

**GREEN TECH HIGH
CHARTER SCHOOL**

**2010-11 ACCOUNTABILITY
PLAN
PROGRESS REPORT**

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John Taylor prepared this 2010-11 Accountability Progress Report on behalf of the school's board of trustees:

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INTRODUCTION

Albany’s youths are confronted with challenges that impact their academic performance and place them at high risk engaging in unhealthy, dangerous and anti-social behavior. According to the *Albany Youth Risk Indicator Trends* report (*PRISMS 2005 Albany County Youth Risk Profile*), youth in Albany County are at much higher-than-average risk of engaging in and suffering negative consequences from unlawful or unhealthy behaviors.¹ The report cited several community and youth risk indicators, including:

Indicator	Rate in Contrast w/NYS average²
<i>Violence and Crime in the Community</i>	
Violent crime arrests	1.6 times the NYS average
Homicide rate	Twice the NYS average
Property crime arrests	1.6 times the NYS average
Youth violent crime arrests	1.3 times the NYS average
Youth property crime arrests	1.5 times the NYS average
Youth designated PINS	1.5 times the NYS average
Youth in custody of OCFS	1.6 times the NYS average
<i>School Conduct</i>	
Daily absenteeism rate	1.1 times the NYS average
Student suspension rate	1.5 times the NYS average

¹ Albany County is comprised of the City of Albany, a few smaller cities and several suburban communities. Risk indicators in the City of Albany are even higher than those in the County.

² Rate is determined by contrasting the number of incidents Per 10,000 residents or resident youths in Albany County with the average number of incidents per 10,000 residents or resident youths in NYS.

Indicator	Rate in Contrast w/NYS average
<i>Youth Behavioral Factors</i>	
Teenage pregnancy	1.1 times the NYS average
Teenage abortions	1.4 times the NYS average
Youth hospital diagnoses of STDs	4.8 times the NYS average
Youth DWI arrests	1.1 times the NYS average
Youth probation cases: court mandates for alcohol-related reasons	1.7 times the NYS average
Youth in state alcohol treatment programs	1.6 times the NYS average
Youth drug arrests	1.8 times the NYS average
Youth probation cases: court mandates for drugs	1.9 times the NYS average
Youth in state drug treatment programs	1.2 times the NYS average
<i>Family Dysfunction</i>	
Foster care admissions	1.6 times the NYS average
Children in foster care	1.9 times the NYS average
Child protective service preventive service openings and child protective service indicated cases	1.6 times the NYS average
Child protective service mandated reports	1.7 times the NYS average
Child protective service total reports received	1.5 times the NYS average

To make matters worse, two of the three Albany’s traditional public middle schools and Albany High School are in restructuring, under NCLB. The average state test pass rate across the three middle schools serving 8th grade minority students is 43 percent and 51 percent, reading and math respectively. This is the canvas on which Green Tech Charter High School for Boys was crafted.

Green Tech High Charter School (GTHCS) opened its doors in August 2008. Green Tech High is an all-male high school with an intensive focus on college preparation. GTH provides 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
• 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
2010-11	118	95	52		265

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 2007 state Accountability Cohort is comprised of students who entered the 9th grade in the 2007-08 school year, were enrolled in the school on the state’s annual enrollment-determination day (BEDS day) in the 2010-11 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>)

The following table indicates the number of students in Accountability Cohorts who are 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 30 th
2011-12	2008-09	2008	NA	NA	NA
2012-13	2009-10	2009	NA	NA	NA
2013-14	2010-11	2010	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 ³ (b)	Graduation Cohort (a) + (b)
2011-12	2008-09	2008	NA	NA	NA
2012-13	2009-10	2009	NA	NA	NA
2013-14	2010-11	2010	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 ⁴ (b)	Graduation Cohort (a) + (b)
2012-13	2008-09	2008	NA	NA	NA
2013-14	2009-10	2009	NA	NA	NA
2014-15	2010-11	2010	NA	NA	NA

³ Number of students who had been enrolled for at least five months prior to leaving the school and who were discharged for unacceptable reasons.

⁴ Number of students who had been enrolled for at least five months prior to leaving the school and who were discharged for unacceptable reasons

Goal 1: ENGLISH LANGUAGE ARTS
 Green Tech High Charter School students will become proficient readers and writers of the English language.

