

**GREEN TECH HIGH
CHARTER SCHOOL**

**2013-14 ACCOUNTABILITY PLAN
PROGRESS REPORT**

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Dr. Paul Miller, Principal, prepared this 2013-14 Accountability Progress Report on behalf of the school's board of trustees:

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

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 eighteen 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 4:00 pm. The school is opened at 7:30 am to accommodate students who come in for breakfast; students are required to be in their Advisory 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 last two years 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. 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 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
- 3rd 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
- 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.
- In June, 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.

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

Last 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 two years ago. 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
2010-11	118	95	52	----	265
2011-12	111	85	64	41	301
2012-13	111	92	66	53	322
2013-14	111	98	79	67	355

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 9th grade. For example, the 2010 state Accountability Cohort consists of students who entered the 9th grade in the 2010-11 school year, were enrolled in the school on the state's annual enrollment-determination day (BEDS day) in the 2013-14 school year, and either remained in the school for the rest of the year or left for an acceptable reason. (See New York State Education Department's website for its accountability rules and cohort definitions:

<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 30th.

Fourth-Year High School Accountability Cohorts

Fourth Year Cohort	Year Entered 9 th 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 th
2011-12	2008-09	2008	48	4	50
2012-13	2009-10	2009	55	6	49
2013-14	2010-11	2010	67	5	62

Total Cohort for Graduation

Students are included in the Total Cohort for Graduation also based on the year they first enter the 9th grade. Prior to 2012-13, students who have enrolled at least five months in the school after entering the 9th 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 9th 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 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on June 30 th of the Cohort's Fourth Year (a)	Additional Students Still in Cohort ¹ (b)	Graduation Cohort (a) + (b)
2011-12	2008-09	2008	44	6	50
2012-13	2009-10	2009	49	6	55
2013-14	2010-11	2010	62	7	69

¹ 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.

Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on June 30 th of the Cohort's Fifth Year (a)	Additional Students Still in Cohort ² (b)	Graduation Cohort (a) + (b)
2011-12	2007-08	2007	2	3	5
2012-13	2008-09	2008	5	4	9
2013-14	2009-10	2009	0	52	52

² 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

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

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

Background

Green Tech High offers an English Language Arts courses suitable for all levels and abilities. Specifically, incoming students who need remediation participate in the Literature Lab.

Literature Lab. This laboratory is a supplementary course, designed specifically to help students improve their reading comprehension, grammar identification, and language usage skills.

Additional details and course descriptions can be found at:

<http://www.greentechhigh.org/wp-content/uploads/2013/07/Academic-Outline.pdf>

(S) 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 75 to meet the college and career readiness standard.³ 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

94 percent of the 2010 Accountability Cohort passed the English Regents with a 65 or better, however 50 percent achieved a 75 or better.

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

**English Regents Passing Rate with a Score of 65 /75
by Fourth Year Accountability Cohort⁴**

Cohort Designation	Number in Cohort	Percent Passing with a score of 65 /75
2008	45	93/--
2009	49	94/59
2010	63	94/50

Evaluation

GTHCS did not achieve this measure.

English Regents Passing Rate with a score of 65 through 2012, then 75 by Cohort and Year

Cohort Designation	2011-12		2012-13		2013-14	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2010	83	37	72	42	62	50
2011	100	0	93	25	62	71
2012			119	0	83	35
2013					98	0

(S) 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.

Unfortunately, GTH continues to be unable to acquire the scores from the 8th grade NYS ELA exams.

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:

⁴ Based on the highest score for each student on the English Regents exam

The AMO continues to be SED’s basis for determining if schools are making satisfactory progress toward the annual goal. To achieve this measure, all tested students in the Accountability Cohort must have an Accountability Performance Level (APL) that equals or exceeds the 2013-14 English language arts AMO of 166.

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 GTH APL on the NYS English Regents totaled 146, short of the target AMO of 166.

**English Language Arts Accountability Performance Level (APL)
For the 2010 High School Accountability Cohort**

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
61 Tested	5	44	41	10

$$\begin{array}{rcccccccl}
 \text{PI} & = & 44 & + & 41 & + & 10 & = & 95 \\
 & & & & 41 & + & 10 & = & \underline{51} \\
 & & & & & & \text{APL} & = & 146
 \end{array}$$

Evaluation

GTH did not achieve this measure.

Goal 1: Comparative Measure

(S) Each year, students in the high school *Total Cohort* will exceed the predicted pass rate on the English language arts Regents 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 conducts 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 2013-14 analysis is not yet available.

