Application: Green Tech High Charter School

2022-2023 Annual Report

Summary

ID: 0000000354
Last submitted: Nov 8 2023 08:05 AM (EST)

Entry 1 School Info and Cover Page

Completed - Nov 1 2023

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 2022-2023 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, 2023)** or you may not be assigned the correct tasks.

BASIC INFORMATION

a. SCHOOL NAME

(Select name from the drop down menu)

GREEN TECH HIGH CHARTER SCHOOL 800000059776

a1. Popular School Name

Green Tech

b. CHARTER AUTHORIZER (As of June 30th, 2023)

Please select the correct authorizer as of June 30, 2023 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 1 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 2022-2023 School Year

480

j. Total Enrollment on June 30, 2023 - excluding Pre-K program enrollment

396

k. Grades Served

Grades served during the 2022-2023 school year (exclude Pre-K program students):

Use the CTRL button to select multiple grades to accurately capture every grade level served.

Responses Selected:

6
7
8
9
10
11
12
ungraded

l. Charter Management Organization

Do you have a Charter Management Organization?

No

FACILITIES INFORMATION

m. FACILITIES

Will the school maintain or operate multiple sites in 2023-2024?

	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 to be Served at Site for previous year (K-5, 6-9, etc.)	Grades to be Served at Site for coming 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	No

m1a. Please provide the contact information for Site 1.

	Name	Title	Work Phone	Alternate Phone	Email Address
School Leader	Teresa Haig-Nicole	Interim Principal	518-694-3400		[redacted]
Operational Leader	Brian Rodriguez	Director of Operations	518-694-3400		[redacted]
Compliance Contact	Teresa Haig-Nicole	Interim Principal	518-694-3400		[redacted]
Complaint Contact	Brian Rodriguez	Director of Operations	518-694-3400		[redacted]
DASA Coordinator	Lashawn Brown	Director of Student Services & School Culture	518-694-3400		[redacted]
Phone Contact for After Hours Emergencies	Brian Rodriguez	Director of Operations	[redacted]		[redacted]

m1b. Is site 1 in public (co-located) space or in private space?

Private Space

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

m1d. 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, 2023.

- **Fire inspection certificates must be updated annually. For the upcoming school year 2023-2024, submit a current fire inspection certificate.**
- **If the fire inspection certificate is dated after the August 1, 2022 submission of the Annual Report, please submit the new certificate with the Annual Report entries due on November 1, 2023.**

Site 1 Certificate of Occupancy (COO)

Green Tech CO 99 Slingerland.pdf

Filename: Green Tech CO 99 Slingerland.pdf **Size:** 253.2 kB

Site 1 Fire Inspection Report

This is required, marked optional for administrative purposes.

GTH Fire inspection report.pdf

Filename: GTH Fire inspection report.pdf **Size:** 219.4 kB

n. List of owned, rented, leased facilities not used to educate students

Separate by semi-colon (;)

N/A

CHARTER REVISIONS DURING THE 2022-2023 SCHOOL YEAR

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o. Were there any revisions to the school's charter during the 2022-2023 school year? (Please include approved or pending material and non-material charter revisions).

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

No

ATTESTATIONS

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p. Individual Primarily Responsible for Submitting the 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	[redacted]
Email	[redacted]

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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

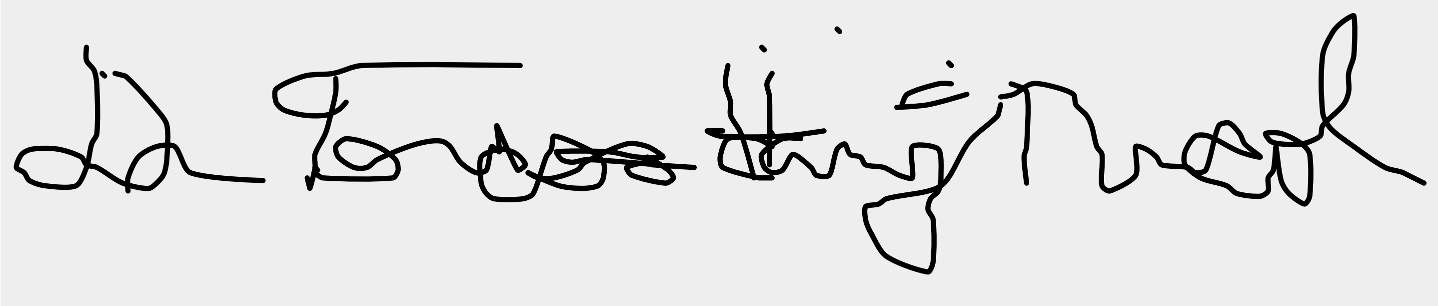
As outlined in ENTRY 10:

Our 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 10 and found in the [NYSED CSO Fingerprint Clearance Oct 2019 Memo](). Click YES to agree.

Responses Selected:

Yes

Signature, Head of Charter School



Signature, President of the Board of Trustees

Date

Aug 1 2023

Thank you. 

Entry 2 Links to Critical Documents on School Website

Completed - Nov 1 2023

Instructions

Required of ALL Charter Schools noting that SUNY-authorized charter schools are not required to submit item 5: Authorizer-approved 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:

- Current Annual Report (i.e., 2021-2022 Annual Report);[1]
- Board meeting notices, agendas and documents;
- New York State School Report Card;
- Authorizer-approved DASA Policy and NYSED-Approved School Discipline Policy **(For Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY)**;
- District-wide safety plan, not a building level safety plan (as per the September 2021 Emergency Response Plan Memo;
- Authorizer-approved FOIL Policy; and
- 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., Repost when financials have been submitted in November.)

Form for Entry 2 Links to Critical Documents on School Website

School Name: Green Tech High Charter School

Required of ALL Charter Schools noting that SUNY-authorized charter schools are not required to submit item 4: Authorizer-approved 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:

New York State Report Card

Emergency Response Plan Memo

NYSED Subject Matter List

	Link to Documents
1. Current Annual Report (i.e., 2022-2023 Annual Report)	https://www.greentechhigh.org/reports-and-transparency
2. Board meeting notices, agendas and documents	https://www.greentechhigh.org/board-minutes
3. New York State School Report Card	https://www.greentechhigh.org/nysedparentcommunication
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 September 2021 Emergency Response Plan Memo	https://www.greentechhigh.org/school-safety
6. Authorizer-approved FOIL Policy	https://www.greentechhigh.org/reports-and-transparency
7. Subject matter list of FOIL records. (Example: See NYSED Subject Matter List)	https://www.greentechhigh.org/reports-and-transparency

Thank you. 

Entry 3 Accountability Plan Progress Reports

Completed - Nov 8 2023

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, 2023.

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

GTH 2022-23 APPR final

Filename: GTH_2022-23_APPR_final.docx **Size:** 158.7 kB

Entry 4 - Audited Financial Statements

Completed - Nov 1 2023

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 **November 1, 2023. 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 **November 1, 2023**. 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 2023 but will be identified as a required task thereafter and due on November 1, 2023. This is a required task, and it is marked optional for administrative purposes only.

Green Tech 2022-2023 Annual Financial Audit Complete

Filename: Green_Tech_2022-2023_Annual_Financ_G6kqsdp.pdf **Size:** 430.6 kB

Entry 4a – Audited Financial Report Template (SUNY)

Completed - Nov 1 2023

Instructions - SUNY-Authorized Charter Schools ONLY

SUNY-authorized schools must download the Excel spreadsheet entitled "Audited Financial Statement Template" at http://www.newyorkcharters.org/fiscal/. After completing, schools must upload the document into the Annual Report Portal and into the SUNY Epicenter document management system no later than **November 1, 2023.**

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

GTH 2022-2023 Annual Financial Audit Template

Filename: GTH_2022-2023_Annual_Financial_Au_1rDMuYj.xlsx **Size:** 174.9 kB

Entry 5 – Fiscal Year 2023-2024 Budget

Completed - Nov 1 2023

SUNY-authorized charter schools should download the 2023-2024 Budget and Quarterly Report Template and the 2023-2024 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 November 1, 2023**.

Regents, NYCDOE, and Buffalo BOE authorized charter schools should upload a copy of the school's FY22 Budget using the 2023-2024 Budget Template into the Annual Report Portal or from the Annual Report website. **Due November 1, 2023**.

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.

[2023-2024 Annual Budget(DS75A)(GreenTechCharteSchool)]

Filename: 2023-2024_Annual_BudgetDS75AGreen_5jCYtfr.xlsx **Size:** 542.5 kB

[GTH 202324 Budget Narrative Questionnaire]

Filename: GTH_202324_Budget_Narrative_Questionnaire.pdf **Size:** 36.0 kB

Entry 6 – Board of Trustees Disclosure of Financial Interest Form

Completed - Nov 1 2023

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 2022-2023 school year must complete and sign a Trustee Disclosure of Financial Interest Form is due on August 1, 2023. 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 2022-2023 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.

Gary Walston - Green Tech CS 2022-23 BOT Disclosure of Financial Interest

Filename: Gary_Walston_-_Green_Tech_CS_2022-_7gZ4yn1.pdf **Size:** 490.2 kB

M Toporowski GTCS 2022-23 BOT Disclosure

Filename: M_Toporowski__GTCS_2022-23_BOT_Disclosure.pdf **Size:** 461.6 kB

MA Campbell GTCS 2022-23 BOT Disclosure

Filename: MA_Campbell_GTCS_2022-23_BOT_Disclosure.pdf **Size:** 459.1 kB

L Atkins Green Tech CS 2022-23 BOT Disclosure of Financial Interest

Filename: L_Atkins_Green_Tech_CS_2022-23_BOT_HpMPeRt.pdf **Size:** 455.4 kB

Pamela Williams Green Tech CS 2022-23 BOT Disclosure of Financial Interest - signed

Filename: Pamela_Williams_Green_Tech_CS_2022_ocnbjBs.pdf **Size:** 459.1 kB

Sierra S-D GTCS 2022-23 BOT Disclosure

Filename: Sierra_S-D_GTCS_2022-23_BOT_Disclosure.pdf **Size:** 459.1 kB

Dona Bulluck GTCS 2023 Disclosure

Filename: Dona_Bulluck_GTCS_2023_Disclosure.pdf **Size:** 3.0 MB

M Royal on Behalf GTH Disclosure 8-2023

Filename: M_Royal_on_Behalf_GTH_Disclosure_8-2023.pdf **Size:** 317.8 kB

Entry 7 BOT Membership Table

Completed - Nov 1 2023

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 7 BOT 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. 2022-2023 Board Member Information (Enter info for each BOT member)

	Trustee Name	Trustee Email Address	Position on the Board	Committee Affiliations	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 2022-2023
1	Pamela Williams	[redacted]	Trustee/ Member	Executive	Yes	5	9/23/2021	9/22/2024	7
2	Dona Bulluck	[redacted]	Secretary	Executive	Yes	4	9/23/2021	9/22/2024	10
3	Laura Chmielinski	[redacted]	Treasurer	Finance	Yes	4	9/23/2021	9/22/2024	5 or less
4	Matt Toporowski	[redacted]	Chair	Executive	Yes	3	9/23/2021	9/22/2024	9
5	matthew.toporowski@gmail.com	[redacted]	Trustee/ Member	N/A	Yes	1	3/15/2023	1/11/2025	5 or less
6	Isaiah James	[redacted]	Trustee/ Member		Yes	1	1/11/2023	10/28/2025	5 or less
7	Sierra Sangetti-Daniels	[redacted]	Trustee/ Member		Yes	1	3/15/2023	1/11/2025	5 or less
8	Barry D. Walston	[redacted]	Trustee/ Member		Yes	1	3/15/2023	1/11/2025	5 or less
9	Madalyn Royal	[redacted]	Vice Chair		Yes	2	9/23/2021	11/17/2022	

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

No

2. INFORMATION ABOUT MEMBERS OF THE BOARD OF TRUSTEES

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

a. Total Number of BOT Members on June 30, 2023	8
b.Total Number of Members Added During 2022-2023	4
c. Total Number of Members who Departed during 2022-2023	1
d.Total Number of members, as set in Bylaws, Resolution or Minutes	8

3. Number of Board meetings held during 2022-2023

10

4. Number of Board meetings scheduled for 2023-2024

12

Total number of Voting Members on June 30, 2023:

8

Total number of Voting Members added during the 2022-2023 school year:

4

Total number of Voting Members who departed during the 2022-2023 school year:

1

Total Maximum Number of Voting members in 2022-2023, as set by the board in bylaws, resolution, or minutes:

8

Thank you.

