		2009-10	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2008					NA	NA	NA	NA
2009							NA	NA

Goal 4: Comparative Measure

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

Method

The performance of students in their fourth year in the charter school Accountability Cohort is compared 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 most recently available district results are presented.

Results

GTHCS opened in 2008, and has not yet administered the Global History Regents examination.

**Global History Passing Rate
of Accountability Cohorts by Charter School and School District**

Cohort	GTHCS		Albany City School District	
	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort
2008	NA			
2009				

Evaluation

Not Applicable.

Additional Evidence

Not Applicable.

Summary of the Social Studies Goal

GTHCS students made some great progress in social studies in 2009-10. Although we do not yet have a fourth year cohort, 69% of our 2008 and 63% of the 2009 Cohort have passed the NYS U.S. History Regents exam. The GTH students are outperforming the fourth year 2005 Cohort from Albany City Schools in science by a large margin (33+ percentage points). As a second year school, GTH has not yet administered the Global History exam.

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.	Not Applicable; Making Progress
Comparative	Each year, the percent to students in the high school Accountability Cohort passing the Regents U.S. History exam with a score of 65 or above will exceed that of the high school Accountability Cohort from the local school district.	Not Applicable; Current Data Shows GTHCS Outperforming Albany CSD
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.	Not Applicable
Comparative	Each year, the percent to students in the high school Accountability Cohort passing the Regents Global History exam with a score of 65 or above will exceed that of the high school Accountability Cohort from the local school district.	Not Applicable

Action Plan

Green Tech High already has a number of interventions in place to meet the needs of students at risk of performing below the expectations of NYS. Regents Prep Tutoring is offered. All students at risk of failing a Regent Exam in any of the CORE subject areas are recommended for participation in the school’s free afterschool Regents Prep Tutoring Sessions. The sessions are offered twice weekly for each CORE area. Beginning in 2010-11, we will offer Saturday Regents Preparatory Classes.

GOAL 5: HIGH SCHOOL GRADUATION

All graduating Green Tech High Charter School students will be accepted into at least one institution of higher learning.

Goal 5: Absolute Measure 1

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.

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, 75 percent of students in each cohort are promoted to the next grade by the end of August.

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.

Results

Ninety-five percent of students in the 2009 graduation cohort passed their core academic subjects by the end of August and were promoted.

Ninety-six percent of students in the 2008 graduation cohort passed their core academic subjects by the end of August and were promoted.

Percent of Students Promoted by Cohort in 2009-10

Cohort Designation	Number in Cohort	Percent promoted
2008	47	96
2009	81	95

Evaluation

This outcome measure has been met by GTHCS.

Green Tech High has a very clear expectations and requirements for what is necessary for students to be promoted to the next grade. 96% of the 2008 Cohort group was promoted to the next grade. 95% of the 2009 Cohort group advanced as well.

Goal 5: Absolute Measure 2

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

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 2010, the 2008 Cohort will have completed its second year.

Results

60 percent of the 2008 Cohort, 2009-10 10th graders, have passed at least three different NYS Regents exams.

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

Cohort Designation	Number in Cohort	Percent Passing Three Regents
2008	47	60

Evaluation

This outcome measure has not been met by GTHCS.

Of the 47 students who completed a second year at GTHCS, 60% passed three Regents exams. We are dedicated to ensuring that the students are offered more remedial services to provide better opportunities to achieve success on the Regents exams.

Goal 5: Absolute Measure 3

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

This measure examines students in the high school Graduation Cohort who enter the 9th grade in the same year and graduate four years later. In 2009-10 the 2006 Cohort completed its fourth year of high school. At a minimum, these students have passed five Regents exams in English language arts, mathematics, science, U.S. History and Global History. Students had until the summer of their fourth year to complete their graduation requirements.

Results

GTHCS opened in 2008, therefore there is not a fourth year accountability cohort.

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

Cohort Designation	Number in Cohort	Percent Graduating
2008	NA	NA
2009	NA	NA

Evaluation

Not Applicable.

Additional Evidence

Not Applicable.

Goal 5: Absolute Measure 4

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

This measure examines students in the high school Graduation Cohort who enter the 9th grade in the same year and graduate four years later. In 2009-10 the 2005 Cohort completed its fifth year of high school. At a minimum, these students have passed five Regents exams in English language arts, mathematics, science, U.S. History and Global History.

Results

Not Applicable.

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

Cohort Designation	Number in Cohort	Percent Graduating
2008	NA	NA
2009	NA	NA

Evaluation

Not Applicable.

Additional Evidence

Not Applicable.

Goal 5: Comparative Measure 1

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

The graduation rate of students completing their fourth year in the charter school accountability cohort is compared 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, district results for the current year are generally not available at this time.

Results

Not Applicable.

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

Cohort Designation	GTHCS		Albany City School District	
	Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating
2008	NA	NA	NA	NA
2009	NA	NA	NA	NA

Evaluation

Not Applicable.

