

Application: GREEN TECH HIGH CHARTER SCHOOL

2023-2024 Annual Report

Summary

ID: 0000000242
Last submitted: Nov 1 2024 06:07 PM (EDT)

Entry 1 – School Information and Cover Page

Completed - Jul 31 2024

Instructions

Required of ALL Charter Schools

Each Annual Report begins with a completed School Information and Cover Page. The information is collected in a survey format within the Annual Report Portal. When entering information in the portal, some of the following items may not appear, depending on your authorizer and/or your responses to related items.

Entry 1 – School Information and Cover Page

(New schools that were not open for instruction for the 2023-2024 school year are not required to complete or submit an annual report this year).

Please be advised that you will need to complete this cover page (including signatures) before all of the other tasks assigned to you by your school's authorizer are visible on your task page. While completing this cover page task, please ensure that you select the correct authorizer (**as of June 30, 2024**) or you may not be assigned the correct tasks.

BASIC INFORMATION

a. LEGAL SCHOOL NAME (as chartered)

(Select name from the drop down menu)

GREEN TECH HIGH CHARTER SCHOOL 800000059776

b. Unofficial or Popular School Name

Green Tech

c. CHARTER AUTHORIZER (As of June 30th, 2024)

Please select the correct authorizer as of June 30, 2024 or you may not be assigned the correct tasks.

SUNY BOARD OF TRUSTEES

c. School Unionized

Is your charter school unionized?

No

d. District/CSD of Location

ALBANY CITY SD

e. Date of Approved Initial Charter

Jul 1 2006

f. Date School First Opened for Instruction

Sep 4 2007

g. Approved School Mission and Key Design Elements

(Regents, NYCDOE and Buffalo BOE authorized schools only)

N/A

h. School Website Address

<https://www.greentechhigh.org/>

i. Total Approved Charter Enrollment for 2023-2024 School Year

500

j. Total Enrollment on June 30, 2024 - excluding Pre-K program enrollment

00

k. Grades Served

Grades served during the 2023-2024 school year (exclude Pre-K program students):

Responses Selected:

6
7
8
9
10
11
12
Ungraded

I. Charter Management Organization/Educational Management Organization

Do you have a [Charter Management Organization](#)?

No

FACILITIES INFORMATION

m. FACILITIES: Owned, rented, leased to educate students

Will the school maintain or operate multiple sites in 2024-2025?

No, just one site.

School Site 1 (Primary)

m1. SCHOOL SITES

Please provide information on Site 1 for the upcoming school year.

	Physical Address	Phone Number	District/CSD	Grades Served at Site for 2023-2024 School Year (K-5, 6-9, etc.)	Grades to be Served at Site for 2024-2025 school year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 1	99 Slingerland St Albany, NY 12202	518-694-3400	Albany	6-12	6-12	None

m1a. Please provide the contact information for Site 1.

	Name	Title	Work Phone	Alternate Phone	Email Address
School Leader	Jaymes White	Principal and CEO			
Operational Leader	Pending New Hire	Director of Operations			
Compliance Contact	Jaymes White	Principal and CEO			
Complaint Contact	Jaymes White	Principal and CEO			
DASA Coordinator	Lashawn Brown	Director of Student Services & School Culture			
Phone Contact for After Hours Emergencies	Jaymes White	Principal and CEO			

m1b. Is site 1 in public space or in private space?

Private Space

m1c. Is site 1 in a co-located or not in a co-located facility?

Responses Selected:

Not Co-Located

IF LOCATED IN PRIVATE SPACE IN NYC OR IN DISTRICTS OUTSIDE NYC

m1e. Upload a current Certificate of Occupancy (COO) and the annual Fire Inspection Report for school site 1 if located in private space in NYC or located outside of NYC.

Certificate of Occupancy and Fire Inspection. Provide a copy of a current and non-expired certificate of occupancy (if outside NYC or in private space in NYC). For schools that are not in district space (NYC co-locations), provide a copy of a current and non-expired certificate of occupancy, and a copy of the current annual fire inspection results, which should be dated on or after July 1, 2024.

Fire inspection certificates must be updated annually. For the upcoming school year 2024-2025, please submit a current fire inspection certificate.

If the fire inspection certificate will expire between the August 1, 2024, submission of the Annual Report and the November 1 Annual Report submission please submit the new certificate with the Annual Report entries due no later than 11:59 PM on November 1, 2024.

Site 1 Certificate of Occupancy (COO)

[GTHCS 99 Slingerland St CO.pdf](#)

Filename: GTHCS 99 Slingerland St CO.pdf Size: 48.4 kB

Site 1 Fire Inspection Report

This is required, marked optional for administrative purposes.

[GTHCS 99 Sling FIRE 2023.pdf](#)

Filename: GTHCS 99 Sling FIRE 2023.pdf Size: 224.1 kB

n. List of owned, rented, leased facilities not used to educate students and the purpose of each.

Separate by semi-colon (;)

N/A

o1. Total Number of School Calendar Days

201

o2. Total Number of Instructional Hours by Month (Entries are required for all months. Enter a zero for months with no instructional hours.)

January 2024	114
February 2024	82
March 2024	104
April 2024	87
May 2024	114
June 2024	98
July 2023	0
August 2023	0
September 2023	100
October 2023	113
November 2023	94
December 2023	74

CHARTER REVISIONS DURING THE 2023-2024 SCHOOL YEAR

p. **Summary of Material and Non-Material Charter Revisions approved or pending in 2023-2024, including updates to the school’s board of trustees’ bylaws, enrollment policy, discipline policy, or complaint policy.**

Please note, listing the revisions here does not constitute a request. Schools are advised to seek revision requests through their authorizer directly.

Does the school have any material or non-material revisions approved or pending?

No

ATTESTATIONS

q. **Name/Position of Person Completing/Submitting the 2023-2024 Annual Report. (To write type in a phone number with an extension, please use this format: 123-456-7890-3. The dash and number 3 at the end of the phone number refers to the individual's phone extension. Do not type in the work extension or the abbreviation for it - just the dash and the extension number after the phone number).**

Name	Jen Pasek
Position	Consultant
Phone/Extension	
Email	

q. **Our signatures (Executive Director/School Leader/Head of School and Board President) below attest that all of the information contained herein is truthful and accurate and that this charter school is in compliance with all aspects of its charter, and with all pertinent Federal, State, and local laws, regulations, and rules. We understand that if any information in any part of this report is found to have been deliberately misrepresented, that will constitute grounds for the revocation of our charter. Click [YES](#) to agree and then use the mouse on your PC or the stylus on your mobile device to sign your name).**

Responses Selected:

Yes

As outlined in ENTRY 7 (Employee Fingerprint Requirements Attestation):

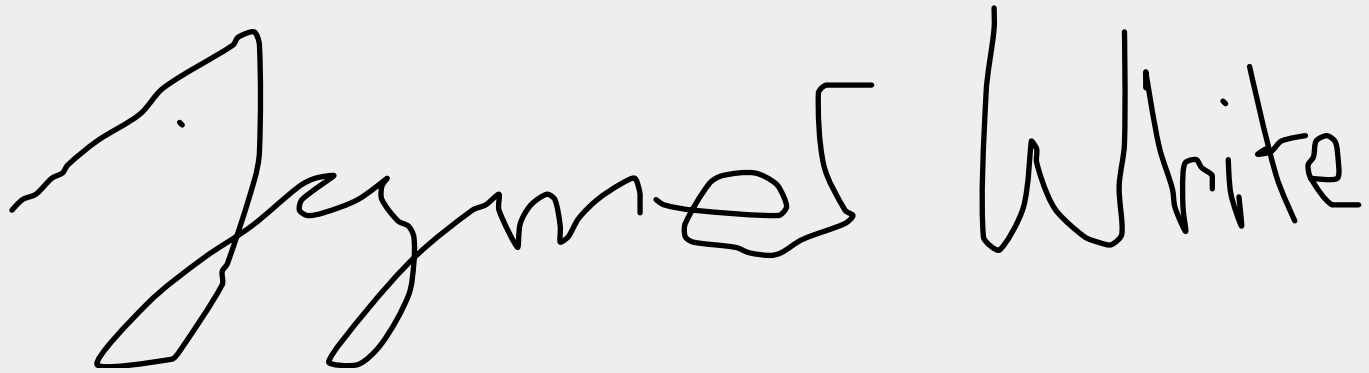
Our E-Signatures (not digital signatures) (Executive Director/School Leader/Head of School and Board President) below attest that our school has reviewed, understands and will comply with the employee clearance and fingerprint requirements as outlined in Entry 7 and found in the [NYSED CSO Fingerprint Clearance Oct 2019 Memo](#). Click **YES** to agree.

Responses Selected:

Yes

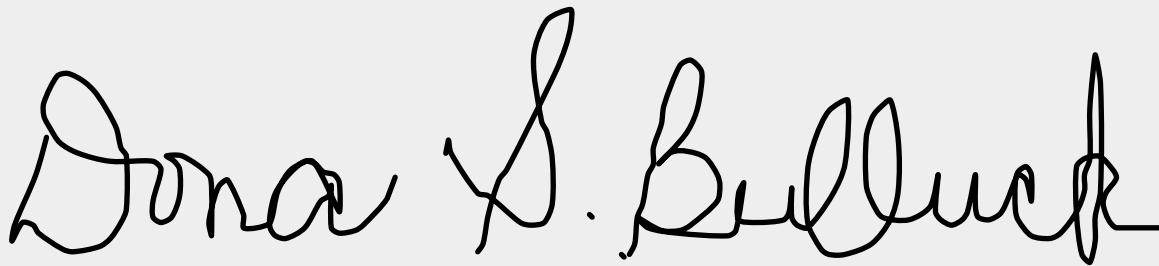
Signature, Head of Charter School

(If you are not signing the application now, please click "Clear" on both signature fields before saving this task or else the system will return an error.)

A handwritten signature in black ink on a light gray background. The signature reads "James White". The first name "James" is written in a cursive style, and the last name "White" is written in a more formal, slightly cursive style.

Signature, President of the Board of Trustees

(If you are not signing the application now, please click "Clear" on both signature fields before saving this task or else the system will return an error.)

A handwritten signature in black ink on a light gray background. The signature reads "Dona S. Bulluck". The first name "Dona" is written in a cursive style, and the last name "Bulluck" is written in a more formal, slightly cursive style.

Date

Jul 30 2024



Thank you.

Entry 2 – Links to Critical Documents on School Website

Completed - Jul 31 2024

Instructions

Required of ALL Charter Schools (Note that SUNY-authorized charter schools are not required to submit item 4: Authorizer-approved Dignity for All Students Act (DASA) policy and NYSED-Approved School Discipline Policy)

By law, each charter school is required to maintain certain notices and policies listed on its website. Please insert the link from the school's website for each of the items. All links must be readily found on the school's website.

1. Current Annual Report (i.e., 2023-2024 Annual Report);[\[1\]](#)
2. Board meeting notices, agendas and documents;
3. New York State School Report Card. This report captures school-level enrollment and demographic information, staff qualifications, electronic student records, and attendance rates, as prescribed by New York State law;[\[2\]](#) (Even if there is no school data yet reported, provide a direct web link to the most recent [New York State School Report Card](#) for the charter school.
4. Authorizer-approved DASA Policy and NYSED-Approved School Discipline Policy **(For Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY)**;
5. District-wide safety plan, not a building level safety plan (as per the July 2023 [Emergency Response Plan Memo](#) – Charter Schools Only);
6. Authorizer-approved FOIL Policy; and
7. Subject matter list of FOIL records. (Example: See [NYSED Subject Matter List](#))

[\[1\]](#) Each charter school is required to make the Annual Report publicly available by August 1 and to post on their respective charter school website. Each school should post an updated and complete version to include accountability data and financial statements that are not or may not be available until after the August deadline (i.e., Report when financials have been submitted in November.)

[\[2\]](#) SRC data is included in the reporting requirements for New York charter schools in 8 NYCRR 119.3.

Entry 2 – Links to Critical Documents on School Website

School Name: GREEN TECH HIGH CHARTER SCHOOL

Required of ALL Charter Schools (Note that SUNY-authorized charter schools are not required to submit item 4: Authorizer-approved Dignity for All Students Act (DASA) policy and NYSED-Approved School Discipline Policy)

By law, each charter school is required to maintain certain notices and policies listed on its website. Please insert the [link from the school's website](#) for each of the items. All links must be readily found on the school's website.

[New York State Report Card](#)

[Emergency Response Plan Memo](#)

[NYSED Subject Matter List](#)

	Link to Documents
1. Current Annual Report (i.e., 2023-2024 Annual Report)	<u>https://www.greentechhigh.org/reports-and-transparency</u>
2. Board meeting notices, agendas and documents	<u>https://www.greentechhigh.org/board-minutes</u>
3. New York State School Report Card. This report captures school-level enrollment and demographic information, staff qualifications, electronic student records, and attendance rates, as prescribed by New York State law; (Even if there is no school data yet reported, provide a direct web link to the most recent New York State School Report Card for the charter school.	<u>https://data.nysed.gov/essa.php?year=2023&instid=8000000059776</u>
4a. Authorizer-approved DASA Policy (For Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY)	
4b. Authorizer-approved School Discipline Policy (For Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY)	
5. District-wide safety plan, not a building level safety plan (as per the September 2021 Emergency Response Plan Memo	<u>https://www.greentechhigh.org/school-safety</u>
6. Authorizer-approved FOIL Policy	<u>https://www.greentechhigh.org/reports-and-transparency</u>
7. Subject matter list of FOIL records. (Example: See NYSED Subject Matter List)	<u>https://www.greentechhigh.org/reports-and-transparency</u>

Thank you.



Entry 3 – Board of Trustees Disclosure of Financial Interest Form

Completed - Jul 31 2024

Required of ALL Charter Schools

Each member of the charter school's Board of Trustees who served on a charter school education corporation governing one or more charter schools for any period during the 2023-2024 school year must complete and sign a Trustee [Disclosure of Financial Interest Form](#) due **no later than 11:59 PM on August 1, 2024**. Acceptable signature formats include:

- Digitally certified PDF signature (i.e., DocuSign)
- Manual signature (1. download to print, 2. manually sign, 3. scan signed document to PDF, and 4. upload into portal)

All completed forms must be collected and uploaded in .PDF format for each individual member. **The education corporation is responsible for ensuring that each member who served on the board during the 2023-2024 school year completes the form.**

Charter schools **must** submit the latest version of the form. Forms completed from past years will not be accepted.

Trustees serving on an education corporation that governs more than one school are not required to complete a separate disclosure for each school governed by the education corporation. In the Trustee Disclosure of Financial Interest Form, trustees must disclose information relevant to any of the schools served by the governing education corporation.

[GTHCS Matt Toporoski 2023-24 -trustee-financial-disclosure-form](#)

Filename: GTHCS_Matt_Toporoski_2023-24_-trus_qST6hDI.pdf Size: 248.6 kB

[GTHCS Dona Bulluck 2023-24 Charter School Disclosure of Financial Interest Form](#)

Filename: GTHCS_Dona_Bulluck_2023-24_Charter_Mj3TRQ0.pdf Size: 556.7 kB

[GTHCS Marie Allen Campbell 2023-24 Charter School Disclosure of Financial Interest Form](#)

Filename: GTHCS_Marie_Allen_Campbell_2023-24_7A3Pku7.pdf Size: 560.6 kB

[GTHCS Isaiah James 2023-24 Charter School Disclosure of Financial Interest Form](#)

Filename: GTHCS_Isaiah_James_2023-24_Charter_mSRkvrQ.pdf Size: 561.0 kB

[GTHCS RMexico 2023-24 Charter School Disclosure of Financial Interest Form](#)

Filename: GTHCS_RMexico_2023-24_Charter_Scho_JKteQbY.pdf Size: 557.5 kB

[GTHCS Pamela Williams 2023-24 Charter School Disclosure of Financial Interest Form](#)

Filename: GTHCS_Pamela_Williams_2023-24_Char_cqO3MQk.pdf Size: 557.1 kB

[GTHCS Tony T](#)

Filename: GTHCS_Tony_T_Kelley_2023-24_Chart_O6zwhb7.pdf Size: 558.6 kB

[GTHCS Sierra Sangetti-Daniels 2023-24 Charter School Disclosure of Financial Interest Form](#)

Filename: GTHCS_Sierra_Sangetti-Daniels_2023_w3Zflw8.pdf Size: 561.0 kB

[GTHCS Barry D Walston 2023-24 Charter School Disclosure of Financial Interest Form \(2\)](#)

Filename: GTHCS_Barry_D_Walston_2023-24_Char_7FF6C8p.pdf Size: 558.9 kB

[GTHCS Alex Varghese 2023-24 Charter School Disclosure of Financial Interest Form](#)

Filename: GTHCS_Alex_Varghese_2023-24_Charte_jPIE3Fw.pdf Size: 556.7 kB

Entry 4 – Board of Trustees Membership Table

Completed - Jul 31 2024

Instructions

Required of ALL charter schools

ALL charter schools or education corporations governing multiple schools must complete the Board of Trustees Membership Table within the online portal. Please be sure to include and identify parents who are members of the Board of Trustees and indicate whether parents are voting or non-voting members.