Results

Leave Blank

Goal 1: Comparative Measure

(§) 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.⁵

Results

The GTH 2010 Accountability Cohort had an APL of 146 on the English Regents and we are waiting for the release of the Albany City School District Info. As of this report, the 2009 Cohort info is unavailable.

English Regents Accountability Performance Level (APL)⁶ of Fourth-Year Accountability Cohorts by Charter School and School District⁷

Cohort	Charter School		School District ⁸	
	APL	Cohort Size	APL	Cohort Size
2009			Pending	
2010	146	62	N/A	N/A

Evaluation

TBD

⁵ 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.

⁶ For an explanation of the procedure to calculate the school’s APL, see page 31.

⁷ See page 30 above for an explanation of the APL.

⁸ District results for the 2009 cohort are not yet available.

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 examines 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

Summary of the High School English Language Arts Goal⁹

Although a great percentage of our scholars did pass the NYS English Regents with a score of 65, the college readiness measure of 75 is proving challenging for them.

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

⁹ If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

	among all high schools in New York State.	
Comparative	(§) Each year, the Accountability Performance Level (APL) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the local school district. (Using 2012-13 school district results.)	Unavailable
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

In 2014-15, we plan to improve student performance in English Language Arts by utilizing the following strategies:

- Meet with teachers regarding their instructional goals
- Use Observe 4 Success to monitor teacher performance and analyze its data regularly to drive performance
- Instructional Leaders will conduct at least 10 informal and/or formal observations a week followed by feedback and coaching for teachers
- Weekly data meetings in which the information will help to inform and improve instructional practices

We will measure progress internally using weekly test scores, unit test scores, January Regents, and data evaluation.

In addition, GTH will continue to 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.

MATHEMATICS

Goal 2: Mathematics

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

Background

Through our developing years as a high school, GTH has been refining the math courses offered at what pace to best serve all our scholars. Some students may need two years to master material that others can complete in just one year. In addition, we offer a math lab period to our incoming students who need to strengthen basic skills.

More information can be found here:

<http://www.greentechhigh.org/wp-content/uploads/2013/07/Academic-Outline.pdf>

(S) 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 80 to meet the college and career readiness standard.¹⁰ 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

97 percent of the 2010 Accountability Cohort passed a NYS Math Regents with a 65 or better, however 23 percent achieved a 80 or better.

¹⁰ The statewide adaptation of the revised State Standards includes incorporating college and career readiness performance standards for the English language arts exam. The state has benchmarked student mathematics test performance to the likely need for remedial course work when students enter college by comparing student 3-8 test results and Regents results to their post-secondary experience at SUNY and CUNY. Besides raising the cut scores for proficiency in the 3-8 testing program, the state has begun to set college and career readiness standards for passing Regents.

**Mathematics Regents Passing Rate with a Score of 65 /80
by Fourth Year Accountability Cohort¹¹**

Cohort Designation	Number in Cohort	Percent Passing with a score of 65 / 80
2008	47	96
2009	49	96/24
2010	63	97/23

Evaluation

GTH did not achieve this measure.

Additional Evidence

Mathematics Regents Passing Rate with a score of 65 through 2012 & then 80 by Cohort and Year

Cohort Designation	2011-12 --65		2012-13 --80		2013-14 --80	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2010	83	89	72	14	62	23
2011	100	48	93	18	62	26
2012			119	31	83	10
2013					98	20

Goal 2: Absolute Measure

(S) Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th 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.

GTH is not able to track the eighth grade scores of incoming students.

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:

¹¹ Based on the highest score for each student on the Mathematics Regents exam

http://www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver_REVISED.pdf

The AMO continues to be SED’s basis for determining if schools are making satisfactory progress toward the annual goal. To achieve this measure, all tested students in the Accountability Cohort must have an Accountability Performance Level (APL) that equals or exceeds 2013-14 mathematics AMO of **148**.

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 GTH Math APL for the 2010 Cohort is 120, falling short of the target AMO of 148.

**Mathematics Accountability Performance Level (APL)
For the 2010 High School Accountability Cohort**

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
63	3	74	21	2

$$\begin{array}{rccccccccc}
 \text{PI} & = & 74 & + & 21 & + & 2 & = & 97 \\
 & & & & 21 & + & 2 & = & \underline{23} \\
 & & & & & & \text{APL} & = & 120
 \end{array}$$

Evaluation

GTH did not achieve this measure.

