

**GREEN DOT NEW YORK
CHARTER SCHOOL
soon to be called University Prep Charter High School**

**2012-2013
ACCOUNTABILITY PLAN
PROGRESS REPORT**

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Ashish Kapadia prepared this 2012-2013 Accountability Progress Report on behalf of the school's Board of Trustees:

Trustee's Name	Board Position
Steve Barr	Chairman of the Board of Trustees
Randi Weingarten	Board Member
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INTRODUCTION –

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

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

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

The Green Dot Model

Green Dot New York is rooted in a steadfast belief that central to a school's success is the presence of a strong teacher in every classroom. Green Dot New York asserts that with the right preparation and professional development, a school's faculty is best poised to make the decisions that benefit their students. For this reason, Green Dot embraces a site-based decision making model in which teachers, as true professionals, take full responsibility for their students' success. Teachers' first and foremost responsibility is to work to ensure that every student they teach move toward or beyond grade level. To do this, Green Dot New York has developed a model in which a professional community is predicated on collaboration, reflection and feedback, and continual improvement.

Our experience, supported by research and its own success, indicates that students learn best in a nurturing, supportive environment where they are known and treated as individuals, and where their background is honored. Accordingly, personal attention to individual students and sensitivity to their backgrounds is a cornerstone of the school model. To create the personalized, nurturing and supportive

environment that best fosters student motivation, learning and student success, Green Dot New York Charter School has replicated the model that Green Dot Public Schools has developed. Core to this model are Green Dot's Six Tenets which serve as the levers for student success.

The Six Tenets

The Six Tenets are a set of six core principles that Green Dot New York Charter School has replicated:

1.) Small, Safe, Personalized School

Green Dot New York Charter School has created a personalized environment that gives each student the best chance of success. In such a setting, students are held accountable for their actions while administrators and teachers develop personal relationships with each student and his/her family. Smaller high schools, with a clear and consistently applied code of conduct, have proven to be safer and to decrease the security risks inherent in urban schools as potential problems are recognized earlier and mitigated. Classes are also kept as small as possible. The student to teacher ratio is targeted to provide individual attention to students and help teachers instruct effectively in classes that typically have students at varying proficiency levels.

2.) High Expectations and Extra-Supports

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

3.) Local Control with Extensive Professional Development and Accountability

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

Extensive training and professional development prepare Green Dot New York's administrators and teachers to make effective decisions related to instruction and school site management. A

comprehensive professional development program is implemented at the school, based on core principles of collaboration, reflection, and continuous improvement.

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

4.) Parent Participation

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

5.) Get Dollars into the Classroom

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

6.) Keep Schools Open Later

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

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

- College-preparatory curriculum
- Faculty office hours

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

Standards-Aligned and Regents-Ready Curriculum

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

Academic Support and Intervention

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

- **Summer Bridge Program:** Typically a four-week mandatory summer session held for incoming ninth graders. The curriculum is interdisciplinary, drawing concepts from ELA, Physics, Physical Education, Spanish, Mathematics, Health, Global History and Geography, and various branches of science. It is focused on the theme of *Horizons* and acclimates the incoming freshman to Green Dot culture by stressing the values of preparation, self-assessment, stress management and leadership as a means of being successful.
- **Reading Intervention Program:** Read 180, a standards-aligned program for reading is provided to students who test low in reading. Typically Read 180 is given to ninth graders in lieu of an elective class; however, the opportunity is extended to upperclassmen in need of continuing support in reading and writing.
- **Math Intervention:** Students struggling in math receive intervention through additional instructional sessions and individual tutoring during their math teachers' office hours. Peer tutoring was established to help students who entered 9th grade with particularly low numeracy skills.

- Advisory: The advisory program is designed to be a 30-minute intervention period in the middle of the school day. Typically, students meet with their advisors four or five times per week. The Advisory class has a different focus at each grade level, although it focuses on a combination of academic skills, individual academic progress, college planning, teambuilding, and social/emotional topics.
- Special Education and ELL Support: Green Dot Public Schools has a track record of working with ELL students, with a focus on building English fluency and writing skills. Its special education approach combines “push-in” services and “pull-out” services as needed, giving students personalized supports that are consistent with their IEPs. All ELL students take two English classes, although the senior year class focuses on the humanities. ELL students in grades 9 and 10 also receive weekly after school assistance from the supervisor of the English department. In addition to the course mandates included in their IEPs, special education students receive strict testing modifications, mandated group and/or individual counseling, speech, and hearing services. The school’s administration and faculty fully comply with all of the terms set forth in the IEP.
- Faculty Office Hours: All faculty hold office hours during which students meet for additional support. This practice is meant to provide needed support to students as well as to develop a sense of ownership for their own learning.
- Counseling: The school model includes one guidance counselor per grade so that the counselor has a manageable caseload where he/she can provide mandated and at-risk counseling for social and emotional issues, as well as academic counseling. The guidance counselors serve as de facto grade level leaders and run the HW Club for struggling students in their cohort. The school also has a college counselor who provides students with information on college admissions and financial aid process. The college counselor communicates with students and families while assisting the student with each step of the application, admissions, and aid processes.

Extensive Professional Development

Professional development for teachers and school-site leaders is a critical component of Green Dot’s school model and program. Reflective practice occurs in an environment where there is collaboration, use of meaningful data, and thoughtful discussion regarding instruction. Scheduled into the daily routine of Green Dot schools, professional development opportunities will provide teachers time to inquire about practice, study individual and group student data, develop best practices, and ensure accountability for school-wide as well as individual teacher goals.

Core Values

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

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

School Information

Green Dot New York Charter School opened with its Summer Bridge Program for the Class of 2012 on July 6, 2008. The Class of 2012 began its regular academic year on September 2008. The school began with 117 9th grade students and finished its fourth year with 88 12th graders, 86 of whom graduated and 2 who transferred in order to graduate in one semester. The Class of 2013 started high school in July 2009 with 108 9th graders and currently had 87 seniors. After one student moved mid-year, all 86 graduated in June 2013. The Class of 2014 started high school in July 2010 with 104 ninth graders and finished the 2012-2013 year with 84 juniors. The Class of 2015 started high school in July 2011 with 100 students and finished this school year with 90 sophomores. The Class of 2016 started 9th grade this year as 99 freshmen and finished the year with 97 students.

