

**GREEN TECH HIGH  
CHARTER SCHOOL**

**2012-13 ACCOUNTABILITY PLAN  
PROGRESS REPORT**

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Dr. Paul Miller prepared this 2012-13 Accountability Progress Report on behalf of the school's board of trustees:

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Dr. Paul Miller has served as the school leader since 2012.

## INTRODUCTION

### **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.

### **Introduction**

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. GTHCS 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 offers its students an all-male student environment that is safe and highly disciplined. The low student-teacher ratio, about twelve to one, allows every teacher and staff member to personally know each student. Every teacher is assigned an "advisory group" of twelve students who they track throughout their four years at Green Tech. The advisory teacher communicates via email with each of these student's subject teachers to keep abreast of their grades, conduct and effort in the class. These emails frame the weekly meetings that the grade-level teachers have with the Principal. Here they all meet to discuss individual students and develop a strategy to deal with individual student issues. These advisory teachers are also the point of contact with the parent community. Each advisory teacher works out with each parent how often they would like to be apprised of their child's performance. The Instructional Support Team, then, is truly comprised of the entire teaching staff. This allows for a familial atmosphere where there is constant supervision and accountability. It recreates the elementary school experience for the parents in that they have with one teacher to communicate with regarding the performance of their child—a much less intimidating and manageable situation than having to communicate and keep up with several teachers. It creates a school culture that demands personal responsibility and holds high expectations for every student.

Green Tech offers its students an extended school year. The school day begins at 8:20 am and ends at 3:00 pm. The school is opened at 7:30 am to accommodate students who come in for breakfast; students are required to be in their homerooms by 8:20 where they are immediately met with a "warm-up" or "do now" activity that routinely focuses them on the day's work. Students go to homeroom or advisory and have assigned topics to discuss. Do Now's are a part of all 8 periods. They are used to get students going right away. Over the last year GTH has worked to use the Do Now as an instructional tool as well. GTH is learning to deliver Do Now's as a form of reinforcement for information from previous lesson(s) and to bridge any knowledge or misconceptions of the new topic. Although classes conclude at 4pm, the school stays open for another three hours to accommodate participation in extra-curricular activities. The school year commences in mid-August and concludes at the end of

June. Students beginning their first year at Green Tech, however, report to school during the first week of August for orientation.

Green Tech's curriculum has a college readiness and preparation focus. A college-prep philosophy remains at the forefront of our work here at Green Tech High Charter School. With that in mind, we begin preparation with our students when they enter GTH. While our freshmen are exploring the plethora of college options available to them, our sophomores are discovering the requirements for these schools. Sophomores are also preparing themselves for the testing requirements in college by attempting the PSATs a year early. Our juniors are delving into all intricacies of matching themselves to a "College Fit" and to that end, attend all programs created for our current seniors to prepare them for their upcoming year. Programs include: financial aid nights, college access days, college fairs and advisories specifically catered to the nuts and bolts of the college application process.

Our classes are designed to prepare the students for the New York State Regents Exams and the goal of every student is to earn a Regents Diploma. Every student is given a placement exam before starting at Green Tech to assess proficiency in the core subjects of English language arts and math. Virtually every student is then placed in remediation. Ninth grade students are scheduled in their regular class time plus a lab course until proficiency is reached. These students receive one hundred minutes per day of comprehensive instruction in English composition and literature daily plus one hundred minutes of math. Once a student reaches grade level proficiency in these critical courses, the lab courses are dropped. This allows the student to schedule in an elective course. This approach is continued throughout the students' tenure at Green Tech. It is our extended school day that allows for such rigorous instruction for students who perform below grade level and require remediation.. The Zeros Aren't Permitted (ZAP) program was added as a built in resource to reteach and review where students needed it. Students are placed to receive support where they performed weakest that week. They can make up work, review, receive additional instruction or complete missed assignments. Data from the first year showed students demonstrated marked improvement as a result of this program. It is also our intensive and rigorous focus on keeping students on grade level that prepares them to be successful on the Regents Exams and ultimately prepared for the academic rigor of a college curriculum.

The extensive use of technology at Green Tech has allowed teachers and administrators to use data effectively for use in the classroom and for school management. Green Tech offers its teachers abundant support when it comes to using data to drive instruction. Green Tech has a full-time Program Facilitator on staff that helps the teachers to examine the data and to ensure that instruction is aligned to New York State standards. Green Tech also employs a Chief Statistician & Data Manager, who, through the use of Scantron, is able to gather data from internal assessments and deliver it to the teachers as well as the Program Facilitator in a manner which is both comprehensive and easy to decipher. The Principal also makes use of data obtained daily from teachers in their "Daily Checkout" in order to keep abreast of issues that need to be addressed everywhere in the school.

Green Tech is committed to equipping students with the technological expertise needed to be college and career ready. The use of technology is virtually omnipresent throughout the school. In fact, as teachers and administrators make use of technology in their everyday lessons and tasks.

The students are saturated with the use of technology; some classes provide direct computer skills instruction while others use computers to augment instruction. In the technology lab, students learn research skills and are exposed to Microsoft Word in order to complete research projects. Students learn to use a program in music class that enables them to write their own music and hear the results of their compositions. Teachers in several subject areas are equipped with “clickers” for students to use to answer questions during classroom instruction. This “Jeopardy-style” question-and-answer session allows for immediate assessment and review. All classrooms have access to PLATO, which is an online learning program that can be used as an online credit or content recovery. Math classes are equipped with several computer stations where teachers direct students in need of remediation. Teachers model technology use through use of online materials via screen projection and Powerpoint classroom presentations. Each student is issued a netbook for their use throughout the school year; and these become theirs at the end of three years. This extensive and comprehensive exposure to technology in the classroom affords the students a familiarity with technology that will carry them to the next level of higher education and employment.

Our unique environmental curriculum incorporates the natural resources of the region and teaches our students to be “environmentally literate.” This increased awareness of environmental issues both within and beyond their neighborhoods help to spark interest in opportunities for “green collar” careers. Increasing our students’ interest and knowledge of the outdoors creates a body of citizens who will intimately know why our environment is vital and must be saved.

Green Tech belongs to a consortium of “green” schools across the country that educates students about the environment and engages them in activities that increase their literacy and awareness of environmental issues. Our “Green Team” of two teachers and the Family Intervention Specialist have been the recipients of a grant from LEAF: Leaders in Environmental Action for the Future, a division of the Nature Conservancy. As a result of this grant, they attended a national conference where they developed lesson plans with the goal of getting urban youth interested in the environment and environmental issues. They were able to share their plans and techniques with the teaching staff so that all teachers could integrate these environmental concepts into their lesson plans. Three students were also given the opportunity to attend a LEAF camp in Maine over the summer of 2011; the same three boys will be joined by three other Green Tech students at this camp during the 2012 summer months.