Entry 4 – Board of Trustees Membership Table

1. SUNY-AUTHORIZED charter schools are required to provide information for VOTING Trustees only.
2. REGENTS, NYCDOE, and BUFFALO BOE-AUTHORIZED charter schools are required to provide information for all --VOTING and NON-VOTING-- trustees.

Authorizer:

Who is the authorizer of your charter school?

SUNY

1. 2023-2024 Board Member Information (Enter info for each BOT member)

	Voting Trustee Name	Trustee Email Address	Position on the Board	Committee Affiliation (s)	Voting Member Per By- Laws (Y/N)	Number of Completed Terms Served	Start Date of Current Term (MM/DD/ YYYY)	End Date of Current Term (MM/DD/ YYYY)	Board Meetings Attended During 2023- 2024
1	Dona Bulluck		Chair	Executive	Yes	4	9/23/2021	9/22/2024	7
2	Tony Kelley		Vice Chair	Executive	Yes	1	01/11/2023	01/10/2026	5 or less
3	Marie Allen-Campbell		Secretary	Executive	Yes	1	3/15/2023	1/11/2025	6
4	Pamela Williams		Trustee/ Member	Executive	Yes	5	9/23/2021	9/22/2024	7
5	Dr, Alex Varghese		Trustee/ Member	Executive	Yes	1	03/16/2023	03/15/2026	5 or less
6	Isaiah James		Trustee/ Member		Yes	1	1/11/2023	10/28/2025	5 or less
7	Sierra Sangetti-Daniels		Trustee/ Member		Yes	1	3/15/2023	1/11/2025	5 or less
8	Barry D. Walston		Trustee/ Member		Yes	1	3/15/2023	1/11/2025	7
9	Laura Chmielinski Atkins		Trustee/ Member		Yes	4	9/23/2021	9/2/2023	5 or less

1a. Are there more than 9 members of the Board of Trustees?

Yes

1b. Board Member Information

	Voting Trustee Name	Trustee Email Address	Position on the Board	Committee Affiliation (s)	Voting Member Per By-Laws (Y/N)	Number of Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2023- 2024
10	Matt Toporowski		Trustee/ Member		Yes	3	1/17/2022	05/09/2024	5 or less
11									
12									
13									
14									
15									

1c. Are there more than 15 members of the Board of Trustees?

No

2. Number of board meetings conducted in 2023-2024

7

3. Number of board meetings scheduled for the 2024-2025 school year

12

4. INFORMATION ABOUT MEMBERS OF THE BOARD OF TRUSTEES

- SUNY-AUTHORIZED charter schools provide response relative to VOTING Trustees only.
- REGENTS, NYCDOE, and BUFFALO BOE-AUTHORIZED charter schools provide a response relative to all trustees.

a. Total number of Voting Members on June 30, 2024	8
b. Total number of Voting Members added during the 2023-2024 school year	0
c. Total number of Voting Members who left the board during 2023-2024 school year	2
d. Total Maximum Number of Voting Members in 2023-2024; as set by the board in bylaws, resolution, or minutes	15

Thank you.

Entry 6 – Enrollment & Retention

Completed - Jul 31 2024

Instructions for submitting Enrollment and Retention Efforts

Required of ALL Charter Schools

Describe the good faith efforts the charter school has made in 2023-2024 toward meeting targets to attract and retain the enrollment of Students with Disabilities (SWD), English Language Learner(s) (ELL), and students who are economically disadvantaged. In addition, describe the school's plans for meeting or making progress toward meeting its enrollment and retention targets in 2024-2025.

*SUNY-authorized charter schools

The education corporation must include a plan for the charter to meet or exceed enrollment and retention targets established by the SUNY Trustees for students with disabilities, ELLs, and students who are eligible to participate in the FRPL program. See the [enrollment and retention target calculator](#) to find specific targets.

Entry 6 – Enrollment and Retention of Special Populations

Good Faith Efforts to Meet Recruitment Targets (Attract)

	Describe Recruitment Efforts in 2023-2024	Describe Recruitment Plans in 2024-2025
Students with Disabilities	GTH shares information in brochures as well as the school website to promote the special education support services that GTH provides. We support a number of different special education settings including consultant/teacher and resource rooms, as well as other intervention efforts. While we have a low overall percentage of SwD compared to the district, we are just a single building LEA. In the future, we will be working more closely with local elementary schools to convey to area families that there can be continuity in Special Education programming even through their students switch schools in grade 6. We understand our obligation with SwD recruitment and face the serious limits of not being in control of the placement process - the local district is responsible for the CSE process.	In 2023-24, 8% of our enrollment had an Individual Education Plan. The local district enrolled 16% students with disabilities in comparable grades.
English Language Learners	GTH has not been successful to this point in recruiting significant numbers of ELL students. Despite our efforts, we have found that males reach a certain comfort level with their second language "second families" in their existing school setting. It proves difficult for schools like GTH who recruit only older students to attract a handful of ELL families to leave their comfort zone and attend a brand new school. We have begun to remedy this by starting our 6-12 model, whereby we can meet these families before they	We continue working to enroll ELL students, but it is difficult in Albany because the district offers a school specifically tailored to English language learners.

	become so entrenched in their years of schooling. As our middle school model is new, this is a recruitment effort under development.	
Economically Disadvantaged	Green Tech has always served more ED students than the Albany City School District. We have an extensive history of attracting students from economically-disadvantaged neighborhood pockets of Albany, Schenectady and Troy, consistent with our single-gender marketing in these places and our reputation for college placement for our young men. We have found that many families who enroll their young men in GTH do so for the prospect of being the first in their family to be able to attend college, and they feel the single gender nature of our school promotes that as a realistic possibility. When this happens, word spreads that it happened for one young man and other families friends and contacts from oftentimes similar ED backgrounds will apply. We table every year at events to meet prospective students.	In 2023-24, 92% of our enrollment qualified as economically disadvantaged. The local district, Albany CSD, enrolled 67% ED students in comparable grades. Going forward we will continue with the strategies outlined to the left.

Good Faith Efforts To Meet Retention Targets

	Describe Retention Efforts in 2023-2024	Describe Retention Plans in 2024-2025
Students with Disabilities	We offer Direct Teacher Consultant Services, where teacher push in to classrooms based on students' IEPs. We also provide resource room based on need. Additionally, we have a robust RTI system for our students of concern. Our middle school students will have RTI built into their daily schedules. We have 3 School Counselors on staff who provide social emotional support and academic guidance as well. We build in Lab courses for our students who have gaps in their academic abilities, as well as weekly ZAP (Zeros Aren't Permitted), to help all students improve their grades weekly. We conduct PAR (Personal Academic Review) with students quarterly to track their academic performance. Additionally we provide Advisory for students daily to receive additional support from their advisory for the course of their 4 year academic career. Moving forward, we will be discussing the programming that we can add for special education students to attend our campus - including the possibility of 12:1:1 settings, if they are compliant with Least Restrictive Environment regulations. Brighter Choice boys will potentially partner in this endeavor.	In the fall of 2023-24, we retained 86% of SWD students who were eligible to return from 2022-23.
English Language Learners	GTH uses social media as well as radio and T.V. marketing to attract students of all backgrounds. GTH does a yearly demographic study and does mailers to the top 3 languages spoken in the Capital	We continue to work towards developing our ELL programming.

	Region. This year English, Spanish, Hindi are the three top languages spoken in the Capital region. We have translated the material and are sending the materials to over 500 homes in the capital region. Our Parent Intervention Specialist also visits and drops off materials at the refugee center. However, we have an extremely low number of ELL students.	
Economically Disadvantaged	GTH employs a Family Intervention Specialist who attends annual conferences as well as webinars to stay up to date with all services that economically disadvantaged students are eligible for as well as Mc Kinney Vento. Additionally, GTH offers uniform incentives, financial vouchers for uniforms, transportation for students whose district won't provide it, school supplies, uniform closet, book bag drives. We offer free breakfast, lunch, and dinner; free afterschool support, tutoring and clubs; and free Medical Mobile Unit through Whitney Young.	In the fall of 2023-24, we retained 83% of ED students who were eligible to return from 2022-23.

Entry 7 – Employee Fingerprint Requirements Attestation

Completed - Jul 31 2024

Entry 7 – Employee Fingerprint Requirements Attestation

A. TEACH System – Employee Clearance

Required of ALL Charter Schools

Charter schools must ensure that all prospective employees^[1] receive clearance through [the NYSED Office of School Personnel Review and Accountability](#) (OSPRA) prior to employment. **This includes paraprofessionals and other school personnel who are provided or assigned by the district of location, or related/contracted service providers.** After an employee has been cleared, schools are required to maintain proof of such clearance in the file of each employee. For the safety of all students, charter schools must take immediate steps to terminate the employment of individuals who have been denied clearance. Once the employees have been terminated, the school must terminate the request for clearance in the TEACH system.

In the Annual Report, charter schools are asked to confirm that all employees have been cleared through the NYSED TEACH system; and, if denied clearance, confirm that the individual or employee has been removed from the TEACH system, and is not employed by the school.

^[1] Employees who must be cleared include, but are not limited to, teachers, administrative staff, janitors, security personnel and cafeteria workers, and other staff who are present when children are in the school building. **This includes paraprofessionals and other school personnel that are provided or assigned by the district of location, as well as related/contracted service providers.** See NYSED memorandum dated October 1, 2019 at [NYSED CSO Employee Clearance and Fingerprint Memo](#) or visit the NYSED website at [Who Must Be Fingerprinted Charts](#) for more information regarding who must be fingerprinted. Also see, 8 NYCRR §87.2.

B. Emergency Conditional Clearances

Charter schools are **strongly discouraged** from using the emergency conditional clearance provisions for prospective employees. This is because the school must request clearance through NYSED TEACH, and the school's emergency conditional clearance of the employee terminates automatically once the school receives notification from NYSED regarding the clearance request. Status notification is provided for all prospective employees through the NYSED TEACH portal within 48 hours after the clearance request is submitted. Therefore, at most, a school's emergency conditional clearance will be valid for only 48 hours after approval by the board.

Schools are not permitted to renew or in any way re-establish a prospective employee's emergency conditional clearance after status notification is sent by NYSED through the TEACH portal.

Schools are asked to attest that they have reviewed and understand these requirements. More information can be found in the memo at [NYSED CSO Employee Clearance and Fingerprint Memo](#).

Attestation

Responses Selected:

I hereby attest that the school has reviewed, understands, and will comply with these requirements.

Entry 9 – School Calendar

Completed - Jul 31 2024

[Instructions for submitting School Calendar](#)

Required of ALL Charter Schools

If the charter school has a tentative calendar based on available information and guidance at the time, please submit it **no later than 11:59 PM on August 1, 2024**. Charter schools must upload a final school calendar into the portal and may do so at any time but **no later than 11:59 PM on September 16, 2024**.

School calendars must meet the [minimum instructional requirements](#) as required of other public schools "... *unless the school's charter requires more instructional time than is required under the regulations.*"

Board of Regents-authorized charter schools also are required to submit school calendars that clearly indicate the start and end date of the instructional year AND the number of instructional hours and/or instructional days for each month (also used to align to schools with extended days/years referenced in their mission statements/key design elements). See an example of a calendar showing the requested information. Schools **must** use a calendar format and ensure there is a monthly tally of instructional days.

Sample Calendar:

12 Month Calendar 2021-2022				
184 Instructional Days				
July				
Mon	Tues	Wed	Thurs	Fri
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30
August				
Mon	Tues	Wed	Thurs	Fri
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			
September (18)				
Mon	Tues	Wed	Thurs	Fri
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	
October (20)				
Mon	Tues	Wed	Thurs	Fri
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29
November (18)				
Mon	Tues	Wed	Thurs	Fri
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			
December (17)				
Mon	Tues	Wed	Thurs	Fri
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31
January (20)				
Mon	Tues	Wed	Thurs	Fri
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				
February (15)				
Mon	Tues	Wed	Thurs	Fri
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28				
March (23)				
Mon	Tues	Wed	Thurs	Fri
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	
April (15)				
Mon	Tues	Wed	Thurs	Fri
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29
May (21)				
Mon	Tues	Wed	Thurs	Fri
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			
June (17)				
Mon	Tues	Wed	Thurs	Fri
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

Staff Report - August 23rd

Early Dismissal Days

Holiday/Recess (No Students or Staff)

Superintendent's Conference Day (No School for Students)

Regents and School-level Exams

September 8, 2021 All Grade Levels Report

June 24, 2022 - Last Day of School

[GTHCS 2024-25 Combined Calendar](#)

Filename: GTHCS_2024-25_Combined_Calendar.pdf Size: 244.4 kB

Entry 11 – Progress Toward Goals

Incomplete

Instructions

SUNY-Authorized Charter Schools ONLY- Complete Template and Upload to Epicenter

SUNY-authorized charter schools must download an Accountability Plan Progress Report template at [Accountability Plan Progress Report](#). After completing, SUNY-authorized charter schools must upload the document into the Annual Report Portal, and into the SUNY Epicenter document management system **no later than 11:59 PM on September 16, 2024**.

Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY

The following tables reflect formatting in the online portal required for Board of Regents, NYCDOE, and Buffalo BOE authorized charter schools only. These charter schools should report all Progress Toward Charter Goals as per their currently approved charters **no later than 11:59 PM on November 1, 2024**.

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

Entry 11 – Progress Toward Goals

PROGRESS TOWARD CHARTER GOALS

Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY

Complete the tables provided. List each goal and measure as contained in the school's currently approved charter, and indicate whether the school has met or not met the goal. Please provide information for all goals no later than November 1, 2024.

1. ACADEMIC STUDENT PERFORMANCE GOALS

Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY

The following tables reflect formatting in the online portal required for Board of Regents, NYCDOE, and Buffalo BOE authorized charter schools only. These charter schools should report all Progress Toward Charter Goals as per their currently approved charters no later than **November 1, 2024**.

2023-2024 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met, Not Met or Unable to Assess	If not met, describe efforts the school will take to meet goal. If unable to assess goal, type N/A for Not Applicable
Academic Goal 1				
Academic Goal 2				
Academic Goal 3				
Academic Goal 4				
Academic Goal 5				
Academic Goal 6				
Academic Goal 7				
Academic Goal 8				
Academic Goal 9				
Academic Goal 10				

2. Do have more academic goals to add?

(No response)

2023-2024 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met, Not Met or Unable to Meet	If not met, describe efforts the school will take to meet goal. If unable to assess goal, type N/A for Not Applicable
Academic Goal 21				
Academic Goal 22				
Academic Goal 23				
Academic Goal 24				
Academic Goal 25				
Academic Goal 26				
Academic Goal 27				
Academic Goal 28				
Academic Goal 29				
Academic Goal 30				
Academic Goal 31				
Academic Goal 32				
Academic Goal 33				
Academic Goal 34				
Academic Goal 35				
Academic Goal 36				
Academic Goal 37				
Academic Goal 38				
Academic Goal 39				
Academic Goal 40				
Academic Goal 41				

Academic Goal 42				
Academic Goal 43				
Academic Goal 44				
Academic Goal 45				
Academic Goal 46				
Academic Goal 47				
Academic Goal 48				
Academic Goal 49				
Academic Goal 50				
Academic Goal 51				
Academic Goal 52				
Academic Goal 53				
Academic Goal 54				
Academic Goal 55				
Academic Goal 56				
Academic Goal 57				
Academic Goal 58				
Academic Goal 59				
Academic Goal 60				
Academic Goal 61				
Academic Goal 62				
Academic Goal 63				
Academic Goal 64				
Academic Goal 65				
Academic Goal 66				
Academic Goal 67				
Academic Goal 59				

Academic Goal 60				
Academic Goal 61				
Academic Goal 62				

4. ORGANIZATION GOALS

For the 2022-2023 school year, any organization goals that cannot be evaluated due to school closure resulting in a lack of data and changes in testing, surveying, and other usual practices should be reported as “N/A”.