Goal 1: Absolute Measure
 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

The school administered 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 third year in 2010-11 educating only students in grades 9 through 11. 10. The New York State Regents exam was administered in both January and June. 50 students in the 2008 Accountability Cohort were tested with 82 percent scoring at levels 3 and 4. 26 students in the 2009 Accountability Cohort were tested and 100 percent achieved levels 3 and 4.

English 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	58 (50 Tested)	4	14	62	20	82
2009	95 (26 Tested)	0	0	73	27	100
2010						

Evaluation

This outcome measure has been met by the 2008 Accountability Cohort in only their third year in the cohort. Although the 2008 Accountability Cohort will not be in its fourth year until 2011-12, they made excellent gains and achieved this outcome measure with 82 percent of those students tested scoring at levels 3 and 4.

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

Additional Evidence

Green Tech High administered the NYS Comprehensive English Regents exam in 2011 for the first time. Although, the first accountability cohort group (2008) to reach its fourth year will do so in 2012, students who have taken the exam performed well thus far. As shown in the table below, 71 percent of the 2008 Accountability Cohort Group and 27 percent of the 2009 Group have passed the English Regents exam.

English Regents Passing Rate by Cohort and Year

Cohort Designation	2007-08		2008-09		2009-10		2010-11	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2008					NA	NA	58	71
2009					NA	NA	95	27
2010							118	0

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 2010-2011 is 183. 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 third year in 2010-11 educating only students in grades 9 -11. The first accountability cohort reached grade 11 and took the English Regents exam. Although, the measure examines students completing their fourth year, we would like to provide evidence that the 2008 Accountability Cohort is making great progress toward achieving this measure. Of the 50 out of 58 students tested on the NYS English Regents exam, 82% performed at levels 3 and 4, which calculates to a Performance Index of 178.

**English Language Arts Performance Index (PI)
of 2008 High School Accountability Cohort**

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
58 (50 Tested)	4	14	62	20

$$\begin{array}{rcccccccc}
 \text{PI} & = & 14 & + & 62 & + & 20 & = & 96 \\
 & & & & 62 & + & 20 & = & \underline{82} \\
 & & & & & & \text{PI} & = & 178
 \end{array}$$

Evaluation

The GTHCS 2008 Accountability Cohort students who have taken the NYS English Regents are making progress toward achieving this measure in their third year. 50 of the 58 students in the cohort group have passed the NYS English Regents, which calculates to a Performance Index of 178, which is just 5 points below the Annual Measurable Objective of 183 for 2010-11.

Additional Evidence

2010-11 marks the first school year that Green Tech High administered the NYS Comprehensive English Exam.

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						159	
2004						165	
2005						171	
2006						177	
2007						183	
2008	58 (50 Tested)	4	14	62	20	178	

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

Of the 50 students in the 2008 Accountability Cohort tested, 82 percent passed the NYS Comprehensive English Regents examination. Of the 26 students in the 2009 Accountability Cohort tested, 100 percent passed.

**English Regents 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
2006			52	703
2007			TBD	TBD
2008	71	58		
	82	(50 Tested)		
2009	27	95		
	100	(26 Tested)		

Evaluation

This outcome measure has not been met by GTHCS. Although it is impossible to determine at this point whether this comparative measure has been met, we are hopeful that the students in both the 2008 and 2009 Accountability Cohorts will outscore the local school district based on the most recent results. The spring 2011 results have not been made public yet for the district, but in 2010 52 percent of the 2006 Accountability Cohort passed the NYS English Regents. Of the GTH students that have taken the NYS English Regents, 82 percent of the 2008 Cohort and 100 percent of the 2009 Cohort have passed.

Additional Evidence

Because 2010-11 was the first school year that GTH administered the NYS Comprehensive English Regents exam, there are no trends over time to report.

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 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 2009-10 and the 50th NCE in 2010-11. 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, a nationally norm referenced standardized testing product. We examined Normal Curve Equivalent (NCE) scores on the Terra Nova 3 Reading test given to the same students two years in a row, regardless of whether or not they were retained in ninth grade. 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 2010 & 2011 grade students in their first and second years of high school.