Green Tech students have the opportunity to engage in many other “green” activities. Every summer twenty-five boys have the opportunity to travel on the Hudson River Sloop, Clearwater, and “America’s flagship environmental organization,” to learn about the estuary’s ecosystem. Through a grant from Lowe’s, Green Tech students built and work to maintain an edible garden in the city of Albany; another such garden will be built on school grounds this spring. These “square foot gardens” provide for real-life lessons in science and math. The Boys Outdoor Leadership Team, or BOLT, works together in service learning projects and recreation. This school organization has engaged in activities such as planting and maintaining two community gardens within the city of Albany, clearing trails at the John Boyd Thatcher State Park, planting trees, hiking, kayaking, fly fishing, ice fishing, and biking.

These opportunities, to name a few, serve to bridge the gap between our urban students and the environment. Increasing our students' awareness and contact with environment in these positive ways enhances their education and opens their eyes to "green collar" career opportunities.

The below is a list of some of the extra-curricular activities that our students may participate in:

- Debate Club
- Chess Club
- Math Club
- Computer Programming Club (website development)
- Grant Funded International Service Learning Trip to the Dominican Republic for seven days with twenty-five students.
- Green Team started by 2 science teachers through a Grant for an on School-Ground Greenhouse.
- Service Learning Freshman Frat Sessions: Where service Learning is discussed a tradition of upperclassmen to their predecessors establishing deep-connections within service framework through the peer to peer mentoring.
- Green Mentoring program with Green Tech Students serving as mentors for middle-school students- Albany Prep working around environmental issues. Received an Outdoor Nation Summit Project Award that funded the above mentoring program pairing out juniors and sophomores with middle school students and funded various outdoors programs that allowed over 50 young people and chaperones
- College Exposure Day real life college access experience including overnight, class visits, meetings with faculty and campus staff.
- Four Internships provided to students with Nature Conservancy's Leaders for the Environmental Action (LEAF) for the Future program
- High School Ameri-Corps that will help fund 5 student's college education as a result of them doing 300 hours.
- Grant funded HBCU trip to different Historically Black Colleges and Universities
- College trips to: Ithaca College, Binghamton College, Syracuse University, Hudson Valley
- 2nd annual College Access Day in conjunction with Siena College Bonners where students and parents came to hear about tons of resources and information about the College Process.
- One-on-One tutoring program with Albany College Medical Students serving as tutors.
- Partnership with STEP Programs (STEM Careers) for student participation
- "Yoga for Students" class
- Art Club
- Adopt- A- Highway ( Rt 377 by Wolferts Roost Country Club)
- Guitar Club
- June 7th, 2013 students who made honor roll for all 4 quarters were treated to an all-expense paid trip to The Great Escape. The winning Fraternity Hampton also attended the trip for having the most merit points.
- June 26th, 2013 GTH hosted an Award Ceremony for students to acknowledge students who have exceeded the expectations set forth. Students will then participate in Field Day for students at Grafton Lake State Park.

## Curriculum

The leadership and teachers of Green Tech High Charter School have developed a curriculum that is aligned to New York and Common Core State Standards. It prepares students to be successful on the New York State Regents exams and supports our mission to provide our students with the skills necessary to be college and career ready.

Our teachers and administrators spent six weeks in “basic training” before our doors opened to students for the first time. During this six-week period, we contracted with Inside Education, a professional development organization that helped to fully integrate the New York State standards into our curriculum. This intensive program was invaluable, as it taught our teachers and administrators to map our curriculum “backwards” from the NYS standards and into our curriculum maps. We were able to open our doors with a curriculum and curriculum maps that were fully enmeshed in the NYS standards; the teachers took ownership for the maps and had a personal knowledge and connection with the maps of their own subject and grade. They were empowered to be critical of the maps and acknowledge deficiencies in them as they were put into practice.

Our teachers’ lesson plans are likewise aligned to NYS standards and Common Core and follow the plan of the curriculum maps. Teachers submit lesson plans three days before instruction to our Program Facilitator. They submit lesson plans seven days before instruction to the special education teachers so they may prepare these students for the lesson. Lesson plan binders are reviewed quarterly by the Program Facilitator so that she can verify that lessons are following the curriculum map and are aligned to NYS standards. Included in these binders with the plans are examples of student activities that show how the students are meeting the standard addressed in that lesson. This year we began to unify our teaching process by formalizing lesson plan formats. We added Daily Essential Questions, which are used to guide the learning process for the students. Students should be able to answer the Essential Question for the day, which is another form of assessment for classrooms. Teachers should be assessing daily to determine their students’ progress. Adding Summary and Closure to everyone’s lesson is the method GTH teachers are now using to assess daily. Summary is a demonstration of some sort that students know the information at a basic level. Closure is a demonstration that they can apply, synthesize, or evaluate the information.

This year there was an emphasis placed on developing the observation and evaluation process. An Academic Dean (AD) was hired to assist the Curriculum Specialist (CS) and the Principal. The AD and CS are working closely with the principal to create a coaching model, where corrections to practice will be made during instruction, rather than solely waiting until after the lesson has taken place. The AD and CS will primarily be focused on student learning and teacher development.

We have a clear process for revising the curriculum maps if they are found to be deficient. After the NYS Regents exams are completed and the students are done for the school year, teachers report to work for another week in order to conduct a data analysis of the curriculum maps and to determine if any revisions are needed in their scope and sequence. Grade level and subject teachers work together to make any changes to the maps. No teacher is allowed to revise the curriculum map without approval, however, and must have a compelling reason why maps need to be altered. The curriculum maps must remain constant across the grade so that all students in the grade reach

the same level of proficiency. This year revisions to the curriculum maps included additions from the Regents questioning database.

Teachers meet regularly throughout the year to coordinate their efforts to teach the curriculum. Teachers meet once per week with their grade level groups and the Principal to ensure that curriculum goals are being met. Grade-level teachers collaborate regularly to ensure that the necessary process skills are taught at the appropriate time. For example, graphing skill instruction is “calendared” for the month of October in all classes so that all students become proficient in this skill and can apply it across all disciplines. Such skills become part of the “Do Now” activity: the activity that all students at Green Tech engage in during the first ten minutes of class while the teachers take care of administrative tasks such as taking attendance and checking homework. Academic departments meet weekly with either the Program Coordinator or the Department Chair for common planning meetings, as well. In 2012-13, student goals were created and monitored quarterly.

