Application: GREEN TECH CHARTER SCHOOL

2024-2025 Annual Report

Summary

ID: 0000000108
Status: Annual Report Submission
Last submitted: Nov 12 2025 04:16 PM (EST)

Entry 1 – School Information and Cover Page

Completed - Nov 3 2025

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 2024-2025 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, 2025)** or you may not be assigned the correct tasks.

BASIC INFORMATION

a. LEGAL SCHOOL NAME (as chartered)

(Select name from the drop down menu)

Green Tech High Charter School

b. Unofficial or Popular School Name

Green Tech

c. CHARTER AUTHORIZER (As of June 30th, 2025)

Please select the correct authorizer as of June 30, 2025 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 School District

e. Date of Approved Initial Charter

Feb 1 2006

f. Date School First Opened for Instruction

Sep 1 2008

g. Approved School Mission

(Regents, NYCDOE, and Buffalo BOE-authorized schools only)

N/A

h. Approved Key Design Elements

(Regents, NYCDOE, and Buffalo BOE-authorized schools only)

N/A

i. School Website Address

https://www.greentechhigh.org/

j. Authorized Charter Enrollment for 2024-2025 School Year

480

k. Actual Enrollment on June 30, 2025, Excluding Pre-K Program Enrollment

384

l. Grades Served

Grades served during the 2024-2025 school year (exclude Pre-K program students):

Responses Selected:

6
7
8
9
10
11
12

m. Charter Management Organization/Educational Management Organization

Do you have a Charter Management Organization?

No

FACILITIES INFORMATION

n. FACILITIES: Owned, rented, or leased to educate students

Will the school maintain or operate multiple sites in 2025-2026?

	No, just one site.

School Site 1 (Primary)

n1. SCHOOL SITES

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

	Physical Address	Phone Number	District/CSD	Grades Served at Site for 2024-2025 School Year (K-5, 6-9, etc.)	Grades to be Served at Site for 2025-2026 school year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 1	99 Slingerland St Albany, NY 12202		Albany City School District	6-12	6-12	No

n1a. Please provide the contact information for Site 1.

	Name	Title	Work Phone	Alternate Phone	Email Address
School Leader	Dr. Andrea Lowe, Dr. Kimberly Davis	HS Principal, MS Principal			
Operational Leader	Kelly Sweeney	Director of Operations			
Compliance Contact	Kelly Sweeney	Director of Operations			
Complaint Contact	Kelly Sweeney	Director of Operations			
DASA Coordinator	Lyndrell Randle	Director of Student Services & School Culture			
Phone Contact for After Hours Emergencies	Dr. Andrea Lowe, Dr. Kimberly Davis"	HS Principal, MS Principal			

n1b. Is site 1 in public space or in private space?

Private Space

n1c. Is site 1 in a co-located or not in a co-located facility?

Responses Selected:

Not Co-Located

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

n1e. 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, 2025.

Fire inspection certificates must be updated annually. For the upcoming school year 2025-2026, please submit a current fire inspection certificate.

If the fire inspection certificate will expire between the August 1, 2025 submission of the Annual Report and the November 3 Annual Report submission, please submit the new certificate with the Annual Report entries due no later than 11:59 PM on November 3, 2025.

Site 1 Certificate of Occupancy (COO)

GTCS COO.pdf

Filename: GTCS COO.pdf **Size:** 99.9 kB

Site 1 Fire Inspection Report

This is required, marked optional for administrative purposes.

GTCS FIRE _09.23.2024.pdf

Filename: GTCS FIRE _09.23.2024.pdf **Size:** 219.2 kB

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

Separate by semi-colon (;)

None

p1. Total Number of School Calendar Days

201

p2. Total Number of Anticipated Hours of Instruction by Month (Entries are required for all months. Enter a zero for months with no instructional hours.)

July 2025	112
August 2025	56
September 2025	140
October 2025	147
November 2025	98
December 2025	105
January 2026	133
February 2026	98
March 2026	147
April 2026	112
May 2026	126
June 2026	126

CHARTER REVISIONS DURING THE 2024-2025 SCHOOL YEAR

q. Summary of Material and Non-Material Charter Revisions submitted or approved since August 1, 2024, including updates to the school's board of trustees' by-laws, enrollment policy, discipline policy, or complaint policy.

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

Does the school have any material or non-material revision requests that have been submitted or approved since August 1, 2024?

Yes

q2. Summary of Charter Revisions

	Category (Select Best Description)	Specific Revision (150 word limit)	Date Approved by BOT (if applicable)	Date Approved by Authorizer (if applicable)
1	Change in mission, vision or philosophy	Minor changes to mission statement to align with our current grade span, reflect the evolution of our program, and improve clarity	5/15/2025	5/22/2025
2	Other	Minor change removing a reference to total enrollment	5/15/2025	5/22/2025
3				
4				
5				

More revisions to add?

No

ATTESTATIONS

r. Name/Position of Person Completing/Submitting the 2024-2025 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]

s. 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, this will constitute grounds for the revocation of our charter.

Click YES to agree and then use the mouse on your PC or the stylus on your mobile device to sign your name).

Responses Selected:

Yes

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

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

Responses Selected:

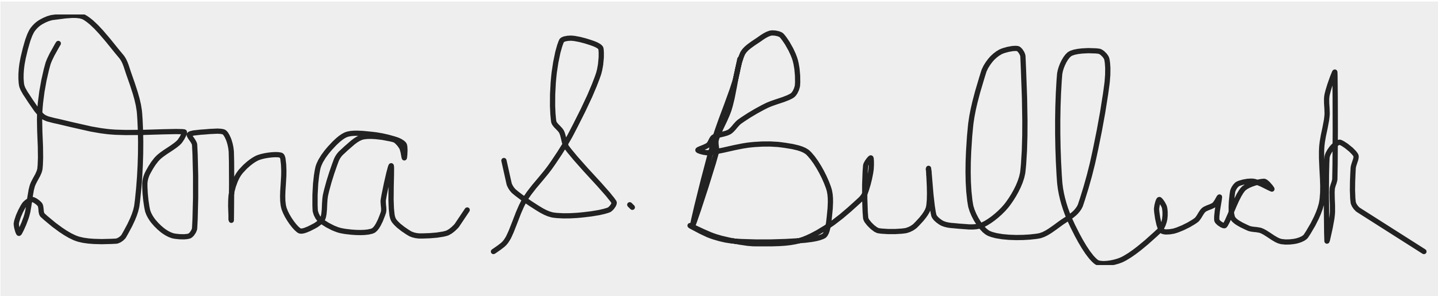
Yes

Signature, Head of Charter School

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

Signature, President of the Board of Trustees

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



Date

Jul 30 2025

Thank you. 