Results

There were 60 students in their second year of high school at GTHCS in ninth and tenth grade who had a Terra Nova 3 Reading test score in the spring of 2010 and 2011. The mean NCE score for the cohort was 45.8 in 2010 and dipped slightly to 43 in 2011.

First to Second Year Cohort Growth on the Terra Nova 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
2009	60	45.8	47.9	43	NO

Evaluation

This outcome measure has not been met by GTHCS. Although the 2009 cohort group performed better in the second year than the 2008 cohort group, the target was not met. In spring 2010, the mean NCE score on the Terra Nova 3 Reading test was 45.8. The second year target was to get halfway to 50, which was 47.9. Unfortunately, the groups mean NCE score fell to 43. Again this year, we question whether the students put forth their best effort on these assessments. The students report that they do not take these tests seriously because the results do not count

towards their GPA. The test is also given at the end of the school year when the students are ready for a break.

Additional Evidence

The Terra Nova 3 Reading subtest was given to second year high school students in 2010 and 2011. Neither group met the target of halving the mean NCE score gap to 50. We believe the students do not value this assessment and do not perform to the best of their ability on it.

**Cohort Performance on the Terra Nova 3 Reading Test
by School Year**

School Year	Cohort met target?
2009-10	NO
2010-11	NO

Summary of the English Language Arts Goal

As a third year high school charter school, GTHCS is making progress toward achieving the outcome measures based on the four year cohort students. 82 percent of the students who took the NYS English Regents in the 2008 Accountability Cohort passed it. The PI for the group this year was 178 and we expect the cohort to meet the AMO in their fourth year (2012). 71 percent of the total cohort, which includes those students not yet tested, has passed the NYS English Regents by their third year, which is higher than the 2010 fourth year cohort at the local district (52%). Unfortunately, the second year high school students did not achieve the outcome measure on the Terra Nova 3 Reading test. Rather than halving the gap to a mean NCE of 50, the group’s mean NCE dropped by 2.8. Our students report that they do not apply themselves on this test because the results do not influence their GPA.

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.	Achieved
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.	Making Progress, but Not Applicable this year
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 will exceed that of the high school Accountability Cohort from the local school district.	Achieved (based on most recent data)
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.	Did Not Achieve

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 recommendation for participation in the school’s free afterschool Regents Prep Tutoring Sessions. The sessions are offered twice weekly for each CORE area.
- We will offer Saturday Regents Preparatory Classes.

Goal 2: Mathematics

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

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.

Background

Trends in the Initial Mathematics Skills of Students Enrolling at GTHCS and their Impact on Student Performance

Green Tech brought in its first class in the fall of 2008, and has now brought in four years of students. Each year, the school uses Scantron's Performance Series system to assess reading and math skill levels of incoming freshmen. This information is used to determine appropriate placements and target remedial services to students whose skills show the greatest need for improvement. However, this data can also be used to describe the changing pattern in students enrolling at Green Tech.

Of primary interest in this situation is the comparison from one year to the next. In June of 2009, the Albany charter middle schools graduated their first cohort. The change in the score distribution in 2009 was obvious. Green Tech brought in a cohort that better prepared by more effective middle school.

The intake testing results for the following year dropped. With the closing of Harriet Gibbons High School in the Albany City School District, students who had failed to graduate from middle school were no longer assigned to an alternative program. This impacted GTHCS and led to an increase in enrollment of students who had not been successful in middle school and were not ready for a challenging, college-prep environment.

As Green Tech's reputation for high standards and intensive support spread through the capital district, more and more students sought to enroll. In the fall of 2011 the middle of the score distribution shifted upward, but a significant number of low performing students were still represented. This trend is complex, but we have concluded that there are circumstances within the educational community that affect the types of students who enroll at GTHC. Based on the incoming student math skills data, over time, the distribution of students enrolling at GTH is stabilizing. This can, in part, explain the difference between the highly variable Regents results in the first cohort as compared to the later cohorts.

To summarize, the students who have enrolled at GHT over the first few years is varied and their performance on assessments, not only math, has been varied as well. The school continues to evolve, by its growing grades, coursework and the students enrolling each year. The leadership and staff analyze these trends and acts to accommodate the student needs each year.