The student body is about 30% African-American, 65% Hispanic-American and 5% unclassified, bi-racial, Asian, Caucasian, or other. About 89% of the entire student body is entitled to free or reduced-price lunch.

The school averaged over 93% attendance for the 2012-2013 school year.

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2008-09										117				117
2009-10										108	102			210
2010-11										100	99	93		292
2011-12										100	92	95	90	377
2012-13										99	90	84	87	360

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 30th
2011-12	2008-09	2008	88	0	88
2012-13	2009-10	2009	87	1	86

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	88	0	88
2012-13	2009-10	2009	86	0	86

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)
2012-13	2008-09	2008	0	0	0

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.

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 Dot New York Charter School students will become proficient readers and writers of the English Language.

Background

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

Independent Reading is stressed in the 9th, 10th and 11th grade ELA classes and significant time and emphasis is placed on helping the students to develop as critical readers in their chosen literature. Texts within the Independent library ranged from contemporary to classic and are of various skill levels.

The ELA department collectively adopts a unified stance on writing. For every English course, a portion of the grade is allotted to their "Process Pieces". These projects encourage students to view writing as a process and quarterly, students write a major paper that is assessed as both a finished product and the process the students take to get there. This includes everything from the pre-writing to final draft stages of writing.

The 9th grade English course is taught through three different courses at Green Dot New York. The first course is a traditional English Language Arts class, which all 9th graders take. This course covers various genres and skills associated with the study of English literature and language. A diverse selection of short stories and books were chosen for students to read, such as: Miracle Boys, by Jacqueline Woodson; Romeo and Juliet, by William Shakespeare; and A Raisin in the Sun, by Lorraine Hansberry. The course is also engages students through short stories and poetry. The course heavily focuses on the development of the students' reading skills and their ability to communicate effectively in their writing.

The second English class that 9th grade students take is either Read 180 or English Composition. READ 180 is a reading intervention program created by Scholastic to improve comprehension, spelling, phonics, and vocabulary acquisition. All students are initially tested with the Scholastic Reading Inventory Exam (SRI) to determine whether their reading skills are above, at, or below grade level. While, student above or near grade level in literacy are placed in an English Composition class, students well below grade level are programmed to take this reading course. In the READ 180 class, students

rotate in small groups between direct instruction with the teacher, independent reading, and computer-based learning. Students that show significant measurable progress in READ 180 are then scheduled to take an English Composition course for the second semester.

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

The 10th graders take a course in creative writing and a standard ELA course. The 10th grade ELA course this year focused on the idea of alienation and students read a variety of texts around that theme including Of Mice and Men, by John Steinbeck; Night, by Elie Weisel; The Tragedy of Julius Caesar by William Shakespeare; and Inherit the Wind by Jerome Lawrence and Robert E. Lee; as well as poetry, non-fiction text and short stories. The course draws deeper on the students' analytical skills by exposing them to a critical lens prompt daily that encouraged them to make literary connections among the various books they have read over the 2 years.

The 10th grade writing course focuses on students' skills as writers, teaching them to manipulate language for a creative purpose. It is a grammar intensive and vocabulary rich course. It also looks at the PSAT verbal section in depth during the months of September and October. Students this year spent notable time in the Spring creating digital media pieces.

The 11th grade ELA course connects themes in the English Language Arts in an interdisciplinary approach while preparing students for the Regents Exam. The 11th grade ELA course this year focused on language development as well as analytical and critical thinking. Students read a variety of texts around that theme including: The Great Gatsby by F. Scott Fitzgerald, Hamlet by William Shakespeare, and Death of a Salesman by Arthur Miller along with analyzing other supplemental stories. While students were being prepared to take the ELA regents exam, the class focused more on the application of skills acquired over the course of the previous two years.

The 12th grade ELA course continues to explore literary themes through a focus on novels, short stories, and poetry. Students read texts including: To Kill a Mockingbird by Harper Lee, The Pearl by John Steinbeck, The Help by Kathryn Stockett, and Spoon River Anthology by Edgar Lee Masters. As students prepare for college, there is a major focus on the development of papers where students create a thesis and justify it through explained evidence within the text. Those students not taking a traditional ELA

course in 12th grade take Advanced Placement English Literature where they delve deeper into each text and develop the skills necessary for a college level English literature course.

Goal 1: Absolute Measure 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.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

Every student in the Class of 2012 and the Class of 2013 passed the English Regents Exam

although not every student earned 75% on the test. In the Class of 2012, 54 out of 86 students, or 63%, earned 75% or higher on that exam. With the Class of 2013, 49 out of 86 students, or 57%, earned 75% or higher on that exam.

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

Cohort Designation	Number in Cohort	Percent Passing with a score of 75	Percent away from meeting the measure
2008	86	63%	2%
2009	86	57%	8%

³ 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.

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

Evaluation

While the school did not meet this measure with either cohort, it did not know until July 2013 that this would be part of its accountability plan for the 2012-2013 school year! By then, all students in the cohort had graduated high school. Had it known well in advance, it could have scheduled students to re-take the exam during their senior year in both cohorts, rather than rely on the knowledge that all of its students passed the exam on their way towards graduation. The Class of 2013 was 8% away from meeting this measure.

Additional Evidence

Of the 84 students in the Class of 2013, 56 have already scored 75% or higher on its first administration of the English Regents Exam. As that is 67% of the cohort, the school has already met this measure for the Class of 2013!

Goal 1: Absolute Measure 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.

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 the college and career readiness standard.