**Interventions**

This school year brought additional interventions for all students. The Zeros Aren’t Permitted (ZAP) program and Online Credit Recovery were added. Many students would not have graduated if there had not been credit recovery, which began in January. It was offered to students who failed the first marking period and provided an opportunity for them to recover credit. The ZAP program also helped struggling students by relieving students from drowning. Often students who get behind end up giving up because they do not see a way to get caught up. ZAP, a built in intervention, gave all students an opportunity to catch up on any missing work they had the previous school week. More students were on track due to this program.

Additionally we made an effort to accentuate the positive more than the negative.

- Increased focus on merits, rather than demerits
- Monthly Frat Competitions
- Honor Roll Celebrations

**School Enrollment by Grade Level and School Year**

School Year	9	10	11	12	Total
2009-10	81	47			138
2010-11	118	95	52		265
2011-12	111	85	64	41	301
2012-13	111	92	66	53	322

## **High School Cohorts**

### **Accountability Cohort**

The state's Accountability Cohort consists specifically of students who are in their fourth year of high school after the 9<sup>th</sup> grade. For example, the 2009 state Accountability Cohort consists of students who entered the 9<sup>th</sup> grade in the 2009-10 school year, were enrolled in the school on the state's annual enrollment-determination day (BEDS day) in the 2012-13 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 the Accountability Cohorts who are in their fourth year of high school and were enrolled on BEDS Day in October and on June 30<sup>th</sup>.

**Fourth-Year High School Accountability Cohorts**

Fourth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort's Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30 <sup>th</sup>
2009-10	2006-07	2006	0	0	1
2010-11	2007-08	2007	3	1	5
2011-12	2008-09	2008	48	4	50
2012-13	2009-10	2009	55	6	49

### **Total Cohort for Graduation**

Students are included in the Total Cohort for Graduation also based on the year they first enter the 9<sup>th</sup> grade. Prior to 2011-12, students who have enrolled at least five months in the school after entering the 9<sup>th</sup> grade are part of the Total Cohort for Graduation; as of 2011-12 (the 2008 cohort), students who have enrolled only one day in the school after entering the 9<sup>th</sup> grade are part of the school's Total Cohort for Graduation Cohort. If the school has discharged students for one of the following acceptable reasons, it may remove them from the graduation cohort: if they transfer to another public or private diploma-granting program with documentation, transfer to home schooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S. or die.

**Fourth Year Total Cohort for Graduation**

Fourth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Enrolled on June 30 <sup>th</sup> of the Cohort's Fourth Year (a)	Additional Students Still in Cohort <sup>1</sup> (b)	Graduation Cohort (a) + (b)
2009-10	2006-07	2006	0	1	1
2010-11	2007-08	2007	2	3	5
2011-12	2008-09	2008	44	6	50
2012-13	2009-10	2009	49	6	55

**Fifth Year Total Cohort for Graduation**

Fifth Year Cohort	Year Entered 9 <sup>th</sup> Grade Anywhere	Cohort Designation	Number of Students Enrolled on June 30 <sup>th</sup> of the Cohort's Fifth Year (a)	Additional Students Still in Cohort <sup>2</sup> (b)	Graduation Cohort (a) + (b)
2010-11	2006-07	2006	0	1	1
2011-12	2007-08	2007	2	3	5
2012-13	2008-09	2008	5	4	9

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

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

**Goal 1: ENGLISH LANGUAGE ARTS****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.

**(§)** Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career ready standard (currently scoring 75 on the New York State Regents English exam) by the completion of their fourth year in the cohort.**Method**

The school administered the New York State Regents Comprehensive English exam that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department defines the following pass levels: scoring 65 to meet the graduation requirement for a Regents diploma; and scoring 75 to meet the college and career readiness standard.<sup>3</sup> This measure examines the percent of the Accountability Cohort that passed the exam by the completion of their fourth year in the cohort. Students have until the summer of their fourth year to do so.

**Results**

Of the 49 students in the 2009 Accountability Cohort, 94 percent passed the English Regents with a score of 65 or greater, while 59% passed with a 75 or greater.

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

Cohort Designation	Number in Cohort	Percent Passing with a score of 65(75)
2008	45	93%
2009	49	94%(59%)

**Evaluation**

**Green Tech High did not meet this academic goal.** Although most students passed with a score of 65, the new college and career readiness standard was not met.

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

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

**Additional Evidence**

Students generally do not take the English Regents until at least the second year in high school. The table below tracks progress among the cohort groups from year to year.

**English Regents Passing Rate with a score of 65 through 2011-12 and 75 in 2012-13**

Cohort Designation	2010-11		2011-12		2012-13	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2009	95	27%	67	90%	49	59%
2010			83	37%	72	42%
2011			100	0%	93	25%
2012					119	0%

**Goal 1: Absolute Measure**

Each year, 75 percent of students in the high school Accountability Cohort will did not score proficient on the New York State 8<sup>th</sup> grade English language arts exam will score at least 65 on the New York State Regents English exam by the completion of their fourth year in the cohort.

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

**Method**

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

**Results**

Of the 49 2009 Cohort students, GTH has access to a limited number of grade 8 NYS ELA assessments results as those scores are shared at the discretion of the students’ previous school or district. Of those we do have, six students scored at performance levels 1 & 2 in eighth grade and 33% passed the English Regents with a score of 75.

**English Regents Passing Rate with a Score of 75 among Students Who Were Not Proficient in the 8<sup>th</sup> Grade by Fourth Year Accountability Cohort <sup>5</sup>**

Cohort Designation	Number in Cohort	Percent Passing with a score of 75
2009	6	33%

<sup>5</sup> Based on the highest score for each student on the English Regents exam

## Evaluation

**Green Tech High did not meet this academic goal.** GTH will continue to request this information of incoming students and identify students with performance levels at 1 and 2 as those who receive remediation.

### Goal 1: Absolute Measure

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

### Method

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

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

The AMO continues to be its basis for determining if schools are making satisfactory progress toward the annual goal. To achieve this measure, all tested students in the Accountability Cohort must have an Accountability Performance Level (APL) that equals or exceeds the 2012-13 English language arts AMO of **163**.