Method

The school administered the New York State Regents Geometry, Integrated Algebra and Algebra 2 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 Second and Third Year Accountability Cohort⁸

Cohort Designation	Number in Cohort	Percent at Each Level ⁹				Percent Passing ¹⁰
		Level 1	Level 2	Level 3	Level 4	
2008	58 (57 Tested)	0	11	88	2	90
2009	95 (88 Tested)	3	14	82	1	83

Evaluation

This outcome measure has been met by GTHCS. As of year three in operation, 90 percent of our first cohort group who have taken a Math Regents Exam have met the measure and passed with a score of 65 or higher. 83 percent of our 2009 Cohort who have taken a NYS Math Regents have met the target.

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

⁹ 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.

¹⁰ With a score of at least 65

Additional Evidence

The below table provides percentages for the total Accountability Cohort, rather than just the percentage of those tested.

Regents Mathematics Passing Rate by Cohort and Year

Cohort Designation	2007-08		2008-09		2009-10		2010-11	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2005								
2006								
2007								
2008			78	26	47	70	58	88
2009					81	72	95	77
2010							118	70

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 2010-11 is 180. 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

Of the 57 out of 58 students in the 2008 Accountability Cohort Group who have taken a NYS Mathematics Regents exam, 90% have achieved a level 3 or 4. With the other 11 percent achieving level 2, the group’s Performance Index is 190.

**Mathematics Performance Index (PI)
of 2008 High School Accountability Cohort**

Cohort Size	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
58 (57 Tested)	0	11	88	2

$$\begin{array}{rcccccccl}
 \text{PI} & = & 11 & + & 88 & + & 2 & = & 100 \\
 & & & & 88 & + & 2 & = & \underline{90} \\
 & & & & & & \text{PI} & = & 190
 \end{array}$$

Evaluation

This outcome measure has been met by GTHCS. Although Green Tech High has not yet had a fourth year Accountability Cohort Group, we have examined how the 2008 group has done in its third year. The 2008 Accountability Cohort Group has exceeded the 2010-11 Annual Measurable Objective (AMO) of 180 with a Performance Index (PI) of 190.

Additional Evidence

Students in the 2008 Accountability Cohort have achieved a PI of 190 in only their third year in the cohort, surpassing the AMO for students in their fourth year for 2010-11.

**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						153	
2004						159	
2005						165	
2006						173	
2007						180	
2008	58 (57)	0	11	88	2	190	

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 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 2010. 2011 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 two or three years. After four years in the Accountability Cohort (2006), 51 percent of local district students passed a NYS Math Regents exam by 2010 compared to the GTH students’ 88% (2008), 77% (2009) and 70% (2010).

**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
2006			51	703
2007				
2008	88 (90)	58 (57 Tested)		
2009	77 (83)	95 (88 Tested)		
2010	70 (77)	118 (99 Tested)		

Evaluation

This outcome measure has been met by GTHCS. According to the most recent data available, GTHCS is outperforming Albany City Schools on the NYS Math Regents exams. The Accountability Cohort groups from 2008, 2009 and 2010 have already exceeded the passing rate of the 2006 Cohort group from the local district. 88 percent of the 2008 Cohort have passed a math regents, 77 percent of the 2009 Cohort and 70 percent of the 2010 Cohort passed. We are dedicated to ensuring that our students continue to outperform the local district.

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 2010-11 and also have a score from their first year in 2009-10. 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 2009-10 and the 50th NCE in 2010-11. If a cohort has already achieved an average NCE of 50 in 2010-11, it is expected to show some positive growth in the subsequent year.

GTHCS administered The Terra Nova 3, a nationally norm referenced standardized testing product.

We examined Normal Curve Equivalent (NCE) scores on the Terra Nova 3 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 Math subtest given in spring 2010 & 2011.

Results

There were 60 students in their second year of high school at GTHCS in ninth and tenth grade who had a Terra Nova 3 Reading test score in the spring of 2010 and 2011. The mean NCE score for the cohort was 45.8 in 2010 and dipped slightly to 43 in 2011.

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

Cohort Designation	Number in Cohort	Average NCE			Target Achieved
		First Year Baseline	Second Year Target	Second Year Result	
2008	47	41	45.5	30	NO
2009	62	43.4	46.7	44	NO

Evaluation

This outcome measure has not been met by GTHCS. Although the 2009 cohort group performed much better in the second year than the 2008 cohort group, the target was not met. In spring 2010, the mean NCE score on the Terra Nova 3 Math test was 43.4. The second year target was to get halfway to 50, which was 46.7. Unfortunately, the groups mean NCE score improved only to 44. Again this year, we question whether the students put forth their best effort on these assessments. The students report that they do not take these tests seriously and question why they are being asked to complete it.