Results

For the Class of 2012, 63 out of 86 of the students in the cohort entered high school at Level 1 or 2 on the 8th grade New York State English Exam. These 63 students do not include a few who did not take this state assessment. Of the 63, 52% earned a score of 75% or higher on the New York State English Regents Exam. For the Class of 2013, 34 students entered high school at Level 1 or 2 on the 8th grade New York State English Exam, again, not including students who did not take that assessment. Of the 34, 41% scored at least 75% on the English Regents Exam.

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

Cohort Designation	Number in Cohort who were below Level 3 in Grade 8	Percent Passing with a score of 75
2008	63	52%
2009	34	41%

Evaluation

The school did not meet this measure. As stated earlier, the school did not know it would be held to this accountability measure this year until after the Class of 2013 graduated. In addition, there is significant thought that the proficiency scores on the 8th grade New York State Assessment for English and Mathematics were inflated to indicate that the number of students below proficiency decreased. Therefore, the school argues that had this not occurred, this cohort's number of students below proficient would increase and its number of students who scored 75 or above on the English Regents Exam would increase.

Additional Evidence

For the Class of 2014, there are 50 students who scored at Level 1 or 2 on the 8th grade New York State English Exam. Of those 50, 54% have already earned at least 75% on the English Regents Exam. Since the students have the opportunity to re-take the exam in January 2014 and/or June 2014, the school is well on its way to meeting this measure.

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.

⁵ Based on the highest score for each student on the English Regents exam

The Annual Measurable Objective (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

Every student passed the English Regents Exam, with 57% scoring above 75% on the exam. Of those 57%, 6% scored 90% or above on the exam. Therefore, the total APL is 157.

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
86	0	43%	51%	6%

$$\begin{array}{rcccccccc}
 \text{PI} & = & 43 & + & 51 & + & 6 & = & 100 \\
 & & & & 51 & + & 6 & = & 57 \\
 & & & & & & \text{APL} & = & 157
 \end{array}$$

Evaluation

The school did not meet this measure as it was short by 6.

Additional Evidence

For the Class of 2014, based on the June and August 2013 English Regents exam results, 8% scored at Level 1, 26% scored at Level 2, 61% scored at Level 3, and 5% scored at Level 4. Therefore, if it had completed its fourth year this year, the cohort's APL would be 158. This cohort has two more opportunities to earn a higher score, placing it in good position to reach or exceed the AMO for the 2010 cohort.

Goal 1: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score 65 or above on the New York State Regents English Exam by completion of their fourth year in the cohort.

Method

Students in the Accountability Cohort take the English Regents Exam in June of their junior year for the first time and may re-take the exam in August of junior year or during senior year in January or June.

Results

Every student in the Class of 2013 passed the English Regents Exam with at least 65% on the exam.

Evaluation

The school met this measure.

Goal 1: Absolute Measure

Each year, 75 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 score 65 or above on the New York State Regents English exam by completion of their fourth year in the cohort.

Method

Students in the Accountability Cohort take the English Regents Exam in June of their junior year for the first time and may re-take the exam in August of junior year, January of senior year, and/or June of senior year.

Results

Every student in the Class of 2013 passed the English Regents Exam with at least 65% on the exam.

Evaluation

The school met this measure.

Goal 1: Comparative Measure

(§) Each year, students in the high school *Total Cohort* will exceed the predicted pass rate on a Regents mathematics 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

Not Available

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.⁶

Results

For the Class of 2012, 63% of the cohort scored 75% or higher on the English Regents Exam. The remaining 37% passed the English Regents Exam, making the school’s APL for cohort 2008 = 37+63+63= 163. For the Class of 2013, the cohort’s APL is 157.

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

Cohort	Charter School		School District ⁷	
	APL	Cohort Size	APL	Cohort Size
2007	N/A	N/A	N/A	N/A
2008	163	86	117	1563
2009	157	86	N/A	N/A

Evaluation

For the Class of 2012, the school met this measure and exceeded District 7’s APL by 46. If the APL for District 7 were to remain the same for the Class of 2013, the school’s Cohort 2009 would exceed District 7’s APL by 40.

Additional Evidence

For the Class of 2014, the cohort’s current APL is 158. If District 7’s APL were to increase by 15% during the 2012-2013 school year and then increase by another 15% during the 2013-2014 school year, the school’s APL for cohort 2010 would still exceed that of District 7.

Goal 1: Comparative Measure

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

⁶ 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.

⁷ District results for the 2009 cohort are not yet available.

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.⁸

Results

All students in the Class of 2012 and the Class of 2013 passed the Regents English Exam.

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 ⁹	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2007	N/A	N/A	65	1973
2008	100	86	63	1886
2009	100	86	N/A	N/A

Evaluation

The Class of 2013 met this measure and easily exceeded District 7.

Additional Evidence

92% of the Class of 2014 has passed the English Regents Exam with one year remaining of high school. The school expects to easily meet this measure when the Class of 2014 completes its fourth year.

Goal 1: 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.

⁸ 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.

⁹ District results for the 2009 cohort are not yet available.

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.

Results

Not Applicable

Summary of the High School English Language Arts Goal

While the school has not met the measures related to college readiness and Accountability Performance Level, due to a heavy emphasis on English over the course of four years, it has significantly exceeded District 7 and shown an ability to have all of its students pass the English Regents Exam on their way to graduation. Further, the Class of 2014 appears on track to meet many, if not all, of these measures.

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents English exam by the completion of their fourth year in the cohort.	Achieved
	(§) 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, 75 percent of students in the high school Accountability Cohort will did not score proficient on the New York State 8th 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.	Achieved
	(§) Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade	Did Not Achieve

	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.	
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 of students in the high school Accountability Cohort passing the Regents English exam with a score of 65 or above will exceed that of the high school Accountability Cohort from the local school district. (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.)	Did Not Achieve
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 – After spending a year focused on implementation of the Common Core Standards in English, the school will dedicate the 2013-2014 school year to an internal schoolwide pedagogical goal where all teachers incorporate the Common Core Literacy Standards so that there is a greater emphasis on student literacy skill development through nonfiction complex text, closer reading, deeper analysis, text citation, and writing using sources. Teachers will receive professional development on the implementation of the Common Core Literacy Standards and will follow curriculum adjustments.