2022-2023 Progress Toward Attainment of Organization Goals

	Organizational Goal	Measure Used to Evaluate Progress	Goal - Met, Not Met, or Unable to Assess	If not met, describe efforts the school will take to meet goal. If unable to assess goal, type N/A for Not Applicable
Org Goal 1				
Org Goal 2				
Org Goal 3				
Org Goal 4				
Org Goal 5				
Org Goal 6				
Org Goal 7				
Org Goal 8				
Org Goal 9				
Org Goal 10				
Org Goal 11				
Org Goal 12				
Org Goal 13				
Org Goal 14				
Org Goal 15				
Org Goal 16				
Org Goal 17				
Org Goal 18				
Org Goal 19				
Org Goal 20				

5. Do have more organizational goals to add?

(No response)

6. FINANCIAL GOALS

2022-2023 Progress Toward Attainment of Financial Goals

	Financial Goals	Measure Used to Evaluate Progress	Goal - Met, Not Met, or Partially Met	If not met, describe efforts the school will take to meet goal.
Financial Goal 1				
Financial Goal 2				
Financial Goal 3				
Financial Goal 4				
Financial Goal 5				

7. Do have more financial goals to add?

(No response)

2021-2022 Progress Toward Attainment of Financial Goals

	Financial Goals	Measure Used to Evaluate Progress	Goal - Met, Not Met, or Partially Met	If not met, describe efforts the school will take to meet goal.
Financial Goal 6				
Financial Goal 7				
Financial Goal 8				
Financial Goal 9				
Financial Goal 10				

Thank you.

Entry 11 – Progress Toward Goals (SUNY-Authorized Charter Schools Only)

Completed - Sep 23 2024

Instructions

SUNY-Authorized Charter Schools ONLY- Complete Template and Upload to Epicenter

SUNY-authorized charter schools must download an Accountability Plan Progress Report template at [Accountability Plan Progress Report](#). After completing, SUNY-authorized charter schools must upload the document into the Annual Report Portal, **and** into the SUNY Epicenter document management system by September 15, 2024.

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

[GTHCS 2023-24-APPR final](#)

Filename: GTHCS_2023-24-APPR_final.pdf Size: 1.3 MB

Entry 12 – Audited Financial Statements

Completed - Nov 1 2024

Required of ALL Charter Schools

ALL SUNY-authorized charter schools must upload the financial statements and related documents in PDF format into the Annual Report Portal and into the SUNY Epicenter document management system **no later than 11:59 PM on November 1, 2024**. **SUNY-authorized charter schools** are asked to ensure that security features such as password protection are turned off.

ALL Regents, NYCDOE, and Buffalo BOE-authorized charter schools must upload final, audited financial statements to the Annual Report Portal **no later than 11:59 PM on November 1, 2024**. Upload the independent auditor's report, any advisory and/or management letter, and the internal controls report as one submission, combined into a PDF file, ensuring that security features such as password protections are removed from all school uploaded documents.

PLEASE NOTE: This task appears as visible and optional task in the online portal until August 1 2024 but will be identified as a required task thereafter and due on November 1, 2024. This is a required task, and it is marked optional for administrative purposes only.

[Green Tech High CS - FS 2024 FINAL](#)

Filename: Green_Tech_High_CS_-_FS_2024_FINAL.pdf Size: 928.6 kB

Entry 12a – Audited Financial Report Template (SUNY)

Incomplete

[Instructions - SUNY-Authorized Charter Schools ONLY](#)

The Audited Financial Statement Template is no longer required by the SUNY Charter Schools Institute for school year 2023-24 annual reporting. This section is marked optional and no response is required for this section.

Entry 13 – Fiscal Year 2024-2025 Budget

Completed - Oct 11 2024

SUNY-authorized charter schools should download the [2024-2025 Budget and Quarterly Report Template and the 2024-2025 Budget Narrative Questionnaire](#) from the SUNY website and upload the completed templates into the Annual Report Portal and into the Epicenter document management system. **Due no later than 11:59 PM on November 1, 2024.**

Regents, NYCDOE, and Buffalo BOE authorized charter schools should upload a copy of the school's FY25 Budget using the [2024-2025 Budget Template](#) into the Annual Report Portal or from the Annual Report website. **Due**

no later than 11:59 PM on November 1, 2024.

The Assumptions column should be completed for all revenue and expense items unless the item is self-explanatory. Where applicable, reference the page number or section in the application narrative that indicates the assumption being made. For instance, student enrollment would reference the applicable page number in Section I, C of the application narrative.

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

[2024-2025 Annual Budget\(JH12A\)\(GreenTechCharterSchool\)](#)

Filename: 2024-2025_Annual_BudgetJH12AGreen_mOI0yfQ.xlsx **Size:** 537.9 kB

Optional Additional Documents to Upload (BOR)

Incomplete

Disclosure of Financial Interest by a Current or Former Trustee
--

Trustee Name:

Matthew Toporowski

Name of Charter School Education Corporation:

GREEN TECH HIGH CHARTER SCHOOL

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

TRUSTEE, FORMER CHAIR

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

☐ Yes ☒ No

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

☒ **None**

Date(s)	Nature of financial interest / transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you

7. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, check **None**.

☒ **None**

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest

This document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. The personal contact information provided below will be redacted.

Business Telephone:**Business Address:****E-mail Address:****Home Telephone:****Home Address:**

**Completed by school on behalf of former trustee, no financial interest to disclose

Signature**Date**

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

last revised 04/2022

**Disclosure of Financial Interest by a Current
or Former Trustee**

Trustee Name:

Dona S Bulluck

Name of Charter School Education Corporation:

Green Tech Charter High School

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

Board Chair

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

-

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

☐ Yes ☒ No

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

-

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

☒ **None**

Date(s)	Nature of financial interest / transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you

-

7. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, check **None**.

☒ **None**

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest

This document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. The personal contact information provided below will be redacted.

Business Telephone:

Business Address:

E-mail Address:

[REDACTED]

Home Telephone:

[REDACTED]

Home Address:

[REDACTED]

DocuSigned by:
Dona Bulluck
E781D8C95D02466...

7/11/2024

Signature

Date

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

last revised 04/2022

Disclosure of Financial Interest by a Current or Former Trustee
--

Trustee Name:

Marie Allen Campbell

Name of Charter School Education Corporation:

Green Tech Charter School

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

Secretary

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

-

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

☐ Yes ☒ No

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

-

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

☒ **None**

Date(s)	Nature of financial interest / transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you

-

7. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, check **None**.

☒ **None**

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest

This document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. The personal contact information provided below will be redacted.

Business Telephone:

Business Address:

E-mail Address:

[REDACTED]

Home Telephone:

[REDACTED]

Home Address:

[REDACTED]

DocuSigned by:
Marie Allen-Campbell
4AA0PDB05C37443...

7/11/2024

Signature

Date

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

last revised 04/2022

**Disclosure of Financial Interest by a Current
or Former Trustee**

Trustee Name:

Isaiah James

Name of Charter School Education Corporation:

Green Tech High Charter School

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

Board member

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

☐ Yes ☒ No

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

-

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

☒ **None**

Date(s)	Nature of financial interest / transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you

-

7. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, check **None**.

☒ **None**

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest

This document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. The personal contact information provided below will be redacted.

Business Telephone:

Business Address:

E-mail Address:

[REDACTED]

Home Telephone:

[REDACTED]

Home Address:

[REDACTED]

DocuSigned by:

A06A2505EE3048D...

7/6/2024

Signature

Date

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

last revised 04/2022

**Disclosure of Financial Interest by a Current
or Former Trustee**

Trustee Name:

Ronald Mexico

Name of Charter School Education Corporation:

KIPP Capital Region

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

Board, Finance Committee, Governance committee.

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

☐ Yes ☒ No

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

-

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

☒ **None**

Date(s)	Nature of financial interest / transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you

-

7. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, check **None**.

☒ **None**

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest

This document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. The personal contact information provided below will be redacted.

Business Telephone:

Business Address:

E-mail Address:

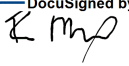
[REDACTED]

Home Telephone:

[REDACTED]

Home Address:

[REDACTED]

DocuSigned by:

6C1AF965AA3E408...

6/26/2024

Signature

Date

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

last revised 04/2022

**Disclosure of Financial Interest by a Current
or Former Trustee**

Trustee Name:

Pamela Williams

Name of Charter School Education Corporation:

Green Tech

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

Boardmember

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

☐ Yes ☒ No

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

-

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

☒ **None**

Date(s)	Nature of financial interest / transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you

-

7. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, check **None**.

☒ **None**

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest

This document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. The personal contact information provided below will be redacted.

Business Telephone:

Business Address:

E-mail Address:

[REDACTED]

Home Telephone:

[REDACTED]

Home Address:

[REDACTED]

DocuSigned by:
Pamela Williams
68C090FE10804E3...

6/26/2024

Signature

Date

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

last revised 04/2022

Disclosure of Financial Interest by a Current or Former Trustee
--

Trustee Name:

Tony T. Kelley

Name of Charter School Education Corporation:

Green Tech Charter School

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

Vice Chairman

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

-

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

☐ Yes ☒ No

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

-

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

☒ **None**

Date(s)	Nature of financial interest / transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you

-

7. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, check **None**.

☒ **None**

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest

This document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. The personal contact information provided below will be redacted.

Business Telephone:

Business Address:

E-mail Address:

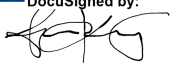
[REDACTED]

Home Telephone:

[REDACTED]

Home Address:

[REDACTED]

DocuSigned by:

B1AADS88FF17495...

7/3/2024

Signature

Date

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

last revised 04/2022

Disclosure of Financial Interest by a Current or Former Trustee
--

Trustee Name:

Sierra Sangetti-Daniels

Name of Charter School Education Corporation:

Green Tech Charter School

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

Board member

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

-

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

☐ Yes ☒ No

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

-

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

☒ **None**

Date(s)	Nature of financial interest / transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you

-

7. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, check **None**.

☒ **None**

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest

-

This document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. The personal contact information provided below will be redacted.

Business Telephone:

Business Address:

E-mail Address:

[REDACTED]

Home Telephone:

[REDACTED]

Home Address:

[REDACTED]

DocuSigned by:

4D074DF8C7AF48D...

7/15/2024

Signature

Date

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

last revised 04/2022

**Disclosure of Financial Interest by a Current
or Former Trustee**

Trustee Name:

Barry D Walston

Name of Charter School Education Corporation:

Green Tech

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

Board Member

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

-

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

☐ Yes ☒ No

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

-

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

☒ **None**

Date(s)	Nature of financial interest / transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you

-

7. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, check **None**.

☒ **None**

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest

This document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. The personal contact information provided below will be redacted.

Business Telephone:

Business Address:

E-mail Address:

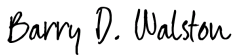
[REDACTED]

Home Telephone:

[REDACTED]

Home Address:

[REDACTED]

DocuSigned by:

38A3359B08FC4C1...

6/25/2024

Signature

Date

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

last revised 04/2022

Disclosure of Financial Interest by a Current or Former Trustee
--

Trustee Name:

Alex varghese

Name of Charter School Education Corporation:

Green tech charter

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

Board member

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

-

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

☐ Yes ☒ No

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

-

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

☒ **None**

Date(s)	Nature of financial interest / transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you

-

7. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, check **None**.

☒ **None**

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest

This document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. The personal contact information provided below will be redacted.

Business Telephone:

Business Address:

E-mail Address:

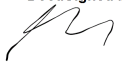
[REDACTED]

Home Telephone:

[REDACTED]

Home Address:

[REDACTED]

DocuSigned by:

0D3554985B60404...

7/15/2024

Signature

Date

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

last revised 04/2022

GREEN TECH HIGH CHARTER SCHOOL CALENDAR FOR THE 2024-2025 SCHOOL YEAR

July 2024						
Su	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

7/8: Start of Summer School
7/23: 6th Gr Orientation
7/24: 9th Gr Orientation

August 2024						
Su	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

8/8: Summer School Ends
8/19-8/20: NYS Regents Testing

September 2024						
Su	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

9/3: First Day of School
9/20: Staff PD (No Classes)
Instructional Days: 19
School Days: 20

October 2024						
Su	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

10/14: Indigenous Peoples' Day
Instructional Days: 22
School Days: 22

November 2024						
Su	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

11/11: Veterans Day
11/22: Parent Teacher Conferences
11/27-11/29: Thanksgiving Break
Instructional Days: 16
School Days: 17

December 2024						
Su	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

12/23-12/31: Holiday Break
Instructional Days: 15
School Days: 15

January 2025						
Su	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

1/1: Holiday Break
1/20: MLK Jr Day
1/21-1/24: NYS Regents Testing
1/29: Lunar New Year
Instructional Days: 20
School Days: 20

February 2025						
Su	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

2/7: Parent Teacher Conferences
2/17-21: Winter Break
Instructional Days: 14
School Days: 15

March 2025						
Su	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

3/21: Staff PD (No Classes)
3/31: Eid-al-Fitr
Instructional Days: 19
School Days: 20

April 2025						
Su	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

4/14-18: Spring Break
Instructional Days: 17
School Days: 17

May 2025						
Su	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

5/2: Parent Teacher Conference
5/9: Staff PD (No Classes)
5/23: Recess Day
5/26: Memorial Day
Instructional Days: 18
School Days: 20

June 2025						
Su	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

6/4: NYS Regents Testing
6/10: NYS Regents Testing
6/16: Last Day of HS Classes
6/16: EOY Awards & Field Day
6/17-18: NYS Regents Testing
6/19: Juneteenth
6/20: NYS Regents Testing
6/23-6/25: NYS Regents Testing
6/24: Last Day of MS Classes (1/2 Day)
6/25: 8th Grade Graduation
6/27: High School Graduation
Instructional Days: 19
School Days: 19

CALENDAR KEY	
Parent Teacher Conferences (No Classes)	
School Closed/Recess Day	
NYS Regents Testings	
Staff PD (No Classes)	
Important Dates	

Total School Days: 185
Total Instructional Days: 179

GREEN TECH HIGH CHARTER SCHOOL

2024-2025 CALENDAR LONG VERSION

MONTH	SCHOOL DAYS	INSTRUCTIONAL	COMMENTS
JULY OF 2024	0	0	Jul 8: Summer School Starts Jul 23: 6th Grade Mandatory Parent & Student Orientation (5pm-6pm) Jul 24: 9th Grade Mandatory Parent & Student Orientation (5pm-6pm)
AUGUST OF 2024	0	0	Aug 8: Summer School Ends Aug 12: New Staff Training Aug 19: All Staff Return Aug 19-20: New York State Regents Exams
SEPTEMBER OF 2024	20	19	Sept 2: Closed for Labor Day Sept 3: First Day of School Sept 16-17: Picture Day Sept 19: Open House (5:30pm-7:30pm) Sept 20: Staff PD (No Classes) Sept 27: Progress Reports
OCTOBER OF 2024	22	22	Oct 14: Indigenous Peoples' Day TBD: PSATs, Senior Service and Freshmen Field Trip Oct 17: Picture Retake Day Oct 25: Progress Reports
NOVEMBER OF 2024	17	16	Nov 8: End of Quarter 1 Nov 11: Closed for Veterans Day Nov 12: Start of Quarter 2 Nov 15: Q1 Report Cards Nov 22: Parent Teacher Conferences (No Classes) TBD: GTH Feeds the Community Nov 27-29: Thanksgiving Break
DECEMBER OF 2024	15	15	Dec 6: Progress Reports Dec 23-31: Holiday Break
JANUARY OF 2025	20	20	Jan 1: Holiday Break Jan 20: MLK Jr Day Jan 21-24: Regents Exams Jan 24: End of Quarter 2 Jan 27: Start of Quarter 3 Jan 29: Closed for Lunar New Year Jan 31: Q2 Report Cards
FEBRUARY OF 2025	15	14	Feb 7: Parent Teacher Conference (No Classes) Feb 17-21: Winter Break Feb 28: Progress Reports
MARCH OF 2025	20	19	March 21: Progress Reports & Staff PD (No Classes) Mar 31: Eid-al-Fitr (No Classes)
APRIL OF 2025	17	17	Apr 11: End of Quarter 3 Apr: 14-18: Spring Break Apr 21: Start of Quarter 4 Apr 25: Q3 Report Cards Apr 29: Middle School (ONLY) NYS ELA Test (1/2 Day of School) Apr 30: Middle School (ONLY) NYS ELA Test (1/2 Day of School) Apr 30: Senior Portraits
MAY OF 2025	20	18	May 2: Parent Teacher Conference (No Classes) May 5-6: Makeup Day for NYS ELA Test May 7: Middle School (ONLY) NYS Math Test (1/2 Day of School) May 8: Middle School (ONLY) NYS Math Test (1/2 Day of School) May 9: Staff PD (No Classes) May 12: Spring Uniforms May 13-14: Makeup Day for NYS Math Test May 16: Progress Reports May 23: Recess Day May 26: Memorial Day
JUNE OF 2025	19	19	Jun 4: NYS Regents Testing Jun 6: Progress Reports Jun 10: NYS Regents Testing Jun 9-13: Final Exams Jun 16: End of Year Awards and Field Day Jun 16: Last Day of Classes for High School Students Jun 17-18: NYS Regents Testing Jun 19: Closed for Juneteenth Jun 20: NYS Regents Testing Jun 23-25: NYS Regents Testing Jun 24: Last Day of Classes for Middle School Students (1/2 Day) Jun 25: 8th Grade Graduation (Evening Program) Jun 27: End of Quarter 4 Jun 27: High School Graduation
	Total: 185	Total: 179	
GREEN TECH HIGH CHARTER SCHOOL . 99 SLINGER LAND STREET . ALBANY, NEW YORK 12202			



Green Tech High Charter School

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

September 16, 2024

By Jaymes White, Principal and CEO

99 Slingerland St. Albany, N.Y. 12202

518 694-3400

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

The Green Tech leadership team prepared this 2023-24 Accountability Progress Report on behalf of the charter school's board of trustees:

Trustee's Name	Board Position	
	Office (e.g., chair, treasurer, secretary)	Committees (e.g., finance, executive)
Dona Bulluck	Chair	
Tony Kelley	Vice Chair	
Marie Allen-Campbell	Secretary	
Pamela Williams	Trustee; Chair until 01/13/2022	
Dr, Alex Varghese	Trustee	
Isaiah James	Trustee	
Sierra Sangetti-Daniels	Trustee	
Barry D. Walston	Trustee	

Jaymes White has served as the Principal & CEO since August 23, 2023.

