



Charter Schools Institute

The State University of New York

Renewal Recommendation Report

Green Dot New York Charter School

REPORT DATE: FEBRUARY 8, 2013

VISIT DATE NOVEMBER 13-14, 2012

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The school should broadly share the final version of the SUNY Charter Schools Institute’s renewal recommendation report with the entire school community. The Institute will post the final report on its website at: www.newyorkcharters.org/pubsReportsRenewals.htm.

REPORT INTRODUCTION

This report is the primary means by which the SUNY Charter Schools Institute (the “Institute”) transmits to the Board of Trustees of the State University of New York (the “SUNY Trustees”) its findings and recommendations regarding a school’s Application for Charter Renewal, and more broadly, details the merits of a school’s case for renewal. This report has been created and issued pursuant to the *Practices, Policies and Procedures for the Renewal of Charter Schools Authorized by the Board of Trustees of the State University of New York* (the “SUNY Renewal Policies”).¹

Information about the SUNY renewal process and an overview of the requirements for renewal under the New York Charter Schools Act of 1998 (as amended) (the “Act”) are available on the Institute’s website at: www.newyorkcharters.org/schoolsRenewOverview.htm.

RECOMMENDATION

Recommendation

Initial Full-Term Renewal

The Institute recommends that the SUNY Trustees approve the Application for Charter Renewal of the Green Dot New York Charter School and renew its charter for a period of five years with authority to provide instruction to students in 9th through 12th grade in such configuration as set forth in its Application, with a projected total enrollment of 385 students and under the name “University Prep Charter High School.”

Background and Required Findings

In initial renewal reviews, the SUNY Trustees evaluate the strength and effectiveness of a school’s academic program by the degree to which the school has succeeded in meeting its academic Accountability Plan goals during the Accountability Period² and the quality of the instructional program in place at the school at the time of the renewal review, as assessed using the Qualitative Education Benchmarks (a subset of the SUNY Charter Renewal Benchmarks (the “SUNY Renewal Benchmarks”) available on the Institute’s website at: <http://www.newyorkcharters.org/schoolsRenewOverview.htm>). In giving weight to both student achievement and the emergent program, this approach provides a balance between an outcomes-based system of accountability that holds schools accountable for meeting measurable student achievement results and a determination of the likelihood that the educational program will improve student learning and achievement going forward.

¹ The *Practices, Policies and Procedures for the Renewal of Charter Schools Authorized by the Board of Trustees of the State University of New York* (revised June 25, 2012) are available at: <http://www.newyorkcharters.org/documents/SUNYRenewalPolicies.pdf>.

² In the case of an initial renewal, the SUNY Trustees consider student achievement data from only the first four years of a school’s operation as evidence of the school’s progress toward achieving its Accountability Plan goals.

Green Dot New York Charter School (“Green Dot”) has applied for an Initial Full-Term Renewal. The SUNY Renewal Policies provide three possible renewal outcomes for Green Dot: Full-Term Renewal; Short-Term Renewal; or Non-Renewal. To earn a Full-Term Renewal, Green Dot must demonstrate that it has either: (a) compiled a strong and compelling record of meeting or coming close to meeting its academic Accountability Plan goals, and has a generally effective educational program in place; or (b) made progress toward meeting its academic Accountability Plan goals and has a particularly strong and effective educational program in place.

The SUNY Trustees voted to grant Green Dot a first charter in October of 2007. Based on the Institute’s review of the evidence that it gathered and that Green Dot has provided including, but not limited to, the school’s Application for Charter Renewal, evaluation visits conducted during the charter term, a renewal evaluation visit conducted in the last year of the current charter term, and the school’s record of academic performance determined by the extent to which it has met its academic Accountability Plan goals, the Institute finds that the school has met the criteria for a Full-Term Renewal by compiling a strong and compelling record of meeting its academic Accountability Plan goals, and having in place at the time of the renewal review an educational program that is effective.

As part of the renewal process, the Institute reviewed evidence submitted during the Accountability Period, the Application for Charter Renewal and supplemental information requested or provided. Based on the foregoing, the Institute makes the following findings required by the Act:

- the school, as described in the Application for Charter Renewal meets the requirements of the Act and all other applicable laws, rules and regulations (with one exception noted on page 9 below);
- the school can demonstrate the ability to operate in an educationally and fiscally sound manner in the next charter term; and,
- given the programs it will offer, its structure and its purpose, approving the school to operate for another five years is likely to improve student learning and achievement and materially further the purposes of the Act.³

As required by Education Law subdivision 2851(4)(e), the Institute, acting on behalf of the SUNY Trustees, considered the means by which Green Dot would meet or exceed SUNY’s enrollment and retention targets for students with disabilities, English language learners (“ELLs”), and students who are eligible applicants for the federal Free and Reduced Price Lunch (“FRPL”) program. SUNY⁴ and the Board of Regents have finalized the methodology for setting targets but the Institute has not yet set final targets for individual schools. Therefore, the Institute, for this purpose, used district enrollment averages, and will assign final targets by the end of February 2013. The school will agree to substitute the final school targets for the district average targets as part of its renewal charter agreement. In accordance with the Act, the Institute, acting on behalf of the SUNY Trustees, considered the school’s plans for meeting its enrollment and retention targets prior to recommending the renewal application for approval.

³ New York Education Law subdivision 2850(2).

⁴ SUNY Trustees’ Charter Schools Committee resolution dated October 2, 2012.

In accordance with the standard for Initial Renewal found in the SUNY Renewal Policies, the Institute recommends that the SUNY Trustees approve Green Dot's Application for Charter Renewal and renew the school's charter for a full term of five years. In addition, as the education corporation has requested to change its name to University Prep Charter High School, the Institute recommends that the name of the education corporation and the school be so changed.

Consideration of School District Comments

In accordance with the Act, the Institute notified the school district in which the charter school is located regarding the school's Application for Charter Renewal. As of the date of this report, the Institute has received no district comments in response.

SUMMARY DISCUSSION

Academic Success

Academic Accountability Plan Goals

In 2011-12, the first year that most of the measures in its Accountability Plan are applicable, Green Dot is meeting its key graduation goal. Having graduated its first class, the school is also meeting its subject area and No Child Left Behind ("NCLB") goals. While the school posts only one year of data toward college preparation goals, 100 percent of Green Dot's first graduating class was accepted to a two or four year college. Further, the school reported in its Application for Charter Renewal that all 86 graduates had committed to a college or university. State data on New York City passing rates for Advanced Regents Diplomas for the 2011-2012 school year is not yet released. The New York City average Advanced Regent rates in 2009-2010 (16.6 percent earning Advanced Regents) and 2010-2011 (16.5 percent earning Advanced Regents) compared to Green Dot's 25.9 percent Advanced Regents earning rate indicate the school is on track to meet the goal of exceeding New York City averages.