Entry 2 – Links to Critical Documents on School Website

Completed - Nov 3 2025

Instructions

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

By law, each charter school is required to maintain certain notices and policies listed on its website. All documents must be readily found on the school's website and publicly accessible. Please insert the link to the page on the school's website where each document can be accessed. **DO NOT provide a direct link to a Google document.**

1. Current Annual Report (i.e., 2024-2025 Annual Report);[1]
2. Board meeting notices, agendas, and documents, including board meeting minutes;
3. New York State School Report Card - This report captures school-level enrollment and demographic information, staff qualifications, electronic student records, and attendance rates, as prescribed by New York State law.[2] Even if there is no school data yet reported, a direct web link to the most recent New York State School Report Card for the charter school must be provided.
4. Authorizer-approved DASA Policy and Authorizer-approved School Discipline Policy **(For Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY)**;
5. District-wide safety plan, not a building-level safety plan (as per the July 2023 Emergency Response Plan Memo – Charter Schools Only);
6. Authorizer-approved FOIL Policy; and
7. Subject matter list of FOIL records (e.g., 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.)

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

Entry 2 – Links to Critical Documents on School Website

School Name: GREEN TECH CHARTER SCHOOL

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

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

New York State Report Card

Emergency Response Plan Memo

NYSED Subject Matter List

	Link to Documents
1. Current Annual Report (i.e., 2024-2025 Annual Report)	https://www.greentechhigh.org/reports-and-transparency
2. Board meeting notices, agendas, and documents, including board meeting minutes	https://www.greentechhigh.org/board-minutes
3. New York State School Report Card. This report captures school-level enrollment and demographic information, staff qualifications, electronic student records, and attendance rates, as prescribed by New York State law. Even if there is no school data yet reported, a direct web link to the most recent New York State School Report Card for the charter school must be provided.	https://www.student.greentechhigh.org/nysedparentcommunication
4a. Authorizer-approved DASA Policy (For Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY)	
4b. Authorizer-approved School Discipline Policy (For Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY)	
5. District-wide safety plan, not a building level safety plan (as per the July 2023 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 (e.g., see NYSED	https://www.greentechhigh.org/reports-and-transparency

Subject Matter List)	

It is the school's responsibility to ensure that if a policy appears in more than one place on the website, including as part of the family handbook, that the policy versions are consistent and up to date.

Responses Selected:

Yes, the website has been reviewed to ensure that policies are consistent and up to date.

Thank you. 

Entry 3 – Board of Trustees Membership Table

Completed - Nov 3 2025

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 3 – Board of Trustees Membership Table

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

Authorizer:

Who is the authorizer of your charter school?

SUNY

1. 2024-2025 Board Member Information (Enter info for each BOT member)

	Voting Trustee Name	Trustee Email Address	Position on the Board	Committee Affiliation(s)	Voting Member Per By-Laws (Y/N)	Number of Completed Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2024-2025
1	Dona Bulluck	[redacted]	Chair	Executive	Yes	5	9/23/2024	9/22/2027	10
2	Tony Kelley	[redacted]	Treasurer	Executive	Yes	1	1/11/2023	12/7/2026	9
3	Marie Allen-Campbell	[redacted]	Secretary	Executive	Yes	2	1/19/2023	1/11/2026	9
4	Barry D. Walston	[redacted]	Trustee/ Member	N/A	Yes	2	3/14/2023	1/11/2026	10
5	Thomas Mueller	[redacted]	Trustee/ Member	N/A	Yes	1	7/1/2024	8/21/2027	8
6	Izabella Martin	[redacted]	Trustee/ Member	N/A	Yes	1	7/1/2024	8/21/2027	7
7	Vinay Pai	[redacted]	Trustee/ Member	N/A	Yes	1	3/14/2023	1/11/2026	7
8									
9									

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

No

2. Number of board meetings conducted in 2024-2025

11

3. Number of board meetings scheduled for the 2025-2026 school year

12

4. INFORMATION ABOUT MEMBERS OF THE BOARD OF TRUSTEES

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

a. Total number of Voting Members on June 30, 2025	7
b. Total number of Voting Members added during the 2024-2025 school year	1
c. Total number of Voting Members who left the board during 2024-2025 school year	0
d. Total Maximum Number of Voting Members in 2024-2025, as set by the board in by-laws, resolution, or minutes	15
e. Board members attending 8 or fewer meetings during 2024-2025	3

Thank you.

Entry 4 – Board of Trustees Disclosure of Financial Interest Form

Completed - Nov 3 2025

Instructions

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 2024-2025 school year must complete and sign a Trustee Disclosure of Financial Interest Form due **no later than 11:59 PM on August 1, 2025**. 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 2024-2025 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.