Goal 2: Comparative Measure
(S) 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 conducts 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 2013-14 analysis is not yet available.

Results

Leave Blank

Goal 2: Comparative Measure

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

Method

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

Results

The GTH APL dipped slightly from last year’s 123 to this year at 120. The district data is unavailable at this time.

Mathematics Accountability Performance Level (APL) of Fourth-Year Accountability Cohorts by Charter School and School District¹³

Cohort	Charter School		School District ¹⁴	
	APL	Cohort Size	APL	Cohort Size
2008	N/A	N/A	N/A	N/A
2009	123	48		
2010	120	62	N/A	N/A

Evaluation

The Albany City School District results are still pending.

¹² 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.

¹³ See page 38 above for an explanation of the APL.

¹⁴ District results for the 2009 cohort are not yet available.

Goal 2: 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 examines 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

Summary of the High School Mathematics Goal¹⁵

98 percent of the 2010 Accountability Cohort passed a NYS Math Regents with a 65 or better, the scholars struggle to reach a score of 80 as the below table indicates.

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

¹⁵ If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

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 Accountability Performance Level (APL) on a New York State Regents mathematics exam of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the local school district. (Using 2012-13 school district results.)	Results Pending
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

In 2014-15, we plan to improve student performance in Mathematics by utilizing the following strategies:

- Meet with teachers regarding their instructional goals
- Use Observe 4 Success to monitor teacher performance and analyze its data regularly to drive performance
- Instructional Leaders will conduct at least 10 informal and/or formal observations a week followed by feedback and coaching for teachers
- Weekly data meetings in which the information will help to inform and improve instructional practices

We will measure progress internally using weekly test scores, unit test scores, January Regents, and data evaluation.

GTH also is working to develop the college level math program and have an even greater number of students earn college credits for math courses. We plan to work in conjunction with Hudson Valley to deliver high quality college level courses to GTH students which will reduce college costs and expose students to college level curriculum. The school will use Hudson Valley CC approved curriculum, delivered by GTH inquiry based methodologies.

GTH has also developed an internal plan to improve overall school results and day to day operations which includes activities to:

- 1) Look at individual subject area/course reductions and create targets for each subject area and teacher
- 2) Foster a Can Do, No Excuses attitude among staff
- 3) Deepen instruction, increase critical thinking and the level of rigor
- 4) Reduce behavioral problems and improve school climate

SCIENCE

Goal 3: Science

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

Background

Green Tech High offers a range of science courses at various levels. Please refer to the course catalog: <http://www.greentechhigh.org/wp-content/uploads/2013/07/Academic-Outline.pdf>

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

98 percent of the 2010 Accountability Cohort passed a NYS science exam with a score of 65 or higher.

**Science Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort¹⁶**

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2008	47	98
2009	49	92
2010	62	98

Evaluation

GTH achieved this measure.

¹⁶ Based on the highest score for each student on a science Regents exam

Additional Evidence

All the four year cohorts are making good progress toward meeting this measure.

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

Cohort Designation	2011-12		2012-13		2013-14	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2010	83	89	72	92	62	98
2011	100	78	93	81	62	97
2012			119	50	83	72
2013					98	63

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

GTH outperformed the local district with 94 percent of students in the Total Cohort passing a NYS science Regents versus their 56 percent in 2013.

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
2008	98	47	56	712
2009	87	55	56	654
2010	94	69	N/A	N/A

Evaluation

GTH achieved this measure.

Additional Evidence

GTH has met this measure each year we have had a fourth year cohort.

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

94 percent of the students in the 2010 Accountability Cohort passed the NYS U.S. History Regents with at least a 65.

**U.S. History Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort¹⁷**

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2008	47	87
2009	49	82
2010	62	94

Evaluation

GTH achieved this measure.

Additional Evidence

The cohorts who have taken U.S. History are making good progress.

¹⁷ Based on the highest score for each student on a science Regents exam

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

Cohort Designation	2011-12		2012-13		2013-14	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2010	83	1	72	64	62	94
2011	100	0	93	2	62	87
2012			119	0	83	1
2013					98	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

After four years in the cohort, GTH 2010 Total Cohort outperformed the local district, Albany City, with 84 percent passing the U.S. History Regents versus their 56 percent.

**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
2008	87	45	53	712
2009	75	55	56	654
2010	84	69	N/A	N/A

Evaluation

GTH achieved this measure.

Additional Evidence

GTH has consistently outperformed the district on this measure.

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

89 percent of the 2010 Accountability Cohort passed the NYS Global Studies Regents after four years in the cohort.