For the Class of 2014, the students who have yet to pass the ELA Regents will attend additional classes to prepare for the state exam and the school will have students who have passed the exam take it again in order to obtain a score above 75%. The school will continue to require freshmen and sophomores to take two English classes, juniors to focus on the SAT reading and writing in addition to 11th grade ELA,

and seniors to focus on more challenging literature as part of 12th grade ELA or Advanced Placement English Literature. In addition, seniors who are not in an Advanced Placement Government class will take a humanities course where they focus on writing college-level papers.

For the subsequent cohorts of students, the school will continue to implement best practices in preparation for the ELA Regents Exam and continue to institute a Saturday Academy to improve student literacy levels.

MATHEMATICS

Goal 2: Mathematics

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

Background

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

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 Integrated Algebra, Geometry, and Algebra II 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.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

In the Class of 2012, 29% of the 86 students earned 80% or more on one math Regents Exam. In almost every case, that exam was Integrated Algebra. In the class of 2013, 30% earned 80% or more on one math Regents Exam. For this cohort, the exam was almost always Integrated Algebra.

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

Cohort Designation	Number in Cohort	Percent Passing with a score of 80
2008	86	29
2009	86	30

Evaluation

The school did not meet this measure. A major reason why is that the level of rigor and the exam conversion chart increase from the Algebra Regents Exam to the Geometry Regents Exam. They again increase from the Geometry Regents Exam to the Trigonometry Regents Exam. Therefore, it is much more likely that a student will score higher on the Algebra exam than any other math Regents Exam. This is seen through the number of students who take each exam statewide as far fewer students take Geometry and even fewer take Trigonometry. For example, in 2009-2010, over 275,747 students took the Algebra Regents Exam statewide. The next year, only 162,505 students took the Geometry Regents Exam. The year after that, only 115,327 students took the

¹⁰ 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.

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

Trigonometry Regents Exam with about a 10% lower passing rate. Therefore, this measure most likely comes down to a freshmen's ability to score 80% on the Algebra Exam. While the school acknowledges that there is tremendous work to do to increase its percentage of students passing with 80%, it questions whether the measure truly indicates college readiness since not all students take the Geometry and Trigonometry Regents Exams, unlike the ELA Regents Exam which is a graduation requirement taken at the end of a student's third year. Also, unlike the Regents Exam in English, it is not realistic to have students in their junior or senior year re-take a previous math exam because they are onto the next mathematics course where the content is different.

Additional Evidence

One of the difficult aspects of the college readiness indicators to understand is the inconsistency in threshold for what constitutes proficiency. In English, it is 75% on the Regents Exam but in math it is 5 points higher. A data analysis of the Class of 2013 showed that 52 out of 86 students or 60% earned at least 75% on a math Regents Exam.

Meanwhile, looking at the Class of 2014, only 18% so far have scored 80% or more on a math Regents Exam. However, 52% of cohort 2010 have scored 75% or more on a math Regents Exam.

Mathematics Regents Passing Rate with a score of 80 by Cohort and Year

Cohort Designation	2012-13	
	Number in Cohort	Percent Passing
2009	86	30
2010	84	18
2011	90	24
2012	97	40

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.

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 for the college and career readiness standard.

Results

Zero students in the Class of 2012, who entered high school scoring at Level 1 or 2 on the 8th grade New York State Mathematics Exam, passed a math Regents Exam with 80% or more.

Mathematics Regents Passing Rate with a Score of 80 among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ¹²

Cohort Designation	Number in Cohort	Percent Passing with a score of 80
2008	86	7.5%
2009	86	0

Evaluation

The school did not meet this measure.

Additional Evidence

In the Class of 2014, only one student entered high school at Level 1 or 2 on the 8th grade New York State Math Exam and has scored 80% or more on a math Regents Exam. The school believes this is supported by the previous arguments that 80% is overly high threshold for mathematics since it is largely based on the Algebra Exam and that 8th grade exam scores were inflated for several cohorts of 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.

¹² Based on the highest score for each student on the Mathematics Regents exam

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

In the Class of 2013, 26 out of 86 students scored 80% or more on a math Regents Exam. No student scored 90% or above, but every student passed at least one math Regents Exam on the way towards graduation. Therefore, 70% fall into Level 2 and 30% fall into Level 3, making the school's APL = 130.

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
86	0	70%	30%	0

$$\begin{array}{rclclclcl}
 \text{PI} & = & 70 & + & 30 & + & 0 & = & 100 \\
 & & & & 30 & + & 0 & = & 30 \\
 & & & & & & \text{APL} & = & 130
 \end{array}$$

Evaluation

The school did not meet this measure and fell short by 12.

Additional Evidence

Had the threshold been 75% like it is in English, the school's APL would have been 160 because 60% of the Class of 2013 scored at 75% or above. Similarly, the APL for the Class of 2014 after three years would have been 152 since 52% scored at 75% or above on one math Regents Exam.

Goal 2: Absolute Measure

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

Method

The school administered the New York State Regents Integrated Algebra, Geometry, 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.¹³ 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

Both the Class of 2012 and the Class of 2013 have all students passing at least one math Regents Exam with 65% or more.

Mathematics Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort¹⁴

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2008	86	100
2009	86	100

Evaluation

The school met this measure.

¹³ 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.

¹⁴ Based on the highest score for each student on the Mathematics Regents exam

Additional Evidence

Every student in the Class of 2014 has passed at least one math Regents Exam with at a score of at least 65% so the school will meet this measure when the Class of 2014 finishes its fourth year.

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

Cohort Designation	2012-13	
	Number in Cohort	Percent Passing
2009	86	100
2010	84	100
2011	90	98
2012	97	99

Goal 2: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on the New York State 8th grade mathematics exam will score at least 65 on a New York State Regents mathematics exam by the completion of their fourth year in the cohort.