The Institute presents Green Dot's attainment of its accountability plan goals below under Academic Attainment and Improvement. Specific results for the key academic Accountability Plan goals in English language arts ("ELA") and math appear on page 18; graduation and college preparation goals appear on page 19.

With its first graduating class in 2011-12, the school met its high school graduation goal. Ninety-six percent of students in the 2008 cohort graduated after the completion of their fourth year, far exceeding the target of 75 percent. In addition, 97 percent of students in the 2010 cohort passed at least three Regents exams necessary for graduation, putting them on track to graduate in the next two years. The vast majority of students in each cohort passed their core academic classes, putting them on track to graduate in the expected four-year time period. New York City Community School District ("CSD") 7's four year graduation rates for the last two years (54 percent in 2009-2010 and 57 percent in 2010-2011) indicate Green Dot is likely to outperform CSD 7 by a wide margin.

Based on the results of the measures in its Accountability Plan, Green Dot met its ELA goal in 2011-12. Ninety-seven percent of students in the 2008 cohort successfully scored at least a 65 on the exam, far exceeding the target of 75 percent proficiency. In addition, 96 percent of students who entered the school as low performers also passed the English Regents exam. The school exceeded the Annual Measurable Objective (“AMO”), which is a standard set each year by the New York State Education Department (“SED”) to monitor progress toward the NCLB goal. The school is likely to outperform the local district by approximately 25 percentage points when district data become available.

Based on the results of the measures in its Accountability Plan, Green Dot met its math goal in 2011-12. The 2008 Accountability cohort achieved its absolute target on the Regents’ math exam, with 100 percent of students passing. Nearly half of these students entered the school as low-performing students, and thus, made notable gains in math achievement during their time at the school. The school exceeded the state’s AMO and will likely outperform the local CSD 7 by approximately 30 percentage points.

While results on the school’s PSAT and SAT college prep exams indicate that the school performs below the statewide average, Green Dot is likely to graduate 10 percent more of its students with an Advanced Regents Diploma than New York City graduates overall with such a diploma. College enrollment data are not yet available; however, the school reports that all students gained college acceptances. Green Dot met its science, social studies and NCLB accountability plan goals.

Qualitative Education Benchmarks⁵

Instructional Leadership. Throughout the charter term, Green Dot has benefitted from strong and consistent instructional leadership that effectively supports the development of the teaching staff. Since its inception, school leadership has provided a unified vision for the academic program. As the school has grown, the founding leaders have developed additional leaders from within the ranks of the school including a second assistant principal and department chairs for each content area. The chairs provide teachers with sustained, systemic and effective coaching and supervision. Instructional leaders regularly conduct teacher evaluations with clear criteria that accurately identify teachers’ strengths and weaknesses and use these evaluations to coach teachers, work with them to improve their practice, and hold them accountable for quality instruction. At the time of renewal, instructional leaders and teachers continued to collaborate to implement a comprehensive professional development program that includes clear individual objectives for teachers, weekly professional development sessions tied to teacher interests, needs and school wide goals as well as the utilization of external conferences and seminars.

Use of Assessment Data. Throughout the life of the charter, the school has administered multiple assessments and uses the results to improve instructional effectiveness and student learning. Green Dot administers assessments including the Scholastic Reading Inventory (“SRI”), subject specific benchmark assessments, teacher created unit plans and other written assessments such as quizzes, and the New York State Regents Examinations. The school contracts with testing vendors

⁵ The Qualitative Education Benchmarks are a subset of the SUNY Renewal Benchmarks available at: <http://www.newyorkcharters.org/documents/SUNYRenewalBenchmarks5FINAL5-8-12.pdf> (p. 2).

that provide ELA and social studies benchmark assessments containing previously administered Regents exam items and, in ELA, questions aligned to the Common Core State Standards.⁶ Teachers develop their own benchmark assessments in science and math primarily based on old Regents questions. At the time of the renewal visit, math benchmark assessments did not yet align to the school's math curriculum, which the school had already updated to reflect the adoption of the Common Core State Standards. The school depends on the vendors to ensure the reliability and validity of externally developed exams while school leaders provide general oversight for teacher developed assessments.

The school uses SRI assessment results to monitor student progress in reading intervention activities. Teachers meet in grade level meetings to review assessment results and to identify struggling students. They also hold department meetings to discuss strategies to teach specific content identified through assessments. Teachers, students and parents have access to assessment results through the school's electronic grade system and the school regularly sends parents reports on student progress.

Curriculum. The school's curriculum supports teachers in their instructional planning. Teachers use the New York State standards (reflecting the adoption of the Common Core State standards) and in some subjects, commercial curriculum products in conjunction with the standards to underpin the development of curricular materials. All teachers create curriculum maps that provide a scope and sequence to teach throughout the year. Teachers use these maps to drive the development of daily lesson plans, usually in conjunction with their grade and department colleagues. Teachers, who have access to a variety of curriculum materials for implementing their lessons, store the lessons in individual curriculum binders. School administrators monitor them on a regular basis to ensure that teachers deliver rigorous and well-paced lessons aligned to the curriculum maps. Teachers have discretion over curriculum review and revision; instructional leaders oversee their changes.

Pedagogy. High quality instruction continues to be evident throughout the school. As documented in Institute reporting over the course of the charter term, a staff of mostly experienced teachers has delivered purposeful lessons with clear and particularly rigorous objectives aligned to the New York State standards. Most teachers regularly check for student understanding using techniques such as cold-calling and circulating around the classroom to monitor student responses during independent practice. Teachers include opportunities in their lessons to challenge students, continually challenging them to justify their answers, to make connections to past lessons and to evaluate the merits of narrative material. Teachers deeply engage students in their lessons; with minimal exception, students are on-task during instruction.