24-25 Disclosure- GTCS - Barry D

Filename: 24-25_Disclosure-_GTCS_-_Barry_D._Walston.pdf **Size:** 572.4 kB

24-25 Disclosure-GTCS - Dona Bulluck

Filename: 24-25_Disclosure-GTCS_-_Dona_Bulluck.pdf **Size:** 569.9 kB

24-25 Disclosure-GTCS- Izabella Martin

Filename: 24-25_Disclosure-GTCS-_Izabella_Martin.pdf **Size:** 570.8 kB

24-25 Disclosure-GTCS- Marie Allen-Campbell

Filename: 24-25_Disclosure-GTCS-_Marie_Allen_mOdoTAR.pdf **Size:** 572.4 kB

24-25 Disclosure- GTCS- Thomas Mueller

Filename: 24-25_Disclosure-_GTCS-_Thomas_Mueller.pdf **Size:** 571.7 kB

24-25 Disclosure- GTCS- Tony Kelley

Filename: 24-25_Disclosure-_GTCS-_Tony_Kelley.pdf **Size:** 571.4 kB

24-25 Disclosure-GTCS - Vinay Pai

Filename: 24-25_Disclosure-GTCS_-_Vinay_Pai.pdf **Size:** 570.2 kB

Entry 6 – Enrollment & Retention

Completed - Nov 3 2025

Instructions

Required of ALL Charter Schools

Describe the good faith efforts the charter school has made in 2024-2025 toward meeting targets to attract and retain the enrollment of students with disabilities (SWD), English language learners (ELL), and students who are economically disadvantaged (ED). In addition, describe the school's plans for meeting or making progress toward meeting its enrollment and retention targets in 2025-2026.

Entry 6 – Enrollment and Retention of Special Populations

Good Faith Efforts to Meet Recruitment Targets (Attract)

	Describe Recruitment Efforts in 2024-2025	Describe Recruitment Plans in 2025-2026
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 2024-25, 6% of our enrollment had an Individual Education Plan. The local district, Albany City SD, enrolled 16% students with disabilities in comparable grades. Going forward we will continue with the strategies outlined to the left.
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 become so entrenched in their years of schooling. As our middle school	In 2024-25, 2% of our enrollment were English Language Learners. The local district enrolled 19% ELL students in comparable grades. Going forward we will continue with the strategies outlined to the left.

	model is new, this is a recruitment effort under development.	
Economically Disadvantaged	Green Tech has always served more ED students than the Albany City School District. We have an extensive history of attracting students from economically-disadvantaged neighborhood pockets of Albany, 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 2024-25, 57% of our enrollment qualified as economically disadvantaged. The local district, Albany City SD, enrolled 66% ED students in comparable grades. Going forward we will continue with the strategies outlined to the left.

Good Faith Efforts To Meet Retention Targets

	Describe Retention Efforts in 2024-2025	Describe Retention Plans in 2025-2026
Students with Disabilities	We offer Direct Teacher Consultant Services, where teacher push in to classrooms based on students' IEPs. We also provide resource room based on need. Additionally, we have a robust RTI system for our students of concern. Our middle school students will have RTI built into their daily schedules. We have 3 School Counselors on staff who provide social emotional support and academic guidance as well. We build in Lab courses for our students who have gaps in their academic abilities, as well as weekly ZAP (Zeros Aren't Permitted), to help all students improve their grades weekly. We conduct PAR (Personal Academic Review) with students quarterly to track their academic performance. Additionally we provide Advisory for students daily to receive additional support from their advisory for the course of their 4 year academic career. Moving forward, we will be discussing the programming that we can add for special education students to attend our campus - including the possibility of 12:1:1 settings, if they are compliant with Least Restrictive Environment regulations. Brighter Choice boys will potentially partner in this endeavor.	In the fall of 2024-25, we retained 63% of SWD students who were eligible to return from 2023-24. Going forward, our retention strategies for all subgroups continue to include the programming outlined to the left.
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	In the fall of 2024-25, we retained 100% of ELL/former ELL students who were eligible to return from 2023-24.

	Region. This year English, Spanish, Hindi are the three top languages spoken in the Capital region. We have translated the material and are sending the materials to over 500 homes in the capital region. Our Parent Intervention Specialist also visits and drops off materials at the refugee center. However, we have an extremely low number of ELL students.	
Economically Disadvantaged	GTH employs a Family Intervention Specialist who attends annual conferences as well as webinars to stay up to date with all services that economically disadvantaged students are eligible for as well as Mc Kinney Vento. Additionally, GTH offers uniform incentives, financial vouchers for uniforms, transportation for students whose district won't provide it, school supplies, uniform closet, book bag drives. We offer free breakfast, lunch, and dinner; free afterschool support, tutoring and clubs; and free Medical Mobile Unit through Whitney Young.	In the fall of 2024-25, we retained 83% of ED students who were eligible to return from 2023-24.

Entry 7 – Employee Fingerprint Requirements Attestation

Completed - Nov 3 2025

Instructions

Required of ALL Charter Schools

Review and complete the Employee Fingerprint Requirements Attestation.

Entry 7 – Employee Fingerprint Requirements Attestation

A. TEACH System – Employee Clearance

Required of ALL Charter Schools

Charter schools MUST ensure that all prospective employees[1] receive clearance through the NYSED Office of School Personnel Review and Accountability (OSPRA) prior to employment. **This includes paraprofessionals and other school personnel who are provided or assigned by the district of location, or related/contracted service providers**. After an employee has been cleared, schools are required to maintain proof of such clearance in the file of each employee.

Please note that all schools should maintain an electronic or hard copy of the clearance certification pulled from TEACH and dated PRIOR to the employee's start date. Clearance certifications pulled from TEACH at a later date will show that the staff member was cleared as of that date and may result in a finding of clearance violations against the school.

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

B. Emergency Conditional Clearances

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

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

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

Attestation

Responses Selected:

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

Entry 9 – School Calendar

Completed - Nov 3 2025

Instructions

Required of ALL Charter Schools

Charter schools must upload a final 2025-2026 calendar into the portal **no later than 11:59 PM on August 1, 2025**.

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 are also 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**. **Schools must use a calendar format and ensure there is a monthly tally of instructional days**.

Charter schools serving elementary and secondary levels may submit one combined calendar showing instructional hours and days for all building levels OR separate calendars uploaded as one PDF. *Note that school calendars will also provide evidence of alignment for schools with extended days/years referenced in their mission statements or key design elements.*

See below for an example of a calendar showing the requested information.

Sample Calendar:

25-26 Green Tech Calendar

Filename: 25-26_Green_Tech_Calendar.pdf **Size:** 231.6 kB

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

Completed - Nov 3 2025

Instructions

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

SUNY-authorized charter schools must download an Accountability Plan Progress Report template at Accountability Plan Progress Report. After completing, SUNY-authorized charter schools must upload the document into the Annual Report Portal **and** into the SUNY Epicenter document management system **no later than 11:59 PM on September 15, 2025**.