Additional Evidence

The Terra Nova 3 Mathematics test was given to second year high school students in 2010 and 2011. Neither group met the target of halving the mean NCE score gap to 50. We believe the students do not value this assessment and do not perform to the best of their ability on it.

**Cohort Performance on the Terra Nova 3 Mathematics Test
by School Year**

School Year	Cohort met target?
2009-10	NO
2010-11	NO

Summary of the Mathematics Goal

GTHCS students made some great progress in mathematics in 2010-2011. Although we do not yet have a fourth year cohort, greater than 88% of our 2008 and 77% of the 2009 cohort have passed a NYS Math Regents exam. The third year cohort’s Performance Index exceeded the AMO of 180. The GTH students are outperforming the fourth year 2006 Cohort from Albany City Schools in math by a large margin (26+ percentage points). Regarding the growth measure, the 2009 Cohort students made slight progress in math based on the Terra Nova 3 Math test, but unfortunately fell short of the target and failed to achieve this measure.

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; the third year cohort achieved
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 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. We will offer Saturday Regents Preparatory Classes.

Goal 3: SCIENCE
 Green Tech High Charter School students will demonstrate competency in the understanding and application of scientific reasoning.

Goal 3: Absolute Measure
 Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents science exam by the completion of their fourth year in the cohort.

Method

New York State administers multiple high school science assessments; current Regent exams are Living Environment, Earth Science, Chemistry and Physics. The school administered Living Environment, Earth Science, Chemistry and Physics. 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, 93 percent of the 2008 Cohort and 91 percent of the 2009 Cohort that have been tested have passed a Science Regents exam with a score of 65 or higher.

Science Regents Performance Level and Passing Rate by Fourth Year Accountability Cohort¹¹

Cohort Designation	Number in Cohort	Percent at Each Level ¹²				Percent Passing ¹³
		Level 1	Level 2	Level 3	Level 4	
2008	58	2	3	86	7	93
2009	95 (79 Tested)	3	6	82	9	91 (of Tested)
2010	118 (84 Tested)	2	10	55	33	88 (of Tested)

Evaluation

This outcome measure has been met by GTHCS. As of year three in operation, 93 percent of our first cohort group have met the measure and passed a Science Regents exam with a score of 65 or higher. Of students tested, 91 percent of our 2009 Cohort have met the target and passed a Science Regents. Finally, of the 84 students in the 2010 Cohort that have taken a NYS Science Regents, 88 percent passed with a 65 or higher.

¹¹ Based on the highest score for each student on any science Regents exam

¹² 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.

¹³ With a score of at least 65

Additional Evidence

As seen in the table below, the 2008, 2009 and 2010 Cohort groups are making steady progress year to year toward this absolute measure in science. The percentages below are of the total cohort, not just those tested. The 2008 and 2009 groups have greater than 75% and already achieved the outcome measure in only their third and second year.

Science Regents Passing Rate by Cohort and Year

Cohort Designation	2007-08		2008-09		2009-10		2010-11	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2005								
2006								
2007								
2008			78	48	47	95	58	93
2009					81	60	95	76
2010							118	63

Goal 3: Comparative Measure
 Each year, the percent of 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 2010. 2011 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	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2005			36	718
2006			50	652
2007				
2008	93	58		
2009	76	95		
2010	63	118		

Evaluation

This outcome measure has been met by GTHCS. 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 year (63%), second year (76%) and third year (93%) of high school have scored at least a 65 on a Science Regents examination than the local district cohort after four years in high school in 2010. Only 50 percent of the 2006 Cohort from Albany City School District passed a Science Regents by the completion of their fourth year. The local district did improve from their 2009 rate of 36%.

Summary of the Science Goal

GTHCS students made some great progress in science in 2010-11. Although we do not yet have a fourth year cohort, 93% of the GTH 2008 Cohort has passed a NYS Science Regents exam by the completion of their third year. The GTH students are outperforming the fourth year 2006 Cohort from Albany City Schools in science by a large margin (43 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. We will offer Saturday Regents Preparatory Classes.