At-Risk Students. The school continues to have adequate systems in place to support the needs of at-risk students. Over the course of the charter term, Green Dot has maintained well-defined policies to identify students with disabilities and ELLs. All entering 9th grade students receive academic remediation in a summer "bridge" program during which teachers assess individual

⁶ The Common Core State Standards initiative is a state-led effort coordinated by the National Governors Association Center for Best Practices and the Council of Chief State School Officers. They developed, in collaboration with teachers, school administrators, and experts, a clear and consistent framework to prepare students for college training and the workforce. New York State adopted the Common Core State Standards in 2011 and began assessing student achievement toward meeting the standards in 2012.

students' academic levels. Historically, the school assigns students who have scored below grade-level on standardized assessments to a reading intervention class to improve their basic abilities. In addition to this class, students have access to a wide array of academic supports outside the classroom such as teacher office hours, homework club, Saturday school and after-school Regents prep classes. Green Dot continues to employ one guidance counselor per grade level to monitor the academic and social-emotional progress of at-risk students. Counselors meet regularly with low-performing students and their teachers to plan additional supports. The school also has an initiative entitled "kid-talk," during which teachers and school counselors identify the most struggling student in each grade and devote a grade team meeting to determine intervention and monitoring strategies for these students.

All students with individualized education programs ("IEPs") receive special education teacher support services ("SETSS") three times weekly. During this period, special education teachers focus on supplementing content taught in general education classes. During its first charter term, the school has consistently identified ELLs; however, it does not yet have a specific program to serve them. Instead, the school provides the same services to these students, as it would to any student at-risk of academic failure. Given the mainstream nature of its at-risk programs and outstanding achievement results, there is strong evidence that general education teachers utilize effective strategies to support ELL students within the general education program. The school's graduation rates for at-risk students has been strong: in its first graduating class 100 percent of ELLs, 89 percent of students with disabilities and 97 percent of students who entered the school as low performers graduated on time.⁷

Organizational Effectiveness and Viability

Mission. Green Dot has effectively implemented the key design elements contained in its charter including data-driven instruction based on regular interim assessments, small class sizes with fewer than 25 students per class and local control of the school's teacher-led program. Throughout the charter term, Green Dot has remained faithful to its mission to "prepare students for success in college, leadership and life." Most notably, the extent to which Green Dot has fulfilled its mission is demonstrated by the universal college acceptance of all students in the first graduating class.

Parent Satisfaction. Parents and students appear to be satisfied with their experiences at Green Dot. The school reports experiencing its highest student attrition following the school's first year in operation and notes, "This mainly took place because students wanted to be in a full-size school with students from all grade levels." According to the renewal application, changes to the school's recruitment efforts following the first year resulted in incoming students having more realistic expectations. The school earned an "A" on the school environment portion of the most recent New York City Department of Education ("NYCDOE") school survey, indicating that parents, students and teachers rate the school's academic expectations, safety and respect, communication and engagement as strong.

Organizational Capacity. Over the course of the charter term, Green Dot has established an administrative structure with staff, operational systems, policies and procedures that allow the

⁷ Institute 2011-12 High School Cohort Accountability Workbook.

school to carry out its academic program. The organizational structure establishes distinct lines of accountability with clearly defined roles and responsibilities. The school maintains a partnership with the United Federation of Teachers (“UFT”), which provides support for procurement, human resources and finances. School leaders regularly monitor and evaluate the school’s programs and have made changes as necessary to ensure the delivery of a high quality educational program.

The school has attracted and retained experienced and high quality teaching staff throughout the charter term; more a third of Green Dot teachers have been at the school for at least four years. The school maximizes the experience and capabilities of the teaching staff by engaging them in committees, which support the operation of the school in hiring, programming, developing student rewards, professional development, community outreach, budgeting, scheduling and student events. The education corporation board reports that the teacher committees are instrumental in giving teachers a voice in school management, creating a “distributed network” of teacher-leaders who may fill potential leadership vacancies in the school.

At its founding, the school partnered with Green Dot Public Schools, a California not-for-profit charter management organization (“CMO”) registered to do business in New York as Green Dot America. The CMO provided a variety of supports including organizational development, professional development, instructional technology, curriculum materials and leadership support services at the start of the charter term. School leaders and board members report that the school has required less support from the CMO in recent years, and that the CMO has not reviewed school operations in more than two years. The board recently terminated the school’s relationship with the CMO (without notice to the Institute) and is considering a formal relationship with a new not-for-profit charter management organization, the Future Is Now. The school did not include details of the proposed Future Is Now relationship in the renewal application; therefore, the education corporation will have to apply for a charter revision post-renewal to implement that management change.

Notably, due to the strong systems and structures in place at the school, Green Dot continues to function effectively despite the end of its CMO relationship. As a result of the termination, the board initiated a name change so that the school would no longer be associated with Green Dot Public Schools. Students, parents and teachers selected “University Prep Charter High School.”

Green Dot implements a clear discipline policy and has provided professional development on effective classroom management. While records indicate that the school consistently applies the discipline policy, school leaders report that they give teaching staff significant autonomy in establishing classroom culture. Although the school employs an extensive after-school detention system leaders report that overall suspensions are trending lower, credited to a four-week summer bridge program for incoming students. The school provides mandatory alternative instruction in accordance with New York’s compulsory education law.

Throughout the charter term, Green Dot has maintained enrollment sufficient to preserve fiscal viability despite being “intentionally under-enrolled” due to facility constraints. The school, which only accepts students in the 9th grade, has a sizable waitlist of students seeking entry each year. Green Dot concentrates its student outreach efforts on middle schools in CSD 7 that are known to serve high numbers of ELLs, students with disabilities and students eligible for the FRPL program,

and they have procedures in place to monitor the effectiveness of their outreach efforts. Based on these factors, the school is likely to meet or exceed the enrollment and retention targets set by the SUNY Trustees for ELLs, students with disabilities and students eligible for the FRPL program.

Board Oversight. The Green Dot board of trustees has provided strong leadership and effective oversight of the school's educational program throughout the charter term. Leveraging founding board members' varied skills and experience – including school design, labor relations and management – it has implemented clear structures and procedures to support the school's achievement of its mission and Accountability Plan goals. The board continues to review regularly the school's leadership's reports regarding academic achievement and finances. In keeping with the board's history of establishing clear priorities and long-range goals, it has begun to consider replication of the school model.

The board has consistently held the school leadership and partners accountable for student achievement results. It has effectively delegated hiring decisions to the school principal. The principal solicits additional input from the teacher hiring committee and school administrators prior to making personnel decisions. The board reports that the school has had strong retention of effective teachers and has attracted strong teacher candidates, in part because of the school's participation in the New York State Teachers Retirement System ("NYSTRS"), which is permitted by the Act but in which few charter school participate due to the cost.