Entry 9 Enrollment & Retention

Completed - Nov 1 2023

Instructions for submitting Enrollment and Retention Efforts

Required of ALL Charter Schools

Describe the good faith efforts the charter school has made in 2022-2023 toward meeting targets to attract and retain the enrollment of Students with Disabilities (SWDs), English Language Learners (ELLs), 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 2023-2024.

***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 9 Enrollment and Retention of Special Populations

Good Faith Efforts to Meet Recruitment Targets (Attract)

	Describe Recruitment Efforts in 2022-2023	Describe Recruitment Plans in 2023-2024
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, Schnectady 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 the 2022-23 school year, our enrollment for ED students was 92% and the local district enrolled 64% ED students in similar grades. We will continue with current strategies in 2023-24 to enroll and retain the three subgroups.
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	In 2022-23, we enrolled no 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.	
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 - as the local district is.	In the 2022-23 school year, our enrollment of SWD was 6% compared to the local district's 16.5%.

Good Faith Efforts To Meet Enrollment Retention Targets

	Describe Retention Efforts in 2022-2023	Describe Retention Plans in 2023-2024
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.	79% of our eligible ED students returned in the fall 2022 from the previous year. Given that we have a significant population of ED students, we have well-developed supports for this group that we will continue to implement in the upcoming school year.
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 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.	We continue to work effortlessly to recruit ELL students through social media, radio,T.V. and distribution of GTH flyers and the Capital Region.
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,	The retention rate of our students with disabilities who returned in the fall of 2022 was 86%.

	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.	

Entry 10 – Teacher and Administrator Attrition

Completed - Nov 1 2023

Form for "Entry 10 – Teacher and Administrator Attrition" Revised to 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. 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 10-2019.

[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 http://www.nysed.gov/common/nysed/files/programs/charter-schools/employeefingerprintoct19.pdf or visit the NYSED website at: http://www.highered.nysed.gov/tsei/ospra/fingerprintingcharts.html for more information regarding who must be fingerprinted. Also see, 8 NYCRR §87.2.

B. Emergency Conditional Clearances

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 10-2019.

Attestation

Responses Selected:

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

Entry 13 School Calendar

Completed - Nov 1 2023

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 with the August 1, 2023 submission. Charter schools must upload a final school calendar into the portal and may do so at any time but no later than **September 15, 2023**.

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.

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

Green Tech High Charter School Calendar for 2023-2024 SY

Filename: Green_Tech_High_Charter_School_Cal_JvaHYUL.pdf **Size:** 162.0 kB

Optional Additional Documents to Upload (BOR)

Incomplete

GREEN TECH HIGH
CHARTER SCHOOL

INTEGRITY INITIATIVE INTELLECT

FINANCIAL STATEMENTS

JUNE 30, 2023 AND 2022

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

Opinion

We have audited the accompanying financial statements of Green Tech High Charter School (a nonprofit organization) (the "School"), which comprise the statements of financial position as of June 30, 2023 and 2022, 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 referred to above present fairly, in all material respects, the financial position of Green Tech High Charter School as of June 30, 2023 and 2022, 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 dated October 19, 2023, 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.

Cusack & Company, CPA's LLC

CUSACK & COMPANY, CPA'S LLC

Latham, New York
October 19, 2023

Green Tech High Charter School

Statements of Financial Position

June 30, 2023 and 2022

Assets

	2023	2022
Current Assets		
Cash - Operating	$ 1,811,708	$ 1,197,891
Cash - Restricted	34,000	20,000
Grants, Contracts and Other Receivables, Net	546,954	846,599
Pledges Receivable, Current Portion	-	30,000
Prepaid Expenses	17,474	-
Total Current Assets	2,410,136	2,094,490
Property and Equipment, Net	6,146,899	6,317,388
Other Assets		
Cash - Board Designated	78,690	76,997
Total Assets	$ 8,635,725	$ 8,488,875

Liabilities and Net Assets

	2023	2022
Current Liabilities		
Current Portion of Long-Term Debt	$ 215,922	$ 206,168
Accounts Payable and Accrued Expenses	49,735	28,985
Accrued Payroll and Benefits	174,500	183,923
Compensated Absences	47,442	41,801
Refundable Advances	34,000	20,000
Total Current Liabilities	521,599	480,877
Long-Term Liabilities		
Long-Term Debt, Net of Current Portion	2,681,855	2,896,746
Net Pension Liability	815,095	223,885
Total Long-Term Liabilities	3,496,950	3,120,631
Total Liabilities	4,018,549	3,601,508
Net Assets		
Without Donor Restrictions:		
Undesignated	4,538,486	4,780,370
Board Designated	78,690	76,997
Total Net Assets Without Donor Restrictions	4,617,176	4,857,367
With Donor Restrictions:		
Purpose Restricted	-	30,000
Total Net Assets	4,617,176	4,887,367
Total Liabilities and Net Assets	$ 8,635,725	$ 8,488,875

GREEN TECH HIGH CHARTER SCHOOL

STATEMENT OF ACTIVITIES

FOR THE YEAR ENDED JUNE 30, 2023

	Without Donor Restrictions	With Donor Restrictions	Total
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	264,702	-	264,702
Total Revenue	7,281,254	-	7,281,254
Expenses:			
Program Services			
Regular Education	5,540,840	-	5,540,840
Special Education	325,310	-	325,310
Other Programs	264,275	-	264,275
Total Program Services	6,130,425	-	6,130,425
Management and General	1,594,973	-	1,594,973
Total Expenses	7,725,398	-	7,725,398
Deficit from School Operations	(444,144)	-	(444,144)
Other Revenue 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	64,458	-	64,458
Net Assets Released from Restrictions	30,000	(30,000)	-
Total Other Revenue and Reclassifications	203,953	(30,000)	173,953
Change in Net Assets	(240,191)	(30,000)	(270,191)
Net Assets, Beginning of Year	4,857,367	30,000	4,887,367
Net Assets, End of Year	$ 4,617,176	$ -	$ 4,617,176

GREEN TECH HIGH CHARTER SCHOOL

STATEMENT OF ACTIVITIES

FOR THE YEAR ENDED JUNE 30, 2022

	Without Donor Restrictions	With Donor Restrictions	Total
Revenue:			
Public School Districts			
Resident Student Enrollment	$ 6,389,770	$ -	$ 6,389,770
Students with Disabilities	92,894	-	92,894
Grants and Contracts			
Federal Grants	970,902	-	970,902
State and Local Grants	4,097	-	4,097
Food Service/Children Nutrition Program	181,041	-	181,041
Total Revenue	7,638,704	-	7,638,704
Expenses:			
Program Services			
Regular Education	4,614,737	-	4,614,737
Special Education	331,589	-	331,589
Other Programs	198,411	-	198,411
Total Program Services	5,144,737	-	5,144,737
Management and General	1,686,257	-	1,686,257
Total Expenses	6,830,994	-	6,830,994
Surplus from School Operations	807,710	-	807,710
Other Revenue and Reclassifications			
Contributions	131,550	-	131,550
Fundraising	8,758	-	8,758
Interest Income	1,760	-	1,760
E-Rate Income	173,269	-	173,269
Miscellaneous Income	20,530	-	20,530
Net Assets Released from Restrictions	30,000	(30,000)	-
Total Other Revenue and Reclassifications	365,867	(30,000)	335,867
Change in Net Assets	1,173,577	(30,000)	1,143,577
Net Assets, Beginning of Year	3,683,790	60,000	3,743,790
Net Assets, End of Year	$ 4,857,367	$ 30,000	$ 4,887,367

	2023	2022
Cash Flows From Operating Activities:		
Change in Net Assets	$ (270,191)	$ 1,143,577
Adjustments to Reconcile Change in Net Assets to Cash Provided by Operating Activities:		
Amortization of Debt Issuance Costs	938	469
Depreciation	325,240	260,755
Pension Related Changes	591,210	(5,987)
Bad Debt Expense	30,000	49,117
Changes in Operating Assets and Liabilities		
(Increase) Decrease in Assets		
Grants, Contracts and Other Receivables, Net	299,645	(518,541)
Pledges Receivable	-	30,000
Prepaid Expense	(17,474)	38,256
Increase (Decrease) in Liabilities		
Accounts Payable and Accrued Expenses	20,750	(53,199)
Accrued Payroll and Benefits	(9,423)	(108,450)
Compensated Absences	5,641	(4,328)
Refundable Advances	14,000	(120,250)
Net Cash Provided by Operating Activities	990,336	711,419
Cash Flows From Investing Activities		
Purchase of Property and Equipment	(154,751)	(830,645)
Acquisition of Intangible Assets	-	(14,070)
Net Cash Used In Investing Activities	(154,751)	(844,715)
Cash Flows From Financing Activities		
Payments on Long-Term Debt	(206,075)	(91,693)
Change in Cash	629,510	(224,989)
Cash, Beginning of Year	1,294,888	1,519,877
Cash, End of Year	$ 1,924,398	$ 1,294,888
Supplemental Disclosure of Cash Flow Information		
Cash Paid for Interest	$ 145,300	$ 63,136
Assets Purchased with Debt Proceeds	$ -	$ 3,200,000