**Global History Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort¹⁸**

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2008	45	82
2009	49	80
2010	62	89

Evaluation

GTH achieved this measure.

Additional Evidence

As evidenced in the table below, the 2010 Cohort has made a continued effort to improve percent passing this exam over the past two years as many did not achieve a 65 the first time. The 2011 Cohort is making good progress as well.

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

Cohort Designation	2011-12		2012-13		2013-14	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2010	83	47	72	61	62	89
2011	100	1	93	62	62	82
2012			119	0	83	52
2013					98	0

¹⁸ Based on the highest score for each student on a science 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 2010 Total Cohort had 83 percent of scholars pass the NYS Global Studies Regents exam after four years versus the Albany CSD's 53 percent of the 2009 Total Cohort, which is the most recent data available.

**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
2008	82	45	51	712
2009	71	55	53	654
2010	83	69	N/A	N/A

Evaluation

GTH achieved this measure.

Additional Evidence

GTH consistently outperforms the local 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. The report cards indicate each school's status under the state's No Child Left Behind (NCLB) accountability system.

Results

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

Evaluation

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

NCLB Status by Year

Year	Status
2011-12	Good Standing
2012-13	Good Standing
2013-14	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 each cohort will pass their core academic subjects by the end of August and the school will promote them to the next grade.

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

Method

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

GTCHS 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

Based on the Cohort numbers as of August 15, 2014, each cohort had at least 75 percent promotion rate. We are using the below table because the student credit numbers were not readily available at the time of this report.

Percent of Students Promoted by Cohort in 2013-14

Cohort Designation	Number in Cohort	Percent promoted
2010	69	97
2011	73	96
2012	98	99
2013	109	88

Evaluation

GTH achieved this measure.

Goal 6: Absolute Measure

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

Method

This measure serves as a leading indicator of the performance of high school cohorts and examines their progress towards graduation based on Regents exam passage. The measure requires that 75 percent of students in each cohort have passed at least three Regents exams by their second year in the cohort. In August of 2014, the 2012 cohort will have completed its second year.

Results

52 percent of the 2012 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
2010	88	58
2011	107	48
2012	106	55

Evaluation

GTH did not achieve this measure.

Additional Evidence

Many of the GTH students come to us in need of remediation in basic skills. It often takes many of them longer than two years to pass at least three required Regents exams.

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 9th grade as members of the 2010 cohort and graduated four years later and those who entered as members of the 2009 cohort and graduated five years later. At a minimum, these students have passed five Regents exams in English language arts, mathematics, science, U.S. History and Global History. Students have through the summer at the end of their fourth year to complete graduation requirements.

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

Results

80 percent of the 2010 Total Cohort graduated after four years in the cohort. 90 percent of the 2009 Total Cohort graduated after five years in the cohort. Please note that updates to the previous year’s results have been made due to new information received during the 2013-14 year.

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

Cohort Designation	Number in Cohort	Percent Graduating
2008	43	67
2009	54	83
2010	69	80

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

Cohort Designation	Number in Cohort	Percent Graduating
2008	43	70
2009	52	90

Evaluation

GTH partially achieved this measure. Although greater than 75 percent graduated after four years, only 90 percent graduated after five.

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 district¹⁹. 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

A greater percentage of GTH 2010 Total Cohort students graduated after four years than the local district's most recent report. 80 percent of the GTH scholars did so over their 54 percent.

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

Cohort Designation	Charter School		School District ²⁰	
	Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating
2008	50	58	712	49
2009	54	83	654	54
2010	69	80	N/A	N/A

Evaluation

GTH achieved this measure.

Additional Evidence

GTH consistently has a higher graduation rate than the Albany CSD.

Summary of the High School Graduation Goal

GTH made advancements this year toward the high school graduation goal. Greater than 75 percent of all scholars passed their classes and were promoted. We still struggle to have our students pass at least three required Regents exams by the end of their second year in the cohort. Because of low basic skills of our incoming freshmen, we focus on remediation of basic ELA and math skills. They continue to take their courses, but often need to sit for some Regents more than once to achieve a 65. This year, our Total Cohort had 80 percent graduating after four years in the cohort, however 90 percent of the 2009 Cohort graduated after five years. These graduation rates far exceeded the local district.

¹⁹ 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](#).

²⁰ District results for the 2009 cohort are not yet available.

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

Action Plan

Please refer to the aforementioned school-wide strategies for improving student performance and overall culture.