The board communicates with the school community primarily through regular board meetings. The school has an active parent association with generally strong attendance at monthly meetings. Green Dot also solicits parents to participate with teachers on the school advisory council that then reports to the board. As such, the school has systems in place to ensure that parents remain knowledgeable about student progress, parent workshops and other events maintained by the school. The board reports that it is also committed to a "collaborative model" to ensure that staff has an adequate voice in decision-making.

Board Governance. At the time of the renewal visit, the board was considering adding non-voting parent members to the board, as well as an individual with an instructional leadership background. The education corporation board formally evaluates school leaders, relying on reports and data supplied by the school leadership team. The board holds the school leadership, and historically the partner organization, accountable for measurable student performance results and for maintaining a fiscally strong and legally compliant organization. Throughout the charter term, the education corporation board has generally abided by its by-laws and has held its meetings generally in compliance with the Open Meetings Law. The board has effectively delegated the development and revision of school policies to the school principal, who revises the policies after consultation with administrator and teacher (non-board) committees.

In material respect, the education corporation board has implemented adequate policies and procedures to ensure the effective governance and oversight of the school. The board reports that it has clear expectations of school leadership, and demonstrates a thorough understanding of its role in holding school leadership and partner organizations accountable for academic results, fiscal soundness and legal compliance. The board has implemented a clear and transparent complaint resolution process that is made readily available to parents and students. The board reports that it

did not receive any formal complaints alleging a violation of law or the school's charter agreement during the charter term.

Legal Requirements. Based on the evidence available at the time of the renewal visit and throughout the current charter term, in material respect, Green Dot has been in general and substantial compliance with the terms of its charter, by-laws, applicable state and federal law, rules and regulations. The education corporation board has conducted regular meetings in accordance with the Open Meetings Law including the use of videoconferencing when appropriate. The board has generally maintained a relationship with outside counsel. The school is not currently involved in any litigation.

While the school had an effective ELL program in place at the time of the renewal inspection, it was not one that followed the letter of federal law in certain respects. The Institute, therefore, requested that Green Dot provide a compliant ELL program plan as an amendment to its renewal application. Green Dot provided same, which the Institute reviewed and finds would bring the school into compliance with federal law. Going forward, the Institute will continue to monitor the effectiveness and compliance status of the ELL program as implemented.

Green Dot's charter agreement requires it to obtain permission from the SUNY Trustees to operate the school without an educational service provider such as the CMO. The charter agreement also contemplates that situations might arise where the education corporation needs to terminate the CMO contract prior to informing SUNY. In such cases, however, the education corporation is supposed to use good faith efforts to contact SUNY and seek permission to operate without the CMO, in which case SUNY may waive the breach. In this case, the education corporation never formally informed SUNY of its termination of the CMO contract although it had unofficially consulted about its ramifications. Based on all of the facts and circumstances, the Institute notes the violation and, as set forth in the charter agreement, waives the breach and permits the education corporation to operate the school without the CMO during the next charter term with the understanding that if the education corporation wishes to operate the school with the management of Future Is Now, it will seek a charter revision and follow the relevant provisions in the charter.

While the school has substantially followed the terms of its monitoring plan, it has not submitted board meeting minutes to the Institute in a timely manner. Operational and business personnel from the school's partner organization that provides financial management and operational supports followed proper criminal background requirements by fingerprinting the entire school staff, but mistakenly coded 70 percent of the Green Dot personnel as personnel at another, unrelated charter school that is supported by the same partner organization. Institute staff continues to work with the school to make sure records are accurate and properly recorded so that Green Dot will receive proper notification of any subsequent changes to employee's criminal background status. The Institute is following up with the school to ensure compliance based on reports from SED's TEACH system, an online teacher certification service.

Fiscal Soundness

Budgeting and Long Range Planning. Throughout the charter term, Green Dot has maintained fiscal soundness through conservative budgeting practices, routine monitoring of revenues and expenses, and making appropriate adjustments when necessary. The school develops annual budgets as a collaborative effort between the school's principal and the UFT financial team. The UFT financial team comprised of the UFT general manager, controller, and senior accountant provides Green Dot with below-cost accounting and related services that include budget development, cost analysis and financial reporting. The board's finance committee reviews and examines the proposed budget prior to the principal's presentation to the full board. The principal and the UFT financial team have implemented a strategic approach when considering spending trends, staffing and instructional needs in the development of its budgets. The principal and the UFT financial team meet routinely to discuss the actual receipts and expenses and compare them to the approved budget. UFT staff routinely present budget updates including variances to the principal and the board. Over the course of the charter term, the education corporation's operating results have been consistently positive.

Internal Controls. The fiscal policies and procedures of the UFT guide Green Dot's internal financial controls and procedures. UFT's accounting staff serves the education corporation in the areas of cash management, cash receipts and disbursements, personnel and payroll, fixed assets, grants/contributions, and the preparation of financial statements. These accounting services remove finance function responsibilities from school personnel thereby protecting the education corporation from fiscal mismanagement. The education corporation's annual audit reports on internal controls over financial reporting and compliance with laws, regulations and grants, did not disclose any reportable conditions, material weaknesses or instances of non-compliance. The lack of other deficiencies in the reports provides some, but not absolute, assurance that the education corporation has maintained adequate internal controls and procedures.

Financial Reporting. Green Dot, with the help of the UFT financial team, has complied with financial reporting requirements during the charter term. The education corporation has filed its budgets, quarterly financial reports and annual financial statement audit reports in a timely, accurate and complete manner. The education corporation's annual financial audits indicate that the UFT accounting staff followed and conducted reports in accordance with generally accepted accounting principles. The audits received an unqualified opinion, indicating that, in the auditor's opinion, the education corporation's financial statements and notes represent fairly, in all material respects, the corporation's financial position, changes in net assets, and cash flows. The education corporation board has reviewed and approved various quarterly reports along with the annual financial audit report.

Financial Condition. Green Dot is fiscally sound. The education corporation has successfully managed cash flow and has adequate financial resources to ensure stable operations. Green Dot benefits from co-location in NYCDOE public school space allowing the school to focus resources on the school's instructional program. At fiscal year-end June 30, 2012, the education corporation had approximately \$2.7 million in cash and \$3.0 million in unrestricted net assets.