Additional Evidence

Not Applicable.

Summary of High School Graduation Goal

Green Tech High is proud of our students who worked hard and are in the progress of completing the requirements to graduate from high school. Far greater than the 75% target of students were promoted to the next grade. 95% of the 2009 Cohort and 96% of the 2008 Cohort were promoted to the next grade. Unfortunately, our students in their second year did not meet the mark of 75% passing three Regents exams. 60 percent passed three different Regents exams by the end of their second year. As a second year school, we do not have graduation data yet.

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.	Did Not Achieve
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.	Not Applicable
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.	Not Applicable
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.	Not Applicable

Action Plan

We at GTHCS are dedicated to ensuring our students meet the measures we have set out for them; graduation from high school being the most important goal. Beginning in 2010-11, we will offer Saturday Regents Preparatory Classes. These classes are planned to prepare students to do well on the Regents exams. We are confident that the remediation offered will increase the number of students passing Regents exams and at least 75% of second year students will pass 3 exams with a 65 or greater.

GOAL 6: COLLEGE PREPARATION

All graduating Green Tech High Charter School students will be accepted into at least one institution of higher learning.

Goal 6: Absolute Measure 1

All Green Tech Charter High School students will take at least one AP course in their Junior or Senior year and of the students in the Accountability Cohort, 50% will receive a 3 or higher on the AP exam.

Method

Not Applicable.

Results

Not Applicable.

Goal 6: Absolute Measure 2

Each year, 75 percent of graduating students will attend a 2- or 4-year college/university.

Method

Not Applicable.

Results

Not Applicable.

Goal 6: Comparative Measure 1

Each year, the average performance of students in the 10th 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. Students receive a scale score in critical reading, writing and mathematics. Scale scores range from 200 to 800 on each subsection with 1800 as the highest possible score. As students may choose to take the test multiple times during the year, only the highest scores on each subsection are considered when reporting on this measure. This year, school averages are compared to the national average for all 10th grade (sophomore) test takers in the given year.

Results

The GTHCS grade 10 students performed 10 points lower than the national average in both reading and math.

10th Grade PSAT Performance by School Year

School Year	Number of Students in the 10 th Grade	Number of Students Tested	Critical Reading		Mathematics	
			School	National Average	School	National Average
2009-10	47	47	32	42	33	43

Evaluation

This outcome measure has not been met by GTHCS.

Unfortunately, our 10th grade students did not meet the national average on the PSAT exam. There is a 10 point discrepancy between the national average and the GTHCS performance on both reading and math.

Goal 6: Comparative Measure 2

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

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

Not Applicable.

Results

Not Applicable.

12th Grade SAT/ACT Performance by School Year

School Year	Number of Students in the 12 th Grade	Number of Students Tested	Reading		Mathematics	
			School	New York State	School	New York State
2009-10	0					

Evaluation

Not Applicable.

Additional Evidence

Not Applicable.

Goal 6: School Created College Prep Growth Measure

All students will take the PSATs in 10th and 11th grade. Each student will take the SATs in the spring of his junior year and is encouraged to take the test a second time as a senior. The average SAT score will rise 75 points per test (75 points on math, verbal and writing) between their 10th grade PSAT attempt to the 11th grade SAT. Cumulatively, on average, student SAT scores will be 225 points higher than those same students' PSAT scores.

Method

Not Applicable.

Results

Not Applicable.

Evaluation

Not Applicable

Summary of College Preparation Goal

Of the five college preparatory measures in the GTHCS Accountability Plan, only one is applicable to the school at this point in time. The highest grade enrolled in 2010 was grade 10. The 2008 Cohort did not achieve the PSAT comparative measure.

Type	Measure	Outcome
Absolute	All Green Tech Charter High School students will take at least one AP course in their Junior or Senior year and of the students in the Accountability Cohort, 50% will receive a 3 or higher on the AP exam.	Not Applicable
Absolute	Each year, 75 percent of graduating students will attend a 2- or 4-year college/university.	Not Applicable
Comparative	Each year, the average performance of students in the 10 th grade will exceed the state average on the PSAT test in Critical Reading and Mathematics.	Did Not Achieve
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.	Not Applicable
Growth	All students will take the PSATs in 10 th and 11 th grade. Each student will take the SATs in the spring of his junior year and is encouraged to take the test a second time as a senior. The average SAT score will rise 75 points per test (75 points on math, verbal and writing) between their 10 th grade PSAT attempt to the 11 th grade SAT. Cumulatively, on average, student SAT scores will be 225 points higher than those same students' PSAT scores.	Not Applicable

Action Plan

GTHCS is dedicated to ensuring students are prepared for the next step in their educational careers. Additional interventions will be put in place to improve scores on the college readiness exams. In 2010-11, PSAT and SAT Prep classes will be offered for our students to better prepare them for the exams, improve performance and meet the measure next year.