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 for graduation with a Regents diploma.

Results

Every student in the Class of 2012 and the Class of 2013 who entered high school at Level 1 or Level 2 on the 8th grade New York State Math Exam scored at least 65% on one math Regents Exam.

**Mathematics Regents Passing Rate with a Score of 65 among Students
Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort ¹⁵**

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2008	40	100
2009	15	100

¹⁵ Based on the highest score for each student on the Mathematics Regents exam

Evaluation

The school met this goal.

Additional Evidence

Since every student in the Class of 2014 has passed at least one math Regents Exam with 65% or higher, the school will meet this goal for the Class of 2014 when it completes its fourth year.

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

Not Available

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.¹⁶

Results

The Class of 2012 had an APL of 129 for mathematics and the Class of 2013 had an APL of 130. For cohort 2008, District 7 had an APL of 78.

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

Cohort	Charter School		School District ¹⁷	
	APL	Cohort Size	APL	Cohort Size
2007	N/A	N/A	N/A	N/A
2008	129	86	78	1563
2009	130	86	N/A	N/A

Evaluation

For the Class of 2012, the school easily met this measure, exceeding District 7 by 51. While the APL for District 7 for mathematics for the 2009 cohort is unknown, it is not expected to be as high as the school's APL of 130, which is 52 above the district's 2008 math APL.

Additional Evidence

With 15 out of 84 students scoring 805 or above on a math Regents Exam, the Class of 2014 currently has an APL of 118. Like with English, if District 7's APL were to increase by 15% for the 2009 cohort and then another 15% for the 2010 cohort, the school would still exceed the District by a significant margin, in this case about 15.

¹⁶ 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.

¹⁷ District results for the 2009 cohort are not yet available.

Goal 2: Comparative Measure

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

Method

The 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.¹⁸

Results

All students in the Class of 2012 and the Class of 2013 passed at least one math Regents Exam with at least 65%.

**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 ¹⁹	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2008	100	86	59	1886
2009	100	86	N/A	N/A

Evaluation

The school met this measure.

Additional Evidence

All students in the Class of 2014 have passed at least one math Regents Exam with a score of at least 65%. Therefore, the school expects to meet this measure when the cohort completes its fourth year.

¹⁸ 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.

¹⁹ District results for the 2009 cohort are not yet available.

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.

Results

Not Available

Summary of the High School Mathematics Goal

Similar to the English goal, the school has demonstrated an ability to have all of its students pass a New York State Regents Exam with at least 65%, greatly exceeding District 7, on their way to graduation. While the school has yet to meet the college readiness measures and those related to APL, it struggles to see a path to meeting the measure without having students repeat exams in subsequent years which would jeopardize a student's ability to pass future math Regents Exams. It does not see how the Class of 2014 can meet these measures.

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents mathematics exam by the completion of their fourth year in the cohort.	Achieved
	(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 mathematics exam) by the completion of their fourth year in the cohort.	Did Not Achieve
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will did not score proficient on the New York State 8th grade English	Achieved

	language arts exam will score at least 65 on a New York State Regents mathematics exam by the completion of their fourth year in the cohort.	
	(§) 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 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, 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 of 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. (Using 2011-12 school district results.)	Did Not Achieve
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

GreenDot is committed to helping students become proficient in the application of mathematical skills and concepts. The school will continue to incorporate, within the curriculum, unit exams have been designed around the language of the state exam. These unit exams are given approximately every six weeks to determine student growth and identify students for the following intervention programs: office hours, one-on-one peer tutoring, and small-group tutoring, peer tutoring, Saturday classes, and tutoring led by college students.

To encourage higher-level learners to deepen their appreciation for mathematics, the school will allow seniors to take classes at Lehman College as part of the College Now program. The school will also offer pre-calculus and statistics as higher level math courses for seniors, who will also have the opportunity to take the Trigonometry Regents Exam to earn an Advanced Regents diploma.

The school will also seek to alter its curriculum in order to be aligned to the new Common Core State Standards for mathematics, beginning with Algebra I as it addresses the six shifts within mathematics.

SCIENCE

Goal 3: Science

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

Background

After evaluating the incoming skill levels of our students in science as well as the course of study written in our charter, the school wrote to the Charter School Institute to determine whether a change in the course of study would constitute a material change to our charter. CSI responded that it would not be a material change. Therefore, the course of study in science at Green Dot has changed from its original design. The Class of 2012 took Living Environment, Anatomy and Physiology, Earth Science, and Chemistry. Subsequently, the course offerings have changed for future cohorts.

For the Class of 2013, in year 1, students took Environmental Science. The Environmental Science course is a one year course that follows the NYS curriculum. It covers the natural sciences and non-living systems and living systems and is a survey course providing students with a basic understanding of key environmental science concepts and how humans interact with their environments. This includes but is not limited to a study of the physical sciences (chemistry, physics, geology, geography, et al.) and the

physical environment. The course also examines global environmental issues and addresses those concerns under the lens of applied science. Students participate in both lab and classroom learning.

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

In year 3, students take Chemistry. This traditional physical science course investigates the matter, atoms and their particles, ions, bonding, properties of chemicals, chemical reactions, the relationship of the various elements, stoichiometry, molarity, thermochemistry, oxidation-reduction reactions, and nuclear chemistry. This course incorporates a myriad of laboratory activities and may end in a Regents Exam for students.

In Year 4, students take an Advanced Placement course or Forensics which is the application of all the branches of science to field of law course of study. The course pulls scientific theory from biology, chemistry and physics and examines the science in action through case study analysis. The forensic science course examines but is not limited to an overview of forensic science, crime scene analysis, organic analysis, fingerprints (beginning and advanced), World Trade Center investigation, ballistics, arson, explosives, document analysis, hair and fiber, DNA, crime investigation, forensic photography, footwear and tire marks, entomology, chemistry, penal law, and major case studies. The Advanced Placement course for the Class of 2013 was AP Chemistry.