The SUNY Fiscal Dashboard, a multi-year financial data analysis tool for SUNY authorized charter schools, is an appendix to this report. As illustrated in the school analysis section, Green Dot has a “fiscally strong” financial responsibility composite score rating over the current charter term that includes fiscal year 2012, indicating a consistent level of fiscal stability. The composite score assists in measuring the financial health of a charter school education corporation using a blended score that measures the corporation’s performances on key financial indicators. The blended score offsets the education corporation’s financial strengths against areas where there are financial weaknesses. Over the years, Green Dot has averaged a “low risk/excellent” rating in its working-capital ratio and quick ratio, indicating that it has had sufficient short term assets to cover liabilities due in the near to medium term. Green Dot has averaged a “low risk/excellent” rating debt-to-asset ratio, indicating its low proportion of debt relative to its assets. Green Dot has no long-term debt; it operates in a NYCDOE facility that is cost-free. Its months-of-cash ratio averaged 3.8 months, above the Institute’s minimum three months of cash guideline, which is the length of time the school could continue its operations without tapping into other non-cash forms of financing in the event that state revenues were to cease flowing to the education corporation. Green Dot averaged 78 percent of all expenses allocated to program services over the current charter term. Green Dot also showed revenues exceeding expenses per student on an average of 26 percent.

Based on all of the foregoing, Green Dot has demonstrated fiscal soundness over the course of its charter term.

Plans for the Next Charter Term

Green Dot has requested to change its name to University Prep Charter High School. The school’s name will change if renewal is granted.

Renewal Charter Exhibits. Green Dot has provided reasonable, feasible and achievable structural elements for a charter renewal. Planned changes to the education corporation’s partnerships are consistent with features that have contributed to the success of the educational program in place during the current charter term.

Green Dot would maintain its current mission statement with the modification for the name change to University Prep Charter High School:

The mission of University Prep Charter High School is to prepare students for success in college, leadership and life.

The school would continue to implement the key design elements established in the current charter term including a college-preparatory curriculum, faculty office hours and an elective course on the history of New York based on social and civil rights movements.

Plans for the Educational Program. Green Dot would continue to provide instruction to students in 9th through 12th grade and would maintain a projected enrollment of 385 students and its current staffing levels. The school would retain its current location and continue to share NYCDOE space. The enrollment and facility plans are likely to meet the needs of the educational program.

The education corporation would continue its partnership with the UFT and has begun working to formalize a relationship with the Future Is Now as a replacement to its partnership with Green Dot Public Schools. Future Is Now services would include professional development for school's leaders, assessment creation, and data analysis, as well as evaluations of instruction, the educational program and the principal. While the school's name will change if renewal is granted, the governance structure will continue to be that of a self-managed non-network affiliated charter school. Should the school's board of trustees choose to contract with the Future Is Now, it will need to provide academic and fiscal soundness of all proposed changes along with a formal request for a revision to return to a contractual management agreement.

Plans for Board Oversight and Governance. The school's trustees have indicated that they would continue to serve on the board in a new charter term.

Fiscal and Facility Plans. Green Dot has presented a reasonable and appropriate fiscal plan for the term of the next charter including budgets that are feasible and achievable. The education corporation has developed an operating plan that would increase the current per pupil funding by 1.5 percent each year, totaling 7.5 percent over the course of the next charter term; expenses are projected to increase at reasonable rates including 3 percent annual increases in salaries. Enrollment will increase minimally to 385 students. The Institute notes that the assumptions in the budget are conservative. The operating plan shows balanced operations with positive cash flows in each year contingent upon the school continuing to meet the enrollment goals that it has met in the past.

Long-range fiscal projections are more susceptible to error than those for a single year. Such projections are subject to revision due to changes in local conditions, objectives, laws and state funding. Green Dot would be required to continually develop and adopt annual budgets based on known per pupil amounts for the districts from which it draws enrollment. Based on the foregoing fiscal information and the school's track record of fiscal soundness, the Institute finds that Green Dot has demonstrated the ability to operate in a fiscally sound manner during the next charter term.

Green Dot plans to continue in shared NYCDOE space at its current location.

The Application for Charter Renewal contains all necessary elements as required by the Act. The proposed school calendar allots an appropriate amount of instructional time to comply with all necessary requirements, and taken together with other academic and key design elements, should be sufficient to allow the school to meet its proposed Accountability Plan goals. The education corporation has amended other key aspects of the renewal application, to include the proposed by-laws and code of ethics to comply with various provisions of the Education Law, Not-for-Profit Corporation Law, Public Officers Law and the General Municipal Law, as appropriate.

SCHOOL OVERVIEW

Opening Information

Date Initial Charter Approved by SUNY Trustees	October 26, 2007
Date Initial Charter Approved by Board of Regents	January 15, 2008
School Opening Date	August 8, 2008

Location

School Year(s)	Location(s)	Grades At Location	District
2008-09 to Present	600 St. Ann's Avenue Bronx, NY	9-12	NYC CSD 7

Partner Organizations

	Partner Name	Partner Type	Dates of Service
Prior Partner	Green Dot Public Schools	Not-for-profit Charter Management Organization	2007-08 to 2011-12
Current Partner	United Federation of Teachers Educational Foundation	Non-profit Foundation	2007 to Present

Current Mission Statement

The mission of Green Dot New York Charter School is to prepare students for success in college, leadership and life.

Current Key Design Elements

<ul style="list-style-type: none">• Small, safe, personalized school;• High expectations for all students;• Local control with extensive professional development and accountability;• Parent participation expected;• Extended school day;• College-preparatory curriculum;• Faculty office hours;• Data-driven instruction based on regular interim assessments;• History of New York elective based on social and civil right movements;• Formal academic intervention programs for students in ELA and mathematics;• Professional learning plan for all faculty and staff; and• 95-5% time allocation of key administrative staff (95% of time dedicated to work responsibilities, 5% for professional development activities).
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School Characteristics⁸

School Year	Original Chartered Enrollment	Actual Enrollment	Original Chartered Grades	Actual Grades
2008-09	115	121	9	9
2009-10	225	212	9-10	9-10
2010-11	325	294	9-11	9-11
2011-12	420	376	9-12	9-12
2012-13	375	373 ⁹	9-12	9-12

Student Demographics¹⁰

	2008-09		2009-10		2010-11	
	Percent of School Enrollment	Percent of NYCCSD 7 Enrollment	Percent of School Enrollment	Percent of NYC CSD 7 Enrollment	Percent of School Enrollment	Percent of NYC CSD 7 Enrollment
Race/Ethnicity						
American Indian or Alaska Native	0	0	0	0	1	0
Black or African American	34	29	35	29	31	29
Hispanic	61	69	62	69	65	69
Asian, Native Hawaiian, or Pacific Islander	0	1	1	1	2	1
White	2	1	1	1	0	1
Multiracial	4	0	1	0	0	0
Special Populations						
Students with Disabilities	N/A	N/A	N/A	N/A	11 ¹¹	N/A ¹²
English Language Learners	9	17	7	19	9	19
Free/Reduced Lunch						
Eligible for Free Lunch	78	83	74	86	79	85
Eligible for Reduced-Price Lunch	5	6	14	5	11	5

⁸ Source: SUNY Charter School Institute's Official Enrollment Binder. (Figures may differ slightly from New York State Report Cards, depending on date of data collection.)