The APL is calculated by adding the sum of the percent of students in the Accountability Cohort at Levels 2 through 4 to the sum of the percent of students at Level 3 and 4. Thus, the highest possible APL is 200. The Regents exams are scored on a scale from 0 to 100; 0 to 64 is Level 1, 65 to 74 is Level 2, 75 to 89 is Level 3, and 90 to 100 is Level 4.

### Results

The English Regents APL for the 2009 Cohort is 160, just short of the 163 AMO.

#### English Language Arts Accountability Performance Level (APL) For the 2009 High School Accountability Cohort

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
47	2	36	53	9

$$\begin{array}{rccccccccc} \text{PI} & = & 36 & + & 53 & + & 9 & = & 98 \\ & & & & 53 & + & 9 & = & \underline{62} \\ & & & & & & \text{APL} & = & 160 \end{array}$$

## Evaluation

**GTH did not meet this academic goal.** This measure proved more challenging this year as the score it takes to achieve a Level 3 is now 75, up from 65 in past years. At GTH, we continue to reflect on our programs and instruction to brainstorm different ways to best serve our students.

### Goal 1: Comparative Measure

**(S)** Each year, students in the high school *Total Cohort* will exceed the predicted pass rate on a Regents English exam or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all high schools in New York State.

### Method

The Charter Schools Institute will conduct a Comparative Performance Analysis, as it has for 3-8 schools. The Institute examines the school's performance in terms of demographically similar high schools state-wide by using a regression analysis to control for the percentage of economically disadvantaged students among all high schools in New York State. The Institute compares the school's actual performance to the predicted performance of high schools with a similar economically disadvantaged percentage. The difference between the schools' actual and predicted performance, relative to other high schools with similar economically disadvantaged statistics produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a small degree, is the target for achieving this measure.

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2012-13 analysis is not yet available.

## Results

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### 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.

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

## Method

The school compares the performance of students in their fourth year in the charter school Accountability Cohort to that of the respective cohort of students in the local school district. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.<sup>6</sup>

## Results

94 percent of the GTH 2009 Cohort students passed the NYS English Regents, compared to 57 percent of local district students passing based on the 2011-12 NYS Report Card for the Albany City School District.

### English Regents Passing Rate with a Score of 65 of Fourth-Year Accountability Cohorts by Charter School and School District

Cohort	Charter School		School District <sup>7</sup>	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2008	93%	45	57%	712
2009	94%	49	N/A	N/A

## Evaluation

**Green Tech High achieved this measure.** The most recent data available from the local district are the results from the 2012 administration of the test. The 2009 Cohort at GTHCS outperformed the Albany City School District by a margin of 37 percentage points.

### Goal 1: Growth Measure

(§) Each year, under the state's high school Growth Model (under development) the relative growth of selected students will exceed the state's median growth.

## Method

This measure will examine the change in performance of the same group of students during the course of their high school careers and the progress they are making in comparison to other students with the similar scores in the eighth grade. The analysis only includes students from whom the eighth grade scores are available. In following the existing 3-8 Growth Model, students with the same scores are ranked and assigned a percentile based on their relative growth in performance (mean growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the statewide median, it will have a mean growth percentile greater than 50.

<sup>6</sup> The New York State Report Card provides the district results for students scoring at or above 65. The New York State Accountability Report provides the district results for students scoring at or above 75.

<sup>7</sup> District results for the 2009 cohort are not yet available.

*The State Education Department has not yet developed the high school Growth Model.*

**Results**

*Leave Blank*

## Summary of the High School English Language Arts Goal<sup>8</sup>

In the first year reporting on the updated college and career readiness measures, the 2009 Cohort struggled. Although GTH still outperformed the district, the new college and career readiness standard goals remained a challenge. With new programs and supports, we intend to improve student performance in English Language Arts.

Type	Measure	Outcome
Absolute	(§) Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career ready standard (currently scoring 75 on the New York State Regents English exam) by the completion of their fourth year in the cohort.	Did Not Achieve
Absolute	(§) Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will meet the college and career ready standard (currently scoring 75 on the New York State Regents English exam) by the completion of their fourth year in the cohort.	Did Not Achieve
Absolute	Each year, the Accountability Performance Level (APL) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	Did Not Achieve
Comparative	(§) Each year, students in the high school Total Cohort will exceed the predicted pass rate on the Regents English exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all high schools in New York State.	N/A
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. (Using 2011-12 school district results.)	Achieved
	(§) Each year, the Accountability Performance Level (APL) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the local school district. (Using 2011-12 school district results.) District APL data unavailable for 2009 Cohort.	
Growth	(§) Each year, under the state's high school Growth Model (under development) the relative growth of selected students will exceed the state's median growth.	N/A

<sup>8</sup> If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

## **English Language Arts Action Plan**

In 2013-14, GTH will offer English 11 and U.S. History as a combined double period to allow for teaching the social studies content with a focus on the language arts reading and writing skills. The goal is to allow for students to really analyze the material, make connections and practice higher level thinking skills.

### **School wide Action Plans**

#### **Assessment**

Assessment remained the same for this current school year as it was in past school years. Going forward assessment will change just slightly, to allow for more quality of instruction, versus being rushed to get through the curriculum. Currently, tests are given every Thursday and Friday. Often times teachers are rushed and do not have time to delve into material with depth, because they are rushing to make it through curriculum in time for testing.

Teachers will be required to still give unit tests every 6 weeks. Teachers will not have to test every Thursday and Friday any more. They will assess when it appears necessary based on their expert opinion. They will have to establish at least 3 data points from teacher generated test and one unit test per quarter. Some Teachers will test more than that, depending on their material, but the minimum will be a total of 4 data points per Unit of study taught.

Additionally, we hope to add two interval assessments next spring that will be solely based off of Regents Test, in order to get a more accurate snapshot of student improvement, or lack thereof. The environment will be made to simulate Regents testing and will provide the students with additional practice.

#### **Pedagogy**

Next Year GTH will be reducing teacher's workloads, with the goal in mind to increase the level of critical that which occurs in classrooms. Teachers will only have to teach up to 2 different courses, for a maximum of 5 periods a day. There will be minimal cases where teachers are asked to teach 6 periods. Currently, many teachers have 3 different courses and up to 6 periods. Teacher burnout was occurring and has to be eliminated from happening again in the future. Additionally, it will provide teachers with the time they need to create outstanding lessons for students.