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 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 20 to 80 on each subsection with 160 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 10th grade (sophomore) test takers in the given year.

Results

The average 10th grade PSAT scores were below the state average in Critical Reading and Mathematics.

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
2011-12	84	63	34.7	45.2	36.8	46.4
2012-13	90	80	37.3	45.4	38.8	46.5
2013-14	102	92	34.7	45.5	35.7	47.0

Evaluation

GTH did not achieve this measure.

Additional Evidence

This measure continues to be a challenge for our 10th grade scholars.

Goal 7: 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 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 12th grade (senior) test takers in the given year.

Results

The 2010 Total Cohort did not outperform the state average in reading or math on the SAT exam.

12th Grade SAT 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
2011-12	47	41	381	497	373	514
2012-13	49	35	403	496	414	514
2013-14	69	45	385.9	485	417.8	501

Evaluation

GTH did not achieve this measure.

Additional Evidence

Outperforming the state on the SAT continues to be a challenge for our scholars.

(§) 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

Of the 55 students in the 2010 Total Cohort who graduated in four years, 22 percent achieved a 75+ on the English Regents and an 80+ on a math Regents exam.

Percent of Graduates Meeting the Aspirational Performance Measure²¹

Cohort	Charter School	Statewide ²²
2008		35.3
2009	36	35.3
2010	22	N/A

Evaluation

GTH did outperform the state Aspirational Performance Measure.

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

Method

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

Results

Of the 55 students in the 2010 Total Cohort who graduated, 20 percent did so with a Regents degree with Advanced Designation.

Percent of Graduates with a Regents Diploma with Advanced Designation²³

²¹ 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](#).

²² Statewide results for the 2010 cohort are not yet available.

Cohort	Charter School	School District ²⁴
2007		10.8
2008	36	13
2009	20	N/A

Evaluation

GTH achieved this measure.

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

Method

GTH students are given the option to take and AP course, the CLEP exam or take a college level course through a partnership with Hudson Valley Community College.

Results

44 percent of our graduates received credit for a college level course.

Graduates Passing a Course Demonstrating College Preparation

Cohort	Number of Graduates	Percent Passing the Equivalent OF a College Level Course ²⁵
2009	44	9
2010	55	44

Evaluation

GTH did not achieve this measure, however the percentage increased significantly over last year. Our partnership with HVCC was introduced in the 2013-14 year.

²³ 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](#).

²⁴ District results for the 2009 cohort are not yet available.

²⁵ Advanced Placement (AP) exam, a College Level Examination Program (CLEP) exam, or a college level course

Goal 7: (§) 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. We are establishing an alumni network to stay in contact with our graduates.

Results

Of the 47 students in the 2009 Total Cohort graduates who graduated in June, August or January, 94 percent matriculated in college within one year of graduation.

Of the 55 2010 Total Cohort graduates, 85 percent have matriculated in college.

Evaluation

GTH achieved this measure.

Summary of the College Preparation Goal

Green Tech High is making progress toward meeting the college preparation outcome measures. We continue to work towards improving the student performance on the PSAT and SAT tests. The percent of graduates who received college level credit prior to graduation increased dramatically thanks to the new program with HVCC. GTH continues to have a greater percentage of students who graduate with Advanced Designation.

Type	Measure (Accountability Plan from 2012-13 or later)	Outcome
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.	Did Not Achieve
	(§) The percent of graduating students that meets the state’s aspirational performance measure (APM), currently defined as the percentage of students in a cohort who graduate with a score of 80 or better on a math Regents exam AND 75 or better on the English Regents exam, will exceed the statewide average.	Did Not Achieve
	(§) Each year, 75 percent of graduating students will demonstrate their preparation for college by passing an Advanced Placement (AP) exam, a College Level Examination Program (CLEP) exam or a college level course.	Did Not Achieve
	(§) The percent of graduating students who graduate with a Regents diploma with Advanced Designation will exceed the local district.	Achieved
	(§) Each year, 75 percent of graduating students will matriculate in a college or university in the year after graduation.	Achieved

Action Plan

GTH will continue to refine its college preparatory supports for scholars in the 2014-15 school year. Greater than 85 percent of our graduates have matriculated in a 2 or 4 year college within a year of graduation. To build on the recent spike in success we've established by working with the HVCC approved coursework in math and English, we will continue to work in conjunction with Hudson Valley to deliver high quality college level courses to GTH students which will reduce college costs and expose students to college level curriculum. Our staff will use Hudson Valley approved curriculum, delivered by GTH inquiry based methodologies.