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

	Program Services				Supporting Services	
	Regular Education	**Special Education**	**Other Programs**	**Total**	**Management and General**	**Total**
Salaries	$ 3,403,649	$ 209,915	$ 190,228	$ 3,803,792	$ 866,162	$ 4,669,954
Benefits and Payroll Taxes	651,777	40,197	36,427	728,401	165,864	894,265
Contracted Services	302,761	18,672	-	321,433	-	321,433
Educational Materials	174,276	10,748	-	185,024	-	185,024
Extracurricular Activities	48,599	-	-	48,599	-	48,599
Insurance	61,579	3,798	3,442	68,819	15,671	84,490
Maintenance and Repairs	224,924	13,872	12,571	251,367	57,239	308,606
Marketing and Recruitment	-	-	-	-	65,159	65,159
Miscellaneous	-	-	-	-	9,530	9,530
Postage and Delivery	-	-	-	-	11,283	11,283
Professional Services	-	-	-	-	68,727	68,727
Scholarships	20,000	-	-	20,000	-	20,000
Sports	118,366	-	-	118,366	-	118,366
Staff Development	56,938	3,512	-	60,450	-	60,450
Supplies and Materials	-	-	-	-	60,716	60,716
Telephone and Internet	38,201	2,356	2,135	42,692	9,720	52,412
Transportation (Student)	62,121	-	-	62,121	-	62,121
Travel (General)	12,200	752	-	12,952	-	12,952
Uniforms	17,035	-	-	17,035	-	17,035
Utilities	111,366	6,868	6,224	124,458	28,340	152,798
Depreciation	237,048	14,620	13,248	264,916	60,324	325,240
Bad Debt Expense	-	-	-	-	30,000	30,000
Interest	-	-	-	-	146,238	146,238
Total Expenses	$ 5,540,840	$ 325,310	$ 264,275	$ 6,130,425	$ 1,594,973	$ 7,725,398

GREEN TECH HIGH CHARTER SCHOOL

STATEMENT OF FUNCTIONAL EXPENSES

FOR THE YEAR ENDED JUNE 30, 2022

	Program Services				Supporting Services	
	Regular Education	**Special Education**	**Other Programs**	**Total**	**Management and General**	**Total**
Salaries	$ 2,741,405	$ 208,209	$ 140,511	$ 3,090,125	$ 986,690	$ 4,076,815
Benefits and Payroll Taxes	626,794	47,605	32,126	706,525	225,597	932,122
Contracted Services	222,308	16,884	-	239,192	-	239,192
Educational Materials	173,027	13,141	-	186,168	-	186,168
Extracurricular Activities	6,487	-	-	6,487	-	6,487
Insurance	56,975	4,327	2,920	64,222	20,507	84,729
Maintenance and Repairs	177,528	13,483	9,099	200,110	63,896	264,006
Marketing and Recruitment	-	-	-	-	44,417	44,417
Miscellaneous	-	-	-	-	3,958	3,958
Postage and Delivery	-	-	-	-	12,281	12,281
Professional Services	-	-	-	-	70,003	70,003
Scholarships	50,000	-	-	50,000	-	50,000
Sports	127,451	-	-	127,451	-	127,451
Staff Development	74,201	5,636	-	79,837	-	79,837
Supplies and Materials	-	-	-	-	49,596	49,596
Telephone and Internet	35,541	2,699	1,822	40,062	12,791	52,853
Transportation (Student)	44,578	-	-	44,578	-	44,578
Travel (General)	25,306	1,922	-	27,228	-	27,228
Uniforms	20,312	-	-	20,312	-	20,312
Utilities	57,482	4,366	2,946	64,794	20,690	85,484
Depreciation	175,342	13,317	8,987	197,646	63,109	260,755
Bad Debt Expense	-	-	-	-	49,117	49,117
Interest	-	-	-	-	63,605	63,605
Total Expenses	$ 4,614,737	$ 331,589	$ 198,411	$ 5,144,737	$1,686,257	$ 6,830,994

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, 2023, the School had an enrollment of approximately 409 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.

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

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.

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

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Revenue from Contracts with Customers (Continued)

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, 2023 and 2022.

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, 2023 and 2022.

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, 2023 and 2022 in the amount of $107,000.

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

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.

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, 2023 and 2022 were $65,159 and $44,417, respectively, and are included in the Statement of Functional Expenses as marketing and recruitment.

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

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, 2023 and 2022.

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 2023 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, 2023.

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, 2019 and prior.

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Reclassifications

Certain 2022 amounts have been reclassified to conform to the 2023 financial statement presentation.

New Accounting Pronouncement

ASU No. 2016-02

In February 2016, the FASB issued ASU 2016-02, *Leases* (ASU 2016-02). ASU 2016-02 establishes a comprehensive new lease accounting model. The new standard clarifies the definition of a lease and causes lessees to recognize leases on the balance sheet as a lease liability with a corresponding right-to-use asset for leases with a lease term of more than one year. ASU 2016-02 is effective for financial statements issued for fiscal years beginning after December 15, 2021. The new standard requires a modified retrospective transition for capital or operating leases existing at or entered into after the beginning of the earliest comparative period presented in the financial statements, but it does not require transition accounting for leases that expire prior to the date of initial application. The School is currently evaluating the impact that ASU 2016-02 will have on the School's financial statements and related disclosures. Management has determined any impact of this pronouncement to be immaterial, therefore, no amounts have been recorded.

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 19, 2023, 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 $78,690 and $76,997 as of June 30, 2023 and 2022, 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 $34,000 and $20,000 at June 30, 2023 and 2022, respectively. This cash represents refundable advances on grants to be expended in subsequent periods.

4. GRANTS, CONTRACTS, OTHER AND PLEDGES RECEIVABLE, NET

At June 30, 2023 and 2022, grants, contracts and other receivables were comprised of the following sources:

	2023	2022
School District Tuition, Net	$ 78,974	$ 12,105
U.S. Department of Agriculture	14,021	30,791
U.S. Department of Education	453,959	803,703
	$ 546,954	$ 846,599

At June 30, 2022 the School had received $30,000 of promises to give which have been recorded as net assets with donor restrictions due to purpose restrictions.

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, 2023 and 2022:

	2023	2022
Land	$ 255,000	$ 255,000
Buildings and Improvements	5,874,906	5,767,391
Furniture and Fixtures	137,208	137,208
Equipment	503,417	456,181
Total at Cost	6,770,531	6,615,780
Less: Accumulated Depreciation	(623,632)	(298,392)
	$ 6,146,899	$ 6,317,388

Depreciation expense was $325,240 and $260,755 for the years ended June 30, 2023 and 2022, 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, 2023 and 2022:

	2023	2022
Scholarships	$ 14,000	$ 20,000
Transportation, Clothing, Safety Gear	20,000	-
	$ 34,000	$ 20,000

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

7. LONG-TERM DEBT

Long-Term debt is comprised of the following:

	2023	2022
Mortgage loan 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.	$ 2,910,440	$ 3,116,515
Less: Unamortized Debt Issuance Costs, Net	(12,663)	(13,601)
Less: Current Portion	(215,922)	(206,168)
Long-Term Debt, Net of Current Portion and Unamortized Debt Issuance Costs	$ 2,681,855	$ 2,896,746

The School is required to maintain debt covenants by the lender of the mortgage. As of June 30, 2023, the School was in compliance with all applicable covenants.

Unamortized debt issuance costs as of June 30, 2023 and 2022 consist of the following:

	2023	2022
Transaction and Financing Costs - Fifteen Year Amortization	$ 14,070	$ 14,070
Less: Accumulated Amortization	(1,407)	(469)
Unamortized Debt Issuance Costs, Net	$ 12,663	$ 13,601

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

2024	$ 215,922
2025	226,905
2026	238,052
2027	249,749
2028	261,778
Thereafter	1,718,034
	$ 2,910,440

8. NET ASSETS WITH DONOR RESTRICTIONS

Net assets with donor restrictions represent amounts received and restricted by donors to provide resources for increased compensation to instructional staff, in accordance with the School's long-term financial stability plan. Net assets with donor restrictions as of June 30, 2023 and 2022 are as follows:

	2023	2022
Subject to Expenditure for Special Purpose:		
Foundation for Teaching Fund	$ -	$ 60,000

Net assets with donor restrictions are shown in the Statement of Financial Position as follows:

	2022	2021
Pledges Receivable - Current Portion	$ -	$ 30,000

9. NET ASSETS RELEASED FROM RESTRICTIONS

Net assets were released from donor restrictions by incurring expenses satisfying the restricted purpose.

	2023	2022
Purpose Restrictions Accomplished:		
Donations Expended for Specific Purpose	$ 30,000	$ 30,000

10. 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, 2023 and 2022 were $0 each year.

10. RETIREMENT PLANS (CONTINUED)

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.

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, 2023 and 2022, the School contributed $120,000 and $200,000, respectively to the Plan. The expected contribution for the year ending June 30, 2023 is $241,407.

Pension Liability and Expense

At June 30, 2023 and 2022, the School reported a pension liability of $815,095 and $223,885, respectively, calculated as follows:

	2023	2022
Change in Benefit Obligation		
Projected Benefit Obligation - Beginning of Year	$ 619,207	$ 432,033
Service Cost	262,014	444,821
Interest Cost	52,554	12,766
Amendments	553,276	-
Actuarial Gain (Loss)	(150,073)	(270,413)
Projected Benefit Obligation - End of Year	$ 1,336,978	$ 619,207
Change in Plan Assets		
Fair Value of Plan Assets - Beginning of Year	$ 395,322	$ 202,161
Actual Return on Plan Assets	6,561	(6,839)
Employer Contributions	120,000	200,000
Fair Value of Plan Assets - End of Year	$ 521,883	$ 395,322
Pension Asset (Liability)	$ (815,095)	$ (223,885)

12. RETIREMENT PLANS (CONTINUED)

Defined Benefit Pension Plan (Continued)

The fair value (measured at quoted prices in active markets for identical assets, Level 1) of the Plan's assets at June 30, 2023 and 2022 were as follows:

	2023	2022
Cash	$ 39,361	$ 202,484
Bonds	206,832	-
U.S. Equity Investments	135,381	-
Foreign Equity Investments	140,205	-
Exchange Traded Products	-	192,838
Other	104	-
Total	$ 521,883	$ 395,322

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

	2023	2022
Service Cost Component	$ 262,014	$ 444,821
Interest Cost on Projected Benefit Obligation	52,554	12,766
Expected Return on Assets	(27,916)	(19,237)
Prior Service Cost	553,276	-
Amortization of Actuarial Gain	(126,718)	(244,337)
Net Periodic Pension Cost	$ 713,210	$ 194,013

<u>Actuarial Assumptions</u>

Actuarial Cost Method	Projected Unit Credit
Measurement Date	June 30, 2023
Discount Rate	4.93%
Salary Increases	3.0%
Expected Long-Term Rate of Return	7.0%
Pre-Retirement Mortality	N/A
Post-Retirement Maturity	Sex-distinct Amount -Weighted Pre-2012 Mortality Tables using Scale MP-2021 on a generational basis

12. RETIREMENT PLANS (CONTINUED)

Defined Benefit Pension Plan (Continued)

Expected Benefit Payments

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

2024	$	9,267
2025		9,173
2026		7,074
2027		8,969
2028		17,574
2029-2033		215,411

13. 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.

14. CONCENTRATION OF RISK

The School receives a substantial portion of its funding from school districts where students reside. Three school districts comprised approximately 79% and 73% of total revenue and support for the years ended June 30, 2023 and 2022, respectively. No other funding source accounted for more than 10% of total revenue and support.

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.