SCHOOL OVERVIEW

Green Tech High Charter School (GTHCS) provided a vital option for young men in grades 9-12 in the Capital Region since 2008. Beginning in 2019, GTHCS then expanded by adding middle school grades 6-8 a grade at a time. We offer a meaningful opportunity to reach students at an earlier point in their educational trajectory and fill the demand for a single gender public middle school in the Capital Region. The school has gained additional financial strength in this charter term since we are grades 6-12.

Vision

To prepare young men to be college and career ready through a rigorous academic and character-building educational experience.

Mission

Green Tech High Charter School prepares young men to complete high school with a Regents diploma, so they will have the opportunity to attend college or choose an alternative, responsible career path as they enter adulthood. Green Tech High will succeed in this mission by providing a complete high school curriculum, backed by a philosophy and culture, that ensures every student will attain the skills and coursework necessary for a Regents diploma, including the use of computer technology, providing an understanding of how technology impacts our future and instills a knowledge of environmental factors including human impact and sustainability.

School

Philosophy

Green Tech High Charter School was founded on the belief that all students can develop the skills, motivation and perseverance required to prepare them to complete college. Well-taught classes, combined with 1-on-1 attention and a positive culture, can allow all students to become college-ready.

Programming Updates

During the 2023-2024 SY, Green Tech implemented dress down Fridays for scholars if they met certain criteria in having good standing in academics, attendance, and behavior. To ensure scholars had a voice in decision making, we established the Principal's Advisory Committee (PAC). Green Tech was fully staffed at one point for the first time since before covid, which was major. We made a time change to the school day to make Green Tech more marketable to educators and families. Lastly, our basketball team won the inaugural NYS Class AAA State Championship.

For the 2024-2025 SY, Green Tech has been intentional about ensuring recommendations from CSI were addressed and set in place. We have added an ENL and Grants Coordinator position, to be more intentional and strategic about recruiting more ENL students. This also affords us the opportunity to become more diverse within our student body and become more financially sustainable to support Green Tech. Green Tech has also partnered with DSS to provide a stable educational environment for socio economically disadvantaged students. Green Tech will now be a safe haven for all students.

For the 2024-2025 SY, we have three main focuses; reverse suspension, attendance, and more college course offerings. We are launching our Reverse Suspension program. This program allows us to have increased parental involvement while addressing student behaviors that are not conducive to the learning

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

environment. Instead of suspending students, we now will have parents come and shadow their scholars for either a half day or whole day of school. The hope is that academic performance increases and student misbehaviors decrease. We will also be focusing heavily on attendance and tardies. We have rolled out a new policy and procedures for identifying and tracking attendance and tardies. We want to decrease attendance issues in the MS by 2% and the HS by 4%. Lastly, we worked tirelessly to obtain a college partnership. We were fortunate to partner with Fulton-Montgomery Community College and have now increased college course offering from 2 courses in previous years to 12 courses this SY.

A Holistic Approach to Education

We continue our exciting and innovative, open campus and Community Hour for just juniors and seniors in 2024-25. At Green Tech we require a lot from our students, but we go above and beyond in providing innovative ways for a young man to experience freedom and practice responsibility.

5 Days on Campus, Traditional School Learning
Innovative Open Campus + Community Hour and exclusive clubs

Green Tech is known for teaching a young man discipline and safe guarding him from harmful choices. In this journey, he needs hands-on-training in an informed environment to integrate what he learns. Our new campus is designed to focus all of his academic and extracurricular activities into five full days on site. It has featured an open campus community hour at lunch where a student can be free to participate in clubs (including our new eSports Official league), socialize with teachers and students, or get lunch where he chooses (without our administrative body losing track of him). We recognize that a young man needs discipline, but he also needs as much freedom as he can handle. This unique campus experience has gone a long way into giving him the reins he needs through exploration and accountability.

Alternative Periods on Fridays are a mandatory school day, but students' schedules reflect an A/B class schedule. On A Day students attend Periods 1, 2, Zeros Are Not Permitted (Z.A.P.), Lyceum, Lunch, 3, and 4. On B Day periods 1, 6, Zeros Are Not Permitted (Z.A.P.), Lyceum, Lunch, 7, and 8. This is a tried and proven education model that has met with great success this last year. Through instructor-led services such as Personal Academic Review (P.A.R.) and Z.A.P. to help students get ahead on grades, as well as Lyceum our school-wide assemblies, we use the day to take a holistic approach to education, focusing on our young men's social and emotional development. Our A/B schedule on Fridays remains at the ready to deliver the highest standard of education for our young men.

Frats

One of Green Tech's best kept secrets is our frats. We have a rich tradition of four historic fraternities named for the historic Black colleges and Universities who have stood for achievement and excellence for generations. In your first days of starting school, all new students are sorted into a fraternity they will call home with opportunities to connect with other young men in their frat, show frat spirit, and build a fun and lasting brotherhood. Finding out which frat students will belong to is part of the excitement of your journey here at Green Tech.

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Focus on Gaming

At Green Tech we have a reputation for academic and athletic excellence and our newest frontier is in the field of eSports. We're launching a new official eSports VARSITY team where students will have a chance to compete on state-of-the-art gaming equipment, play the newest games, and have chances to win scholarship and prize money in local and nationwide tournaments.

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2021-22							42	41	43	102	61	66	68	424
2022-23							46	40	36	118	74	55	59	428
2023-24							45	45	43	99	83	69	43	427

HIGH SCHOOL COHORTS

ACCOUNTABILITY COHORT

The state's Accountability Cohort consists specifically of students who are in their fourth year of high school after entering the 9th grade. For example, the 2020 state Accountability Cohort consists of students who first entered the 9th grade anywhere in the 2020-21 school year, were enrolled in the school on the state's annual enrollment-determination day (BEDS day) in the 2023-24 school year, and either remained in the school for the rest of the year or left for an acceptable reason. (See New York State Education Department's SIRS Manual for more details about cohort eligibility and acceptable exit reasons: <http://www.p12.nysed.gov/irs/sirs/ht>)

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
2021-22	2018-19	2018	62	0	62
2022-23	2019-20	2019	54	0	54
2023-24	2020-21	2020	42	0	42

TOTAL COHORT FOR GRADUATION

Students are also included in the Total Cohort for Graduation (referred to as the Graduation Cohort, Total Graduation Cohort, or Total Cohort interchangeably throughout this report) based on the school year they first enter the 9th grade anywhere. The 2020 Total Cohort consists of all students, based on last enrollment record as of June 30, 2024, with a First Date of Entry into Grade 9 during the 2020-21 school year,

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

regardless of their current grade level. The school may remove students from the Graduation Cohort if the school has discharged those students for an acceptable reason listed in the [SIRS manual](#), including but not limited to the following: if they transfer to another public or private diploma-granting program with documentation, transfer to home schooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S., or are deceased.

Fourth Year Total Cohort for Graduation

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Still Enrolled on June 30 th of the Cohort's Fourth Year (a)	Number of Students Who Left the School but Were Not Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2021-22	2018-19	2018	62	0	62
2022-23	2019-20	2019	54	0	54
2023-24	2020-21	2020	45	0	45

Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Still Enrolled on June 30 th of the Cohort's Fifth Year (a)	Number of Students Who Left the School but Were Not Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2021-22	2017-18	2017	64	3	67
2022-23	2018-19	2018	62	0	62
2023-24	2019-20	2019	53	0	53

PROMOTION POLICY

GTH Promotion Policy for Traditional In-Person Learning

10th- 12th grade students must earn a "C- "(70) or higher in each final grade to be eligible for promotion to the next grade.

9th grade only: (67) or higher for freshman Core Classes only. Electives and Spanish classes require (70 or higher) in each final grade to be eligible for promotion to the next grade.

Final Grades are assigned as follows:

Event 1	Value	Event 2	Value	Event 3	Value
1 st Quarter Performance	16% of total grade	2 nd Quarter Performance	16% of total grade	Mid-Term Examination	8% of total grade

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Event 4	Value	Event 5	Value	Event 6	Value
3 rd Quarter Performance	20% of total grade	4 th Quarter Performance	25% of total grade	Final Exam	15% of total grade

A student may be retained (discretion of the principal with recommendation of teacher) if he does not successfully complete his reading, writing, and math proficiency exam and/or pass the final exam in the area of study. If a student fails a final exam or Regent Exam, he must attend the Summer Academy until he passes it. The student will receive a

4-week tutorial, and then retake the final or Regents. If he fails a second time, he must complete the Summer Academy and retake the Regents exam the next time it is offered.

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

GOAL 1: HIGH SCHOOL GRADUATION

Students will meet New York standards for graduation and successfully complete the academic requirements of the school within four to five years after entering the ninth grade.

Graduation Goal Measure 1 - Leading Indicator

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

Percent of Students in First- and Second-Year Cohorts
Earning the Required Number of Credits in 2023-24

Cohort Designation	Number in Cohort during 2023-24	Percent promoted
2022	81	98%
2023	77	95%

Graduation Goal Measure 2 - Leading Indicator

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

As a result of the Board of Regents' guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22, some second-year cohorts would have had student waivers for examinations. Report the percentage of students who either passed or were exempted from at least three exams. In August of 2024, the 2022 Cohort will have completed its second year.

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

Cohort Designation	School Year	Number in Cohort	Percent Passing at Least Three Regents (including exemptions)
2020	2021-22	55	11%
2021	2022-23	68	29%
2022	2023-24	84	23%

Graduation Goal Measures 3 & 4 - Absolute

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

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

The school's graduation requirements appear in this document above the graduation goal.

Percent of Students in the Total Graduation Cohort who have Graduated After Four Years¹

Cohort Designation	School Year	Number in Cohort	Number who Graduated	Percent Graduating
2018	2021-22	62	56	90%
2019	2022-23	54	49	91%
2020	2023-24	45	41	91%

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

Cohort Designation	School Year	Number in Cohort	Number who Graduated	Percent Graduating
2017	2021-22	67	60	90%
2018	2022-23	62	56	90%
2019	2023-24	53	49	92%

Graduation Goal Measure 5 - 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 school district of comparison.

Percent of Students in the Total Graduation Cohort who Graduate in Four Years Compared to the District²

Cohort Designation	School Year	Charter School			School District	
		Number in Cohort	Number who Graduated	Percent Graduating	Number in Cohort	Percent Graduating
2018	2021-22	62	56	90%	672	82%
2019	2022-23	54	49	91%	723	77%
2020	2023-24	45	41	91%		

Graduation Goal Measure 6 - Absolute Measure

Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway (commonly referred to as the 4+1 pathway) will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year in the cohort.

¹ These data reflect August graduation rates.

² Given that district results for the current year are generally not available at this time, for purposes of this report schools should include the district's 2022-23 results as a temporary placeholder for the district's 2023-24 results.

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Unable to report on this metric.

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

The school achieved three of the five metrics within the graduation goal. Many first- and second-year students (95% and 98% respectively) earned the required number of credits to advance to the next grade level. 91 percent of students in their fourth year of high school graduated with a Regents diploma. In addition, 92% of the 2019 Cohort students have now graduated with a Regents diploma after five years.

23 percent of the 2022 high school cohort passed at least three Regents exams by the end of their second year in high school. Although we strive to achieve this measure, a portion of our scholars do take longer than two years to pass three exams and it has not determined who graduates on time in the past.

The school's four-year graduation rate is typically higher than the local district. Although the district's 2020 cohort graduation rate is unavailable at the time of this report, we did outperform the most recent graduation rate by 18 percentage points.

Type	Measure	Outcome
Leading Indicator	Each year, 75 percent of students in first- and second-year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.	Yes
Leading Indicator	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.	No
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort will graduate.	Yes
Absolute	Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	No
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 school district of comparison.	Yes
Absolute	Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year.	N/A

GOAL 2: COLLEGE PREPARATION

Students at GTHCS will be prepared to succeed in college by demonstrating academic achievement on national norm referenced college readiness examinations and school-based measures.

All GTHCS students are required to apply to at least two community colleges. Based on teacher and student feedback indicating a need to build stronger relationships between students and teachers, in 2023-24, we are increasing advisory from once per week to four, 25-minute periods per week. In advisory, teachers will work with the counseling team to support students with activities such as college applications and career exploration. Our advisory curriculum is tailored for the expectations in each grade level: 9th grade advisory is focused on the characteristics of success, 10th grade is focused on college tours, 11th grade is focused on leadership training using the *Believe in You Leadership Workbook*, and 12th grade is focused on college applications and career exploration.

Career exploration

Highlights of GTHCS' career exploration support:

1. Students can participate in the Construction Lab, which teaches students everything they need to know to build a house. As part of this course, students can obtain certification.
2. We offer coding as part of the career readiness program.
3. Through our internship program, we partner with community members to give students internship options. GTHCS allocates funds so that students can be paid through the internship program.

College Preparation Goal Measure 1 - Absolute

Each year, 75 percent of graduating students will demonstrate their preparation for college by at least one or some combination of the following indicators:

- Passing an Advanced Placement ("AP") exam with a score of 3 or higher;
- Earning a score of 4 or higher on an International Baccalaureate ("IB") exam;
- Passing a College Level Examination Program ("CLEP") exam;
- Passing a college level course offered at a college or university or through a school partnership with a college or university;
- Achieving the college and career readiness benchmark on the SAT;
- Earning a Regents diploma with advanced designation; or,
- A different school-created indicator approved by the Institute.

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Percentage of the 2020 Total Cohort Graduates Demonstrating College Preparation by Indicator³

Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
AP Exam Credit	13	0	0
SAT Reading/Writing	18	5	28%
SAT Math	18	3	17%
Advanced Regents Diploma	41	4	10%
College Level Course	16	16	100%
Overall	41	10	24%

College Preparation Goal Measure 2 - Absolute

Each year, the College, Career, and Civic Readiness Index ("CCCRI") for the school's Total Cohort will exceed the Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

College Preparation Goal Measure 3 - Comparative

Each year, the school's CCCRI for the Total Cohort will exceed that of the district of comparison's Total Cohort.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

College Preparation Goal Measure 4 - Absolute

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

³ Schools use any method listed above, or any combination thereof, to demonstrate that at least 75 percent of graduates are prepared to engage in rigorous college level coursework. The school should select only those methods listed here that it uses to demonstrate the college readiness of its students and eliminate those that it will not. For instance, high schools that do not deliver an IB Program as part of their high school design do not report on the IB option.

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Matriculation Rate of Graduates by Year⁴

Cohort	Graduation Year	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Following Year (b)	Matriculation Rate =[(b)/(a)]*100
2018	2021-22	59	27	46%
2019	2022-23	49	27	55%
2020	2023-24	45	pending	

SUMMARY OF THE COLLEGE PREPARATION GOAL

The school did not achieve either of the two college preparation measures in 2023-24. 24 percent of graduating students demonstrated their preparation for college based on one of the following indicators: SAT scores, AP exams, Regents Diploma with Advanced Designation, or earning credit for a college level course. 55 percent of our 2023 graduates matriculated in a two- or four-year college in the past year. We collect this information through connecting with our alumni informally and gathering data from National Student Clearinghouse.