PLEASE NOTE: This is a required task for SUNY-authorized charter schools. It is marked optional for administrative purposes only.

GTCS 2024-25-APPR final

Filename: a30a769d06f649a79df3b873c531e9c8.docx **Size:** 913.0 kB

Entry 11 – Progress Toward Goals (Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY

Incomplete

Instructions

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

Board of Regents, NYCDOE, and Buffalo BOE-authorized schools must report all Progress Toward Charter Goals as per their currently approved charters **no later than 11:59 PM on November 3, 2025**.

Schools must complete the "Goals" tables as provided in the tables below OR upload the most current action plan that includes progress made toward the attainment of goals during the 2024-2025 school year.

PLEASE NOTE: This is a required task for Regents, NYCDOE, and Buffalo BOE-authorized charter schools. It is marked optional for administrative purposes only.

Entry 11 – Progress Toward Goals

PROGRESS TOWARD CHARTER GOALS

Board of Regents, NYCDOE, and Buffalo BOE-authorized schools may complete the "Goals" tables as provided in the portal OR upload the school's most current action plan that includes progress made toward the attainment of academic, organization, and financial goals during the 2024-2025 school year.

Please select the method by which you will provide your school's information:

No Responses Selected

PROGRESS TOWARD CHARTER GOALS

<u>Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY</u>

Complete the tables provided. List each goal and measure as contained in the school's currently approved charter and indicate whether the school has met or not met the goal. Please provide information for all goals no later than November 3, 2025.

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1. ACADEMIC STUDENT PERFORMANCE GOALS

<u>Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY</u>

The following tables reflect formatting in the online portal required for Board of Regents, NYCDOE, and Buffalo BOE-authorized charter schools only. These charter schools should report all Progress Toward Charter Goals as per their currently approved charters no later than **November 3, 2025.**

2. ORGANIZATION GOALS

2024-2025 Progress Toward Attainment of Organization Goals

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

5. Do have more organizational goals to add?

(No response)

3. FINANCIAL GOALS

2024-2025 Progress Toward Attainment of Financial Goals

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

Thank you.

Entry 12 – Audited Financial Statements

Completed - Nov 12 2025

Required of ALL Charter Schools

ALL charter schools must upload the financial statements and related documents in PDF format into the portal **no later than 11:59 PM on November 3, 2025.** The statements, the independent auditor's report, any advisory and/or management letter, and the internal controls report must be combined into a PDF file with security features such as password protection removed.

ALL SUNY-authorized charter schools must also enter the financial statements and upload related documents in PDF format into the SUNY Compass system **no later than 11:59 PM on November 3, 2025**. **SUNY-authorized charter schools** are asked to ensure that security features such as password protection are turned off.

PLEASE NOTE: This task appears as optional until August 1, 2025. Thereafter, it will be identified as a required task due on November 3, 2025.

Green Tech 2024-25 Fin Audit combined

Filename: c8593bda771b46fe97fe598e7e323206.pdf **Size:** 318.1 kB

Entry 13 – Fiscal Year 2025-2026 Budget

Incomplete

SUNY-authorized charter schools are required to use Compass to complete and submit the Annual Budget and the Budget Narrative Questionnaire **no later than 11:59 PM on November 3, 2025**.

Regents, NYCDOE, and Buffalo BOE-authorized charter schools are required to download the budget template from the portal or the Annual Reports webpage and complete it. Upload the completed template **no later than 11:59 PM on November 3, 2025**. The Assumptions column should be completed for all revenue and expense items unless the item is self-explanatory.

PLEASE NOTE: This task appears as optional until August 1, 2025. Thereafter, it will be identified as a required task due on November 3, 2025.

Optional Additional Documents to Upload (BOR)

Incomplete

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.).

   NONE

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**.

[X] **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**.

[X] **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:

[redacted]

Business Address:

[redacted]

E-mail Address:

[redacted]

Home Telephone:

[redacted]

Home Address:

[redacted]

DocuSigned by:
Barry D. Walston
38A3358B98FC4C1...

6/10/2025 | 1:25 PM EDT

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 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 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**.

[X] **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**.

X **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:

N/A

Business Address:

N/A

E-mail Address:

[redacted]

Home Telephone:

[redacted]

Home Address:

[redacted]

Signed by:
Dona Bulluck
249B1E5F3D744BB...

6/11/2025 | 3:13 PM EDT

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:

Izabella Martin

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 of Trustee

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**.

[X] **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**.

[X] **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:

N/A

Business Address:

N/A

E-mail Address:

Home Telephone:

Home Address:

Signed by:
Izabella Martin
36CC69C0EFB6436...

6/12/2025 | 1:08 PM EDT

Signature **Date**

Acceptable signature formats include:

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

last revised 04/2022

Disclosure of Financial Interest by a Current or Former Trustee

Trustee Name:

Marie Allen-Campbell

Name of Charter School Education Corporation:

Green Tech Charter School

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

Secretary

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

☐ **Yes** ☒ **No**

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

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

☐ **Yes** ☒ **No**

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

-

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

☐ **Yes** ☒ **No**

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

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

☐ **Yes** ☒ **No**

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

-

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

[X] **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**.

[X] **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:

N/A

Business Address:

N/A

E-mail Address:

Home Telephone:

Home Address:

Signed by:
Marie Allen-Campbell
1AA0BDB05C27442...

6/19/2025 | 10:21 AM EDT

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:

Thomas Mueller

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.).

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**.

[X] **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**.

[X] **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:

[redacted]

Business Address:

NA

E-mail Address:

[redacted]

Home Telephone:

[redacted]

Home Address:

[redacted]

DocuSigned by:
Thomas Mueller
3D8594A36E62476...

6/10/2025 | 8:40 AM EDT

Signature **Date**

Acceptable signature formats include:
- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

last revised 04/2022

Disclosure of Financial Interest by a Current or Former Trustee

Trustee Name:
TONY KELLEY

Name of Charter School Education Corporation:
Green Tech Charter School

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

Vice Chair & Treasurer

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**.