Next school year Fridays will be shortened for students from 3:00pm dismissal to 2:05. This will occur to provide teachers with common planning time and extra time for professional development. The Friday schedule will be rearranged to accommodate this change. Actual instruction time on Friday will not be lessened. Teachers will now have the ability to plan with partners, departments, and cross curricular. Moving forward, the special education teachers will be required to differentiate and follow lesson plans; while additionally having to co-plan with the core content teachers on Fridays for the 2013-2014 school year.

### **Interventions**

Interventions added to the GTH program in 2013-14:

- 10th grade Performance Series Testing
- 10th grade- Study Skills/ Academic Intervention Services
- 11th grade- SAT prep for all juniors, every day, during the school day, built into their schedules
- Online Credit Recovery periods built into students' schedules who have failed and need to recover credit to get back on grade level.
- In addition to Summer School, there is an online credit recovery program for students who are not eligible for summer school or are missing a significant amount of credits.

### **Professional Development**

This year PD focused on student centered learning, higher level questioning and summary & closure. A continuation of these items will occur in various formats until a mastery level is obtained by the majority of staff.

**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, 65 percent of students in the high school Accountability Cohort will meet the college and career ready standard (currently scoring 80 on a New York State Regents math exam) by the completion of their fourth year in the cohort.

**Method**

The school administered the New York State Regents Geometry, Integrated Algebra and Algebra 2 exams. The school scores Regents on a scale from 0 to 100. The State Education Department defines the following pass levels: scoring 65 to meet the graduation requirement for a Regents diploma; and scoring 80 to meet the college and career readiness standard.<sup>9</sup> This measure requires students in each Accountability Cohort to achieve the requisite score on any one of the Regents mathematics exams by their fourth year in the cohort. Students may have taken a particular Regents mathematics exam multiple times or have taken multiple mathematics exams. Students have until the summer of their fourth year to pass a mathematics exam.

**Results**

Of the 49 students in the 2009 Accountability Cohort, 96 percent passed a Regents exam in Mathematics with a score of 65 or greater, while just 24% passed with an 80 or greater.

**Mathematics Regents Passing Rate with a Score of 65 (80)  
by Fourth Year Accountability Cohort<sup>10</sup>**

Cohort Designation	Number in Cohort	Percent Passing with a score of 65 (80)
2008	47	96%
2009	49	96 % (24 %)

**Evaluation**

**Green Tech High did not meet this academic goal.** Although most students passed with a score of 65, the new college and career readiness standard was not met.

<sup>9</sup> The statewide adaptation of the Common Core State Standards includes incorporating college and career readiness performance standards for the English language arts exam. The state has benchmarked student mathematics test performance to the likely need for remedial course work when students enter college by comparing student 3-8 test results and Regents results to their post-secondary experience at SUNY and CUNY. Besides raising the cut scores for proficiency in the 3-8 testing program, the state has begun to set college and career readiness standards for passing Regents.

<sup>10</sup> Based on the highest score for each student on the Mathematics Regents exam

**Mathematics Regents Passing Rate with a score of 65 (80) by Cohort and Year**

Cohort Designation	2010-11		2011-12		2012-13	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2009	47	70%	67	93%	49	96 % (24 %)
2010	81	72%	83	89%	72	88 % (14 %)
2011			100	48%	93	71 % (18 %)
2012					119	31 % (4 %)

**Goal 2: Absolute Measure**

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

**Method**

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

**Results**

Of the 49 2009 Cohort students, GTH has access to a limited number of grade 8 NYS ELA assessments results as those scores are shared at the discretion of the students' previous school or district. Of those we do have, three students scored at performance levels 1 & 2 in eighth grade and none passed a Mathematics Regents with a score of 80. However, all three did pass with a 65 percent.

**Mathematics Regents Passing Rate with a Score of 65 (80) among Students Who Were Not Proficient in the 8<sup>th</sup> Grade by Fourth Year Accountability Cohort <sup>11</sup>**

Cohort Designation	Number in Cohort	Percent Passing with a score of 65 (80)
2009	3	100(0)

**Evaluation**

**Green Tech High did not meet this academic goal.** GTH will continue to request this information of incoming students and identify students with performance levels at 1 and 2 as those who receive remediation.

<sup>11</sup> Based on the highest score for each student on the Mathematics Regents exam

**Goal 2: Absolute Measure**

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

**Method**

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

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

The AMO continues to be its basis for determining if schools are making satisfactory progress toward the annual goal. To achieve this measure, all tested students in the Accountability Cohort must have an Accountability Performance Level (APL) that equals or exceeds 2012-13 mathematics AMO of **142**.

The APL is calculated by adding the sum of the percent of students in the Accountability Cohort at Levels 2 through 4 to the sum of the percent of students at Level 3 and 4. Thus, the highest possible APL is 200. The Regents exams are scored on a scale from 0 to 100; 0 to 64 is Level 1, 65 to 79 is Level 2, 80 to 89 is Level 3, and 90 to 100 is Level 4.

**Results**

The Mathematics Regents APL for the 2009 Cohort is 123, short of the 142 AMO.

**Mathematics Accountability Performance Level (APL)  
For the 2009 High School Accountability Cohort**

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
48	2	73	23	2

$$\begin{array}{rcccccccl}
 \text{PI} & = & 73 & + & 23 & + & 2 & = & 98 \\
 & & & & & + & & = & \underline{25} \\
 & & & & & & \text{APL} & = & 123
 \end{array}$$

**Evaluation**

**GTH did not meet this academic goal.** This measure proved more challenging this year as the score it takes to achieve a Level 3 is now 80, up from 65 in past years.

**Goal 2: Comparative Measure**

Each year, students in the high school *Total Cohort* will exceed the predicted pass rate on a Regents mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all high schools in New York State.

**Method**

The Charter Schools Institute will conduct a Comparative Performance Analysis, as it has for 3-8 schools. The Institute examines the school's performance in terms of demographically similar high schools state-wide by using a regression analysis to control for the percentage of economically disadvantaged students among all high schools in New York State. The Institute compares the school's actual performance to the predicted performance of high schools with a similar economically disadvantaged percentage. The difference between the schools' actual and predicted performance, relative to other high schools with similar economically disadvantaged statistics produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a small degree, is the target for achieving this measure.

Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2012-13 analysis is not yet available.

**Results**

*Leave Blank*

**Goal 2: Comparative Measure**

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

**Method**

The school compares the performance of students in their fourth year in the charter school Accountability Cohort to that of the respective cohort of students in the local school district. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.<sup>12</sup>

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<sup>12</sup> The New York State Report Card provides the district results for students scoring at or above 65. The New York State Accountability Report provides the district results for students scoring at or above 75.