Goal 4: SOCIAL STUDIES
 Green Tech High Charter School students will understand, analyze and evaluate history and geography.

Goal 4: Absolute Measure
 Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents U.S. History exam by the completion of their fourth year in the cohort.

Method

New York State administers two high school social studies assessments: U.S. History and Global History. In order to graduate, students must pass both of these Regents exams with a score of 65 or higher. This measure requires students in each Accountability Cohort to pass the 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.

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	58 (51 Tested)	18	2	67	14	81
2009	95 (75 Tested)	27	5	48	20	68

Evaluation

GTHCS is making progress toward this measure. As of year three in operation, 81 percent of those tested in our first cohort group have met the measure and passed the U.S. History Regents exam with a score of 65 or higher. However, only 71% of the total cohort group has achieved a 65 on the NYS U.S. History Regents. 68 percent of those tested in our 2009 Cohort have met the target and passed the assessment. However, only 54% of the total cohort group has passed the test.

Additional Evidence

The 2008 Accountability Cohort Group has only completed its third year, but already 71% of the students have scored a 65 or better on the NYS U.S. History Regents.

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

Cohort Designation	2007-08		2008-09		2009-10		2010-11	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2005								
2006								
2007								
2008			78	42	47	69	2008	71
2009					81	63	2009	54
2010							2010	0

Goal 4: Comparative Measure

Each year, the percent of 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 2010; the 2006 Cohort group. 2011 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 two or three years. 71 percent of the GTHCS total 2008 Cohort and 54 percent of the total 2009 Cohort have passed the NYS U.S. History Regents exam with a 65 or higher, while 48% of the Albany City School District’s fourth year cohort in 2010 achieved a 65 plus on the exam.

**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			48	652
2007				
2008	71	58		
2009	54	95		

Evaluation

This outcome measure has been met by GTHCS. 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 second (54%) and third year (71%) of high school have scored at least a 65 on the U.S. History Regents examination. 48 percent of the 2006 Cohort from Albany City School District passed the U.S. History Regents by the completion of their fourth year.

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 2010-11 the 2007 Cohort finished its fourth year.

Results

Green Tech High administered the Global History Regents for the first time in 2011. Of the 46 tested students in the 2008 Accountability Cohort, 59 percent passed the exam with a score of 65 or higher. Of the 7 students tested in the 2009 Cohort, 43 percent achieved a 65 or higher.

**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	
2004						
2005						
2006						
2007						
2008	58 (46 Tested)	20	22	57	2	59
2009	95 (7 Tested)	43	14	43	0	43

Evaluation

GTHCS is making progress toward this goal. Of the Cohort groups who have taken the test, 47 percent of the 2008 group and 3 percent of the 2009 group have scored at least a 65 on the Global History Regents exam.

Additional Evidence

Although the 2008 Cohort students of GTHCS have not yet reached their fourth year, they are making steady progress toward achieving this measure, with 47 percent already having passed the Global History Regents exam.

Regents Global History Passing Rate by Accountability Cohort and Year

Cohort Designation	2007-08		2008-09		2009-10		2010-11	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2005								
2006								
2007								
2008			NA	NA	NA	NA	58	47
2009					NA	NA	95	3
2010							118	0

Goal 4: Comparative Measure

Each year, the percent of 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

The 2008 Accountability Cohort group has already surpassed the local Albany City School District’s 2010 Global History passing rate. 47 percent of Green Tech High students in their third year of high school have passed the Global History Regents, compared to 42% of Albany City School District’s fourth year cohort in 2010.

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

Cohort	Charter School		School District	
	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort
2003				
2004				
2005				
2006			42	652
2007				
2008	47	58		
2009	3	95		

Evaluation

This outcome measure has been met by GTHCS. According to the most recent data available, GTHCS is outperforming Albany City Schools based on the Global History Regents exam results. A greater percentage of Green Tech High students who have completed their third year (47%) of high school have scored at least a 65 on the Global History Regents examination. 42 percent of the 2006 Cohort from Albany City School District passed the Global History Regents by the completion of their fourth year compared to 47 percent on the 2008 GTHCS Cohort in 2011.