Goal 3: Absolute Measure

Each year, 75 percent of students in the high school Total Cohort will score 65 or above 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 and Chemistry. 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

All students in the Class of 2012 and in the Class of 2013 passed at least one science Regents Exam with at least 65%.

Science Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort²⁰

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2008	86	100
2009	86	100

Evaluation

The school easily met this measure.

Additional Evidence

82 out of 84 students in the Class of 2014 have passed at least one science Regents Exam after three years of study. This is 97.6%, showing that the Class of 2014 will meet this measure when it completes its fourth year. The two remaining students also qualify for a local diploma.

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

Cohort Designation	2012-13	
	Number in Cohort	Percent Passing
2009	86	100
2010	84	97.6
2011	90	96.7
2012	97	N/A

Goal 3: Absolute 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.

²⁰ Based on the highest score for each student on a science Regents exam

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

All students in the Class of 2012 and the Class of 2013 passed at least one science Regents Exam.

**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	100	86	51	1886
2009	100	86	Unknown	Unknown

Evaluation

The school easily met the measure for the Class of 2012 by 49% and for the Class of 2013.

Additional Evidence

97.6% of the Class of 2014 has passed at least one science Regents Exam so the school expects to meet this measure when the cohort completes its fourth year.

Action Plan

In order to enhance our students' knowledge and understanding of the scientific world and meet measure one, the school will continue to use Test Wizard and ExamGen to create benchmark exams. These benchmark exams will be designed based on the New York State standards, Regents exams, and recommendations from the National Science Foundation.

Instead of AP Chemistry, the school will offer Advanced Placement Biology. It will seek to utilize a campus science lab that is currently under construction.

The school will continue to implement Saturday classes to prepare to state assessments and will continue to offer College Now classes in various subjects for students to learn on CUNY campuses.

SOCIAL STUDIES

Goal 4: Social Studies

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

Goal 4: Absolute Measure

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

Method

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

All students in the Class of 2012 and the Class of 2013 passed the U.S. History Regents Exam with at least 65%.

U.S. History Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort²¹

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2008	86	100
2009	86	100

²¹ Based on the highest score for each student on the U.S. History Regents exam

Evaluation

The school has met this measure for the Class of 2012 and the Class of 2013.

Additional Evidence

All students in the Class of 2014 have passed the U.S. History Regents Exam so the cohort 2010 will meet this measure when it completes its fourth year.

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

Cohort Designation	2012-13	
	Number in Cohort	Percent Passing
2009	86	100
2010	84	100
2011	90	N/A
2012	97	N/A

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

All students in the Class of 2012 and the Class of 2013 passed the U.S. History Regents Exam with at least 65%.

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	100	86	37	1886
2009	100	86	Unknown	Unknown

Evaluation

The school met this measure for the Class of 2012 by 63% and for the Class of 2013.

Additional Evidence

All students in the Class of 2014 have passed the U.S. History Regents Exam with at least 65% so the 2010 cohort will meet this measure when it completes its fourth year.

Goal 4: Absolute Measure

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

Method

This measure requires students in each Accountability Cohort to pass the Global History exam by the completion of their fourth year in the cohort. Students may have taken the exam multiple times, and had until the summer of their fourth year to pass it. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

Results

98% of the Class of 2012 passed the Global History Regents Exam with 65% or more. The two students who did not do so earned local diplomas as they had Individualized Education Plans. All students in the Class of 2013 passed the Global History Regents Exam with 65% or more.

Global History Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort²²

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2008	86	98
2009	86	100

²² Based on the highest score for each student on a science Regents exam

Evaluation

The school met the measure for the Class of 2012 and the Class of 2013.

Additional Evidence

83 out of 84 students in the Class of 2014 have passed the Global History Regents Exam with one student qualifying for a local diploma, if necessary. Therefore, the Class of 2014 will meet this measure when it completes its fourth year.

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

Cohort Designation	2012-13	
	Number in Cohort	Percent Passing
2009	86	100
2010	84	99
2011	90	84
2012	97	N/A

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

98% of the Class of 2012 passed the Global History Regents Exam with 65% or more. All students in the Class of 2013 passed the Global History Regents Exam with 65% or more.

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	Percent Passing	Number in Cohort

		Cohort		
2008	98	86	44	1886
2009	100	86	unknown	unknown

Evaluation

The school met the measure for the Class of 2008 by 53% and for the Class of 2009.

Additional Evidence

With 99% of the Class of 2014 passing the Global History Regents Exam with 65% or more, the Class of 2014 will meet this measure when it completes its fourth year.

NCLB

Goal 5: NCLB

The school will make Adequate Yearly Progress.

Goal 5: Absolute Measure

Under the state’s NCLB accountability system, the school’s Accountability Status will be “Good Standing” each year.

Method

Since *all* students are expected to meet the state's learning standards, the federal No Child Left Behind legislation stipulates that various sub-populations and demographic categories of students among all tested students must meet the state standard in and of themselves aside from the overall school results. New York, like all states, established a system for making these determinations for its public schools. Each year the state issues School Report Cards which indicate each school’s status under the state’s NCLB accountability system. For a school’s status to be “Good Standing” it must not have failed to make Adequate Yearly Progress (AYP) for two consecutive years.

Results

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

Evaluation

The school has met the measure.

NCLB Status by Year

Year	Status
2008-2009	In good standing
2009-2010	In good standing
2010-2011	In good standing
2011-2012	In good standing
2012-2013	In good standing

APPENDIX A: HIGH SCHOOL GOALS AND MEASURES**GOAL 6: HIGH SCHOOL GRADUATION**

Green Dot New York Charter School students will meet all of New York State's requirements for graduation.

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 (where 44 are 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, 75 percent of the first and second year high school Total Graduation Cohorts will earn the requisite number of credits. The school uses the indicator of 11 credits per year, rather than 10 since 44 credits are needed to graduate over 4 years.