⁹ Source: 1ST Quarter Financial Statement, 2013.

¹⁰ Source: 2008-09, 2009-10 and 2010-11 School Report Cards, SED.

¹¹ The 2010-11 Students with Disabilities statistic is derived from the school's October 2010 student enrollment report to SED (2010-11 BEDS Report).

¹² District-level Students with Disabilities enrollment data are not available for 2010-11. SED released these district data for the first time in spring 2012. Based on the state's Empirical Analysis of Enrollment Targets, the CSD's 2011-12 Students with Disabilities enrollment is 18 percent compared to 12 percent for the school.

Current Board of Trustees¹³

Board Member Name	Position/Committees
Steven Barr	Chair
Burton Sacks	Trustee
Charles King	Trustee
Jeffrey Leeds	Trustee
Deborah Levitzky	Trustee
Gideon Stein	Trustee
Bonnie Steingart	Trustee
Randi Weingarten	Trustee

School Leader(s)

School Year	School Leader(s) Name and Title
2008-09 to Present	Ashish Kapadia, Principal

School Visit History

School Year	Visit Type	Evaluator (Institute/External)	Date
2008-09	First-Year Visit	Institute	March 10, 2009
2009-10	Routine Visit	External (Class Measures)	March 22-23, 2010
2010-11	Routine Visit	Institute	May 4, 2011
2012-13	Initial Renewal Visit	Institute	November 13-14, 2012

¹³ Source: Institute Board records.

ACADEMIC ATTAINMENT AND IMPROVEMENT

Background

At the beginning of the charter term, the school developed and adopted an Accountability Plan that set academic goals in the key subjects of ELA, math and high school graduation. The Accountability Plan also includes science, social studies, college prep and NCLB goals. For each goal in the Accountability Plan, specific outcome measures define the level of performance necessary to meet that goal. The required subject-area outcome measures include the following three types: 1) the absolute level of student performance on Regents exams; 2) the comparative level of student performance on Regents exams; and 3) the growth in student learning according to year-to-year comparisons of grade level cohorts. The following table shows the outcome measures currently required by the Institute in each subject area goal, as well as for the NCLB goal. The school may have also elected to include optional goals and measures in the Accountability Plan. After presenting the results of the measures in Green Dot's Accountability Plan, the analysis provides additional evidence including results of the measures that are now required in all school Accountability Plans.

Summary of Required Goals and Outcome Measures in High School (9-12) Accountability Plans			
GOAL	Required Outcome Measures		
	Absolute		Comparative
	75 percent proficient on Regents exams after four years	Performance Index (PI) meets Annual Measurable Objective (AMO)	Percent proficient after four years greater than that of local school district
English language arts	✦	✦	✦
Math	✦	✦	✦
Science	✦	✦	
Social Studies	✦	✦	
Graduation	- 75 percent of students in the high school graduation cohort will graduate after the completion of their fourth year in the cohort.		
College Prep (only for college prep schools)	- The school will demonstrate preparation of its students for college through at least one optional measure of its own design. - The school will demonstrate college attendance or achievement through at least one measure of its own design.		
NCLB	School is deemed in "Good Standing" under state's NCLB accountability system		

The most important criterion for renewal is academic success, which a school demonstrates in large part by meeting its Accountability Plan goals. The Institute determines the outcome of a goal by evaluating the multiple measures associated with that goal.

The ensuing format indicates the outcome of each of the school's goals. A general analysis of the key academic goals appears above under Academic Accountability Plan Goals in the summary of the school's academic success. The ensuing format divides the data into three sections: 1) the key goals of ELA, mathematics, high school graduation and college preparation; and 2) Regent's college-ready measures the additional goals of science, social studies and NCLB. The analysis consists of the four years of the Accountability Period.

Aside from required Accountability Plan measures, the additional goals section following also presents the results of optional academic measures, included in the school's plan. Based on the Institute's analysis, numbers of students at times differ from those the school reported; these differences do not affect the interpretation of results.

SCHOOL PERFORMANCE SUMMARY Green Dot Charter High School



	2009-10		MET	2010-11		MET	2011-12		MET
English Language Arts									
ABSOLUTE MEASURES	2006 Cohort N			2007 Cohort N			2008 Cohort N		
1. Each year, 75 percent of students will score at least 65 on the Regents English exam.	N	%		N	%		89	100.0	YES
2. Each year, 75 percent of students who scored at Level 1 or 2 on their NYS 8 th grade ELA exam will score at least 65 on the Regents English exam.	Low Performing Entrants N			Low Performing Entrants N			Low Performing Entrants N		
	N	%		N	%		66	100.0	YES
3. Each year, the Performance Index (PI) on the Regents English exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	PI			PI			PI		
	AMO			AMO			AMO		
							200	188	YES
COMPARATIVE MEASURE	Comparison: Bronx District 7 School			Comparison: Bronx District 7 School			Comparison: Bronx District 7 School		
4. Each year, the percent of students passing the Regents English exam with a score of 65 or above will exceed that of students from the local school district.	67			74			100.0 NA		(YES)
GROWTH MEASURES	2008 Cohort N			2009 Cohort N			2010 Cohort N		
5. Each year, the group of students in their 2nd year of high school who have taken a norm-referenced literacy test for two years will reduce by one-half the difference between their previous year's average NCE and an NCE of 50.	Base	Target	Result	Base	Target	Result	Base	Target	Result
			-			-	N	Baseline	Actual
Mathematics									
ABSOLUTE MEASURES	2006 Cohort N			2007 Cohort N			2008 Cohort N		
1. Each year, 75 percent of students will score at least 65 on a NYS Regents mathematics exam.	N	%		N	%		89	100.0	YES
2. Each year, 75 percent of students who scored at Level 1 or 2 on their NYS 8 th grade ELA exam will score at least 65 on the Regents English exam.	Low Performing Entrants N			Low Performing Entrants N			Low Performing Entrants N		
	N	%		N	%		41	100	YES
3. Each year, the Performance Index (PI) on the Regents math exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.	PI			PI			PI		
	AMO			AMO			AMO		
							200	186	YES
COMPARATIVE MEASURE	Comparison: Bronx District 7 School			Comparison: Bronx District 7 School			Comparison: Bronx District 7 School		
4. Each year, the percent of students passing the Regents math exam with a score of 65 or above will exceed that of students from the local school district.	59			68			100 NA		(YES)
Growth Measure	2008 Cohort N			2009 Cohort N			2010 Cohort N		
5. Each year, the group of students in their 2nd year of high school who have taken a norm-referenced mathematics test for two years will reduce by one-half the difference between their previous year's average NCE and an NCE of 50.	Base	Target	Result	Base	Target	Result	Base	Target	Result