15. LIQUIDITY AND AVAILABILITY OF RESOURCES

The School has $2,358,662 of financial assets available within one year of the balance sheet date to meet cash needs for general expenditures consisting of cash of $1,811,708 and receivables of $546,954. 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 $1,300,000. 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* AND THE UNIFORM GUIDANCE

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.CUSACKCPA.COM

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*

To the 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) (the "School"), which comprise the statement of financial position as of June 30, 2023, 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 19, 2023.

Report on Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered the 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 the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the 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 School'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 the 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.

Cusack & Company, CPA's LLC

CUSACK & COMPANY, CPA'S LLC

Latham, New York
October 19, 2023

CUSACK & COMPANY
Certified Public Accountants LLC
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MEMBERS OF:
AMERICAN INSTITUTE OF
CERTIFIED PUBLIC ACCOUNTANTS

MEMBERS OF:
NEW YORK STATE SCHOOL OF
CERTIFIED PUBLIC ACCOUNTANTS

October 19, 2023

To the Board of Trustees
Green Tech High Charter School
Albany, New York

We have audited the financial statements of Green Tech High Charter School for the year ended June 30, 2023, and have issued our report thereon dated October 19, 2023. Professional standards require that we provide you with information about our responsibilities under generally accepted auditing standards and *Government Auditing Standards*, as well as certain information related to the planned scope and timing of our audit. We have communicated such information in our letter to you dated July 1, 2023. Professional standards also require that we communicate to you the following information related to our audit.

Significant Audit Matters

Qualitative Aspects of Accounting Practices

Management is responsible for the selection and use of appropriate accounting policies. The significant accounting policies used by Green Tech High Charter School are described in the notes to the financial statements. No new accounting policies were adopted and the application of existing policies was not changed during the 2023 fiscal year. We noted no transactions entered into by the School during the year for which there is a lack of authoritative guidance or consensus. All significant transactions have been recognized in the financial statements in the proper period.

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ significantly from those expected. There were no sensitive estimates affecting the financial statements.

Certain financial statement disclosures are particularly sensitive because of their significance to financial statement users. There were no sensitive disclosures affecting the financial statements.

The financial statement disclosures are neutral, consistent, and clear.

Difficulties Encountered in Performing the Audit

We encountered no significant difficulties in dealing with management in performing and completing our audit.

Corrected and Uncorrected Misstatements

Professional standards require us to accumulate all misstatements identified during the audit, other than those that are clearly trivial, and communicate them to the appropriate level of management. A schedule of proposed and corrected, and/or passed, adjustments is attached to this letter, as applicable.

Disagreements with Management

For purposes of this letter, a disagreement with management is a financial accounting, reporting, or auditing matter, whether or not resolved to our satisfaction, that could be significant to the financial statements or the auditor's report. We are pleased to report that no such disagreements arose during the course of our audit.

Management Representations

We have requested certain representations from management that are included in the management representation letter dated October 19, 2023.

Management Consultations with Other Independent Accountants

In some cases, management may decide to consult with other accountants about auditing and accounting matters, similar to obtaining a "second opinion" on certain situations. If a consultation involves application of an accounting principle to the School's financial statements or a determination of the type of auditor's opinion that may be expressed on those statements, our professional standards require the consulting accountant to check with us to determine that the consultant has all the relevant facts. To our knowledge, there were no such consultations with other accountants.

Other Audit Findings or Issues

We generally discuss a variety of matters, including the application of accounting principles and auditing standards, with management each year prior to retention as the School's auditors. However, these discussions occurred in the normal course of our professional relationship and our responses were not a condition to our retention.

<u>Current Year Comments:</u>

1. During our testing over the payroll function we noted that as of June 30, 2023, the School had exceeded the legal limit for uncertified teachers by 11 individuals which has increased from 6 as of June 30, 2022. We discussed this item with management and they acknowledged this overage which was due primarily to unanticipated staffing changes which could not be rectified in a timely manner to provide adequate class coverage. We recommend that the Board assists management in developing a policy to ensure that the uncertified teacher limitation is not breached and if this situation should arise there is a process to timely resolve and regain compliance. **<u>This comment regarding uncertified teachers in excess of the legal limit is unresolved from June 30, 2019.</u>**

Management Response:

Management continually reviews compliance with this requirement and, despite setbacks because of staffing issues caused by the COVID-19 pandemic, seeks certified teachers from a limited pool of employees. We accept the recommendation and will work to ensure compliance as resources are available going forward.

Prior Year Comments:

1. During our testing of accounts receivable we noted several older receivables for student tuition, and an allowance for doubtful accounts has been established. We recommend that these items are aggressively pursued or formally intercepted with the NYS Education Department. If all reasonable collection efforts have been exhausted, we recommend management approves the finance department to formally write off as uncollectible.

Management Response:

We accept this recommendation and will actively pursue all outstanding receivables or write off if deemed uncollectible.

Resolution: This item has NOT been resolved.

This information is intended solely for the use of the Board of Trustees and management of Green Tech High Charter School and is not intended to be, and should not be, used by anyone other than these specified parties.

Very truly yours,

Cusack & Company, CPA's LLC

CUSACK & COMPANY, CPAS, LLC

Green Tech High Charter School
Adjusting Journal Entries
July 1, 2022 - June 30, 2023

Date	Reference	Account	Description	WP Reference	Debit	Credit	Net Income Effect	Misstatement
Adjusting Journal Entries								
06/30/23	AJE01		ADJUST: FIXED ASSETS	H-SERIES			(15,983.47)	
		14300	BUILDING IMPROVEMENTS		45,643.65			
		53500	FOOD SERVICE SUPPLIES		569.99			
		52800	COMPUTER EQUIPMENT & SOFTWARE		5,667.50			
		14000	EQUIPMENT			6,706.49		
		14100	FURNITURE & FIXTURES			45,643.65		
		59900	DEPRECIATION		8,807.98			
		14399	ACCUMULATED DEPRECIATION-BUILDING & IMPROVEMENTS			9,198.85		
		16099	CLOSING COSTS: A/A			78.13		
		59950	AMORTIZATION (CLOSING COSTS)		938.00			
06/30/23	AJE02		ADJUST: TITLE 1	W-2.2			44,660.00	
		12201	Accrued Revenue- Grants		44,660.00			
		42301	TITLE I GRANT INCOME			44,660.00		
06/30/23	AJE03		ADJUST: DEFERRED REVENUE	R-1			(14,000.00)	
		46651	DONATIONS		32,000.00			
		46652	Scholarships			18,000.00		
		20200	DEFERRED INCOME			14,000.00		
06/30/23	AJE04		ADJUST:PENSION LIABILITY	P-1.1			(591,210.00)	
		63000	PENSION PLAN ADMIN FEES		15,500.00			
		51700	GTH Pension Plan			135,500.00		
		51641.2	PENSION PLAN VALUATION		711,210.00			
		29000	PENSION OBLIGATION			591,210.00		
06/30/23	AJE05		ADJUST: REMOVE PLEDGE FROM AR	C-1.2			(30,000.00)	
		60220	BAD DEBT- M&G		30,000.00			
		12040	PLEDGES RECEIVABLE			30,000.00		
			Totals for Adjusting Journal Entries		894,997.12	894,997.12	(606,533.47)	
			Report Totals		894,997.12	894,997.12	(606,533.47)	

Journal Entry count = 5

GREEN TECH HIGH CHARTER SCHOOL
99 SLINGERLAND STREET
ALBANY, NEW YORK 12202

October 19, 2023

Cusack & Company, CPA's LLC
7 Airport Park Boulevard
Latham, New York 12110

This representation letter is provided in connection with your audits of the financial statements of Green Tech High Charter School, which comprise the statements of financial position as of June 30, 2023 and 2022, and the related statements of activities and cash flows for the years then ended, and the related notes to the financial statements, for the purpose of expressing an opinion as to whether the financial statements are presented fairly, in all material respects, in accordance with accounting principles generally accepted in the United States (U.S. GAAP).

Certain representations in this letter are described as being limited to matters that are material. Items are considered material, regardless of size, if they involve an omission or misstatement of accounting information that, in light of surrounding circumstances, makes it probable that the judgment of a reasonable person relying on the information would be changed or influenced by the omission or misstatement. An omission or misstatement that is monetarily small in amount could be considered material as a result of qualitative factors.

We confirm, to the best of our knowledge and belief, the following representations made to you during your audits.

Financial Statements

1. We have fulfilled our responsibilities, as set out in the terms of the audit engagement letter, including our responsibility for the preparation and fair presentation of the financial statements in accordance with U.S. GAAP.

2. The financial statements referred to above are fairly presented in conformity with U.S. GAAP.

3. We acknowledge our responsibility 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.

4. We acknowledge our responsibility for the design, implementation, and maintenance of internal control to prevent and detect fraud.

5. Significant assumptions we used in making accounting estimates, including those measured at fair value, are reasonable.

6. Related-party relationships and transactions have been appropriately accounted for and disclosed in accordance with U.S. GAAP.

7. All events subsequent to the date of the financial statements and for which U.S. GAAP requires adjustment or disclosure have been adjusted or disclosed.

8. The effects of uncorrected misstatements are immaterial, both individually and in the aggregate, to the financial statements as a whole.

9. The effects of all known actual or possible litigation, claims, and assessments have been accounted for and disclosed in accordance with U.S. GAAP.

10. Significant estimates and material concentrations have been appropriately disclosed in accordance with U.S. GAAP.

11. Guarantees, whether written or oral, under which the School is contingently liable, have been properly recorded or disclosed in accordance with U.S. GAAP.

Information Provided

12. We have provided you with:

    a. Access to all information, of which we are aware, that is relevant to the preparation and fair presentation of the financial statements, such as records, documentation, and other matters, and all audit or relevant monitoring reports, if any, received from funding sources.

    b. Additional information that you have requested from us for the purpose of the audits.

    c. Unrestricted access to persons within the School from whom you determined it necessary to obtain audit evidence.

    d. Minutes of the meetings of the governing board or summaries of actions of recent meetings for which minutes have not yet been prepared.

13. All material transactions have been recorded in the accounting records and are reflected in the financial statements.

14. We have disclosed to you the results of our assessment of the risk that the financial statements may be materially misstated as a result of fraud.

15. We have no knowledge of any fraud or suspected fraud that affects the School and involves:

    a. Management,

    b. Employees who have significant roles in internal control, or

    c. Others where the fraud could have a material effect on the financial statements.

16. We have no knowledge of any allegations of fraud or suspected fraud affecting the School's financial statements communicated by employees, former employees, grantors, regulators, or others.

17. We have no knowledge of any instances of noncompliance or suspected noncompliance with laws and regulations whose effects should be considered when preparing financial statements.

18. We have disclosed to you all known actual or possible litigation, claims, and assessment whose effects should be considered when preparing the financial statements.

19. We have disclosed to you the identity of the School's related parties and all the related-party relationships and transactions of which we are aware.

20. The School has satisfactory title to all owned assets, and there are no liens or encumbrances on such assets nor has any asset been pledged as collateral.

21. We are responsible for compliance with the laws, regulations, and provisions of contracts and grant agreements applicable to us.

22. Green Tech High Charter School is an exempt organization under Section 501(c)(3) of the Internal Revenue Code. Any activities of which we are aware that would jeopardize the School's tax-exempt status, and all activities subject to tax on unrelated business income or excise or other tax, have been disclosed to you. All required filings with tax authorities are up-to-date.