## Results

96 percent of the GTH 2009 Cohort students passed a NYS Mathematics Regents, compared to 61 percent of local district students passing based on the 2011-12 NYS Report Card for the Albany City School District.

### Mathematics Regents Passing Rate with a Score of 65 of Fourth-Year Accountability Cohorts by Charter School and School District

Cohort	Charter School		School District <sup>13</sup>	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2007			56%	766
2008	96%	47	61%	712
2009	96%	49	N/A	N/A

## Evaluation

**Green Tech High achieved this measure.** The most recent data available from the local district are the results from the 2012 administration of the test. The 2009 Cohort at GTHCS outperformed the Albany City School District by a margin of 35 percentage points.

### Goal 2: Growth Measure

(S) Each year, under the state's high school Growth Model (under development) the relative growth of selected students will exceed the state's median growth.

## Method

This measure will examine the change in performance of the same group of students during the course of their high school careers and the progress they are making in comparison to other students with the similar scores in the eighth grade. The analysis only includes students from whom the eighth grade scores are available. In following the existing 3-8 Growth Model, students with the same scores are ranked and assigned a percentile based on their relative growth in performance (mean growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the statewide median, it will have a mean growth percentile greater than 50.

*The State Education Department has not yet developed the high school Growth Model.*

## Results

*Leave Blank*

<sup>13</sup> District results for the 2009 cohort are not yet available.

**Summary of the High School Mathematics Goal**<sup>14</sup>

Although 96 percent of the 2009 Accountability Cohort passed a NYS Math Regents with a 65 by the completion of their fourth year math, GTH did not achieve several of the outcome measures as the goal is to now have more students pass with a grade of 80. This is a better college and career readiness goal. We at GTH accept this challenge and have implemented systems to get our scholars to the next level in the coming year(s). GTH students did outperform the local district in math again this year.

Type	Measure	Outcome
Absolute	(§) Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career ready standard (currently scoring 80 on a New York State Regents mathematics exam) by the completion of their fourth year in the cohort.	Did Not Achieve
Absolute	(§) Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will meet the college and career ready standard (currently scoring 75 on a New York State Regents mathematics exam) by the completion of their fourth year in the cohort.	Did Not Achieve
Absolute	Each year, the Accountability Performance Level (APL) on a New York State Regents mathematics exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.	Did Not Achieve
Comparative	(§) Each year, students in the high school Total Cohort will exceed the predicted pass rate on a New York State Regents mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all high schools in New York State.	N/A
Comparative	Each year, the percent to students in the high school Accountability Cohort passing a New York State Regents mathematics exam with a score of 65 or above will exceed that of the high school Accountability Cohort from the local school district. (Using 2011-12 school district results.) **	Achieved
	(§) Each year, the Accountability Performance Level (APL) on a New York State Regents mathematics exam of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the local school district. (2011-12 school district results.)	
Growth	(§) Each year, under the state’s high school Growth Model (under development) the relative growth of selected students will exceed the state’s median growth.	N/A

**Action Plan**

Please refer to the aforementioned school wide plans for 2013-14 and beyond.

<sup>14</sup> If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

**Goal 4: 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. It scores Regents on a scale from 0 to 100; students must score at least 65 to pass. This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort. Students may have taken a particular Regents science exam multiple times or have taken multiple science exams. Students have until the summer of their fourth year to pass a science exam.

**Results**

The students in the 2009 Accountability cohort exceeded the measure by 17 percentage points, with 92 percent achieving Level 3 and above on a NYS Science Regents exam.

**Science Regents Passing Rate with a Score of 65  
by Fourth Year Accountability Cohort<sup>15</sup>**

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2008	47	98%
2009	49	92%

**Evaluation**

**Green Tech High achieved this academic measure.** Of the 2009 Accountability Cohort, 92 percent achieved a Level 3 or higher on a NYS Science Regents exam. Green Tech High offers science courses with options to learn the content over one or two years, depending on ability.

**Additional Information**

GTH students continue to achieve this measure and the 2010 and 2011 already have more than 75 percent passing in years two and three in high school.

<sup>15</sup> Based on the highest score for each student on a science Regents exam

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

Accountability Cohort Designation	2010-11		2011-12		2012-13	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2009	95	76%	67	84%	49	92%
2010	118	63%	83	89%	72	92%
2011			100	78%	93	81%
2012					119	50%

**Goal 3: Comparative Measure**

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

**Method**

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

**Results**

After four years in high school, the GTH 2009 Total Cohort outperformed the 2008 district counterpart by a 31 percentage point margin on the NYS Science Regents.

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

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2007	N/A	N/A	56%	766
2008	98%	47	56%	712
2009	87%	55	N/A	N/A

**Evaluation**

**Green Tech High achieved this academic measure.** Based on the most recently reported district science outcomes, GTH outperformed the Albany City School District for the second year in a row.

## SOCIAL STUDIES

### Goal 4: Social Studies

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

### Goal 4: Absolute Measure

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

### Method

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

### Results

The students in the 2009 Accountability Cohort exceeded the measure by 7 percentage points, with 82 percent achieving Level 3 or 4 on a New York State U.S. History Regents exam.

#### U.S. History Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort<sup>16</sup>

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2007	N/A	
2008	47	87%
2009	49	82%

### Evaluation

**Green Tech High achieved this academic measure.** Both years that GTH has had a fourth year cohort, greater than 75 percent passed the U.S. History Regents.

<sup>16</sup> Based on the highest score for each student on a U.S. History Regents exam

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

Cohort Designation	2010-11		2011-12		2012-13	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2009	95	54%	67	66%	49	82%
2010	N/A	N/A	83	1%	72	64%
2011			100	0%	93	2%
2012					119	0%

**Goal 4: Comparative Measure**  
 Each year, the percent to students in the high school **Total Cohort** passing the Regents U.S. History exam with a score of 65 or above will exceed that of the high school Total Cohort from the local school district.

**Method**

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

**Results**

Of the 55 students in the GTH Total Cohort, 75 percent passed the U.S. History Regents with a score of 65 or better.

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

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2007	N/A	N/A	53%	766
2008	87%	45	53%	712
2009	75%	55	N/A	N/A

**Evaluation**

**Green Tech High achieved this academic measure.** Based on the most recently reported district outcomes, the GTH Total Cohort outperformed the Albany City School District for the second year in a row on the U.S. History Regents.

**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 pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

**Results**

The students in the 2009 Accountability Cohort exceeded the measure by 5 percentage points, with 80 percent achieving Level 3 or 4 on a New York State Global History Regents exam.