Data Sources: New York State and City data, workbooks submitted by schools and databases compiled by the Institute.

SCHOOL PERFORMANCE SUMMARY

Green Dot Charter High School



	2009-10			MET	2010-11			MET	2011-12			MET		
High School Graduation														
ABSOLUTE MEASURES	Cohort	N	% promoted		Cohort	N	% promoted		Cohort	N	% promoted			
1. Each year, 75 percent of students in each Graduation Cohort will pass their core academic subjects by the end of August and be promoted to the next grade.	2006				2007				2008	89	95.5	YES		
	2007				2008	93	N/A		2009	96	95.8	YES		
	2008	102	97.1	YES	2009	100	98	YES	2010	92	92.4	YES		
	2009	109	N/A		2010	99	N/A		2011	98	86.7	YES		
	All	211	97.1	YES	All	199	98.0	YES	All	375	92.5	YES		
2. Each year, 75 percent of students will score at least 65 on at least three different Regents exams required for graduation by the completion of their second year in the cohort.	2008 Cohort N % passing ≥ 3 Regents				2009 Cohort N % passing ≥ 3 Regents				2010 Cohort N % passing ≥ 3 Regents					
					100 94.0			YES	92 96.7			YES		
3. Each year, 75 percent of students will graduate after the completion of their fourth year.	2006 Cohort N %				2007 Cohort N %				2008 Cohort N %					
									89 95.5			YES		
4. Each year, 95 percent of students will graduate after the completion of their fifth year.	2005 Cohort N % Graduating				2006 Cohort N % Graduating				2007 Cohort N % Graduating					
COMPARATIVE MEASURE	Comparison: Bronx District 7				Comparison: Bronx District 7				Comparison: Bronx District 7					
5. Each year, the percent of students graduating after the completion of their fourth year will exceed that of the local school district.	School		District		School		District		School		District	(YES)		
			54.0				57.0		95.5		NA			
College Preparation														
COMPARATIVE MEASURES		N	School	State		N	School	State		N	School	State		
1. Each year, the average performance of students in the 10th grade will exceed the state average on the PSAT tests in Critical Reading and	Reading	N	PSAT	PSAT	Reading	97	35.3	40.5	NO	Reading	89	35.7	41.2	NO
	Math	N	PSAT	PSAT	Math	97	33.8	42.4	NO	Math	89	36.1	42.0	NO
2. Each year, the average performance of students in the 12th grade will exceed the state average on the SAT or ACT tests in reading and mathematics.		N	School	State		N	School	State		N	School	State		
	Reading	N	SAT	SAT	Reading	91	375	485	NO	Reading	86	376	483	NO
	Math	N	SAT	SAT	Math	91	408	499	NO	Math	86	409	500	NO
SCHOOL DESIGNED MEASURES	School %		District %		School %		District %		School %		District %			
3. College Preparation														
Each year, the graduating class will outperform New York City in percentage of Advanced Regents Diplomas earned.			16.6				16.5		25.9		NA			
4. College Attainment and Achievement	N		%		N		%		N		%			
Eah year, 75% of graduating students will enroll in a college or university.									82		100.0		(YES)	

Data Sources: New York State and City data, workbooks submitted by schools and databases compiled by the Institute.

REGENTS COLLEGE READY METRICS NOT INCLUDED IN THE ELA AND MATH GOALS¹⁴

The Board of Regents reports that it now views a "college and career ready" graduation rate – 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 as an important indicator of future student success. Based on these findings, the Regents have begun to consider changes to New York's graduation requirements. In the interim, the Regents have established aspirational performance measures to inform schools on the progress of their students.

The Regents have issued comparative results for these ELA and Math Aspirational Performance Measures ("ELA/Math APM") for the 2007 cohort, but not yet for the 2008 cohort. The results are statewide and for the "Big-5" School Districts in the state, including New York City. Green Dot's 2008 cohort outperformed New York City's 2007 cohort with an average ELA/Math APM of 46.1 percent compared to New York City's 20.7 percent.

ELA

Absolute Measure: <i>Each high school total cohort will meet the college readiness standard by <u>scoring 75 percent</u> on the New York State English Regents exam.</i>		
Results (in percents)		
Percent Levels 3 & 4	School Year	
	2010-11	2011-12
	2007 Cohort	2008 Cohort
	(N=)	(N= 89)
	N/A	61.8

By the completion of their 4th year in high school, 62 percent of Green Dot's 2008 Total Cohort achieved proficiency using the college ready standard on the Regents English exam.

Mathematics

Absolute Measure: <i>Each high school cohort will meet the college readiness standard by <u>scoring 80 percent</u> on a New York State Mathematics Regents exam.</i> ¹⁵		
Results (in percents)		
Percent Levels 3 & 4	School Year	
	2010-11	2011-12
	2007 Cohort	2008 Cohort
	(N=)	(N= 89)
	N/A	30.3

By the completion of their 4th year in high school, only 30 percent of Green Dot's 2008 Total Cohort achieved proficiency using the college ready standard on the Regents Mathematics exam.

¹⁴ The Institute will require that all high schools incorporate measures using the college ready metrics into their Accountability Plans starting in 2012-13. The Institute has not yet set absolute targets.