Courses at Green Dot New York are annualized with students earning two credits for a passing final grade where 70% is the minimum passing score. The only courses not annualized are Participation in Government and Economics, which are both senior year semester-long courses that accrue one credit each. Advisory meets for two hours per week so it is only worth one credit each year. In addition, students may re-take up to five classes in summer school as the school day runs from 8:30am to 5:00pm and each course is 90 minutes per day for 30 days. During the summer session, Green Dot New York offers every course required for graduation as well as some additional courses. Students in their fourth year of high school must have earned 44 credits to graduate and those credits are in accordance with the guidelines set by the New York State Education Department.

Results

Due to the large summer session which is heavily emphasized by the school to all students who fail a course and to their parents, students received a second chance to pass most, if not all, of their courses. Therefore, almost all students in grades 9, 10, and 11 were able to earn at least 11 credits during the year. 97 percent of Cohort 2012 earned at least 11 credits, 98% of Cohort 2011 did so, and 99% of Cohort 2010 did so. Students in grade 12 met all of the requirements for graduation in June and no senior attended summer school.

Percent of Students Promoted by Cohort in 2012-13

Cohort Designation	Number in Cohort	% Promoted
2009	86	100
2010	84	99
2011	90	98
2012	97	97

Evaluation

The school met this measure for Cohort 2012 and Cohort 2011.

Additional Evidence

More than 75% of Cohort 2010 and Cohort 2009 also earned at least 11 credits.

Goal 6: Absolute Measure

Each year, 75 percent of students in the second year high school Total Graduation Cohort will score 65 or 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

Seventy-five out of 90 students in the cohort met this measure. The percentage of students in their second year passing three Regents Exams for Cohort 2011 is 83%.

Evaluation

The school met this measure for Cohort 2011, which finished its second year during the 2012-2013 school year. The school did not have any students in any other cohort that was finishing its second year.

Additional Evidence

The school has met this measure every year since it has had any students complete their second year.

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 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

All students in the Class of 2013 graduated in June of 2013 with New York State Regents Diplomas or Advanced Regents Diplomas. In June 2012, 82 out of 88 students in Cohort 2008 graduated. Four of the remaining six graduated in August 2012. The two remaining students chose to transfer to other high schools in order to graduate in less than one year when they needed only one or two classes to graduate.

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

Cohort Designation	Number in Cohort	Percent Graduating
2008	88	98
2009	86	100

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

Cohort Designation	Number in Cohort	Percent Graduating
2008	86	100
2009	86	100

Evaluation

The school has met both measures for both of its graduating classes.

Additional Evidence

The school expects to meet this measure for the Class of 2014 as all of its students currently have at least 33 credits from their first three years of high school and 75 out of 84 students in that cohort have passed all five required Regents Exams for graduation. Of the nine remaining students, 2 students qualify and have already met the requirements for a Local Diploma. The other seven students need one Regents Exam to graduate.

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 district²³. 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

For the Class of 2012, the school clearly exceeded the District 7 graduation rate of 52.7% by 45%.

²³ 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](#).

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

Cohort Designation	Charter School		School District ²⁴	
	Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating
2008	88	97.7	1886	52.7
2009	86	100	Unknown	N/A

Evaluation

For the Class of 2012, the school met the measure. While the graduation rate for District 7 for 2013 is unknown, the school is confident it has met the measure.

Additional Evidence

All students in the Class of 2014 have earned at least 33 credits in the first three years and 89% of the cohort has already passed the five required Regents Exams for graduation.

Summary of the High School Graduation Goal

The school achieved all of its measures in this goal.

Type	Measure	Outcome
Absolute	(§) Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits with 44 needed for graduation.	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.	Achieved
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	Achieved

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

	school Total Graduation Cohort will graduate.	
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

The school will continue to provide the levels of support in place for all students including counseling, office hours in every class, large summer school for remediation, professional development around the transition to the Common Core Learning Standards, Saturday and after school test prep sessions, and extended academic support for at-risk students. We will continue to promote a positive school culture, small class sizes, small student-to-teacher ratio, 8 classes per year for all students, frequent parental communication, and an effective discipline system. Most importantly, we will continue to provide high quality instruction daily.

COLLEGE PREPARATION

GOAL 7: COLLEGE PREPARATION

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

Goal 7: Comparative Measure

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

Method

This measure tracks student performance one of the most commonly used early high school college prep assessment, which is taken annually in October. Students receive a scale score in critical reading, writing and mathematics. Here, the school compares school averages to the New York State average for all 10th grade (sophomore) test takers in the given year.

Results

The Class of 2014 took the PSAT as sophomores in October 2012. 91 out of 93 students took the exam. Those students averaged 36.9 in Critical Reading and 38.5 in Mathematics.

10th Grade PSAT Performance by School Year

School Year	Number of Students in the 10 th Grade in October	Number of Students Tested	Critical Reading		Mathematics	
			School	New York State	School	New York State
2010-11	99	98	35.4	40.5	33.8	42.4
2011-12	93	93	35.7	41.2	36.2	42.0
2012-13	93	91	36.9	41.5	38.5	42.1

Evaluation

For the 2012-2013 school year, the school did not meet this measure, falling short by 4.6 in Critical Reading and 3.6 in Mathematics. The school did fall within the standard deviation in both areas of the exam, according to the College Board.

Additional Evidence

Over the last three years, the school has continued to make progress in its Critical Reading average and in its Mathematics average. Averages in both sections have increased each year as seen in the chart above.

Further, the school continues to argue that the comparison of PSAT scores is not an accurate one as the New York State average is artificially boosted by students in wealthy and high performing districts that tend not to have a similar percentage of students that qualify for free or reduced-price lunch to Green Dot New York Charter School. For the comparison to be reasonable, the College Board would have to gather and analyze its data based on that factor, which it currently does not do.

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 Class of 2013 averaged 423 on the Critical Reading section and 429 on the Mathematics section.