Summary of the Social Studies Goal

GTHCS students made some great progress in social studies in 2010-11. Although we do not yet have a fourth year cohort, 71% of our 2008 have passed the NYS U.S. History Regents exam. The GTH students are outperforming the fourth year 2006 Cohort from Albany City Schools on the U.S. History Regents by 23 percentage points. The GTH students are making progress toward the Global History measure with 47 percent of the 2008 cohort having already passed it in their third year, which is higher than the 2006 cohort from the local district (42%).

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; Current Data Shows GTHCS Outperforming Albany CSD

Action Plan

All students are expected to pass and obtain a Regents diploma by the end of the 4th year in the school program. Nonetheless, we anticipate that 5% of students will likely need a 5th year in the program to obtain a Regents diploma. GTH views the accountability measure of 75% passing state exams to be the minimum standard and is confident that all students pass the 5 mandatory Regents exams and will graduate from HS with a Regents diploma.

Towards that end, we have taken the following steps:

1. We have analyzed the data from the U.S. History and Global History exams and have done an extensive item analysis to determine the areas in which we need to focus remediation for students to prepare them for success on the exam.
2. We have evaluated and re-aligned our curriculum scope and sequence in U.S. History and Global history to better prepare students for success on the exam.
3. We have prioritized professional development for the Social Studies teachers to better instruct students and to strategically design instructional lessons to the standards and the schools' aligned curriculum maps. The focus is on more rigorous instruction and expecting all students to achieve to the highest levels of Blooms Taxonomy.
4. We have instituted mandatory Regents Prep for each exam twice weekly and on Saturday. Students will take the exam again in January and June of 2012.

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
 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

87 percent of students in the 2010 Graduation Cohort passed their core academic subjects by the end of August and were promoted.

95 percent of students in the 2009 Graduation Cohort passed their core academic subjects by the end of August and were promoted.

98 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 2010-11

Cohort Designation	Number in Cohort	Percent promoted
2007		
2008	58	98
2009	95	95
2010	118	87

Evaluation

Green Tech High has a very clear expectations and requirements for what is necessary for students to be promoted to the next grade. 98% of the 2008 Cohort group was promoted to the next grade. 95% of the 2009 Cohort group advanced as well. Finally, 87 % of the students in the 2010 Cohort group were advanced to the next grade level.

Goal 5: 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

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

53 percent of the 2009 Cohort, 2010-11 10th graders, has 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
2007		
2008	47	60
2009	95	53

Evaluation

This outcome measure has not been met by GTHCS. Of the 95 students who completed a second year at GTHCS, 53% passed three Regents exams that are required for graduation by the end of their second year. We are dedicated to ensuring that the students are offered more remedial services to provide better opportunities to achieve success on the Regents exams.

Students entering GTHCS as part of the 2008 cohort all came from one of three Albany Middle Schools whose 8th grade reading and math state test passing percentages collectively averaged 29 and 36 respectively.

Students entering GTHCS as part of the 2009 cohort mostly came from one of three Albany Middle Schools whose 8th grade reading and math state test passing percentages collectively averaged 43 and 51 respectively.

We anticipate that over time students will be better prepared for a high school curriculum and will require less remediation in grade nine. Nonetheless, we have demonstrated the ability to dramatically improve student performance over three years and anticipate that all students in attendance at GTHCS will graduate in four years with a Regents Diploma.

Goal 5: 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

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 2010-11 the 2007 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. Green Tech's Graduation requirements mirror the New York State requirements.

NYS Graduation Requirements for a Regents Diploma:

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

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

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

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

Regents Diploma with Advanced Designation:

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

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

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

Additional Requirement: 100 service learning hours

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
 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 2010-11 the 2006 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

Green Tech High does not have students in their fourth or fifth year yet.

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

Cohort Designation	Number in Cohort	Percent Graduating
2008		
2009		
2010		

Evaluation

Not Applicable.

Additional Evidence

Not Applicable.

Goal 5: 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

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

The Green Tech High’s first Graduation Cohort will complete its fourth year next year in 2011-2012.

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.

Summary of High School Graduation Goal

The only measure that is applicable to GTH this year is the absolute measure stating that 75% of students will pass three Regents exams required for graduation by the end of their second year in the cohort. Unfortunately, only 53 percent passed three required exams by the end of the second year.