Type	Measure	Outcome
Absolute	Each year, 75 percent of graduating students will demonstrate their preparation for college by one or more possible indicators of college readiness.	No
Absolute	Each year, the CCCRI for the school's Total Cohort will exceed that year's state MIP set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the school's CCCRI for the Total Cohort will exceed that of the district's Total Cohort.	N/A
Absolute	Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.	No

EVALUATION OF THE COLLEGE PREPARATION GOAL

Our school's counseling center provides programming to students in all four years of high school to prepare for the opportunity to attend a two or four year college after graduation.

⁴ Schools should update and confirm data for Cohorts who graduated prior to 2023-24 and provide preliminary matriculation data for 2020 Cohort. It may be necessary for schools to provide updated data to the Institute when National Student Clearinghouse or other data sources become available later in the school year.

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

The school continues to develop our alumni network. We have informal communication with graduates and collect data through the National Student Clearinghouse and student surveys.

ACTION PLAN

We are excited to increase our college course offerings from 2 to 12 by partnering with Fulton Montgomery Community College in 2024-25.

GOAL 3: ENGLISH LANGUAGE ARTS

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

BACKGROUND

GTHCS recognizes the need to continue to provide rigorous instruction in ELA. We are focused on ELA instruction using the i-Ready curriculum and workbooks in the middle school grades. MS utilizes iReady workbooks and the online Individual Student Pathway platform for RtI for ELA and regular ELA classes for 6th, 7th, & 8th.

Moving forward, we continue to train our teachers using the i-Ready materials for instruction.

MIDDLE SCHOOL ELA

ELA Measure 1 - Absolute

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State English language arts examination for grades 3-8.

The tables below summarize the participation information for this year's test administration as well as the performance of all students and students enrolled for at least two years.

2023-24 State English Language Arts Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested						Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	
3								
4								
5								
6	42	2					1	45
7	43					1	1	45
8	40						3	43
All	125	2	0	0	0	1	5	133

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Performance on 2023-24 State English Language Arts Exam By All Students and Students Enrolled in At Least Their Second Year⁵

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3						
4						
5						
6	42	12	28.6%			
7	43	21	48.8%	34	16	47.1%
8	40	23	57.5%	29	17	58.6%
All	125	56	44.8%	63	33	52.4%

ELA Measure 2 - Absolute

Each year, the school's aggregate Performance Index ("PI") on the State English language arts exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the English language arts test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2023-24 English language arts MIP for all students of 113. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.⁶

⁵ Students are considered "enrolled in at least their second year" if they were enrolled on BEDS day of the school year prior to the most recent exam administration.

⁶ You can find the statewide MIP goals for 2022-23 to 2026-27 [here](#)

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

English Language Arts 2023-24 Performance Index (PI): MIP = 113

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
125	25.6	29.6	35.2	9.6

$$\begin{array}{rclclclcl}
 \text{PI} & = & 29.6 & + & 35.2 & + & 9.6 & = & 74.4 \\
 & & & & 35.2 & + & 9.6 & = & 44.8 \\
 & & & & & + & (.5)*9.6 & = & 4.8 \\
 & & & & & & \text{PI} & = & 124
 \end{array}$$

ELA Measure 3 - Comparative

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of all students in the same tested grades in the school district of comparison.

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district.⁷

2023-24 State English Language Arts Exam Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3				
4				
5				
6				
7	47.1%	34	27.3%	477
8	58.6%	29	31.8%	478
All	52.4%	63	29.5%	955

ELA Measure 4 - Comparative

Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree)

⁷ Schools can access these data when the NYSED releases its database containing grade level ELA and mathematics results for all schools and districts statewide.

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

METHOD

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the target for this measure. Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2023-24 analysis is not yet available. This report contains 2022-23 results.⁸

2022-23 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3				
4				
5				
6	84.8	448.0	440.04	0.83
7	87.5	439.0	443.2	-0.49
8	83.3	439.0	447.7	-0.99
All	85.2	442.5	443.4	-0.13

ELA Measure 5 - Growth

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.

METHOD

Given the timing of the state's release of Growth Model data, the 2023-24 analysis is not yet available. This report contains 2022-23 results, the most recent Growth Model data available.⁹

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the

⁸ These data can be found in the school's Accountability Summary provided by the Institute in spring 2024.

⁹ These data can be found in the school's Accountability Summary provided by the Institute in spring 2024.

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

previous year. The analysis only includes students who took the state exam in 2022-23 and also have a state exam score from 2021-22 including students who were retained in the same grade. Students with the same 2021-22 score are ranked by their 2022-23 score and assigned a percentile based on their relative growth in performance (student 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 target for this measure, it must have a mean growth percentile greater than 50.

2022-23 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4		50.0
5		50.0
6	58.0	50.0
7	46.4	50.0
8	56.7	50.0
All	53.8	50.0

SUMMARY OF THE MS/ES ELA GOAL

The charter school met of the five English Language Arts goals we are able to report on in 2023-24. The absolute measure was not met as less than 75 percent of students enrolled in at least their second year scored at standard levels 3 and 4 on the NYS ELA exam. Comparatively, the charter school did not outperform the local district based on aggregate proficiency. Based on the 2022-23 Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide in terms of poverty, the school did not perform better than expected to a meaningful degree with greater than 0.3 overall effect size. The school also demonstrated growth from the beginning of the year to the end of the year as measured by the iReady data.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	No
Absolute	Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	Yes
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the school district of comparison.	Yes
Comparative	Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a	No

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

	regression analysis controlling for economically disadvantaged students among all public schools in New York State.	
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.	Yes

EVALUATION OF ELA GOAL

The ELA tables above provide data that supports whether the measures were achieved in 2023-24, but not that three use 2022-23 information because it's the most recent available.

1. Measure: 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the NYS ELA exam.
 - o The charter school did not meet this measure. Overall, 52.4% of students enrolled in 2+ years demonstrated proficiency on the ELA assessment. Grade 8 was the high point at 58.6% scoring at levels 3 and 4 respectively. Our sixth grade was well below the aggregate at 28.6%, although they are not included in the 2+ year cohort.
2. Measure: The charter school students enrolled for 2+ years will outperform the local district in similar grades.
 - o The charter school did meet this measure with our 52.4% proficient compared to the district's 29.5% overall in grades 7-8.
3. Measure: The charter school will exceed its predicted level of performance on the state exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a SUNY regression analysis
 - o The charter school did not meet this measure, having an effect size of -0.13 in 2022-23, the most recent data available.
4. Measure: Under the state's Growth Model the school's mean unadjusted growth percentile in ELA for all tested students in grades 4-8 will be above the target of 50.
 - o The charter school did meet this measure, having a growth percentile of 53.8.

ELA ACTION PLAN

We plan to continue with current programming in ELA.

HIGH SCHOOL ELA

High School ELA Measure 1 - Absolute

Each year, 65 percent of students in the high school Accountability Cohort will exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

METHOD

The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.¹⁰

Percent Scoring at Least Level 4 on Regents English Common Core Exam
by Fourth Year Accountability Cohort¹¹

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2018	2021-22	63	46	15	55%
2019	2022-23	54	5	10	20%
2020	2023-24	42	2	5	13%

High School ELA Measure 2 - Absolute

Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

Percent Scoring at Least Level 3 on Regents English Common Core Exam
by Fourth Year Accountability Cohort

¹⁰ Cohort Regents attainment in all subjects is based on students' highest score regardless of the number of times a student sat for the exam.

¹¹ Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 some students who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 4 among the students who sat for the exam.

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score $(c)/(a-b)$
2018	2021-22	63	46	27	100%
2019	2022-23	54	5	47	96%
2020	2023-24	42	2	23	58%

High School ELA Measure 3 - Absolute

Each year, the Performance Index ("PI") on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state's Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

High School ELA Measure 4 - Comparative

Each year, the percent of students in the high school Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

High School ELA Measure 5 - Comparative

Each year, the percent of students in the high school Total Cohort at least partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

High School ELA Measure 6 - Comparative

Each year, the Performance Index ("PI") in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

High School ELA Measure 7 - Growth

Each year, 50 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 readiness standard (currently scoring at Performance Level 4 and fully meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

The 2020 high school cohort did not take the NYS ELA exam due to pandemic cancellations.

High School ELA Measure 8 - Growth

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 at least partially meet Common Core expectations (currently scoring at Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

The 2020 high school cohort did not take the NYS ELA exam due to pandemic cancellations.

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

58% of the 2020 accountability cohort earned credit for the ELA Regents with a performance level 3, 13% did so at PL 4.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	No
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	No
Absolute	Each year, the Performance Index (PI) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	N/A
Comparative	Each year, the Performance Index (PI) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade English language arts exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	N/A
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade English language arts exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	N/A

EVALUATION OF HIGH SCHOOL ELA GOAL

The English Language Arts high school accountability goal was not met in 2023-24. 58 percent of the four-year cohort passed the ELA Regents with a level 3+ and 13 percent with a 4+. All students who took the college level English course passed it and earned credit.

ACTION PLAN

In 2024-25, the school will continue with current programming in ELA.

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

GOAL 4: MATHEMATICS

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

BACKGROUND

The middle school utilizes iReady workbooks and the online Individual Student Pathway platform for RtI for Math and regular Math classes for 6th, 7th, & 8th.

Math Enrichment

All students that are performing on or above grade level take a 50-minute enrichment course beginning in 6th grade that offers an accelerated math curriculum in which students will have the opportunity to be placed on track to take our Algebra Regents course by 8th grade.

ELEMENTARY AND MIDDLE MATHEMATICS

Math Measure 1 - Absolute

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State Mathematics examination for grades 3-8.

METHOD

The tables below summarize the participation information for this year's test administration as well as the performance of all students and students enrolled for at least two years.

2023-24 State Mathematics Exam Number of Students Tested and Not Tested									
Grade	Total Tested	Not Tested							Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	Took Regents	
3									
4									
5									
6	39	2					4		43
7	44						1		45
8	2							41	43
All	85	2	0	0	0	0	5	41	143

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Performance on 2023-24 State Mathematics Exam By All Students and Students Enrolled in At Least Their Second Year

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3						
4						
5						
6	39	7	17.9%			
7	44	9	20.5%	35	9	25.7%
8	2	0	0.0%	Algebra 1 Regents in 8 th Grade		
All	85	16	18.8%	35	9	25.7%

Performance on a Regents Math Exam Of 8th Grade All Students by Year

Grade	Year	Regents Exam	Number Tested	Number Passing	Percent Passing
8	2021-22	Algebra 1	39	8	21%
8	2022-23	Algebra 1	32	6	19%
8	2023-24	Algebra 1	37	12	32%

Math Measure 2 - Absolute

Each year, the school's aggregate Performance Index ("PI") on the state mathematics exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the mathematics test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2023-24 mathematics MIP for all students of 115.3. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Mathematics 2023-24 Performance Index (PI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
85	34.1	47.1	16.5	2.4

$$\begin{array}{rclclclcl}
 \text{PI} & = & 47.1 & + & 16.5 & + & 2.4 & = & 65.9 \\
 & & & & 16.5 & + & 2.4 & = & 18.8 \\
 & & & & & + & (.5)*2.4 & = & 1.2 \\
 & & & & & & \text{PI} & = & 86
 \end{array}$$

Math Measure 3 - Comparative

Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of all students in the same tested grades in the school district of comparison.

METHOD

A school compares tested students enrolled in at least their second year to all tested students in the public school district of comparison. Comparisons are between the results for each grade in which the school had tested students in at least their second year at the school and the total result for all students at the corresponding grades in the school district. Because the 2023-24 statewide exam results are still being verified, we are using 2022-23 district proficiency rates for reference.

2023-24 State Mathematics Exam

Charter School and District Performance by Grade Level

Grade	Percent of Students at or Above Proficiency			
	Charter School Students In At Least 2 nd Year 2023-24		All District Students 2022-23	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
3				
4				
5				
6				
7	25.7%	35	23.5%	456
8				
All	25.7%	35	23.5%	456

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Math Measure 4 - Comparative

Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

METHOD

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the target for this measure. Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2023-24 analysis is not yet available. This report contains 2022-23 results.

2022-23 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3				
4				
5				
6	84.8	437.0	442.7	-0.44
7	87.5	434.0	444.7	-0.83
8				
All	86.0	435.6	443.6	-0.62

Math Measure 5 - Growth

Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.

METHOD

Given the timing of the state's release of Growth Model data, the 2023-24 analysis is not yet available. This report contains 2022-23 results, the most recent Growth Model data available.¹²

¹² These data can be found in the school's Accountability Summary provided by the Institute in spring 2024.

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2022-23 and also have a state exam score in 2021-22 including students who were retained in the same grade. Students with the same 2021-22 scores are ranked by their 2022-23 scores and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to meet the measure, the school would have to achieve a mean growth percentile above the target of 50.

2022-23 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4		50.0
5		50.0
6	34.3	50.0
7	44.8	50.0
8		50.0
All	39.2	50.0

MATHEMATICS INTERNAL EXAM RESULTS

During 2023-24, in addition to the New York State 3rd – 8th grade exams, the school primarily used the following assessment to measure student growth and achievement in mathematics: Other

SUMMARY OF THE MATHEMATICS GOAL

The charter school met one of the five mathematics goals in 2023-24. The absolute measure was not met as less than 75 percent of students enrolled in at least their second year scored at standard levels 3 and 4 on the NYS mathematics exam. The school's aggregate PI on the state's mathematics exam calculates to 86 which does not meet this year's Measure of Interim Progress (MIP) of 115.3 set forth in the state's ESSA accountability system. Comparatively, the charter school did outperform the local district based on 7th grade proficiency. 32 percent of students in 8th grade who took the Algebra 1 Regents earned a 65 or better. Based on the 2022-23 Comparative Performance Analysis, the school did not perform better than expected to a meaningful degree with less than 0.3 overall effect size. The regression analysis compares the school's performance to that of demographically similar public schools statewide in terms of poverty. The school's mean unadjusted growth percentile in mathematics for all tested students in grades 6-8 was not above the target of 50.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State Mathematics exam for grades 3-8.	No

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Absolute	Each year, the school's aggregate PI on the state's mathematics exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	No
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison.	Yes
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	No
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.	No

EVALUATION OF THE MATHEMATICS GOAL

The mathematics tables above provide data that supports whether the measures were achieved in 2023-24. Some NYS 3-8 math assessment results have been posted; however updates may be made as the scores are verified. For this reason, we are comparing to district 2022-23 proficiency rates.

- Measure: 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the NYS math exam.
 - The charter school did not meet this measure. Overall, 25.7% of 7th grade students enrolled in 2+ years demonstrated proficiency on the math assessment.
- Measure: The school's aggregate PI on the state's mathematics exam will meet that year's state MIP
 - The school did not meet this measure with an aggregate performance index of 86, below the target measure of interim progress of 115.3.
- Measure: The charter school students enrolled for 2+ years will outperform the local district in similar grades based on 2022-23 results.
 - The charter school did meet this measure with 25.7% proficient compared to the district's 23.5% in grade 7 based on their 2022-23 results.
- Measure: The charter school will exceed its predicted level of performance on the state math exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a SUNY regression analysis
 - The charter school did not meet this measure, having an effect size of -0.62.
- Measure: Under the state's Growth Model the school's mean unadjusted growth percentile in math for all tested students in grades 4-8 will be above the target of 50.
 - The charter school did not meet this measure, having a growth percentile of 39.2.

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

MATHEMATICS ACTION PLAN

Middle School mathematics instruction will continue utilizing current practices and materials.

HIGH SCHOOL MATHEMATICS

High School Math Measure 1 - Absolute

Each year, 65 percent of students in the high school Accountability Cohort will exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on a Regents exam in mathematics. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.

Percent Scoring at Least Level 4 on a Regents Mathematics Common Core Exam
by Fourth Year Accountability Cohort

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2018	2021-22	63	27	8	22%
2019	2022-23	54	30	4	17%
2020	2023-24	42	0	0	0

High School Math Measure 2 - Absolute

Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on a Regents Exam in mathematics. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Percent Scoring at Least Level 3 on a Regents Mathematics Common Core Exam
by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2018	2021-22	63	27	36	100%
2019	2022-23	54	30	13	38% *all received exemption for at least one math regents
2020	2023-24	42	0	5	12% *all received exemption for at least one math regents

High School Math Measure 3 - Absolute

Each year, the Performance Index ("PI") on the Regents mathematics exam of students completing their fourth year in the Accountability Cohort will meet the state's Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

High School Math Measure 4 - Comparative

Each year, the percent of students in the high school Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

High School Math Measure 5 - Comparative

Each year, the percent of students in the high school Total Cohort at least partially meeting Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

High School Math Measure 6 - Comparative

Each year, the Performance Index ("PI") in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

High School Math Measure 7 - Growth

Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam will meet the college and career readiness standard (currently scoring at Performance Level 4 and fully meeting Common Core expectations on a Regents mathematics exam) by the completion of their fourth year in the cohort.