Matt Toporowski

Signed:

SUNY Charter Schools Institute
Budget Narrative

Education Corporation Name: Green Tech Charter School

Date: 06.30.23

Fiscal Contact:

Name: Kelly Sweeney

Email: ksweeney@greentechhigh.(

1. What steps has the education corporation taken to ensure it has enacted a conservative budget?

GTH has kept enrollment the same for 23-24 as the previous fiscal year. We are aware of coming out of a few years of additional funding thru the ESSER Funds. We are trying to be a fiscally responsible and offer a quality education for our male students.

2. How much of the education corporation's tier two of the ESSER funds would be spent by September 30, 2023? How much of the tier three ESSER funds does the education corporation plan to spend by September 30, 2024?

At this time we have expensed all ESSER Funds with exception of the ARP/ESSER 3. We have $309,000 remaining.

3. How does the education corporation ensure the sustainability of programs enacted through the use of ESSER funding once ESSER funding period ends?

Once we were notified of the funding we did an analysis if we were to be able to keep the 2 positions: RTI Teacher and School Counselor. We are confident we can manage.

The programs for learning loss are intended to be temporary. Therefore, will not need the funds allocated indefinitely.

Disclosure of Financial Interest by a Current or Former Trustee

Trustee Name:

Barry D Walston

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.).

N/A

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:

Barry D. Walston

Barry D. Walston (Jul 17, 2023 12:30 EDT) 07/17/2023

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:

Matthew A Toporowski

Name of Charter School Education Corporation:

Matthew A Toporowski

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

Toporowski

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.

- Matthew A Toporowski

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

Matthew A Toporowski

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:

Matt Toporowski 07/03/2023

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.).

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

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Business Telephone:

Business Address:

E-mail Address:

Home Telephone:

Home Address:

Marie Allen Campbell
Marie Allen Campbell (Jul 7, 2023 10:43 EDT)

07/07/2023

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:

Laura Atkins

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

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Business Telephone:

Business Address:

E-mail Address:

Home Telephone:

Home Address:

Laura Atkins (Jul 19, 2023 15:51 EDT) 07/19/2023

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 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.).

None Currently

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

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Business Telephone:

[redacted]

Business Address:

[redacted] ____

E-mail Address:

[redacted]

Home Telephone:

[redacted]

Home Address:

[redacted]

Pamela Williams (Jun 22, 2023 15:51 EDT) 06/22/2023

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 with no other position held.

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

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Business Telephone:

Business Address:

E-mail Address:

Home Telephone:

Home Address:

Sierra Sangetti-Daniels
Sierra Sangetti-Daniels (Jul 3, 2023 09:38 EDT)

07/03/2023

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 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, VICE 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

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Business Telephone:

N/A

Business Address:

N/A

E-mail Address:

[redacted]

Home Telephone:

[redacted]

Home Address:

[redacted]

Nona S. Bulluck 7/8/2023

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:

Madalyn Royal

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.).

   Former Vice 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

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Business Telephone:

Business Address:

E-mail Address:

Home Telephone:

Home Address:

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

2023-2024 School Calendar

16 School/16 Instructional

JULY 2023				
Mo	Tu	We	Th	Fr
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

Jul 5= Summer School Starts
Jul 24= New Staff Report
Jul 25= 6th Grade Parent & Student Mandatory Orientation (5p-6p)
Jul 27= 9th Grade Parent & Student Mandatory Orientation (5p-6p)
Jul 31= End of Summer School

20 School/8 Instructional

AUGUST 2023				
Mo	Tu	We	Th	Fr
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

Aug 7= All Staff Return
Aug 8= 6th & 9th Grade Parent & Student Mandatory Orientation (5p-6p)
Aug 10= 10th Grade Parent & Student Mandatory Orientation (5p-6p)
Aug 14-16= Freshmen Orientation (8am to 11:30am)
Aug 17= 11th Grade Parent & Student Mandatory Orientation (5p-6p)
Aug 22= 12th Grade Parent & Student Mandatory Orientation (5p-6p)
Aug 21-22= 6th Grade Orientation (1/2 Day)
Aug 23= 7th and 8th Grade Parent & Student Mandatory Orientation (5p-6p)
Aug 23= 6th Grade Orientation (Full Day)
Aug 24= 6th Grade Orientation (1/2 Day)
Aug 25= Staff Trip

20 School/19 Instructional

SEPTEMBER 2023				
Mo	Tu	We	Th	Fr
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

Sept 4= Labor Day
Sept 5= 1st Day of School
Sep 8= Half Day of School
Sept 20-21= Picture Day
Sept 22= Open House (3:30p-5:30p) (Half Day for Students)
Sept 26= Progress Reports

21 School/21 Instructional

OCTOBER 2023				
Mo	Tu	We	Th	Fr
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

Oct 9= Indigenous Peoples' Day
Oct 11= PSAT Testing, Senior Service Day and Freshmen Field Trip
Oct 17= Progress Reports
Oct 19= Picture Retake Day
Oct 27= Staff PD (No Classes)

18 School/17 Instructional

NOVEMBER 2023				
Mo	Tu	We	Th	Fr
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

Nov 3= End of Quarter 1
Nov 6= Start of Quarter 2
Nov 9= Parent Teacher Conferences (1:00p-7:00p) No Classes
Nov 10= Observation of Veterans Day
Nov 18= GTH Feeds the Community
Nov 22-24= Thanksgiving Break
Nov 28= Progress Reports

14 School/14 Instructional

DECEMBER 2023				
Mo	Tu	We	Th	Fr
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

Dec 12= Progress Reports
Dec 20= Half Day of School
Dec 21-31= Holiday Break

21 School/20 Instructional

JANUARY 2024				
Mo	Tu	We	Th	Fr
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

Jan 1= Holiday Break
Jan 12= End of Quarter 2
Jan 15= MLK Jr Day
Jan 16= Start of Quarter 3
Jan 23-26= January Regents Exam

15 School/15 Instructional

FEBRUARY 2024				
Mo	Tu	We	Th	Fr
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	

Feb 1= Parent Teacher Conference (1:00p-7:00p) No Classes
Feb 2= Social Emotional Development (No Classes)
Feb 12= Progress Reports
Feb 19-23= Winter Break

20 School/20 Instructional

MARCH 2024				
Mo	Tu	We	Th	Fr
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

Mar 8= Progress Reports
Mar 15= Recess Day
Mar 28= End of Quarter 3
Mar 29= Start of Quarter 4
Mar 29= Good Friday

17 School/16 Instructional

APRIL 2024				
Mo	Tu	We	Th	Fr
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

Apr 1-5= Spring Break
Apr 8= Start of Quarter 4
Apr 10= MS (ONLY) ELA Test (Half Day of School)
Apr 11= MS (ONLY) ELA Test (Half Day of School)
Apr 15-16= Makeup Day for ELA
Apr 16= Progress Reports
Apr 18= Parent Teacher Conferences (1:00p-7:00p) No Classes
Apr 19= Social Emotional Development (No Classes)
Apr 22-23= No Classes for MS (Scoring Day)

21 School/21 Instructional

MAY 2024				
Mo	Tu	We	Th	Fr
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

May 7= Progress Reports
May 7= MS (ONLY) Math Test (Half Day of School)
May 8= MS (ONLY) Math Test (Half Day of School)
May 10= Staff PD (No Classes)
May 13= Spring Uniforms
May 13-14= Makeup Day for Math
May 15-16= No Classes for MS (Scoring Day)
May 24= Recess Day
May 27= Memorial Day

14 School/14 Instructional

JUNE 2024				
Mo	Tu	We	Th	Fr
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

June 4= Regents Exams (Lab Makeup Day for Non-Testers)
June 4-7= Final Exams
June 10= Make Up Day
June 13= Last Day of School for HS Students
June 14= Regents Exams
June 18= Regents Exams
June 19= Juneteenth
June 20-25= Regents Exams
June 26= MS Graduation & Last Day of School for MS Students(1/2 Day)
June 27= EOY Awards and Field Day
June 28= HS Graduation

2023-2024 Calendar Key
Staff Report (No Classes)
Regents Testing
1/2 Day for Students
Recess Day (School Closed)
Parent Teacher Conferences (No Classes)
Orientation

SCHOOL DAYS: 216
INSTRUCTIONAL DAYS: 201
INSTRUCTIONAL HOURS: 1,818

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
State Office of Religious and Independent Schools - Room 1078 Education Building Annex
Albany, New York 12234

revised 11.12.2020

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#
010100860907

School Name
Green Tech Charter HS

Facility/Building Name
Green Tech Charter HS

Street Address (NO PO Box Numbers)
99 Slingerand St

City/Town/Village
Albany

Zip Code
12202

Name of Municipality Responsible for Local Code Enforcement
City of Albany

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:

   X STUDENT INSTRUCTION
   ○ OTHER STUDENT USE

   Please Specify:

2. Is there a fire sprinkler system in this facility? ○ YES X NO

   If 'yes', is the sprinkler alarm connected with the building alarm? X YES ○ NO

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

X 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 X YES ______ NO

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

______ YES X 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

Part II: Nonpublic School Fire & Building Safety Non-Conformance Report Sheet

School Name ____________________ Building Name ____________________

Item #	Non-Conformanc	Date Corrected
08A-2		
08B-2		
08C-2		
08D-2		
08E-2		
09A-2		
09B-2		
09C-1		
09D-1		
09F-2		
09G-2		
10A-2		
10B-2		
10C-1		
10D-1		
11A-2		
11B-1		
11C-2		
11D-2		
11E-1		
12A-1		
12B-3		
12C-2		
12D-2		
12E-1		
12F-1		
12G-1		
12H-1		
12I-1		
12J-1		
12K-1		
12L-1		
12M-1		
12N-1		
12O-2		
13A-2		
13B-2		

Item #	Non-Conformanc	Date Corrected
14A-2		
14B-2		
14C-2		
14D-1		
14E-1		
15A-2		
15B-1		
15C-2		
15D-2		
15E-1		
16A-2		
16B-2		
16C-2		
16D-2		
17A-3		
17B-2		
17C-2		
17D-2		
17E-1		
17F-3		
17G-1		
17H-2		
17I-2		
17J-1		
17K-1		
17L-1		
18A-2		
18B-2		
18C-2		
18D-2		
19A-3		
19B-2		
19C-1		
19D-1		
19E-1		
19F-1		
19G-1		
19H-2		

Item #	Non-Conformanc	Date Corrected
20A-1		
20B-1		
20C-1		
21A-3		
22A-3		
22B-3		
22C-3		
23A-1		
23B-1		
23C-1		
23D-2		
24A-3		
25A-1		
25B-1		
25C-1		
26A-3		

If any additional non-conformances are observed, check item 26A-3 and list the Code section below.

____

____

____

____

Inspector

The inspector has been provided with a copy of the previous year's school fire safety report:

Yes______ No______

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: FF/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. Jaymes White Title: Principal/CEO

Signature: [signature] Telephone #: (518) 694-3400

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 - Deupty Director

Issue Date: **Friday, September 28, 2018**

City of Albany

Department of Buildings & Regulatory Compliance

Building Permit

This permit must be posted conspicuously at the worksite until a final inspection is performed.
Copies of the approved application and any associated plans must be kept on premises at all times.
For any questions about this permit or to schedule necessary inspections, please call our office at (518) 434-5995.