**Global History Regents Passing Rate with a Score of 65  
by Fourth Year Accountability Cohort<sup>17</sup>**

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2008	45	82%
2009	49	80%

**Evaluation**

**Green Tech High achieved this academic measure.** Both years that GTH has had a fourth year accountability cohort, greater than 75 percent passed the Global History Regents.

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

Cohort Designation	2010-11		2011-12		2012-13	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2009	95	3%	67	62%	49	80%
2010	118	0%	83	47%	72	61%
2011			100	1%	93	62%
2012					119	0%

<sup>17</sup> Based on the highest score for each student on a Global History Regents exam

**Goal 4: Comparative Measure**

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

**Method**

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

**Results**

The GTH 2009 Total Cohort outperformed the local district by twenty percentage points, 71 to their 51 percent.

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

Cohort	Charter School		School District	
	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort
2007	N/A	N/A	46%	766
2008	82%	45	51%	712
2009	71%	55	N/A	N/A

**Evaluation**

**Green Tech High achieved this academic measure.** Both years that GTH has had a fourth year Total Cohort, a greater percentage of GTH students passed the Global History Regents with a 65 than did so at Albany City School District.

## NCLB

### Goal 5: NCLB

Under the state's NCLB accountability system, the school's Accountability Status will be "Good Standing" each year.

### Goal 5: Absolute Measure

Under the state's NCLB accountability system, the school's Accountability Status is in good standing: the state has not identified the school as a Focus School nor determined that it has met the criteria to be identified as a local-assistance-plan school.

### Method

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

### Results

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

### Evaluation

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

**NCLB Status by Year**

Year	Status
2010-11	Good Standing
2011-12	Good Standing
2012-13	Good Standing

## HIGH SCHOOL GRADUATION

### GOAL 6: HIGH SCHOOL GRADUATION

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

#### Goal 6: Absolute Measure

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

#### Method

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

#### GTHCS Promotion Policy

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

Final Grades are assigned as follows:

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

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

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

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

NYS Graduation Requirements for a Regents Diploma:

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

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

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

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

Regents Diploma with Advanced Designation:

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

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

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

Additional Requirement: 100 service learning hours

## **Results**

68 percent of the 2011 Total Cohort have earned greater than 10 credits. 96 percent of the 2012 Total Cohort have earned greater than 5 credits by the end of the 2012-13 year.

### **Percent of Students in First and Second Year Cohorts**

### Earning the Required Number of Credits in 2012-13

Cohort Designation	Number in Cohort	Percent promoted
2011	107	68%
2012	103	96%

#### Evaluation

**Green Tech High did not achieve this graduation goal for both Total Cohorts.** Although the 2012 Total Cohort far exceeded the measure, the 2011 Total Cohort fell short.

#### Goal 6: Absolute Measure

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

#### Method

This measure serves as a leading indicator of the performance of high school cohorts and examines their progress towards graduation based on Regents exam passage. The measure requires that 75 percent of students in each cohort have passed at least three Regents exams by their second year in the cohort. In August of 2013, the 2011 cohort will have completed its second year.

#### Results

48 percent of students in the 2011 Total Cohort have passed at least three NYS Regents exams by the end of their second year in the cohort.

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

Cohort Designation	Number in Cohort	Percent Passing Three Regents
2009	95	53%
2010	88	58%
2011	107	48%

#### Evaluation

**Green Tech High did not achieve this graduation goal.** This goal continues to be a struggle for our scholars to achieve. At GTH, we are introducing additional supports for our students to get the assistance they require to complete the second year of high school successfully and remain at the school. The sophomore year always proves challenging as the coursework level of difficulty increases, as well as student responsibilities. We will continue to strive to meet this goal.

**Goal 6: Absolute Measure**

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

**Method**

This measure examines students in two high school Graduation Cohorts: those who entered the 9<sup>th</sup> grade as members of the 2009 cohort and graduated four years later and those who entered as members of the 2008 cohort and graduate five years later. At a minimum, these students have passed five Regents exams in English language arts, mathematics, science, U.S. History and Global History. Students have through the summer to complete their graduation requirements.

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

**Results**

80 percent of the 2009 Total Cohort graduated after four years in high school, whereas 70 percent of the 2008 Total Cohort graduated after five years.

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

Cohort Designation	Number in Cohort	Percent Graduating
2008	43	67%
2009	55	80%

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

Cohort Designation	Number in Cohort	Percent Graduating
2008	43	70%

**Evaluation**

**Green Tech High did not achieve this graduation goal.** The 2009 Total Cohort did meet this goal with 80 percent graduating after four years. Unfortunately, the 2008 Total Cohort did not make the same strides.

**Goal 6: Comparative Measure**

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

**Method**

The school compares the graduation rate of students completing their fourth year in the charter school’s Total Graduation Cohort to that of the respective cohort of students in the local school district<sup>18</sup>. Given that students may take Regents exams through the summer of their fourth year, district results for the current year are generally not available at this time.

**Results**

The 2009 Total Cohort graduation rate far exceeded that of the Albany City School District’s 2008 Total Cohort, which is the most recent data available. 80 percent of the GTH students graduated after four years versus their 49 percent.

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

Cohort Designation	Charter School		School District <sup>19</sup>	
	Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating
2007	N/A	N/A	766	52%
2008	43	67%	712	49%
2009	55	80%	N/A	N/A

**Evaluation**

**Green Tech High achieved this graduation goal.** GTH outperformed the local district for the second year in a row. 80 percent of the 2009 Total Cohort graduated after four years, 31 percent higher than the local district’s 2008 Total Cohort.

<sup>18</sup> Schools can retrieve district level graduation rates from the SED’s Information and Reporting Services office. News releases and an Excel workbook containing these data are available from the [IRS Data Release webpage](#).

<sup>19</sup> District results for the 2009 cohort are not yet available.

**Summary of the High School Graduation Goal**

Although there is still work to be done to achieve all measures within the graduation goal, the 2009 Cohort did meet the absolute measure of having greater than 75 percent graduate after four years and did outperform the local district’s most recent graduation rate. We continue to improve our internal processes to track student data and whereabouts to maintain accurate records on whether students have moved on to another setting in which they will complete high school should they leave GTH. As previously noted our scholars continue to struggle with the second year workload and passing three Regents by the end of the sophomore year.