[X] **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**.

[X] **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:

____

DocuSigned by:
B1AAD586EE17485...

6/10/2025 | 9:14 AM EDT

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:

Vinay Pai

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.).

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**.

X **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**.

[X] **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:

N/A

Business Address:

N/A

E-mail Address:

Home Telephone:

Home Address:

Signed by:

A77BBC2F7018452...

6/13/2025 | 4:22 PM EDT

Signature **Date**

Acceptable signature formats include:

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

last revised 04/2022

GREEN TECH HIGH CHARTER SCHOOL CALENDAR FOR THE 2025-2026 SCHOOL YEAR

July 2 0 2 5

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

Instructional Days: 16
School Days: 20

7/7: Start of Summer School
7/31: Summer School Ends

August 2 0 2 5

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

Instructional Days: 8
School Days: 21

8/19-8/20: NYS Regents Testing
8/19-8/20: Mandatory Middle School Orientation

September 2 0 2 5

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

Instructional Days: 20
School Days: 20

9/2: First Day of School
9/3-9/4: Orientation
9/5: Mandatory Bootcamp for 9th Graders (Half Day)
9/12: Community Giveback Day
9/23: Rosh Hashana

October 2 0 2 5

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

Instructional Days: 21
School Days: 21

10/2: Yom Kippur
10/13: Indigenous Peoples' Day
10/15: PSATs, Senior Service & Freshmen Field Trip

November 2 0 2 5

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

Instructional Days: 14
School Days: 15

11/4: Closed for Election Day
11/11: Veterans Day
11/13: Q1 Parent Teacher Conferences (1/2 Day of School)
11/14: Staff PD (No Classes)
11/22: GTH Feeds the Community
11/26-11/28: Thanksgiving Break

December 2 0 2 5

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

Instructional Days: 15
School Days: 15

12/22-12/31: Holiday Break

January 2 0 2 6

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

Instructional Days: 19
School Days: 19

1/1-1/2: Holiday Break
1/19: MLK Jr Day
1/20-1/23: NYS Regents Testing

February 2 0 2 6

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

Instructional Days: 14
School Days: 15

2/5: Q2 Parent Teacher Conferences (1/2 Day of School)
2/6: Staff PD (No Classes)
2/16-2/20: Winter Break

March 2 0 2 6

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

Instructional Days: 21
School Days: 21

3/20: Eid-al-Fitr

April 2 0 2 6

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

Instructional Days: 16
School Days: 17

4/3-4/10: Spring Break
4/30: Q3 Parent Teacher Conferences (1/2 Day of School)

May 2 0 2 6

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

Instructional Days: 18
School Days: 18

5/1: Staff PD (No Classes)
5/22: Recess Day
5/25: Memorial Day

June 2 0 2 6

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

Instructional Days: 18
School Days: 18

6/9-6/10: NYS Regents Testing
6/12: EOY Awards & Field Day
6/15: Last Day of HS Classes
6/17-6/18: NYS Regents Testing
6/19: Juneteenth
6/22: NYS Regents Testing
6/23: Last Day of MS Classes & 8th Grade Graduation
6/23-6/25: NYS Regents Testing
6/27: High School Graduation

CALENDAR KEY

- Parent Teacher Conferences (No Classes)
- School Closed/Recess Day
- NYS Regents Testings
- Half Day (12pm Dismissal)
- Important Dates

Total School Days: 220
Total Instructional Days: 201

FINANCIAL STATEMENTS

JUNE 30, 2025 AND 2024

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

MEMBERS OF:
AMERICAN INSTITUTE OF
CERTIFIED PUBLIC ACCOUNTANTS

MEMBERS OF:
NEW YORK STATE SOCIETY OF
CERTIFIED PUBLIC ACCOUNTANTS

INDEPENDENT AUDITOR'S REPORT

Board of Trustees
Green Tech High Charter School

Report on the Audit of Financial Statements

Opinion

We have audited the accompanying financial statements of Green Tech High Charter School (a nonprofit organization), which comprise the statements of financial position as of June 30, 2025 and 2024, and the related statements of activities, cash flows and functional expenses for the years then ended, and the related notes to the financial statements.

In our opinion, the financial statements present fairly, in all material respects, the financial position of Green Tech High Charter School as of June 30, 2025 and 2024, and the changes in its net assets and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinion

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

Responsibilities of Management for the Financial Statements

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

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

Auditor's Responsibilities for the Audit of the Financial Statements

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

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

- Exercise professional judgment and maintain professional skepticism throughout the audit.

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.

- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of Green Tech High Charter School's internal control. Accordingly, no such opinion is expressed.

- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.

- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about Green Tech High Charter School's ability to continue as a going concern for a reasonable period of time.

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

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report October 27, 2025, 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 27, 2025

ASSETS

	2025	2024
Current Assets		
Cash - Operating	$ 2,195,707	$ 1,723,337
Cash - Restricted	52,635	98,626
Grants, Contracts and Other Receivables, Net	328,714	393,637
Prepaid Expenses	5,544	20,359
Total Current Assets	2,582,600	2,235,959
Property and Equipment, Net	5,870,393	5,989,846
Other Assets		
Cash - Board Designated	87,189	83,419
Total Assets	$ 8,540,182	$ 8,309,224

LIABILITIES AND NET ASSETS

	2025	2024
Current Liabilities		
Current Portion of Long-Term Debt	$ 238,052	$ 226,950
Accounts Payable and Accrued Expenses	143,295	15,149
Accrued Payroll and Benefits	164,187	9,174
Compensated Absences	41,801	38,830
Refundable Advances	52,635	98,626
Total Current Liabilities	639,970	388,729
Long-Term Liabilities		
Long-Term Debt, Net of Current Portion	2,218,801	2,455,845
Net Pension Liability	91,105	291,626
Total Long-Term Liabilities	2,309,906	2,747,471
Total Liabilities	2,949,876	3,136,200
Net Assets Without Donor Restrictions		
Undesignated	5,503,117	5,089,605
Board Designated	87,189	83,419
Total Net Assets	5,590,306	5,173,024
Total Liabilities and Net Assets	$ 8,540,182	$ 8,309,224