Issued To: Green Tech High Charter School
518-694-3400

Permit Fee: $125

Permit Type: Change of Tenant

Issue Date: 10/9/2018

Permit Class: Change of Tenant

Permit No: **COT18-8384**

Expiration Date: **10/10/2019**

Inspector: A Clark

Site: **99 SLINGERLAND ST**

Work: **Change Of Tenant - Green Tech HS**

Conditions: ***Work must be done according to submitted plans.***

Richard LaJoy, Director
City of Albany
Department of Buildings & Regulatory Compliance

Thank you for investing in our City! We look forward to working with you throughout your project.

Please contact the Building Inspector assigned to your project or our office at (518) 434-5995 or codes@albanyny.gov when it comes time for us to perform the necessary inspections associated with your permit. For all permits a final inspection will be needed. ***Inspections are required for your project.*** The type of inspections needed will depend on the nature of the work. All electrical and plumbing work and insulation must be inspected before walls are closed-up. All footings and foundations must be inspected before a project may proceed. It is the responsibility of the permit applicant to call for these inspections when needed. For questions about what inspections are needed for your project, contact the building inspector assigned to it. ***Failure to call for or to pass a required inspection will result in a stop work order and, where required, the undoing of work as needed to verify the work is in compliance with code and conforms with the submitted permit application.***

A $100 inspection fee will be charged in the following circumstances: 1) an inspection is called for by the applicant and work to be inspected is not ready for inspection when the inspector arrives, 2) an inspection is called for by the applicant and no qualified person is available to meet the inspector when the inspector arrives, 3) when work that was previously inspected and subject to a correction order by an inspector is not corrected at the time of the second inspection, and 4) inspections requested for the purpose of issuing a temporary certificate of occupancy.

All work must be executed in compliance with all applicable laws and in conformity with what was submitted in your application. If you anticipate having to change aspects of your project from what you provided us in your permit application, please notify us at (518) 434-5995 or codes@albanyny.gov as any such changes will need to be reviewed and pre-approved.

Renewals may be granted beyond the expiration date at the discretion of the Building Inspector upon the payment of a renewal fee of one half the original fee for a year extension or a quarter of the original fee for a six month extension. Renewals cannot extend past two years and three months from the original expiration date.

No work beyond what is authorized by this permit, including the permanent demolition of any structure, is authorized by this permit.

If you decide not to perform the permitted work, please contact our office so that we may close the permit.

Please take a moment to fill out our brief customer satisfaction survey.

Green Tech High Charter School

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

November 3, 2023

By The Leadership Team

99 Slingerland St. Albany, N.Y. 12202

518 694-3400

2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

The Green Tech leadership team and Dr. Teresa Haig Nicol, Associate Principal prepared this 2022-23 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)
Matt Toporowski	President	Executive
Dona Bullock	Vice President	
Laura Chmielinski	Treasurer	
Pam Williams	Secretary	
Isaiah James	Trustee	
Barry Walston	Trustee	
Marie Allen-Campbell	Trustee	
Sierra Sangetti	Trustee	

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

Teresa Haig Nicol has served as the Acting Principal & CEO since October 2023 until August 2023. For the 2023-24 school year, she will be Associate Principal.

SCHOOL OVERVIEW

Green Tech High Charter School (GTHCS) has provided a vital option for young men in grades 9-12 in the Capital Region since 2008. In 2016, GTHCS was renewed for a five-year term through 2021. The school moved to a new, larger facility in July 2016, and now has more space than in its previous years of operation. GTHCS has opened up its Middle school since 2019 which includes 6th through 8th grade. 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, which ended with the closure of Brighter Choice Middle School for Boys in 2015.

The GTHCS board recognizes that introducing students to Green Tech's expectations and approach in middle school has positively impacted high school college readiness outcomes, which require students to receive higher scores on high stakes Regents Exams; not just passing scores of 65. The revenue generated by the additional grades has considerably strengthened the school's. The school has gained additional financial strength in this charter term since we are fully through 6-12 grades.

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 HIGHLIGHTS

A Holistic Approach to Education

We have continued our exciting and innovative, open campus and Community Hour. 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.

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.

Black, brown, and lower income young men are underrepresented in the world of amateur and professional eSports but they are not underrepresented in talent. The world of eSports is booming, with the NBA starting its own NBA2K pro league and investors from all over the world pouring opportunities into this growing field. At Green Tech, we're here to close the gap, to put the control…and the controller in our students' hands and help them achieve their dreams.

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
2020-21							46	45		85	82	74	64	396
2021-22							42	41	43	102	61	66	68	424
2022-23							46	40	36	118	74	55	59	428

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 2019 state Accountability Cohort consists of students who entered the 9th grade anywhere sometime during the 2019-20 school year, were enrolled in the school on the state's annual enrollment-determination day (BEDS day) in the 2022-23 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 9th 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
2020-21	2017-18	2017	66	0	66
2021-22	2018-19	2018	62	0	62
2022-23	2019-20	2019	54	0	54

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 2019 Total Cohort consists of all students, based on last enrollment record as of June 30, 2023, with a First Date of Entry into Grade 9 during the 2019-20 school year, 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 homeschooling 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 9th Grade Anywhere	Cohort Designation	Number of Students Graduated or Still Enrolled on June 30th 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)
2020-21	2017-18	2017	66	3	69
2021-22	2018-19	2018	62	0	62
2022-23	2019-20	2019	54	0	54

Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9th Grade Anywhere	Cohort Designation	Number of Students Graduated or Still Enrolled on June 30th 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)
2020-21	2016-17	2016	64	3	67
2021-22	2017-18	2017	64	3	67
2022-23	2018-19	2018	62	0	62

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

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

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

GOAL 1: HIGH SCHOOL GRADUATION

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 2022-23

Cohort Designation	Number in Cohort during 2022-23	Percent earning 5 credits
2021	68	91%
2022	89	93%

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 for the most recent second year cohort schools should report the percentage of students who either passed or were exempted from at least three exams. In August of 2023, the 2021 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)
2019	2020-21	74	100%
2020	2021-22	55	11%
2021	2022-23	68	29%

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.

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 Years[1]

Cohort Designation	School Year	Number in Cohort	Number who Graduated	Percent Graduating
2017	2020-21	68	60	88%
2018	2021-22	62	56	90%
2019	2022-23	54	49	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
2016	2020-21	67	59	88%
2017	2021-22	67	60	90%
2018	2022-23	62	56	90%

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 District[2]

Cohort Designation	School Year	Charter School			School District	
		Number in Cohort	Number who Graduated	Percent Graduating	Number in Cohort	Percent Graduating
2017	2020-21	67	59	88%	341	74%
2018	2021-22	67	60	90%	672	82%
2019	2022-23	54	49	91%		

[1] These data reflect August graduation rates. At a minimum, these students have passed or been exempted from five Regents exams required for high school graduation in ELA, mathematics, science, U.S. History, and Global History or met the requirements for the 4+1 pathway to graduation.

[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 2021-22 results as a temporary placeholder for the district's 2022-23 results.

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.

At GTH, the students do not pursue the 4+1 as the alternative pathway when they choose their courses, but it sometimes is the outcome. Of the students in the 2019 cohort, the following graduated with career pathways.

2019 Cohort	
Career Pathway	**Student Count**
CTE	1
HUM	7
HUMALT	1
LOTE	14
NONE	1
STEMMATH	1
STEMSCIENCE	25
Did Not Graduate	4

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

Green Tech achieved three of the five metrics within the graduation goal. Many first- and second-year students (93% and 91% 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, 90% of fifth year students have now graduated with a Regents diploma.

Unfortunately, the 2021 high school cohort did not achieve the metric that measures progress toward graduation by looking at the percentage of students who have passed at least three Regents exams by the completion of their second year. Falling short of the 75% target, only 29% of scholars earned a score of 65 or higher on at least three NYS Regents exams. 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.

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.	Met
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.	Not Met
Absolute	Each year, 75 percent of students in the fourth-year high school Total Graduation Cohort will graduate.	Met
Absolute	Each year, 95 percent of students in the fifth-year high school Total Graduation Cohort will graduate.	Not Met
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.	Met
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.	Unable to Assess

EVALUATION OF THE GRADUATION GOAL

Although we fall short of some of the metrics leading up to graduation, our four-year graduation rate (91%) is consistently higher than the district and all our scholars who wish to attend college gain acceptance to at least one school prior to departing GTH.

ACTION PLAN

To support a high graduation rate, we will continue to provide all current support for our scholars.

The holistic approach to our scholars' education outlined previously in this report will continue going forward. We will fine tune what works and reflect on areas in need of improvement.

GTCHS ensures that all staff support students in achieving graduation. In 2023-24, we are focused on increasing communication from the counseling team to support students and families in graduation and preparing for success after high school. Annually, our administrative team begins to review senior data in October to identify students in need of support to graduate. If students are not making adequate progress by December, we have intervention meetings with students and their caregivers to address their status. We prioritize individualized support to help meet the needs of each student. If we identify that a student's graduation status may be in doubt, they are placed in a recovery credit course. In April, we review student data again to monitor students' progress toward graduation.

GOAL 2: COLLEGE PREPARATION

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:

- 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.
- We offer coding as part of the career readiness program.
- 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.

Percentage of the 2019 Total Cohort Graduates Demonstrating College Preparation by Indicator[3]

Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
Regents Diploma with Adv Designation	49	16	16
College Level Course English or Psychology	17	17	17
Overall	49	23	47%

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 2022-23. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information from the NYSED.

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 2022-23. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information from the NYSED.

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.

RESULTS AND EVALUATION

All graduating students were accepted in college for the fall 2023. Matriculation numbers are pending for the 2019 cohort.

SUMMARY OF THE COLLEGE PREPARATION GOAL

We can only evaluate two college preparation measures in 2022-23. Although we did not achieve 75% demonstrating college readiness, students are given the option to take a college level course and typically pass the courses. Students take Advanced Placement courses and usually pass the course, but not the exam. We believe that 59% of the graduates have matriculated in college based on their shared plans. We are also working to develop our alumni network to keep in touch with our graduates.

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.	Not Met
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.	Met

EVALUATION OF THE COLLEGE PREPARATION GOAL

44 of the 49 graduating students were accepted in college for the fall 2023. Matriculation numbers are pending for the 2019 cohort, but we believe 59% enrolled bade on the National Clearinghouse.

ACTION PLAN

Green Tech continues to build out a robust system of scheduling to ensure students are working on their college plans throughout high school. Students are kept on track through advisement sessions and complete college and career steps in their freshmen, sophomore, junior and senior years.

While it is our hope that all our students attend college if that is their chosen path, we acknowledge that some boys will go straight to the military or the workforce. For those contemplating careers or just interested in learning skills, we offer programs onsite in construction and barbering as well as courses in finance and entrepreneurship.