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.	Not Applicable
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

Over time, we expect students will arrive at GTHCS with better skills and require less remediation in grade 9. Until that time, we provide students who do not have the basic reading and math skills with targeted support and remediation based on the intake assessments. Additionally, students who do not pass Regents exams the first time are provided with review of the material twice per week and on Saturday in an effort to improve performance when the test is administered again.

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

Students will take Advanced Placement courses in the junior or senior year. Student scores are recorded by the Accountability Cohort.

Results

In 2011, twenty one students sat for Advanced Placement exams. Twenty students scored 1 and one student scored a 2 on the AP Biology exam.

AP Exam	Number Tested	1	2	3	4
Biology	10	9	1	0	0
Chemistry	11	11	0	0	0

Evaluation

This outcome measure has not been met by GTHCS. Unfortunately, none of the students who sat for the AP exams received a score of 3 or higher. The program will provide greater support and preparation for the exams in the next year to better prepare the students for success.

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

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. School averages are compared to the New York State average for all 10th grade (sophomore) test takers in the given year.

Results

In 2010-11, the grade 10 students at Green Tech High did not outperform the state on the Critical Reading portion of the PSAT, but did decrease the margin from 10 points to 3 (36 vs 39). The 10th graders also fell short by 4 points of scoring higher than the state average on the math subtest (37 vs 41).

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	New York State	School	New York State
2007-08						
2008-09						
2009-10	47	47	32	42	33	43
2010-11	95	83	36	39	37	41

Evaluation

This outcome measure has not been met by GTHCS.

Unfortunately, our 10th grade students did not meet the New York State average on the PSAT exam. In Reading, the 10th grade students fell short by just 3 points this year, down from 10 in 2010. In Math the 10th grade students missed the NYS average by 4 points (41 to 37).

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

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

The SAT is a national college admissions examination. Students receive a scale score in 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 are considered when reporting on this measure. School averages are compared to the New York State average for all 12th grade (senior) test takers in the given year.

The ACT is a national college admissions and placement examination. Students receive scaled scores in reading, mathematics, English and Science. Scaled scores range from 1 to 36 on each section and are averaged to calculate a student’s composite score.. As students may choose to take the test multiple times during the year, only the highest scaled scores for each section are considered when reporting on this measure. School averages are compared to the New York State average for all 12th grade (senior) test takers in the given year.

Results

Green Tech High has not yet had students in 12th grade, but will in 2011-12.

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
2007-08						
2008-09						
2009-10						
2010-11						

Evaluation

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

10th grade students take the PSAT exam in the spring and some re-take again the next fall. The same students take the SAT exam as 11th grade students the following spring. Scores of the same students who sat for both tests were averaged in the three sections; Critical Reading, Writing and Mathematics. The PSAT scores were converted by adding a zero to be comparable to the SAT scores. To examine actual changes in the scores from PSAT to SAT, the lowest PSAT score for each student was averaged.

Results

The 32 students who had a test score for both tests did improve from the PSAT to the SAT. The total average score went from 1050 to 1120. Each of the three tests sections showed growth as well; Reading scores went from 340 to 380, Math scores went from 350 to 370 and Writing scores improved from 360 to 370.

Average Same Student PSAT to SAT scores taken in 11th Grade

Test (32 Tested)	PSAT Administration Lowest Score in 2009 or 2010	SAT Administration 11th Grade in 2011
Reading	340	380
Math	350	370
Writing	360	370
Total	1050	1120

Evaluation

This outcome measure has not been met by GTHCS. The grade 11 students who also took the PSAT in the year prior, demonstrated growth from their weakest performance on the PSAT to their first SAT exam. Unfortunately, the student gains were not strong enough to meet the measure by raising the scores by 225 points.

Summary of College Preparation Goal

Of the two college preparation outcome measures that apply to GTHCS this year, none were achieved. 2010-11 was the first year GTH had students in grade 11 and we intend to improve the student performance on each of these measures going forward.

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 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.	Did Not Achieve

Action Plan

Green Tech High has added a SAT prep class during the school day for students prior to taking the SAT. The program is offered to 12th graders now and they will retest in October and November. The class will be offered to 11th graders in April. The tutoring (3-1 ratio) is delivered by a 3rd party vendor that does nothing but SAT and ACT Prep.