The 2020 high school cohort did not take the NYS math exam in 8th grade due to pandemic cancellations.

High School Math Measure 8 - Growth

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam will at least partially meet Common Core expectations (currently scoring at Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

Due to the Covid exemptions, 100% of the 2020 accountability cohort received credit for passing a NYS math Regents exam. Because our students do not take the NYS math exam in 8th grade, we have difficulty speaking to the measures regarding students who did not score at 3 or 4 then.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	No
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at	Yes, with exemptions

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

	or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	
Absolute	Each year, the Performance Index (PI) in mathematics of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	N/A
Comparative	Each year, the Performance Index (PI) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	N/A
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	N/A

EVALUATION OF THE HIGH SCHOOL MATHEMATICS GOAL

The math accountability goal was partially met in 2023-24. 12 percent of the four-year cohort passed a math Regents with a level 3+, but all the 2020 students did receive exemptions during the pandemic. Most students went on to take upper-level math courses and had a more difficult time passing them.

GOAL 5: SCIENCE

Goal 5: Green Tech High Charter School students will demonstrate competency in the understanding and application of scientific reasoning.

BACKGROUND

Middle School Science

The science program takes an interdisciplinary approach to building understanding. Our Science curriculum develops our young men to become life-long problem solvers and critical thinkers. Based on the New York State P-12 Science Standards, we design units of study that prepare Green Tech MS students for high school science courses and beyond. Through experimentation, inquiry, critical thinking, problem solving, lab work and teamwork, all students are provided with the experiences necessary to become responsible decision-makers in this increasingly technological world. Our science curriculum focuses heavily on developing the language and computational skills of our students. Green Tech MS students ask questions and define scientific problems while using models and lab-based inquiry to carry out investigations. Students use mathematical thinking to analyze data and construct explanations or develop plans for further investigation. Teachers provide support through content focused mini-lessons that instill foundational knowledge in students. Additionally, teachers will foster independent learning habits through coaching and pushing students to sharpen their thinking through high-order questioning.

MIDDLE SCHOOL SCIENCE

Science Measure 1 - Absolute

Each year, 75 percent of all tested students enrolled in at least their second year will perform at or above proficiency on the New York State science examination.

The school administered only the Living Environment Regents to grade 8 students.

Science Measure 2 - Comparative

Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state science exam will be greater than that of all students in the same tested grades in the school district of comparison.

Not Applicable.

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Performance on a Regents Science Exam
Of 8th Grade All Students by Year

Grade	Year	Regents Exam	Number Tested	Number Passing	Percent Passing
8	2021-22	Living Environment	39	8	21%
8	2022-23	Living Environment	31	5	16%
8	2023-24	Living Environment	38	9	24%

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

The charter school tests 8th grade students in science utilizing the NYS Living Environment Regents. 24 percent of students in 8th grade achieved proficiency with a score of 65 or greater.

Type	Measure	Outcome
Absolute	Each year, 75 percent of all tested students enrolled in at least their second year will perform at proficiency on the New York State examination.	N/A
Comparative	Each year, the percent of all tested students enrolled in at least their second year and performing at proficiency on the state exam will be greater than that of all students in the same tested grades in the school district of comparison.	N/A

HIGH SCHOOL SCIENCE

High School Science Measure 1 - Absolute

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

New York State schools administer multiple high school science assessments; current Regent exams are Living Environment, Earth Science, Chemistry, and Physics. The school administered Living Environment, Earth Science, Chemistry, and Physics. This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort.

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2018	2021-22	63	20	43	100%
2019	2022-23	54	47	7	100%
2020	2023-24	42	5	6	16%

High School Science Measure 2 - Comparative

Each year, the percent of 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 school district of comparison.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

SUMMARY OF THE HIGH SCHOOL SCIENCE GOAL

Greater than 75 percent of our fourth-year high school cohort scored at least a 65 on a New York Science exam while including exemptions.

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 science exam by the completion of their fourth year in the cohort.	Yes, with Exemptions
Comparative	Each year, the percent of 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 school district of comparison.	N/A

EVALUATION OF THE HIGH SCHOOL SCIENCE GOAL

The high school science accountability measures were achieved in 2023-24. The 2020 high school cohort was granted Regents exemptions in 2021 due to the pandemic, so this graduating class still has those in play.

ACTION PLAN

The school will continue with current programming in the science department.

GOAL 6: SOCIAL STUDIES

Goal 6: Social Studies

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

BACKGROUND

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.

Social Studies Measure 1 - Absolute

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

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. These measures require students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort.

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2018	2021-22	63	63	--	--
2019	2022-23	54	54	—	—
2020	2023-24	42	1	21	51%

Social Studies Measure 2 - Comparative

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 school district of comparison.

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

Social Studies Measure 3 - Absolute

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

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. These measures require students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort.

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2018	2021-22	63	--	--	63%
2019	2022-23	54	--	--	54%
2020	2023-24	42	0	18	43%

Social Studies Measure 4 - Comparative

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 school district of comparison.

Schools are not required to report attainment of this measure for 2023-24. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information.

SUMMARY OF THE SOCIAL STUDIES GOAL

The scholars did not achieve the accountability measures in U.S. History and Global History. Fewer than 75 percent of the four-year accountability cohort scored at greater than 65; 51 percent on U.S. History and 43 percent on World History.

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 U.S. History Regents exam by the completion of their fourth year in the cohort.	No
Comparative	Each year, the percent of students in the high school Total Cohort passing the U.S. History Regents exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.	N/A
Absolute	Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Global History Regents exam by the completion of their fourth year in the cohort.	No
Comparative	Each year, the percent of students in the high school Total Cohort passing the Global History Regents exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.	N/A

EVALUATION OF THE SOCIAL STUDIES GOAL

The social studies accountability goal was not met in 2023-24. 51 percent of the four-year cohort passed the U.S. History Regents and 43 percent passed the Global History Regents.

ACTION PLAN

The school will continue with current programming in social studies.

GOAL 7: ESSA

ESSA Measure 1

Under the state's ESSA accountability system, the school is in good standing: the state has not identified the school for comprehensive or targeted improvement.

Because *all* students are expected to meet the state's performance standards, the federal statute 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. As New York State, like all states, is required to establish a specific system for making these determinations for its public schools, charter schools do not have latitude in establishing their own performance levels or criteria of success for meeting the ESSA accountability requirements. Each year, the state issues School Report Cards that indicate a school's status under the state accountability system. More information on assigned accountability designations and context can be found [here](#).

Accountability Status by Year

Year	Status
2021-22	Good Standing
2022-23	Good Standing
2023-24	Good Standing LSI, but PTSI in one subgroup



FINANCIAL STATEMENTS

JUNE 30, 2024 AND 2023

GREEN TECH HIGH CHARTER SCHOOL

TABLE OF CONTENTS
JUNE 30, 2024 AND 2023

	<u>Page</u>
Independent Auditor's Report	1-3
Financial Statements	
Statements of Financial Position	4
Statement of Activities - 2024	5
Statement of Activities - 2023	6
Statements of Cash Flows	7
Statement of Functional Expenses - 2024	8
Statement of Functional Expenses - 2023	9
Notes to Financial Statements	10-20
Additional Report Required by <i>Government Auditing Standards</i>	
Independent Auditor's Report on Internal Control Over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with <i>Government Auditing Standards</i>	21-22

CUSACK & COMPANY
Certified Public Accountants LLC

7 AIRPORT PARK BOULEVARD
LATHAM, NEW YORK 12110
(518) 786-3550
FAX (518) 786-1538
E-MAIL ADDRESS: CPAS@CUSACK.CPA
WWW.CUSACK.CPA

MEMBERS OF:
AMERICAN INSTITUTE OF
CERTIFIED PUBLIC ACCOUNTANTS

MEMBERS OF:
NEW YORK STATE SOCIETY OF
CERTIFIED PUBLIC ACCOUNTANTS

INDEPENDENT AUDITOR'S REPORT

Board of Trustees
Green Tech High Charter School

Report on the Audit of Financial Statements

Opinion

We have audited the accompanying financial statements of Green Tech High Charter School (a nonprofit organization), which comprise the statements of financial position as of June 30, 2024 and 2023, and the related statements of activities, cash flows and functional expenses for the years then ended, and the related notes to the financial statements.

In our opinion, the financial statements present fairly, in all material respects, the financial position of Green Tech High Charter School as of June 30, 2024 and 2023, and the changes in its net assets and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinion

We conducted our audits in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of Green Tech High Charter School and to meet our other ethical responsibilities in accordance with the relevant ethical requirements relating to our audits. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America, and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about Green Tech High Charter School's ability to continue as a going concern within one year after the date that the financial statements are available to be issued.

Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with generally accepted auditing standards and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of Green Tech High Charter School's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about Green Tech High Charter School's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control related matters that we identified during the audit.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report October 29, 2024, on our consideration of Green Tech High Charter School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of Green Tech High Charter School's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Green Tech High Charter School's internal control over financial reporting and compliance.

A handwritten signature in black ink that reads "Cusack & Company, CPA's LLC". The signature is written in a cursive, flowing style.

CUSACK & COMPANY, CPA'S LLC

Latham, New York
October 29, 2024

GREEN TECH HIGH CHARTER SCHOOL

STATEMENTS OF FINANCIAL POSITION

JUNE 30, 2024 AND 2023

	<u>ASSETS</u>	<u>2024</u>	<u>2023</u>
Current Assets			
Cash - Operating		\$ 1,723,337	\$ 1,811,708
Cash - Restricted		98,626	34,000
Grants, Contracts and Other Receivables, Net		393,637	546,954
Prepaid Expenses		<u>20,359</u>	<u>17,474</u>
Total Current Assets		<u>2,235,959</u>	<u>2,410,136</u>
Property and Equipment, Net		<u>5,989,846</u>	<u>6,146,899</u>
Other Assets			
Cash - Board Designated		<u>83,419</u>	<u>78,690</u>
Total Assets		<u>\$ 8,309,224</u>	<u>\$ 8,635,725</u>
<u>LIABILITIES AND NET ASSETS</u>			
Current Liabilities			
Current Portion of Long-Term Debt		\$ 226,950	\$ 215,922
Accounts Payable and Accrued Expenses		15,149	49,735
Accrued Payroll and Benefits		9,174	174,500
Compensated Absences		38,830	47,442
Refundable Advances		<u>98,626</u>	<u>34,000</u>
Total Current Liabilities		<u>388,729</u>	<u>521,599</u>
Long-Term Liabilities			
Long-Term Debt, Net of Current Portion		2,455,845	2,681,855
Net Pension Liability		<u>291,626</u>	<u>815,095</u>
Total Long-Term Liabilities		<u>2,747,471</u>	<u>3,496,950</u>
Total Liabilities		<u>3,136,200</u>	<u>4,018,549</u>
Net Assets			
Without Donor Restrictions:			
Undesignated		5,089,605	4,538,486
Board Designated		<u>83,419</u>	<u>78,690</u>
Total Net Assets		<u>5,173,024</u>	<u>4,617,176</u>
Total Liabilities and Net Assets		<u>\$ 8,309,224</u>	<u>\$ 8,635,725</u>

GREEN TECH HIGH CHARTER SCHOOL

STATEMENT OF ACTIVITIES

FOR THE YEAR ENDED JUNE 30, 2024

	<u>Without Donor Restrictions</u>	<u>With Donor Restrictions</u>	<u>Total</u>
Revenue:			
Public School Districts			
Resident Student Enrollment	\$ 6,523,504	\$ -	\$ 6,523,504
Students with Disabilities	223,366	-	223,366
Grants and Contracts			
Federal Grants	381,617	-	381,617
Food Service/Children Nutrition Program	<u>248,078</u>	<u>-</u>	<u>248,078</u>
Total Revenue	<u>7,376,565</u>	<u>-</u>	<u>7,376,565</u>
Expenses:			
Program Services			
Regular Education	5,005,377	-	5,005,377
Special Education	285,697	-	285,697
Other Programs	<u>301,388</u>	<u>-</u>	<u>301,388</u>
Total Program Services	5,592,462	-	5,592,462
Management and General	<u>1,886,634</u>	<u>-</u>	<u>1,886,634</u>
Total Expenses	<u>7,479,096</u>	<u>-</u>	<u>7,479,096</u>
Deficit from School Operations	<u>(102,531)</u>	<u>-</u>	<u>(102,531)</u>
Other Revenue and Adjustments			
Contributions	32,166	-	32,166
Fundraising	14,139	-	14,139
Interest Income	24,255	-	24,255
E-Rate Income	19,260	-	19,260
Miscellaneous Income	41,448	-	41,448
Pension Adjustments	<u>527,111</u>	<u>-</u>	<u>527,111</u>
Total Other Revenue and Adjustments	<u>658,379</u>	<u>-</u>	<u>658,379</u>
Change in Net Assets	555,848	-	555,848
Net Assets, Beginning of Year	<u>4,617,176</u>	<u>-</u>	<u>4,617,176</u>
Net Assets, End of Year	<u>\$ 5,173,024</u>	<u>\$ -</u>	<u>\$ 5,173,024</u>

GREEN TECH HIGH CHARTER SCHOOL

STATEMENT OF ACTIVITIES

FOR THE YEAR ENDED JUNE 30, 2023

	<u>Without Donor Restrictions</u>	<u>With Donor Restrictions</u>	<u>Total</u>
Revenue:			
Public School Districts			
Resident Student Enrollment	\$ 6,432,332	\$ -	\$ 6,432,332
Students with Disabilities	153,988	-	153,988
Grants and Contracts			
Federal Grants	430,232	-	430,232
Food Service/Children Nutrition Program	<u>264,702</u>	<u>-</u>	<u>264,702</u>
Total Revenue	<u>7,281,254</u>	<u>-</u>	<u>7,281,254</u>
Expenses:			
Program Services			
Regular Education	4,910,646	-	4,910,646
Special Education	362,109	-	362,109
Other Programs	<u>290,169</u>	<u>-</u>	<u>290,169</u>
Total Program Services	5,562,924	-	5,562,924
Management and General	<u>1,708,728</u>	<u>-</u>	<u>1,708,728</u>
Total Expenses	<u>7,271,652</u>	<u>-</u>	<u>7,271,652</u>
Surplus from School Operations	<u>9,602</u>	<u>-</u>	<u>9,602</u>
Other Revenue, Adjustments and Reclassifications			
Contributions	58,393	-	58,393
Fundraising	3,116	-	3,116
Interest Income	2,051	-	2,051
E-Rate Income	45,935	-	45,935
Miscellaneous Income	59,908	-	59,908
Pension Adjustments	(449,196)	-	(449,196)
Net Assets Released from Restrictions	<u>30,000</u>	<u>(30,000)</u>	<u>-</u>
Total Other Revenue, Adjustments and Reclassifications	<u>(249,793)</u>	<u>(30,000)</u>	<u>(279,793)</u>
Change in Net Assets	(240,191)	(30,000)	(270,191)
Net Assets, Beginning of Year	<u>4,857,367</u>	<u>30,000</u>	<u>4,887,367</u>
Net Assets, End of Year	<u>\$ 4,617,176</u>	<u>\$ -</u>	<u>\$ 4,617,176</u>

GREEN TECH HIGH CHARTER SCHOOL
STATEMENTS OF CASH FLOWS
FOR THE YEARS ENDED JUNE 30, 2024 AND 2023

	<u>2024</u>	<u>2023</u>
Cash Flows From Operating Activities:		
Change in Net Assets	\$ 555,848	\$ (270,191)
Adjustments to Reconcile Change in Net Assets to Cash		
Provided by Operating Activities:		
Amortization of Debt Issuance Costs	938	938
Depreciation	325,156	325,240
Pension Related Changes	(523,469)	591,210
Bad Debt Expense	2,465	30,000
Changes in Operating Assets and Liabilities		
(Increase) Decrease in Assets		
Grants, Contracts and Other Receivables, Net	150,852	299,645
Prepaid Expense	(2,885)	(17,474)
Increase (Decrease) in Liabilities		
Accounts Payable and Accrued Expenses	(34,586)	20,750
Accrued Payroll and Benefits	(165,326)	(9,423)
Compensated Absences	(8,612)	5,641
Refundable Advances	<u>64,626</u>	<u>14,000</u>
Net Cash Provided by Operating Activities	<u>365,007</u>	<u>990,336</u>
Cash Flows From Investing Activities		
Purchase of Property and Equipment	<u>(168,103)</u>	<u>(154,751)</u>
Cash Flows From Financing Activities		
Payments on Long-Term Debt	<u>(215,920)</u>	<u>(206,075)</u>
Change in Cash	(19,016)	629,510
Cash, Beginning of Year	<u>1,924,398</u>	<u>1,294,888</u>
Cash, End of Year	<u>\$ 1,905,382</u>	<u>\$ 1,924,398</u>
Supplemental Disclosure of Cash Flow Information		
Cash Paid for Interest	<u>\$ 135,534</u>	<u>\$ 145,300</u>

Note: Cash includes operating, restricted and board designated accounts.