GOAL 3: ENGLISH LANGUAGE ARTS

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

BACKGROUND

Middle School Background

Integrated English Language Arts -A Framework for Deeper Literacy and Writing Instruction

Teachers of students in grades six will use the Collections Anthology series by Houghton Mifflin Harcourt and Novel Studies in English Language Arts classes. Collection materials support the mastery of the New York State Next Generation English Language Arts Standards through the use of anchor texts and supporting texts in a variety of genres; classical and contemporary texts (including digital sources): informational and fictional texts; texts that are culturally diverse; and texts that present a range of complexity to provide multiple access points to learners.

Green Tech Middle grades will build a culture of literacy instruction that spans content areas and creates a strong foundation of learning for each student. It is our deep belief that reading is the cornerstone of learning. In that vein, our program must serve to not only instill foundational reading skills in our students, but also inspire a love for the written word and communication in our children. It is our goal that students learn to read, think and write like scientists, mathematicians, historians, engineers, poets, and artists. To achieve these results, our pedagogical approach to reading/writing instruction hinges on incorporating reading experiences into each classroom. Through strong professional development in literacy best practices, all teachers on our team will feel equipped and inspired to build the literacy skills of our students within their content area.

Integrated English Language Arts Block: Infused Literature and Composition Study -Our approach to English Language Arts is that strong instruction must be grounded in Common Core Learning Standards while also including high quality learning targets, texts, and include thematic alignment. The information outlines these key details of ELA planning and instruction. Teachers will plan and implement reading, writing, listening and speaking instruction along an aligned scope and sequence of Common Core Standards from 6th grade through 8th grade. Scope and sequence and unit plans will be created by the Instructional leaders and teachers using Common Core Standards and Engage NY. Each scope and sequence will outline key unit information such as time frame, area of focus, novels and text bundles. Discrete learning tasks will be developed before each 4 to 6-week long unit of study, per lesson. Each unit of study will be designed by our Instructional Team using Backwards by Design (BBD) framework. This framework will provide teachers as well as our Instructional Team with ways to individualize and differentiate learning for our young men. Each unit of study will contain: daily objectives with pacing calendar of when each objective will be taught, standards to be taught and assessed, key vocabulary, desired outcomes, performance assessment prompt, exit ticket questions, pre-requisite skills and standards, instructional materials, key text and text bundle titles, unit time frame, assessment dates, essential questions, key understandings, unit narrative, and misconceptions with ways in which teachers will address them.

Additional Support

GTHCS recognizes the need to continue to provide rigorous instruction in ELA. We have focused ELA instruction using the I-Ready curriculum only during the school year 2022 and 2023. Moving forward we will continue to train our teachers using I-Ready. To improve student's academic performance and support students that may require further academic interventions, we have opened a new position in the middle school, an ELA assistant teacher for 6th grade.

ELEMENTARY AND MIDDLE 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.

2022-23 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	
6	44	0	0		0	0	0	44
7	37	0	0		0	0	0	37
8	33	2	0		0	0	0	35
All	114	2	0		0	0	0	116

Performance on 2022-23 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year[4]

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
6	44	22	50%			
7	37	11	30%	29	10	34%
8	33	8	24%	25	6	24%
All	114	41	36%	54	16	30%

[4] 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.

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.

Schools are not required to report attainment of this measure for 2022-23. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information from the NYSED.

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.[5]

2022-23 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 2nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
6				
7	34%	10		
8	24%	6		
All	30%	16		

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)

[5] Schools can access these data when the NYSED releases its database containing grade level ELA and mathematics results for all schools and districts statewide. The NYSED announces the releases of these data here.

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

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 2022-23 analysis is not yet available. This report contains 2021-22 results.[6]

2021-22 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Percent of Students at Levels 3&4[7]		Effect Size
		Actual	Predicted	
6	95.2	46.5	42.9	0.23
7	85.4	22.2	38.1	-0.95
8	90.7	10.0	39.7	-1.72
All	90.7	26.9	40.4	-0.78

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.

Given the timing of the state's release of Growth Model data, the 2022-23 analysis is not yet available. As such, schools are not required to report on this measure for 2022-23. The Institute will calculate and report out results to schools pending availability of the data.

ELA INTERNAL EXAM RESULTS

During 2022-23, in addition to the New York State 6th – 8th grade exams, the school primarily used the following assessment to measure student growth and achievement in ELA: i-Ready

[6] These data can be found in the school's Accountability Summary provided by the Institute in spring 2023.

[7] Typically, the Institute uses schools' mean scale scores (when available) to calculate the comparative performance analysis. Due to the late availability of the 2021-22 mean scale scores, the Institute formally reported out the analysis using proficiency rates. The Institute will retroactively send schools the 2021-22 comparative performance analysis using mean scale scores in fall 2023.

SUMMARY OF THE ELA GOAL

The charter school did not meet English Language Arts goals we are able to report on in 2022-23. 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, we are unable to evaluate local district scores as of this report submission. Based on the 2021-22 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 meet the measure target of -0.78 overall effect size. The school did demonstrate some 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.	Not Met
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.	N/A
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.	Unable to Assess
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 regression analysis controlling for economically disadvantaged students among all public schools in New York State.	Not Met
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.	N/A

EVALUATION OF ELA GOAL

The ELA tables above provide data that supports whether the measures were achieved in 2022-23. Statewide NYS 3-8 assessment results have not been posted, however NYC and CSD scores have been made public.

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.

    - The charter school did meet this measure. Overall, 30% of students enrolled in 2+ years demonstrated proficiency on the ELA assessment. Grade 8 was our high point with 34% scoring at levels 3 and 4. 8th grade performed below our average with 24% proficient.

2. Measure: The charter school students enrolled for 2+ years will outperform the local district in similar grades.
    - Unable to Assess as the local district scores have not been made public as of November 3rd.
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
    - The charter school did not meet this measure, having an effect size of -0.78.
4. The charter school demonstrated academic growth in 2022-23 based on standardized BOY, MOY and EOY assessments.

ELA ACTION PLAN

- In 2023-24, GTHCS is focused on the framework offered by Get Better Faster: A 90-Day Plan for Coaching New Teachers by Paul Bambrick-Santoyo (GBF). During professional development in summer 2023, teachers observed videos and studied samples based on GBF. Throughout the 2023-24 school year, teachers will continue to participate in ongoing training in GBF as needed. As part of this approach, teachers monitor students' work and make real-time adjustments to instruction. During their planning, teachers are asked to prepare exemplar student work and a monitoring key with an “ideal answer” to look for during a student work monitoring period.
- Beginning in 2023-24, we are using Edulastic assessments for all grades. Previously, Edulastic was used only for high school grades.
- Based on ELA and math proficiency, we are using the iReady curriculum for Grades 6-8.

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.

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.[8]

Percent Scoring at Least Level 4 on Regents English Common Core Exam
by Fourth Year Accountability Cohort[9]

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)
2017	2020-21	66	37	15	51%
2018	2021-22	63	46	15	55%
2019	2022-23	54	5	10	20%

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.

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

[9] Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20, 2020-21, and 2021-22 some students in the 2017, 2018, and 2019 Cohorts 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.

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					
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)
2017	2020-21	52	37	29	100%
2018	2021-22	63	46	27	100%
2019	2022-23	54	5	47	96%

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.

The Institute does not require charters to report on this measure for 2022-23

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.

The Institute does not require charters to report on this measure for 2022-23

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.

The Institute does not require charters to report on this measure for 2022-23

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.

The Institute does not require charters to report on this measure for 2022-23

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

Percent Achieving at Least Performance Level 4 on Common Core exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8th Grade (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)
2019	2022-23	19	-	6	32%

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

Percent Achieving at Least Performance Level 3 on Common Core exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8th Grade (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)
2019	2022-23	19	-	12	63%

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

The charter school met one of the four high school ELA measures that we are able to report on in 2022-23. 96 percent of the 2019 cohort received credit for the NYS ELA Regents, while 20% earned a Level 4. We have started tracking the grade 8 NYS ELA scores as it's now available in L2RPT for us to access. 63% of the students who did not test proficient as 8th grades, did pass the ELA Regents in high school.

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.	Not Met
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.	Met
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
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 8th 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	Not Met

	English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	
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 least Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Not Met

ACTION PLAN

- In 2023-24, GTHCS is focused on the framework offered by Get Better Faster: A 90-Day Plan for Coaching New Teachers by Paul Bambrick-Santoyo (GBF). During professional development in summer 2023, teachers observed videos and studied samples based on GBF. Throughout the 2023-24 school year, teachers will continue to participate in ongoing training in GBF as needed. As part of this approach, teachers monitor students' work and make real-time adjustments to instruction. During their planning, teachers are asked to prepare exemplar student work and a monitoring key with an "ideal answer" to look for during a student work monitoring period.
- Beginning in 2023-24, we are using Edulastic assessments for all grades. Previously, Edulastic was used only for high school grades.
- In high school, we are discontinuing the use of the Performance Series assessment and using iReady instead.

GOAL 4: MATHEMATICS

Goal 4: Mathematics

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

BACKGROUND

MS Background: We look forward to our new schedule of having our students MS back full time in person four days and virtual one day but will always be prepared should we need to shift to online learning at any time.

The goal of the math curriculum at Green Tech MS is to focus on learning mathematical concepts both for teachers and students. Aligned with EngageNY, math classrooms empower students to succeed at a higher mathematical level. Specifically, instruction builds student capacities with problem solving and critical thinking while fostering collaboration and ensuring content mastery. Our goal is to build a culture of mathematics where both students and teachers are comfortable with grappling with complex topics and concepts and using problem solving reasoning and strategies to continually reach higher levels of understanding and build on the math skills they already know through exploration of conceptual mathematics. Students develop a growth mindset as they begin to see themselves improve and persevere through mathematical challenges. This starts with meeting students where they are, which is the foundation of math fluency and conceptualization. The Integrated Math curriculum and course are aligned to the NYS Common Core Standard. Students achieve content mastery while developing problem solving skills. Throughout our Mathematics Course, students collaborate in order to discuss math concepts and work on learning tasks to deepen their conceptual understanding of math related topics. Teachers establish classroom cultures where they facilitate student discourse and construct arguments around math related topics. We use EngageNY to support our curriculum development. The purpose of our curriculum and math course is to prepare all students for mastery of grade level standards.

Learning mathematics requires more than learning facts and procedures for solving certain types of problems. Our math lesson structure compels students to grapple with problems that challenge them while learning to be comfortable with mathematical arguments that happen within the classroom. In addition, students demonstrate a deeper understanding of concepts not just through discourse but through application (independent practice). This structure allows us to revisit our key design element of intensive skill building in the 6th grade while still tackling higher level thinking for 7th and 8th grade.

Our Math Course prepares students within our school to develop proficiency and expertise in several mathematical practices that have long-standing importance in mathematics education and in the world. Our math framework is aligned with the Common Core State Standards for Mathematical Practice, which will be integral to the design of our courses and units of study. The instructional team will develop units of study before the beginning of the school year for the entire year derived from the Math Modules found on EngageNY. Our curriculum requires a balance of solid conceptual understanding (procedural skill and fluency, speed and accuracy in calculation, etc.) and application of skills in problem solving situations. Through deeper instruction and exploration, students develop conceptual understanding of math topics and strategies to persevere by making connections to previously learned content, applying mathematical practices, thinking flexibly, and solving real-world problems. Our goal is to build a culture of mathematics where both students and teachers are comfortable with exploration and analysis of mathematical real world situations. The math resources are:

6th: Singapore Math and Math in Focus,

7th: Math in Focus and Dimensions Math,

8th: Math in Focus, Dimensions Math, Integrated Algebra: Glencoe Algebra I curriculum and supplemented by EngageNY, Hands-on Standards, Ready NY, NY Common Core Math Coach, IXL.com, Do the Math by Marilyn Burns.