Type	Measure	Outcome
Absolute	(\$)	Did Not Achieve*
Absolute	Each year, 75 percent of students in the high school Total Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.	Did Not Achieve
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort and 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	Did Not Achieve*
Comparative	Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the local school district.	Achieved

\*In each case, one of the two cohort groups did achieve the measure, while the other did not.

**Action Plan**

Please refer to the aforementioned school wide academic plans and programs that are being introduced going forward.

We will be reinventing the student exit process and the records kept to ensure we know exactly when students leave and where they will complete their education. Our data system is being evaluated and we have hopeful plans to acquire a data tool that can effectively draw the student reporting elements from our current student management system for decision making, remediation, scheduling and reporting purposes.

## COLLEGE PREPARATION

### GOAL 7: COLLEGE PREPARATION

All graduating Green Tech High Charter School students will be prepared for higher education or careers.

#### Goal 7: Comparative Measure

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

#### Method

This measure tracks student performance one of the most commonly used early high school college prep assessment. Students receive a scale score in critical reading, writing and mathematics. Scale scores range from 200 to 800 on each subsection with 1600 as the highest possible score. As students may choose to take the test multiple times, the school reports only on a student's highest score on each subsection. Compare school averages to the New York State average for all 10<sup>th</sup> grade (sophomore) test takers in the given year.

#### Results

The GTHCS 10<sup>th</sup> grade students averaged 37.3 in the Critical Reading subsection and 38.8 in the mathematics subsection. Both mean scores increased from last year, but fell short of the NYS average.

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

School Year	Number of Students in the 10 <sup>th</sup> Grade	Number of Students Tested	Critical Reading		Mathematics	
			School	New York State	School	New York State
2010-11	95	83	36	39	37	41
2011-12	84	63	34.7	45.2	36.8	46.4
2012-13	90	80	37.3	45.4	38.8	46.5

#### Evaluation

**Green Tech High did not achieve this college prep measure.** Thus far, our scholars have yet to meet this accountability measure. We have learned that the students coming to us have to spend a significant amount of time in both 9<sup>th</sup> and 10<sup>th</sup> grades improving their basic skills in reading, writing and mathematics. We do find the PSAT a useful tool to understand where our students score to inform instruction when students receive SAT prep within the school day as juniors beginning in 2013-14.

**Goal 7: Comparative Measure**

Each year, the average performance of students in the 12<sup>th</sup> grade will exceed the state average on the SAT 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 2400 as the highest possible score. As students may choose to take the test multiple times during the year, the school only reports a student's highest score. The school compares its averages the New York State average for all 12<sup>th</sup> grade (senior) test takers in the given year.

**Results**

The average scores for the 44 students who took the SAT exam are 420 in Critical Reading and 441 in Math.

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

School Year	Number of Students in the 12 <sup>th</sup> Grade	Number of Students Tested	Reading		Mathematics	
			School	New York State	School	New York State
2011-12	47	41	381	497	373	514
2012-13	49	44	420	496	441	514

**Evaluation**

**Green Tech High did not achieve this college prep measure.** Although the GTH seniors did not achieve this outcome measure, the average scores are much improved from last year's performance. We envision the student scores will continue to improve as our students complete the SAT prep class during school hours this year.

**Goal 7: College Preparation Comparative Measure**

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

**Method**

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

**Results**

20 percent of the 44 high school graduates scored both a 75+ on the English Regents and an 80+ on a Math Regents.

**Percent of Graduates Meeting the Aspirational Performance Measure<sup>20</sup>**

Cohort	Charter School	Statewide <sup>21</sup>
2007		34.7
2008		35.3
2009	20	N/A

**Evaluation**

**GTH did not achieve this college preparation goal.** Although this measure will be difficult for our scholars, we at GTH understand the importance of preparing our students properly to succeed at the college level. The additional supports and programs that are being implemented will lead students to achieve greater results on these Regents, signifying a deeper competency.

<sup>20</sup> Schools can retrieve state level graduation rates from the SED’s Information and Reporting Services office. News releases and an Excel workbook containing these data are available from the [IRS Data Release webpage](#).

<sup>21</sup> District results for the 2009 cohort are not yet available.

### **Goal 7: College Preparation Comparative Measure**

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

#### **Method**

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

#### **Results**

36 percent of the 44 GTH graduates achieved Advanced Regents diplomas, whereas the local district's percentage rate was 10.8 in 2008.

#### **Percent of Graduates with a Regents Diploma with Advanced Designation<sup>22</sup>**

Cohort	Charter School	School District <sup>23</sup>
2008		10.8
2009	36	N/A

#### **Evaluation**

**GTH achieved the college preparation goal.**

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<sup>22</sup> Schools can retrieve information about diplomas conferred from the SED's Information and Reporting Services office. News releases and an Excel workbook containing these data are available from the [IRS Data Release webpage](#).

<sup>23</sup> District results for the 2009 cohort are not yet available.

**Goal 7: College Preparation Comparative Measure**

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

**Method**

Students are given the option to take an Advanced Placement course and exam, the College Level Examination Program (CLEP) and/or a college level course.

**Results**

Of the 44 Class of 2013 graduates, 9 percent passed the equivalent of a college level course.

**Graduates Passing a Course Demonstrating College Preparation**

Cohort	Number of Graduates	Percent Passing the Equivalent of a College Level Course <sup>24</sup>
2009	44	9%

**Evaluation**

**GTH did not achieve this college preparatory goal.** Students struggled with the college level exams and or courses while completing their other required high school courses. There are plans to make more college level options available through Hudson Valley Community College.

**Goal 7: College Preparation Achievement Measure**

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

**Method**

The school counseling center tracks student decisions based on college acceptance.

**Results**

91 percent of the 44 2013 graduating class have confirmed enrollment in a 2 or 4 year college or university.

<sup>24</sup> Advanced Placement (AP) exam, a College Level Examination Program (CLEP) exam, or a college level course

**Evaluation**

**GTH achieved the college attainment goal.** Most who did not enroll in college chose to join the military. We will continue to communicate with the graduates to ensure they followed through at their planned colleges.

**Summary of the College Preparation Goal**

Although 91 percent of our graduates are currently attending 2 and 4 year colleges, the GTH scholars did struggle with the other college preparation objectives. All students will be taking a scheduled SAT course within the school day, which will improve student SAT outcomes. Our increased and improved support programs in ELA and math will provide the foundations for the students to not only pass the English and Math regents, but do so at the college and career readiness levels of 75 and 80. This year, the students struggled passing the college level/advanced placement exams. With even more college course options available this year, we intend to see higher performance.

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

**Action Plan**

Please refer to the school wide action plan.