GREEN TECH HIGH CHARTER SCHOOL**STATEMENT OF FUNCTIONAL EXPENSES****FOR THE YEAR ENDED JUNE 30, 2024**

	<u>Regular Education</u>	<u>Special Education</u>	<u>Other Programs</u>	<u>Total</u>	<u>Management and General</u>	<u>Total</u>
Salaries	\$ 2,790,402	\$ 169,227	\$ 203,070	\$ 3,162,699	\$ 1,008,739	\$ 4,171,438
Benefits and Payroll Taxes	752,203	45,618	54,741	852,562	271,924	1,124,486
Contracted Services	301,605	18,291	-	319,896	-	319,896
Educational Materials	174,076	10,557	-	184,633	-	184,633
Extracurricular Activities	26,862	-	-	26,862	-	26,862
Insurance	59,537	3,611	4,333	67,481	21,523	89,004
Maintenance and Repairs	199,026	12,070	14,484	225,580	71,948	297,528
Marketing and Recruitment	-	-	-	-	36,259	36,259
Miscellaneous	-	-	-	-	13,997	13,997
Postage and Delivery	-	-	-	-	11,740	11,740
Professional Services	-	-	-	-	109,094	109,094
Scholarships	35,000	-	-	35,000	-	35,000
Sports	149,241	-	-	149,241	-	149,241
Staff Development	66,523	4,034	-	70,557	-	70,557
Supplies and Materials	-	-	-	-	79,480	79,480
Telephone and Internet	25,219	1,529	1,835	28,583	9,116	37,699
Transportation (Student)	65,645	-	-	65,645	-	65,645
Travel (General)	27,308	1,656	-	28,964	-	28,964
Uniforms	17,719	-	-	17,719	-	17,719
Utilities	97,504	5,913	7,096	110,513	35,248	145,761
Depreciation	217,507	13,191	15,829	246,527	78,629	325,156
Bad Debt Expense	-	-	-	-	2,465	2,465
Interest	-	-	-	-	136,472	136,472
Total Expenses	<u>\$ 5,005,377</u>	<u>\$ 285,697</u>	<u>\$ 301,388</u>	<u>\$ 5,592,462</u>	<u>\$ 1,886,634</u>	<u>\$ 7,479,096</u>

GREEN TECH HIGH CHARTER SCHOOL**STATEMENT OF FUNCTIONAL EXPENSES****FOR THE YEAR ENDED JUNE 30, 2023**

	<u>Regular Education</u>	<u>Special Education</u>	<u>Other Programs</u>	<u>Total</u>	<u>Management and General</u>	<u>Total</u>
Salaries	\$ 2,692,439	\$ 209,915	\$ 190,228	\$ 3,092,582	\$ 866,162	\$ 3,958,744
Benefits and Payroll Taxes	786,414	61,313	55,562	903,289	252,991	1,156,280
Contracted Services	297,811	23,219	-	321,030	-	321,030
Educational Materials	171,642	13,382	-	185,024	-	185,024
Extracurricular Activities	48,599	-	-	48,599	-	48,599
Insurance	57,463	4,480	4,060	66,003	18,486	84,489
Maintenance and Repairs	209,890	16,364	14,829	241,083	67,522	308,605
Marketing and Recruitment	-	-	-	-	65,159	65,159
Miscellaneous	-	-	-	-	9,933	9,933
Postage and Delivery	-	-	-	-	11,283	11,283
Professional Services	-	-	-	-	64,179	64,179
Scholarships	20,000	-	-	20,000	-	20,000
Sports	118,366	-	-	118,366	-	118,366
Staff Development	56,078	4,372	-	60,450	-	60,450
Supplies and Materials	-	-	-	-	60,716	60,716
Telephone and Internet	35,647	2,779	2,519	40,945	11,465	52,410
Transportation (Student)	62,121	-	-	62,121	-	62,121
Travel (General)	12,015	937	-	12,952	-	12,952
Uniforms	17,035	-	-	17,035	-	17,035
Utilities	103,922	8,102	7,342	119,366	33,432	152,798
Depreciation	221,204	17,246	15,629	254,079	71,162	325,241
Bad Debt Expense	-	-	-	-	30,000	30,000
Interest	-	-	-	-	146,238	146,238
Total Expenses	<u>\$ 4,910,646</u>	<u>\$ 362,109</u>	<u>\$ 290,169</u>	<u>\$ 5,562,924</u>	<u>\$ 1,708,728</u>	<u>\$ 7,271,652</u>

1. ORGANIZATION AND PURPOSE

Organization

The mission of Green Tech High Charter School (the “School”) is to prepare young men to complete high school with a Regents diploma so they will have the opportunity to attend college or choose an alternative, responsible career path as they enter adulthood. The School will succeed in this mission by providing a complete college preparatory high school curriculum that ensures every student will attain the skills and coursework necessary for a Regents diploma, including the use of computer technology, with an added knowledge and understanding of the environment.

A provisional charter, valid for five years, was granted to the School by the Charter School Institute of the State University of New York pursuant to Article 56 of the Educational Law of the State of New York. The School began providing educational services in the fall of 2008 for the 9th grade. The provisional charter allowed for an additional grade to be added in each subsequent year until the School reaches grade 12. The School’s most recent charter renewal was granted in 2023 extending operations for an additional two years. In February 2019, the School received approval to modify its charter renewal and add a middle school program to its existing high school program, adding grades 6 through 8 in subsequent years through June 30, 2021. As of June 30, 2024, the School had an enrollment of approximately 400 students in the 6th through 12th grades.

The School is governed by a Board of Trustees in accordance with the School’s bylaws.

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Accounting Policies and Financial Statement Presentation

The following summarizes the significant accounting policies consistently applied in the preparation of the School’s financial statements, with references to the Financial Accounting Standards Board (FASB) Accounting Standards Codification (ASC) where applicable.

Basis of Accounting

The financial statements of the School are prepared using the accrual basis of accounting, whereby revenue is recognized when earned and expenses are recognized when incurred. This basis of accounting is in accordance with accounting principles generally accepted in the United States of America.

Revenue Recognition

A substantial portion of the School’s revenue and related receivables is derived from its billing to school districts in accordance with State law, requiring the District to reimburse the School based on a per capita basis. These revenues are recognized ratably over the related school year during which they are earned.

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Revenue Recognition (Continued)

Grants, contributions received and unconditional promises to give are measured at their fair values and reported as an increase in net assets. The School reports gifts of cash and other assets as donor restricted support if they are received with donor stipulations that limit the use of the donated assets, or if they are designated as support for future periods. When a donor restriction expires, that is, when a stipulated time restriction ends or purpose restriction is accomplished, net assets with donor restrictions are reclassified to net assets without donor restrictions and reported in the statements of activities as net assets released from restrictions. Donor-restricted contributions whose restrictions are met in the same reporting period are reported as support without donor restrictions. The School reports gifts of goods and equipment as support without donor restrictions unless explicit donor stipulations specify how the donated assets must be used. Gifts of long-lived assets with explicit restrictions that specify how the assets are to be used and gifts of cash or other assets that must be used to acquire long-lived assets are reported as support with donor restrictions. Absent explicit donor stipulations about how long those long-lived assets must be maintained, the School reports expirations of donor restrictions when the donated or acquired long-lived assets are placed in service.

Revenue on cost reimbursement grants and contracts is recognized to the extent actual expenditures have been incurred in compliance with the specific grant requirements. Other grant and contract revenue is recognized in the period earned if on a fee for services basis. Program service fees and payments under cost-reimbursable contracts received in advance are deferred to the applicable period in which the related services are performed or expenditures are incurred.

Revenue from Contracts with Customers

Revenue from contracts with customers is recognized in accordance with a five-step model as follows:

- Identify the contract with the customer
- Identify the performance obligation(s) in the contract
- Determine the transaction price
- Allocate the transaction price to the performance obligation(s) in the contract
- Recognize revenue when earned or as performance obligation(s) are satisfied

Contract Assets

Amounts related to services provided to customers which have not been billed and that do not meet the conditions of an unconditional right to payment at the end of the reporting period are contract assets. Contract asset balances consist primarily of services provided to customers who are still receiving services at the end of the year. There were no contract assets at June 30, 2024 and 2023.

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Revenue from Contracts with Customers (Continued)

Contract Liabilities

Contract liabilities represent revenue that has been deferred for the funds advanced by third party payors for the School's contracts received related to services that have not yet been provided to customers. Contract liabilities consist of payments made by funding and other sources for the School's contracts for services not yet performed that are expected to be performed within the next fiscal year. There were no contract liabilities at June 30, 2024 and 2023.

Functional Expenses

The costs of providing the various programs and other activities have been summarized on a functional basis. Accordingly, certain costs have been allocated among the programs benefitted. Salaries are allocated based on estimates of total time spent, while other expenses are allocated based on estimates of the resources used.

Grants, Contracts and Other Receivables

Receivables are carried at original invoice amounts less an estimate made for doubtful receivables based on a review of all outstanding amounts on a monthly basis. Management determines the allowance for doubtful accounts by identifying troubled accounts and by using historical experience applied to an aging of accounts. Receivables are written off when deemed uncollectible. Recoveries of accounts previously written off are recorded when received. A receivable is considered past due if any portion of the receivable balance is outstanding for more than 90 days. Management has determined an allowance for school district tuition was necessary as of June 30, 2024 and 2023 in the amount of \$107,000.

Pledges Receivable

Unconditional pledges receivable are recognized as revenue without donor restrictions if pledged and paid in the same year, and revenue with donor restrictions if pledged in one year with ultimate payment in subsequent year(s). Pledges are recorded at net realizable value if expected to be collected in one year and at fair value if expected to be collected in more than one year.

Property, Equipment and Depreciation

Acquisitions of property and equipment in excess of \$1,000 are capitalized and recorded at cost. Improvements and replacements of property and equipment are capitalized. Maintenance and repairs not improving or extending the lives of property and equipment are charged to expense as incurred. When assets are sold or retired, their cost and related accumulated depreciation is removed from the accounts and any gain or loss is reported in the statement of activities. Depreciation is provided over the estimated useful life of each class of depreciable asset (ranging from 3 to 39 years) and is computed using the straight-line method.

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Net Assets

Net assets and revenues, expenses, gains and losses are classified based on the existence or absence of donor imposed restrictions. Accordingly, net assets of the School and changes therein are reported according to two classes of net assets: net assets without donor restrictions and net assets with donor restrictions.

Net Assets without Donor Restrictions - Net assets that are not subject to donor-imposed stipulations.

Net Assets with Donor Restrictions - Net assets subject to donor-imposed stipulations that may or will be met, either by actions of the School and/or the passage of time. When a restriction expires, net assets with donor restrictions are reclassified to net assets without donor restrictions and reported in the statement of activities as net assets released from restrictions.

Advertising Costs

The School expenses advertising costs as they are incurred. Advertising costs for the years ended June 30, 2024 and 2023 were \$36,259 and \$65,159, respectively, and are included in the Statement of Functional Expenses as marketing and recruitment.

Estimates

The preparation of financial statements in accordance with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect certain reported amounts of assets and liabilities and disclosures of contingent assets and liabilities at the date of the financial statements. Estimates also affect the reported amounts of revenue and expenses during the reporting period. Actual results could differ from these estimates.

Tax Status

The School is exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code. In addition, the School qualifies as a school, and for the charitable contribution deduction under Section 170(b)(1)(A)(ii), and has been classified as an organization that is not a private foundation under Section 509(a)(2).

Donated Services

The School received donated services from unpaid volunteers who assisted in fund raising, office administration and program activities. For the services donated, the criteria for recognition in these financial statements of such volunteer effort was not met and, therefore, no revenue and expense has been reflected in these financial statements. Management has estimated that volunteers have provided approximately 100 hours in assisting the School in each of the years ended June 30, 2024 and 2023.

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Fair Value

The ASC requires expanded disclosures about fair value measurements and establishes a three-level hierarchy for fair value measurements based on the observable input to the valuation of an asset or liability at the measurement date. Fair value is defined as the price that the School would receive upon selling an asset or pay to transfer a liability in an orderly transaction between market participants.

Accounting for Uncertainty in Income Taxes

The School follows the ASC, *Accounting for Income Taxes*, and their current accounting policy for evaluating uncertain tax positions is in accordance with generally accepted accounting principles. The School has not recognized any benefits from uncertain tax positions in 2024 and believes it has no uncertain tax positions for which it is reasonably possible that the total amounts of unrecognized tax benefits will significantly increase or decrease within 12 months of the balance sheet date of June 30, 2024.

Information returns filed by the School are subject to examination by taxing authorities up to three years after the extended due date of each return. Forms 990 and state income tax filings for the School are no longer subject to examination for the year ended June 30, 2020 and prior.

Reclassifications

Certain 2023 amounts have been reclassified to conform to the 2024 financial statement presentation.

Subsequent Events

The School follows the ASC, *Subsequent Events*, which establishes general standards of accounting for, and disclosures of, events that occur after the due date of the financial statements but before the financial statements are issued or are available to be issued. In the preparation of these financial statements and notes thereto, management has evaluated subsequent events or transactions as to any potential material impact on operations or financial position occurring through October 29, 2024, the date the financial statements were available to be issued. No events or transactions were identified by management.

3. BOARD DESIGNATED AND RESTRICTED CASH

The School has internally designated cash in the amount of \$83,419 and \$78,690 as of June 30, 2024 and 2023, respectively. The intended purpose of this designation is to provide a dissolution escrow to cover costs associated with an unanticipated closure, as required by the School's Charter Agreement. The School also has Restricted Cash in the amount of \$98,626 and \$34,000 at June 30, 2024 and 2023, respectively. This cash represents refundable advances on grants to be expended in subsequent periods.

4. GRANTS AND CONTRACTS RECEIVABLE, NET

At June 30, 2024 and 2023, grants, contracts and other receivables were comprised of the following sources:

	<u>2024</u>	<u>2023</u>
School District Tuition, Net	\$ 199,666	\$ 78,974
U.S. Department of Agriculture	30,813	14,021
U.S. Department of Education	<u>163,158</u>	<u>453,959</u>
	<u><u>\$ 393,637</u></u>	<u><u>\$ 546,954</u></u>

5. PROPERTY AND EQUIPMENT

Property and equipment are reflected at historical cost, net of related depreciation, and are comprised of the following at June 30, 2024 and 2023:

	<u>2024</u>	<u>2023</u>
Land	\$ 255,000	\$ 255,000
Buildings and Improvements	5,909,509	5,874,906
Furniture and Fixtures	172,712	137,208
Equipment	<u>600,864</u>	<u>503,417</u>
Total at Cost	6,938,085	6,770,531
Less: Accumulated Depreciation	<u>(948,239)</u>	<u>(623,632)</u>
	<u><u>\$ 5,989,846</u></u>	<u><u>\$ 6,146,899</u></u>

Depreciation expense was \$325,156 and \$325,241 for the years ended June 30, 2024 and 2023, respectively.

6. REFUNDABLE ADVANCES

Refundable advances consist of grant funds received for specific expenditures in subsequent periods, and the balances are comprised of the following at June 30, 2024 and 2023:

	<u>2024</u>	<u>2023</u>
Scholarships	\$ 20,000	\$ 14,000
Transportation, Clothing, Safety Gear	60,000	20,000
Therapeutic Journaling Program	<u>18,626</u>	<u>-</u>
	<u><u>\$ 98,626</u></u>	<u><u>\$ 34,000</u></u>

The grants listed above have an implied or specific right of return if the funds are not expended for the specific purpose.

GREEN TECH HIGH CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS (CONTINUED)
JUNE 30, 2024 AND 2023

7. LONG-TERM DEBT

Long-Term debt is comprised of the following:

	<u>2024</u>	<u>2023</u>
Mortgage payable to Bank of Greene County in monthly installments of \$29,288, including interest at 4.74%, maturing in January 2034, collateralized by the building.	\$ 2,694,442	\$ 2,910,362
Less: Unamortized Debt Issuance Costs, Net	(11,647)	(12,585)
Less: Current Portion	<u>(226,950)</u>	<u>(215,922)</u>
Long-Term Debt, Net of Current Portion and Unamortized Debt Issuance Costs	<u>\$ 2,455,845</u>	<u>\$ 2,681,855</u>

The School is required to maintain debt covenants by the lender of the mortgage. As of June 30, 2024, the School was in compliance with all applicable covenants.