GREEN TECH HIGH CHARTER SCHOOL

STATEMENTS OF ACTIVITIES

FOR THE YEARS ENDED JUNE 30, 2025 AND 2024

	2025	2024
Revenue		
Public School Districts		
Resident Student Enrollment	$ 6,977,430	$ 6,523,504
Students with Disabilities	246,769	223,366
Grants and Contracts		
Federal Grants	315,918	381,617
Food Service/Children Nutrition Program	291,248	248,078
Total Revenue	7,831,365	7,376,565
Expenses		
Program Services		
Regular Education	5,249,115	5,005,377
Special Education	402,826	285,697
Other Programs	304,505	301,388
Total Program Services	5,956,446	5,592,462
Management and General	1,911,707	1,886,634
Total Expenses	7,868,153	7,479,096
Deficit from School Operations	(36,788)	(102,531)
Other Revenue and Adjustments		
Contributions	123,430	32,166
Fundraising	17,019	14,139
Interest Income	120,472	24,255
E-Rate Income	21,150	19,260
Miscellaneous Income	70,330	41,448
Pension Adjustments	101,669	527,111
Total Other Revenue and Adjustments	454,070	658,379
Change in Net Assets	417,282	555,848
Net Assets, Beginning of Year	5,173,024	4,617,176
Net Assets, End of Year	$ 5,590,306	$ 5,173,024

	2025	2024
Cash Flows From Operating Activities:		
Change in Net Assets	$ 417,282	$ 555,848
Adjustments to Reconcile Change in Net Assets to Cash Provided by Operating Activities:		
Amortization of Debt Issuance Costs	938	938
Depreciation	288,109	325,156
Pension Related Changes	(200,521)	(523,469)
Bad Debt Expense	-	2,465
Changes in Operating Assets and Liabilities		
(Increase) Decrease in Assets		
Grants, Contracts and Other Receivables, Net	64,923	150,852
Prepaid Expenses	14,815	(2,885)
Increase (Decrease) in Liabilities		
Accounts Payable and Accrued Expenses	128,146	(34,586)
Accrued Payroll and Benefits	155,013	(165,326)
Compensated Absences	2,971	(8,612)
Refundable Advances	(45,991)	64,626
Net Cash Provided by Operating Activities	825,685	365,007
Cash Flows From Investing Activities		
Purchase of Property and Equipment	(168,656)	(168,103)
Cash Flows From Financing Activities		
Payments on Long-Term Debt	(226,880)	(215,920)
Change in Cash	430,149	(19,016)
Cash, Beginning of Year	1,905,382	1,924,398
Cash, End of Year	$ 2,335,531	$ 1,905,382
Supplemental Disclosure of Cash Flow Information		
Cash Paid for Interest	$ 124,574	$ 135,534
Cash is reported on the Statement of Financial Position as follows as of June 30:		
Cash - Operating	$ 2,195,707	$ 1,723,337
Cash - Restricted	52,635	98,626
Cash - Board Designated	87,189	83,419
Total	$ 2,335,531	$ 1,905,382

GREEN TECH HIGH CHARTER SCHOOL

STATEMENT OF FUNCTIONAL EXPENSES

FOR THE YEAR ENDED JUNE 30, 2025

	Regular Education	Special Education	Other Programs	Total	Management and General	Total
Salaries	$ 2,851,430	$ 237,957	$ 211,684	$ 3,301,071	$ 1,008,884	$ 4,309,955
Benefits and Payroll Taxes	604,526	50,449	44,879	699,854	213,891	913,745
Contracted Services	412,037	34,385	-	446,422	-	446,422
Educational Materials	215,102	17,951	-	233,053	-	233,053
Extracurricular Activities	56,293	-	-	56,293	-	56,293
Insurance	74,115	6,185	5,502	85,802	26,223	112,025
Maintenance and Repairs	248,975	20,777	18,483	288,235	88,091	376,326
Marketing and Recruitment	-	-	-	-	52,478	52,478
Miscellaneous	-	-	-	-	2,672	2,672
Postage and Delivery	-	-	-	-	10,076	10,076
Professional Services	-	-	-	-	135,791	135,791
Scholarships	87,725	-	-	87,725	-	87,725
Sports	199,066	-	-	199,066	-	199,066
Staff Development	91,138	7,606	-	98,744	-	98,744
Supplies and Materials	-	-	-	-	133,916	133,916
Telephone and Internet	32,337	2,699	2,401	37,437	11,440	48,877
Transportation (Student)	64,860	-	-	64,860	-	64,860
Travel (General)	7,016	586	-	7,602	-	7,602
Uniforms	14,139	-	-	14,139	-	14,139
Utilities	99,746	8,324	7,405	115,475	35,292	150,767
Depreciation	190,610	15,907	14,151	220,668	67,441	288,109
Interest	-	-	-	-	125,512	125,512
Total Expenses	$ 5,249,115	$ 402,826	$ 304,505	$ 5,956,446	$ 1,911,707	$ 7,868,153

GREEN TECH HIGH CHARTER SCHOOL

STATEMENT OF FUNCTIONAL EXPENSES

FOR THE YEAR ENDED JUNE 30, 2024

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

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 9^{th} 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 through 2025, and the charter is currently under review for renewal. 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, 2025, the School had an enrollment of approximately 383 students in the 6^{th} through 12^{th} grades.

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

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Accounting Policies and Financial Statement Presentation

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

Basis of Accounting

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

Revenue Recognition

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

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Revenue Recognition (Continued)

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

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

Revenue from Contracts with Customers

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

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

<u>Contract Assets</u>

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, 2025 and 2024.

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Revenue from Contracts with Customers (Continued)

Contract Liabilities

Contract liabilities represent revenue that has been deferred for the funds advanced by third party payors for the School's contracts received related to services that have not yet been provided to customers. Contract liabilities consist of payments made by funding and other sources for the School's contracts for services not yet performed that are expected to be performed within the next fiscal year. Contract liabilities at June 30, 2025 and 2024 totaled $52,635 and $98,626, respectively.