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	88	88	378	496	411	514
2012-13	86	86	423	Unknown	429	Unknown

Evaluation

While the data for the Class of 2013 is currently unavailable from the College Board, the school did not meet this measure for the Class of 2012 and likely will not meet this measure for the Class of 2013. The Class of 2013 was 73 short in Critical Reading and 85 short in Mathematics from the 2012 New York State average.

Additional Evidence

Similar to the PSAT, the school saw an increase in average between the Class of 2012 and the Class of 2013 in both Critical Reading and Mathematics.

Similar to the PSAT, the school believes the comparison with the New York State average is not a reasonable one since the New York State average takes into account all students rather than those of similar financial and/or racial background.

Goal 7: Comparative Measure

(S) The percentage 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 44 course credits and passed nine Regents & LOTE exams with a score of 65 or above).

Results

In the Class of 2012, 22 out of 86 students earned an Advanced Regents Diploma, totaling 25.6% of the cohort. 17 out of 86 students, or 19.8%, in the Class of 2009 earned an Advanced Regents Diploma.

Percent of Graduates with a Regents Diploma with Advanced Designation²⁵

Cohort	Charter School	School District ²⁶
2008	25.6	5
2009	19.8	N/A

Evaluation

The school met this measure for the Class of 2012 and it will meet this measure for the Class of 2013 once the District 7 data for Cohort 2009 is released.

²⁵ 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](#).

²⁶ District results for the 2009 cohort are not yet available.

Goal 7: School Created College Preparation 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 average of the local school district.

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

In the Class of 2012, 23 out of 86 students scored above 80% on a math Regents exam and above 75% on the English Regents exam. That is 26.7% of the cohort. In the Class of 2013, 23 out of 86 students also met the Aspirational Performance Measure, yielding the same percentage.

Percent of Graduates Meeting the Aspirational Performance Measure²⁷

Cohort	Charter School	District wide
2008	26.7	5.8
2009	26.7	N/A

Evaluation

The school met this measure for the Class of 2012. The school expects to meet this measure once the data for District 7 is released for Cohort 2009 since the school exceeded the 2008 District 7 percentage by 21.9%.

²⁷ 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](#).

Goal 7: (§) 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

The school had 26.7% of the Class of 2013 and the same percentage of the Class of 2103 meet the Aspirational Performance Measure.

Percent of Graduates Meeting the Aspirational Performance Measure²⁸

Cohort	Charter School	Statewide
2008	26.7	35.3
2009	26.7	N/A

Evaluation

The school did not meet this measure for the 2008 cohort, falling short by 8.6%.

As with the other statewide comparisons, the school argues that it is not a reasonable comparison due to demographics, which is why the school added the districtwide comparison to better indicate the school’s performance as the school knows its students are extremely similar in demographics and incoming skill level to local high schools.

²⁸ 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](#).

Goal 7: (§) 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

For the Class of 2012, the school offered Advanced Placement classes in U.S. Government & Politics, and in Spanish Language. Several students also took classes at City College as part of the City University of New York's College Now program. Some students in the Class of 2013 took Advanced Placement classes in U.S. Government & Politics, Chemistry, English Literature, and Spanish Language. Several students also took classes at Lehman College and/or City College as part of the College Now program.

Results

In the Class of 2012, 22 students passed an Advanced Placement exam and five additional students passed College Now classes, so 31% of the cohort demonstrated college preparation by this definition.

In the Class of 2013, 23 students passed at least one Advanced Placement exam and six additional students passed College Now classes, so 34% demonstrated college preparation by this definition.

Graduates Passing a Course Demonstrating College Preparation

Cohort	Number of Graduates	Percent Passing the Equivalent of a College Level Course ²⁹
2008	86	31
2009	86	34

Evaluation

The school did not meet this measure for the Class of 2012 or Class of 2013.

The school believes that passing an Advanced Placement exam or a college course does not demonstrate college preparation. It demonstrates college proficiency while a student is still in high school. A college freshman who passes a college class or a college level exam has demonstrated that he/she is prepared for college. With that reasoning, if a high school student is able to do so, it demonstrates that the student is advanced beyond a 12th grade level while still in 12th grade. It shows that the student is at a proficiency level that is above the grade level. Therefore, the school believes this

²⁹ Advanced Placement (AP) exam, a College Level Examination Program (CLEP) exam, or a college level course

measure is an unreasonable one, especially when it does not have 75% of its students entering high school at Level 4 (above proficiency) in English or mathematics.

Goal 7: School Created College Attendance or Achievement Measure

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

Method

The school defines matriculation as paid the college tuition deposit, enrolled in college courses, and/or attended class sessions of more than one course.

Results

Of the 86 graduates of the Class of 2012, 79 demonstrated paperwork to prove enrollment and payment in a college or university. That is 92% of the cohort. For the Class of 2013, all 86 students have paid the tuition deposit at the time of this publication.

Evaluation

The school met this measure for the Class of 2012 and Class of 2013.

Summary of the College Preparation Goal

While the school has not met measures that compare to New York State, it argues that those comparisons are not reasonable due to the difference in socio-economic and racial demographics in the comparison. The school met its comparative measures when analyzing the school’s performance to the local school district. The school did not meet the measures related to Aspirational Performance but it did enroll well over 75% of both cohorts of graduates into college.

Type	Measure	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
Comparative	(S) The percentage of graduating students will graduate	Achieved

	with a Regents diploma with advanced designation will exceed the local district.	
College Preparation	(S) 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 districtwide average.	Achieved
	(S) 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
	(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.	Did Not Achieve
College Attainment	(S) Each year, 75 percent of graduating students will matriculate in a college or university in the year after graduation.	Achieved

Action Plan

The school will continue to focus on ways in which it can increase the percentage of students who score above 80% on a math Regents Exam and over 75% on the English Regents Exam. It will seek to enroll more students into Advanced Placement and College Now classes. It will also devote more time in advisory to preparation of the PSAT and SAT. It will continue to analyze data from the SAT Prep class.