Unamortized debt issuance costs as of June 30, 2024 and 2023 consist of the following:

	<u>2024</u>	<u>2023</u>
Transaction and Financing Costs - Fifteen Year Amortization	\$ 14,070	\$ 14,070
Less: Accumulated Amortization	<u>(2,423)</u>	<u>(1,485)</u>
Unamortized Debt Issuance Costs, Net	<u>\$ 11,647</u>	<u>\$ 12,585</u>

Estimated debt maturities at June 30 over the next five (5) years and thereafter are as follows:

2025	\$ 226,950
2026	238,052
2027	249,749
2028	261,778
2029	274,881
Thereafter	<u>1,443,032</u>
	<u>\$ 2,694,442</u>

8. RETIREMENT PLANS

Profit Sharing Plan

The School has adopted a profit-sharing plan under IRC §401(k) covering substantially all eligible employees, along with a discretionary matching contribution of up to 50% of the employee's contribution, to a maximum matching contribution of 2% of the employee's gross compensation. The School's 401(k) matching contribution for the years ended June 30, 2024 and 2023 were \$0 each year.

Defined Benefit Pension Plan

The School adopted a tax exempt Defined Benefit Pension Plan (the "Plan") and related trust under Internal Revenue Code Section 401(a) and 501(a), respectively, effective July 1, 2020. **The Plan was amended during the fiscal year to freeze participation and benefit accruals effective June 30, 2024.**

Plan Description

The Plan covers substantially all employees who have completed 1 year of service (1,000 hours) and have reached age 21. Upon reaching age 62 (or age 55 with at least five years of vested service) participants are eligible for benefits of 1% of plan compensation multiplied by the participant's credited service.

Funding Policy

The School is required to make annual contributions to the Plan as actuarially determined. For the years ended June 30, 2024 and 2023, the School contributed \$241,407 and \$120,000, respectively to the Plan. The expected contribution for the year ending June 30, 2025 is \$213,657.

8. RETIREMENT PLANS (CONTINUED)

Defined Benefit Pension Plan (Continued)

Pension Liability and Expense

At June 30, 2024 and 2023, the School reported a pension liability of \$291,626 and \$815,095, respectively, calculated as follows:

	<u>2024</u>	<u>2023</u>
<u>Change in Benefit Obligation</u>		
Projected Benefit Obligation - Beginning of Year	\$ 1,336,978	\$ 619,207
Service Cost	245,049	262,014
Interest Cost	65,687	52,554
Amendments/Curtailments/Special Termination	(445,133)	553,276
Actuarial Gain (Loss)	<u>(114,434)</u>	<u>(150,073)</u>
Projected Benefit Obligation - End of Year	<u>\$ 1,088,147</u>	<u>\$ 1,336,978</u>
<u>Change in Plan Assets</u>		
Fair Value of Plan Assets - Beginning of Year	521,883	\$ 395,322
Actual Return on Plan Assets	33,231	6,561
Employer Contributions	<u>241,407</u>	<u>120,000</u>
Fair Value of Plan Assets - End of Year	<u>\$ 796,521</u>	<u>\$ 521,883</u>
 Pension Asset (Liability)	 <u>\$ (291,626)</u>	 <u>\$ (815,095)</u>

The fair value (measured at quoted prices in active markets for identical assets, Level 1) of the Plan's assets at June 30, 2024 and 2023 were as follows:

	<u>2024</u>	<u>2023</u>
Cash	\$ 50,493	\$ 39,361
Bonds	290,871	206,832
U.S. Equity Investments	259,038	135,381
Foreign Equity Investments	146,246	140,205
Other	<u>49,873</u>	<u>104</u>
Total	<u>\$ 796,521</u>	<u>\$ 521,883</u>

8. RETIREMENT PLANS (CONTINUED)

Defined Benefit Pension Plan (Continued)

For the years ended June 30, 2024 and 2023, the School reported net periodic pension cost for this plan as follows:

	<u>2024</u>	<u>2023</u>
Service Cost Component*	\$ 245,049	\$ 262,014
Interest Cost on Projected Benefit Obligation	65,687	52,554
Expected Return on Assets	(42,165)	(29,916)
Prior Service Cost (Benefit)	(445,133)	553,276
Amortization of Actuarial Gain	<u>(105,500)</u>	<u>(126,718)</u>
Net Periodic Pension Cost (Benefit)	<u>\$ (282,062)</u>	<u>\$ 711,210</u>

*Service cost component is included in the employee benefits expense line. All other components are included in the non-operating section of the Statement of Activities.

Actuarial Assumptions

Actuarial Cost Method	Projected Unit Credit
Measurement Date	June 30, 2024
Discount Rate	5.37%
Salary Increases	3.0%
Expected Long-Term Rate of Return	7.0%
Pre-Retirement Mortality	N/A
Post-Retirement Maturity	Sex-distinct Amount -Weighted Pri-2012 Mortality Tables using Scale MP-2021 on a generational basis

Expected Benefit Payments

Benefits expected to be paid if the future are as follows:

2025	\$ 11,669
2026	11,541
2027	11,406
2028	13,969
2029	13,797
2030-2034	<u>160,294</u>
	<u>\$ 222,676</u>

9. COMMITMENTS AND CONTINGENCIES

The School is subject to audits and reviews of reimbursable costs by various governmental agencies. The outcome of the audits and reviews may have the effect of retroactively increasing or decreasing revenue from various sources. These changes, if any, will be recognized in accordance with the rules and guidelines established by the various funding sources.

10. CONCENTRATION OF RISK

The School receives a substantial portion of its funding from school districts where students reside. Three school districts comprised approximately 77% and 79% of total revenue for the years ended June 30, 2024 and 2023, respectively. No other funding source accounted for more than 10% of total revenue.

The School does occasionally maintain deposits in excess of federal insured limits. The ASC identifies this as a possible concentration of credit risk requiring disclosure, regardless of the degree of risk. The risk is managed by maintaining all deposits in high quality financial institutions.

11. LIQUIDITY AND AVAILABILITY OF RESOURCES

The School has \$2,116,974 of financial assets available within one year of the balance sheet date to meet cash needs for general expenditures consisting of cash of \$1,723,337 and receivables of \$393,637. The School has a goal to maintain financial assets, which consist of cash and short-term investments, on hand to meet 60 days of normal operating expenses, which are, on average, approximately \$1,250,000. The School has a policy to structure its financial assets to be available as its general expenditures, liabilities and other obligations come due.

**ADDITIONAL REPORT REQUIRED BY
GOVERNMENT AUDITING STANDARDS**

CUSACK & COMPANY
Certified Public Accountants LLC

7 AIRPORT PARK BOULEVARD
LATHAM, NEW YORK 12110
(518) 786-3550
FAX (518) 786-1538
E-MAIL ADDRESS: CPAS@CUSACK.CPA
WWW.CUSACK.CPA

MEMBERS OF:
AMERICAN INSTITUTE OF
CERTIFIED PUBLIC ACCOUNTANTS

MEMBERS OF:
NEW YORK STATE SOCIETY OF
CERTIFIED PUBLIC ACCOUNTANTS

**INDEPENDENT AUDITOR’S REPORT ON INTERNAL CONTROL OVER FINANCIAL
REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF
FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE
WITH GOVERNMENT AUDITING STANDARDS**

Board of Trustees
Green Tech High Charter School

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Green Tech High Charter School (a nonprofit organization), which comprise the statement of financial position as of June 30, 2024, and the related statements of activities, cash flows and functional expenses for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated October 29, 2024.

Report on Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered Green Tech High Charter School’s internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Green Tech High Charter School’s internal control. Accordingly, we do not express an opinion on the effectiveness of Green Tech High Charter School’s internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements, on a timely basis. *A material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity’s financial statements will not be prevented, or detected and corrected, on a timely basis. *A significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses or significant deficiencies may exist that were not identified.

Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether Green Tech High Charter School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of This Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

A handwritten signature in black ink that reads "Cusack & Company, CPA's LLC". The signature is written in a cursive, flowing style.

CUSACK & COMPANY, CPA'S LLC

Latham, New York
October 29, 2024

NONPUBLIC FIRE AND BUILDING SAFETY REPORT

Per NYS Education Law 807-A(1) All school buildings containing classroom, dormitory, laboratory, physical education, dining or recreational facilities for student use, which are owned, operated, or leased by nonpublic schools must be inspected at least annually for hazards which may endanger the lives of students, teachers and employees therein and for compliance with applicable sections of 8NYCRR155 Regulations of the Commissioner of Education and for compliance with the 2020 Building Code of New York State, 2020 Fire Code of New York State and the 2020 Property Maintenance Code of New York State.

NONPUBLIC SCHOOL BEDS CODE#

0	1	0	1	0	0	8	6	0	9	0	7
---	---	---	---	---	---	---	---	---	---	---	---

School Name

G	r	e	e	n	T	e	c	h		C	h	a	r	t	e	r		H	S								
---	---	---	---	---	---	---	---	---	--	---	---	---	---	---	---	---	--	---	---	--	--	--	--	--	--	--	--

Facility/Building Name

G	r	e	e	n	T	e	c	h		C	h	a	r	t	e	r		H	S								
---	---	---	---	---	---	---	---	---	--	---	---	---	---	---	---	---	--	---	---	--	--	--	--	--	--	--	--

Street Address (NO PO Box Numbers)

9	9		S	l	i	n	g	e	r	a	n	d		S	t												
---	---	--	---	---	---	---	---	---	---	---	---	---	--	---	---	--	--	--	--	--	--	--	--	--	--	--	--

City/Town/Village

Zip Code

A	l	b	a	n	y																					
---	---	---	---	---	---	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Name of Municipality Responsible for Local Code Enforcement

C	i	t	y							A	l	b	a	n	y												
---	---	---	---	--	--	--	--	--	--	---	---	---	---	---	---	--	--	--	--	--	--	--	--	--	--	--	--

INSTRUCTIONS

- Read the "Manual for Nonpublic School Facility - Fire & Building Safety Inspections" prior to inspecting the facility and complete a separate report for each facility/building and location.
- **Part I:** General Information. School officials must complete this section annually.
- **Part II:**
 - Items 08A-2 through 08E-2 on the Non-Conformance Report Sheet – Must be completed for facilities with electrically operated partitions per Regulations of the Commissioner 155.25
 - Items 09A-2 through 26 on the Non-Conformance Report Sheet – Must be completed for all facilities per 2020 Fire Code of New York State and the 2020 Property Maintenance Code of New York State.
- **Part III (A, B, C & D) Certifications** -To be completed by individuals as indicated.

A copy of this form must be kept on file at the school for three years and must be available for public review.

Part I: General Information and Fire/Life Safety History (complete annually)

Inspection Date 2023

Note: Please insert the date the actual inspection took place.

Inspections shall be performed between July 1st and December 1st of the current school year.

1. Please indicate the primary use of this facility:

☒ STUDENT INSTRUCTION

☐ OTHER STUDENT USE

Please Specify:

2. Is there a fire sprinkler system in this facility?

☐ YES ☒ NO

If 'yes', is the sprinkler alarm connected with the building alarm?

☒ YES ☐ NO

3. Is there a fire hydrant system for facility protection?

☒ YES ☐ NO

If YES, indicate ownership of system (select one):

Yes

public owned

school owned

other (please specify)

4. Indicate the ownership of this facility

☐ LEASED

☒ OWNED

5. What is the current gross Square footage of this facility?

87000

(to the nearest whole ten feet)

6. Fire and Emergency Drills

a. Per Section 807, paragraph 2 of the New York State Education Law entitled Fire and Emergency Drills, confirm that a copy of Section 807 has been printed and distributed as guidance to teaching staff as required ☒ YES ☐ NO

b. Provide dates of twelve fire and emergency drills required by Section 807 of Education Law held between September 1st and June 30th of the previous school year:

FIRE & EMERGENCY DRILLS

NOTE Eight (8) are required between September 1, and December 31

Eight (8) drills are required to be evacuation drills.

Four (4) drills are required to be lockdown drills

	Date	Evacuation	Lockdown
1	8-16-22	4.00	
2	9-2-22	4.32	
3	10-10-22	4.19	
4	2-15-23	5.15	
5	3-3-23	4.30	
6	4-19-23	4.45	
7	5-23-23	4.20	
8	6-8-23	4.34	
9	8-10-22		9.50 am
10	9-20-22		2.30 pm
11	5-29-23		8.50 am
12	6-15-23		3.21 pm

c. If the required number of fire and emergency drills were not held during this reporting cycle, please describe the reason:

d. Average time to evacuate this facility was: 4 minutes 37 seconds

e. Confirm that arson and fire prevention instruction was provided in accordance with Section 808 of the Education Law (revised 9/1/05) which requires every school in New York State to provide a minimum of 45 minutes of instruction in arson and fire prevention; injury prevention and life safety for each month that school is in session.

☒ YES ☐ NO

f. Confirm that employee fire prevention, evacuation and fire safety training was provided and records maintained are being maintained in accordance with Section F406 of the NYS Fire Code

☒ YES ☐ NO

7. Have there been any fires in this facility since the last annual fire safety inspection report?

☐ YES ☒ NO

a. If YES, indicate: _____ total number of fires

b. _____ total number of injuries

c. _____ total cost of property damage

8. If the fire alarm system was activated since the last fire safety inspection, was the fire department immediately notified in accordance with Section F401.3.2 of the NYS Fire Code?

 X YES NO

School Name _____ Building Name _____

5

Part III: NonPublic School Certifications

All sections are required to be completed: Section III-A; III-B III-C & III-D

Section III-A Fire Inspection Method

Which method(s) did the school authorities use to complete the annual fire safety inspection for this building?

Check appropriate box or boxes

- ☒ Inspection by the fire department of the city, town, village or fire district in which the building is located
- ☐ Inspection by a fire corporation whose territory includes the school building
- ☐ Inspection by the county fire coordinator, or the officer performing the powers and duties of a county fire coordinator pursuant to a local law, of the county in which the building is located
- ☐ Inspection by a fire inspector (Building Safety Inspector or Code Enforcement Official) who holds a valid certification

For additional information regarding these methods, please see: <https://www.nysenate.gov/legislation/laws/EDN/807-A>

Section III-B-Fire Inspection by Local Fire Department, Fire District, Fire Corporation, County Fire Coordinator and/ or Fire Inspector (Building Safety Inspector or Code Enforcement official) who holds a valid certification.

The individual noted below inspected this building on 8/8/23 (date) and the information in this Report represents, to the best of their knowledge and belief, an accurate description of the building and conditions they observed. The individual that performed this inspection has maintained their certification requirements pursuant to 19 NYCRR 1208-3.1.

Inspector's Name: Nicholas DeLBalso Title: PH/INV/CEO

Signature: [Signature] Date: 8/8/23

Inspector's Organization: ALBANY FIRE DEPARTMENT

Inspector's Telephone #: [Redacted] Inspector's Email: [Redacted]

Inspector's Code Enforcement Certification # 0322-0113
(as assigned by the NYS Department of State)

Section III-C Contact info for the Authority-Having-Jurisdiction [AHJ] Local Municipality, Town or Village

Name of Local/Municipal Code Enforcement Office: _____

Address: _____

Name of contact person : _____ Title: _____

Telephone #: _____ Email address: _____

Section III-D School or Building Administrator, Director, or Headmaster

The individual noted below certifies that this building was inspected as indicated in Section III-A above and hereby submits this fire inspection report on behalf of the Board of Trustees and certifies that:

1. Public notice of report availability has been published, and that
2. Any nonconformances noted as corrected on the *Nonpublic School Fire Safety Non-Conformance Report Sheet* portion of this report were corrected on the date indicated, and that
3. Violations which were not corrected immediately shall be corrected within an accepted period of time as approved by the Commissioner.

Name: Mr. James White Title: Principal/CEO

Signature: [Signature] Telephone #: [Redacted]

Email: jwhite@greentechhigh.org



City of Albany

Department of Buildings and Regulatory Compliance

Green Tech High Charter School
99 Slingerlands
Albany, N.Y. 12202

Certificate of Occupancy

Address: 99 Slingerland St

Permit 18-8384

Parcel 04457

This is to Certify that the building located at 99 Slingerland St in the City of Albany, NY has been inspected and found to be in compliance with the plans on file and with permit application for Change of tenant - Green Tech High Charter School.

The following occupancy is permitted at this location:

Area	Use	Uniform Code Classification
Cellar/Basement		
First Floor	School	E
Second Floor	School	E
Third Floor		
Other Floors		

No change in the nature of this parcel, building or use is allowed without a permit and the issuance of a new Certificate of Occupancy.

Zoning District at time of Issuance R2A

Issuance Recommended By:


Adam Clark
Building Inspector


Richard Lajoy - Deputy Director

Issue Date: Friday, September 28, 2018