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, 2025 and 2024 in the amount of $77,201 and $107,000, respectively.

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.

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

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, 2025 and 2024 were $52,478 and $36,259, respectively, and are included in the Statement of Functional Expenses as marketing and recruitment.

Estimates

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

Tax Status

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

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

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, 2025 and 2024.

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. It prioritizes the inputs to the valuation techniques used to measure fair value by giving the highest priority to unadjusted quoted prices in active markets for identical assets or liabilities (Level 1 measurements), and the lowest priority to measurements involving significant unobservable inputs (Level 3 measurements).

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 2025 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 statement of financial position date of June 30, 2025.

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, 2021 and prior.

Reclassifications

Certain 2024 amounts have been reclassified to conform to the 2025 financial statement presentation.

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

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 27, 2025, 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 $87,189 and $83,419 as of June 30, 2025 and 2024, 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 $52,635 and $98,626 at June 30, 2025 and 2024, respectively. This cash represents refundable advances on grants to be expended in subsequent periods.

4. GRANTS AND CONTRACTS RECEIVABLE, NET

At June 30, 2025 and 2024, grants, contracts and other receivables were comprised of the following sources:

	2025	2024
School District Tuition, Net	$ 157,597	$ 199,666
U.S. Department of Agriculture	23,595	30,813
U.S. Department of Education	147,522	163,158
	$ 328,714	$ 393,637

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, 2025 and 2024:

	2025	2024
Land	$ 255,000	$ 255,000
Buildings and Improvements	5,953,039	5,909,509
Furniture and Fixtures	261,805	172,712
Equipment	636,898	600,864
Total at Cost	7,106,742	6,938,085
Less: Accumulated Depreciation	(1,236,349)	(948,239)
	$ 5,870,393	$ 5,989,846

5. PROPERTY AND EQUIPMENT (CONTINUED)

Depreciation expense was $288,109 and $325,156 for the years ended June 30, 2025 and 2024, 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, 2025 and 2024:

	2025	2024
Scholarships	$ 20,000	$ 20,000
Transportation, Clothing, Safety Gear	14,000	60,000
Therapeutic Journaling Program	18,635	18,626
	$ 52,635	$ 98,626

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:

	2025	2024
Mortgage payable to Bank of Greene County in monthly installments of $29,288, including interest at 4.74%, maturing in January 2034, collateralized by the building.	$ 2,467,562	$ 2,694,442
Less: Unamortized Debt Issuance Costs	(10,709)	(11,647)
Less: Current Portion	(238,052)	(226,950)
Long-Term Debt, Net of Current Portion and Unamortized Debt Issuance Costs	$ 2,218,801	$ 2,455,845

7. LONG-TERM DEBT (CONTINUED)

The School is required to maintain debt covenants by the lender of the mortgage. As of June 30, 2025, the School was in compliance with all applicable covenants.

Unamortized debt issuance costs as of June 30, 2025 and 2024 consist of the following:

	2025	2024
Transaction and Financing Costs - Fifteen Year Amortization	$ 14,070	$ 14,070
Less: Accumulated Amortization	(3,361)	(2,423)
Unamortized Debt Issuance Costs	$ 10,709	$ 11,647

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

2026	$ 238,052
2027	249,749
2028	261,778
2029	274,881
2030	288,385
Thereafter	1,154,717
	$ 2,467,562

8. RETIREMENT PLANS

Profit Sharing Plan

The School has adopted a profit-sharing plan under IRC §401(k) covering substantially all eligible employees, along with a discretionary matching contribution of up to 50% of the employee’s contribution, to a maximum matching contribution of 2% of the employee’s gross compensation. The School’s 401(k) matching contribution for the years ended June 30, 2025 and 2024 were $0 each year.

Defined Benefit Pension Plan

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

8. RETIREMENT PLANS (CONTINUED)

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, 2025 and 2024, the School contributed $98,852 and $241,407, respectively to the Plan. The expected contribution for the year ending June 30, 2026 is $8,463.

Defined Benefit Pension Plan (Continued)

Pension Liability and Expense

At June 30, 2025 and 2024, the School reported a pension liability of $91,105 and $291,626, respectively, calculated as follows:

	2025	2024
Change in Benefit Obligation		
Projected Benefit Obligation - Beginning of Year	$ 1,088,147	$ 1,336,978
Service Cost	-	245,049
Interest Cost	58,124	65,687
Amendments/Curtailments/Special Termination	-	(445,133)
Actuarial Gain (Loss)	(106,630)	(114,434)
Benefits Paid	(6,044)	-
Projected Benefit Obligation - End of Year	$ 1,033,597	$ 1,088,147
Change in Plan Assets		
Fair Value of Plan Assets - Beginning of Year	$ 796,521	$ 521,883
Actual Return on Plan Assets	53,163	33,231
Employer Contributions	98,852	241,407
Benefits Paid	(6,044)	-
Fair Value of Plan Assets - End of Year	$ 942,492	$ 796,521
Pension Asset (Liability)	$ (91,105)	$ (291,626)

8. RETIREMENT PLANS (CONTINUED)

The fair value (measured at quoted prices in active markets for identical assets, Level 1) of the Plan's assets at June 30, 2025 and 2024 were as follows:

	2025	2024
Cash	$ 72,089	$ 50,493
Bonds	217,896	290,871
U.S. Equity Investments	311,355	259,038
Foreign Equity Investments	341,152	146,246
Other	-	49,873
Total	$ 942,492	$ 796,521

For the years ended June 30, 2025 and 2024, the School reported net periodic pension cost for this plan as follows:

	2025	2024
Service Cost Component*	$ -	$ 245,049
Interest Cost on Projected Benefit Obligation	58,124	65,687
Expected Return on Assets	(62,660)	(42,165)
Prior Service Cost (Benefit)	-	(445,133)
Amortization of Actuarial Gain	(97,133)	(105,500)
Net Periodic Pension Cost (Benefit)	$ (101,669)	$ (282,062)