This approach to teaching math guides teachers to utilize children's natural problem-solving skills in order to perform complex problem solving. Students and teachers use direct modeling and story problems each day as part of the math block.

Mathematical Intervention

At Green Tech MS, our interventions fill a deficit area in a student's math development. The student may need pre-teaching (acceleration), re-teaching, fluency development, or conceptual development. Intervention times and teachers are built into the school schedule. Intervention groups are no larger than 10 students to maintain an appropriate student to teacher ratio when working with our most struggling students. Planning and preparation for our interventions include several components: targeted focus, mental math, and procedural fluency practice. Teachers select standards to teach based on student data. Data comes from diagnostics, interim Assessments, and post-unit assessments. Data can also be extracted from Plato and MobyMax. Teachers determine the root cause of students' misunderstanding and create a teaching plan that develops students' mastery of prerequisite skills and grade level skills using concrete, pictorial and abstract representations.

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. Green Tech MS will use a customized mathematics curriculum, created by the Instructional Leadership Team, based on the Singapore Math and Dimensions Math curriculum and supplemented by EngageNY resources, to create tasks and assignments for our enrichment block to provide additional learnings for our students that are performing on or above grade level. **The goal is that every student will be on track to take 9th grade math.**

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.

2022-23 Accountability Plan Progress Report

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.

2022-23 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	
6	44	0	0		0	0	0		44
7	37	0	0		0	0	0		37
8	0	35	0		0	0	0		35
All	81	35	0	0	0	0	0	0	116

Performance on 2022-23 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
6	44	8	18%			
7	37	8	22%	29	7	24%
8						
All	81	16	20%	29	7	24%

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.

Schools are not required to report attainment of this measure for 2022-23. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information from the NYSED.

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.

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.

2022-23 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 2nd Year		All District Students	
	Percent Proficient	Number Tested	Percent Proficient	Number Tested
6				
7	29%	29		
8				
All	29%	29		

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

Grade	Year	Regents Exam	Number Tested	Number Passing	Percent Passing
8	2022-23	Algebra	32	6	19%

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.

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 2022-23 analysis is not yet available. This report contains 2021-22 results.

2021-22 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Percent of Students at Levels 3&4		Effect Size
		Actual	Predicted	
6	95.2	7.1	19.4	-0.91
7	85.4	3.1	20.9	-1.04
8				
All	91.0	5.4	20.1	-0.94

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.

Given the timing of the state's release of Growth Model data, the 2022-23 analysis is not yet available. As such, schools are not required to report on this measure for 2022-23. The Institute will calculate and report out results to schools pending availability of the data.

MATHEMATICS INTERNAL EXAM RESULTS

During 2022-23, 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: i-Ready

SUMMARY OF THE MATHEMATICS GOAL

The charter school did not meet the math goals we are able to report on in 2022-23. 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 math exam. Comparatively, we are unable to evaluate local district scores as of this report submission. Based on the 2021-22 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 meet the measure target of -0.94 overall effect size. The school did demonstrate some 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 Mathematics exam for grades 3-8.	Not Met
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.	N/A
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.	Not Met

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.	Not Met
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.	N/A

EVALUATION OF THE MATHEMATICS GOAL

The ELA tables above provide data that supports whether the measures were achieved in 2022-23. Statewide NYS 3-8 assessment results have not been posted, however NYC and CSD scores have been made public.

2. 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.
    - The charter school did meet this measure. 24% of 7th grade students enrolled in 2+ years demonstrated proficiency on the NYS math assessment.
3. Measure: The charter school students enrolled for 2+ years will outperform the local district in similar grades.
    - Unable to Assess as the local district scores have not been made public as of November 3rd.
4. 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
    - The charter school did not meet this measure, having an effect size of -0.94.
5. The charter school demonstrated academic growth in 2022-23 based on standardized BOY, MOY and EOY assessments.

MATHEMATICS ACTION PLAN

Going forward, students will continue to receive differentiated instruction to build skills in middle school with the intent to enter 9th grade on track to succeed in the high school level math courses.

Edulastic, which includes differentiated math practice and support as well as assessments using a state test question bank. Reteaching and practice in Edulastic will take place daily throughout the Units.

We are introducing the use of *All Things Algebra* as a curricular supplement in Grades 6-12.

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.

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)
2017	2020-21	66	15	7	14%
2018	2021-22	63	27	8	22%
2019	2022-23	54	30	4	17%

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.

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.

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)
2017	2020-21	66	15	51	100%
2018	2021-22	63	27	36	100%
2019	2022-23	54	30	13	38% **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.

The Institute does not require charters to report on this measure for 2022-23

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.

The Institute does not require charters to report on this measure for 2022-23

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.

The Institute does not require charters to report on this measure for 2022-23

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.

The Institute does not require charters to report on this measure for 2022-23

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

Percent Achieving at Least Performance Level 4 on a Mathematics Regents Exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8th Grade (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)
2019	2022-23	22	13	1	11%

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.

The school demonstrates the effectiveness of its mathematics program by enabling students who were not meeting proficiency standards in the eighth grade to move to meeting the mathematics requirement for graduation.

Percent Achieving at Least Performance Level 3 on a Mathematics Regents Exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8th Grade (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)
2019	2022-23	22	13	1	11%

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

All students in the 2019 cohort received an exemption or passed a math Regents after four years in high school. Of the students who were not proficient on the 8th grade NYS math assessment, 1 of the 9 students tested passed a math Regents in high school.

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.	Not Met
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.	Met with Exemptions
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 8th 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.	Not Met
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 least Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Not Met

ACTION PLAN

Refer to aforementioned plans.

GOAL 5: SCIENCE

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

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.

S.T.E.M. –Our experiential learning program will organize Science, Technology, Engineering, and Math (STEM) in an infused academic program that will integrate pre-selected Common Core aligned curricula in Math and Science with a home-grown humanities program that ties big concepts and enduring understanding together. We offer students at the middle school an opportunity to integrate the learning from their core curriculum into experiences outside of the traditional classroom setting using Paxton/Patterson college and career ready curriculum for middle school students. The learning systems engage students with problem-based, real-world technology allowing our middle school to explore interests and aptitudes for a career in the construction industry - from Blueprint Reading to Weatherization. Students will be empowered to discover their interests and aptitudes, along the pathway to postsecondary success. GTMS will provide engaging STEM-based education programs for the middle schools focusing on building 21st century skills including: problem solving, teamwork, initiative, self-direction, and career development. Our experiential learning curriculums will ensure middle school students achieve and excel not only on New York State mandated assessments but in life. Continuous improvement on the curriculum will happen yearly as a result of extensive reflection, analysis of student progress towards goals, classroom trials, and evaluations by teachers and school leaders. Our school will always search for new and better curricula and teaching devices.

ELEMENTARY AND MIDDLE 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 did not administer the New York State Testing Program in science in spring 2023. All students in grade 8 took the NYS Living Environment Regents.

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 – See 8th Grade Science Regents Results

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	34	7	21%
8	2022-23	Living Environment	31	14	16%

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

Green Tech MS does have a robust, hands-on science program. Although we are unable to speak to the official accountability plan science goals, we did have 16 percent of the 31 eighth grade students who sat for the Living Environment Regents earn a score of at least 65.

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.	Not Applicable
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.	Not Applicable

EVALUATION OF THE SCIENCE GOAL

We acknowledge that we have some work to do to improve pass rates on the Regents exam among 8th grade students.

ACTION PLAN

Middle school science provides a more rigorous conceptual change model for Living Environment. The goal as a college prep school is to have students work towards Advanced Regents Diplomas. Having students exposed to Living Environment earlier than most provides the opportunity for students to be on an advanced track for Science and Math in high school. Green Tech has a goal to prepare students for college by striving for students to score 85 or above on exams and in courses. Sixth grade instruction uses FOSS kits that build student understanding around a phenomenon to answer the overarching question of the unit. Teachers are provided with a lesson storyline which acts as a lesson plan with scripts they can choose to follow or adapt. Seventh and Eighth grade teachers will also largely use EngageNY unit plans which use Lab-Aids kits to provide constructed hand-on lab experiences.

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.

METHOD

GTHCS schools administer multiple high school science assessments; current Regent exams are Living Environment, Earth Science, Chemistry and Physics. The school administered each of the exams. It scores Regents on a scale from 0 to 100; students must score at least 65 to pass. This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort. Students may have taken a particular Regents science exam multiple times or have taken multiple science exams. Students have until the summer of their fourth year to pass a science exam.

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)
2017	2020-21	66	23	43	100%
2018	2021-22	63	20	43	100%
2019	2022-23	54	47	7	100%

High School Science Measure 2 - Comparative

Each year, the percentage 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.

The Institute does not require charters to report on this measure for 2022-23

SUMMARY OF THE HIGH SCHOOL SCIENCE GOAL

All students in the 2019 four-year graduation cohort received credit for a NYS Regents in science.

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.	Met
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 charter school achieved the one high school science metric that we can report on in 2022-23.

ACTION PLAN

Going forward, students will continue to receive differentiated instruction to college ready skills in high school with the intent to be on track to succeed in the high school level science courses. Edulastic includes differentiated science practice and support as well as assessments and a state test question bank. Reteaching and practice in Edulastic will take place daily throughout the Units.

Teachers will be provided with professional development that focuses on content knowledge to build their skills. Teachers will also receive professional development on instructional strategies to address current best practices.

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.

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)
2017	2020-21	66	66	--	--
2018	2021-22	63	63	--	--
2019	2022-23	54	54	–	–

Social Studies Measure 2 - Comparative

Each year, the percentage of 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.

The Institute does not require charters to report on this measure for 2022-23

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.

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)
2017	2020-21	66	23	43	100%
2018	2021-22	63	63	--	--
2019	2022-23	54	54	–	–

Social Studies Measure 4 - Comparative

Each year, the percentage 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.

The Institute does not require charters to report on this measure for 2022-23.

SUMMARY OF THE SOCIAL STUDIES GOAL

The 2019 cohort was exempt from both social studies Regents exams due to the pandemic years.

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.	Unable to Assess COVID Exemptions
Comparative	Each year, the percentage 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.	Unable to Assess COVID Exemptions
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

ACTION PLAN

Going forward, students will continue to receive differentiated instruction to college ready skills in high school with the intent to be on track to succeed in the high school level social studies courses. Edulastic includes differentiated social studies practice and support as well as assessments and a state test question bank. Reteaching and practice in Edulastic will take place daily throughout the Units.

Teachers will be provided with professional development that focuses on content knowledge to build their skills. Teachers will also receive professional development on instructional strategies to address current best practices.

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
2020-21	Good Standing
2021-22	Good Standing
2022-23	Good Standing

Additional Context and Evidence

The charter school continues to be in good standing in its accountability designation.