¹⁵ In order to meet this measure, students must have scored an 80 or greater on any one or more of the math Regents exams offered in New York State, which are Integrated Algebra, Geometry, and Algebra 2/Trigonometry.

Comparison to NYC Schools

Subject	Results (in percents)		
	Regents Pass Rate	2011-12 (2008 Cohort) Green Dot	2010-11 (2007 Cohort) New York City
ELA	65	100	74
Math	65	100	68
ELA/Math APM	75/80	46.1	20.7

Using the most recent comparative data, Green Dot students in the 2008 cohort have higher Regents pass rates than students in the 2007 cohort in comparable New York City schools, if the pass rate is based either on the graduation requirement (a score of 65) or on the aspirational performance measures (a score of 75 in ELA and a score of 80 in math).

ADDITIONAL ACCOUNTABILITY PLAN GOALS

Science

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

Outcome: Green Dot is meeting its science accountability goal.

Analysis of Accountability Plan Measures

Absolute Measure: <i>Each year, 75 percent of students in the high school accountability cohort will score at least 65 on a New York state science exam by the completion of their fourth year in the cohort.</i>				
Percent 65 and Above	Results (in percents)			
	School Year			
	2008-09	2009-10	2010-11	2011-12
	2005 Cohort (N=)	2006 Cohort (N=)	2007 Cohort (N=)	2008 Cohort (N=89)
	-	-	-	100.0

Green Dot has exceeded its absolute proficiency measure in science by 24 percentage points during the one year for which data is available.

Comparative Measure: <i>Each year, the percent of students performing at or above a score of 65% on the Regents science exams will be greater than that of the Bronx District 7¹⁶</i>				
Comparison	Results (in percents)			
	School Year			
	2008-09	2009-10	2010-11	2011-12

¹⁶ In order to meet this measure, students must have scored a 65 or greater on any one or more of the Science Regents exams offered in New York State, which are Living Environment, Earth Science, Chemistry and Physics.

	2005 Cohort	2006 Cohort	2007 Cohort	2008 Cohort
School	-	-	-	100.0
District	48.0	55.0	55.0	N/A

District results for the 2011-12 Regents science exams are not yet available; however, based on past district performance, Green Dot is expected to outperform its local district by a large degree.

Social Studies

Accountability Plan Goal: Students will meet and exceed state standards for mastery skills and content knowledge in the area of social studies.

Outcome: The school is meeting its social studies accountability goal.

Analysis of Accountability Plan Measures

Absolute Measure: Each year, 75% 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.				
Results (in percents)				
School Year				
Percent 65 and Above	2008-09	2009-10	2010-11	2011-12
	2005 Cohort	2006 Cohort	2007 Cohort	2008 Cohort
	(N=)	(N=)	(N=)	(N=89)
	-	-	-	99.0

Absolute Measure: Each year, 75% 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.				
Results (in percents)				
School Year				
Percent 65 and Above	2008-09	2009-10	2010-11	2011-12
	2005 Cohort	2006 Cohort	2007 Cohort	2008 Cohort
	(N=)	(N=)	(N=)	(N=89)
	-	-	-	97.0

The 2008 cohort exceeded its absolute proficiency benchmark on the Regents U.S. History exam by 24 percentages points and Regents Global History exam by 22 points. The 2008 cohort is the only cohort for which data is available.

Comparative Measure: Each year, the percent of students who are enrolled in at least their second year and performing at or above a score of 65% on the Regents U.S. History exam will be greater than that of Bronx District 7.				
Results (in percents)				
School Year				
Comparison	2008-09	2009-10	2010-11	2011-12
	2005 Cohort	2006 Cohort	2007 Cohort	2008 Cohort
School	-	-	-	99.0
District	53.0	51.0	48.0	N/A

Comparative Measure: <i>Each year, the percent of students who are enrolled in at least their second year and performing at or above a score of 65% on the Regents Global History exam will be greater than that of Bronx District 7.</i>				
Results (in percents)				
Comparison	School Year			
	2008-09 2005 Cohort	2009-10 2006 Cohort	2010-11 2007 Cohort	2011-12 2008 Cohort
School	-	-	-	97.0
District	50.0	50.0	48.0	N/A

District results for the 2011-12 Regents social studies exams are not yet available; however, based on past district performance, Green Dot is expected to outperform CSD 7 by a large degree on both the U.S. and Global History exams.

NCLB

In addition to meeting its specific subject area goals, the Accountability Plan requires schools under NCLB to make adequate yearly progress towards enabling all students to score at the proficient level on the state ELA and math exams. In holding charter schools to the same standards as other public schools, the state issues an annual school accountability report that indicates the school's status each year.

Accountability Plan Goal: *The school will make adequate yearly progress.*

Outcome: The school met the goal. The state deemed that Green Dot was in good standing each year during the Accountability Period.

Absolute Measure: <i>Under the state's NCLB accountability system, the school's Accountability Status will be "Good Standing" each year.</i>				
Results				
Status	School Year			
	2008-09	2009-10	2010-11	2011-12
Good Standing	Yes	Yes	Yes	Yes

Analysis of Additional Evidence

Green Dot received a letter grade of "A" on its 2011-12 NYCDOE High School Progress Report. The NYCDOE bases the overall grade on school performance in four categories: School Environment; Student Performance; Student Progress and College; and Career Readiness, with the greatest emphasis placed on Student Progress. To raise the bar for schools and increase stability in the letter grades, the city reports that it set overall cut scores for 2011-12 based on a pre-determined scoring distribution. For high schools, the distribution is: 33 percent A; 32 percent B; 24 percent C; eight percent D; and four percent E.

Green Dot received the "A" based on a composite score of the four categories. The school received

an “A” in School Environment, which measures factors other than student achievement. This category is largely based on parent and teacher satisfaction surveys, which again measure the conditions necessary for learning. In the category that measures student performance, the school received an “A,” indicating that the school’s absolute performance was better on the whole than its peer schools in New York City. As a result of its strong year-to-year growth in comparison to its peer schools, it received an “A” in Student Progress. The school received a “C” in College and Career Readiness due to the fact that roughly only one quarter of the school’s students performed at a sufficient level on the SAT to be exempt from taking remedial courses should they enroll in one of the City University of New York schools. Because this measure makes up only 10 percent of the school’s total Progress Report grade, it maintained an “A” as its overall composite score.

These results are consistent with the Institute’s analysis above.

APPENDIX: FISCAL DASHBOARD