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

Actuarial Assumptions

Actuarial Cost Method	Projected Unit Credit
Measurement Date	June 30, 2025
Discount Rate	5.64%
Salary Increases	N/A
Expected Long-Term Rate of Return	7.0%
Pre-Retirement Mortality	N/A
Post-Retirement Maturity	Sex-distinct Amount -Weighted Pri-2012 Mortality Tables using Scale MP-2021 on a generational basis

8. RETIREMENT PLANS (CONTINUED)

Expected Benefit Payments

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

2026	$ 15,334
2027	15,194
2028	17,786
2029	17,609
2030	28,223
2031-2035	183,956
	$ 278,102

9. LINE OF CREDIT

The School has a line of credit with a local bank for $50,000, of which no balance was outstanding at June 30, 2025 and 2024. The line of credit is collateralized by the School's assets and bears interest at the bank's prime rate plus 3.5% (11% and 12%, respectively, at June 30, 2025 and 2024).

10. 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.

11. CONCENTRATION OF RISK

The School receives a substantial portion of its funding from school districts where students reside. Three school districts comprised approximately 80% and 77% of total revenue for the years ended June 30, 2025 and 2024, respectively. No other funding source accounted for more than 10% of total revenue.

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

12. LIQUIDITY AND AVAILABILITY OF RESOURCES

The School has $2,524,421 of financial assets available within one year of the statement of financial position date to meet cash needs for general expenditures consisting of operating cash of $2,195,707 and receivables of $328,714. 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 $1,310,000. The School has a policy to structure its financial assets to be available as its general expenditures, liabilities and other obligations come due. As more fully described in Note 9, the School also has available a line of credit in the amount of $50,000, which it could draw upon in the event of an unanticipated liquidity need.

ADDITIONAL REPORT REQUIRED BY *GOVERNMENT AUDITING STANDARDS*

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

MEMBERS OF:
AMERICAN INSTITUTE OF
CERTIFIED PUBLIC ACCOUNTANTS

MEMBERS OF:
NEW YORK STATE SOCIETY OF
CERTIFIED PUBLIC ACCOUNTANTS

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

Board of Trustees
Green Tech High Charter School

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Green Tech High Charter School (the School) (a nonprofit organization), which comprise the statement of financial position as of June 30, 2025, 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 27, 2025.

Report on Internal Control over Financial Reporting

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

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

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

Report on Compliance and Other Matters

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

Purpose of This Report

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

Cusack & Company, CPA's LLC

CUSACK & COMPANY, CPA'S LLC

Latham, New York
October 27, 2025

Form **8868**

(Rev. January 2025)

Department of the Treasury
Internal Revenue Service

Application for Extension of Time To File an Exempt Organization Return or Excise Taxes Related to Employee Benefit Plans

OMB No. 1545-0047

File a separate application for each return.

Go to *www.irs.gov/Form8868* **for the latest information.**

Electronic filing *(e-file).* You can electronically file Form 8868 to request up to a 6-month extension of time to file any of the forms listed below except for Form 8870, Information Return for Transfers Associated With Certain Personal Benefit Contracts. An extension request for Form 8870 must be sent to the IRS in a paper format (see instructions). For more details on the electronic filing of Form 8868, visit *www.irs.gov/e-file-providers/e-file-for-charities-and-non-profits* .

Caution: If you are going to make an electronic funds withdrawal (direct debit) with this Form 8868, see Form 8453-TE and Form 8879-TE for payment instructions.

All corporations required to file an income tax return other than Form 990-T (including 1120-C filers), partnerships, REMICs, and trusts must use Form 7004 to request an extension of time to file income tax returns.

Part I — Identification

Type or Print

File by the due date for filing your return. See instructions.

Name of exempt organization, employer, or other filer, see instructions.
GREEN TECH HIGH CHARTER SCHOOL

Taxpayer identification number (TIN)
[redacted]

Number, street, and room or suite no. If a P.O. box, see instructions.
99 SLINGERLAND STREET

City, town or post office, state, and ZIP code. For a foreign address, see instructions.
ALBANY NY 12202

Enter the Return Code for the return that this application is for (file a separate application for each return) 01

Application Is For	Return Code	Application Is For	Return Code
Form 990 or Form 990-EZ	01	Form 4720 (other than individual)	09
Form 4720 (individual)	03	Form 5227	10
Form 990-PF	04	Form 6069	11
Form 990-T (sec. 401(a) or 408(a) trust)	05	Form 8870	12
Form 990-T (trust other than above)	06	Form 5330 (individual)	13
Form 990-T (corporation)	07	Form 5330 (other than individual)	14
Form 1041-A	08	Form 990-T (governmental entities)	15

- After you enter your Return Code, complete either Part II or Part III. Part III, including signature, is applicable only for an extension of time to file Form 5330.
- If this application is for an extension of time to file Form 5330, you must enter the following information.
  Plan Name ....
  Plan Number ....
  Plan Year Ending (MM/DD/YYYY)

Part II — Automatic Extension of Time To File for Exempt Organizations (see instructions)

The books are in the care of GREEN TECH HIGH CHARTER SCHOOL
99 SLINGERLAND STREET
ALBANY NY 12202

Telephone No. 518-694-3400 Fax No. ....

- If the organization does not have an office or place of business in the United States, check this box .... ☐
- If this is for a Group Return, enter the organization's four-digit Group Exemption Number (GEN) ______ .
  If this is for the whole group, check this box .... ☐
  If it is for part of the group, check this box and attach a list with the names and TINs of all members the extension is for .... ☐

1 I request an automatic 6-month extension of time until 05/15/26 , to file the **exempt organization return** for the organization named above. The extension is for the organization's return for:

☐ calendar year ______ or

☒ tax year beginning 07/01/24 , and ending 06/30/25 .

2 If the tax year entered in line 1 is for less than 12 months, check reason:
☐ Initial return ☐ Final return ☐ Change in accounting period

3a	If this application is for Forms 990-PF, 990-T, 4720, or 6069, enter the tentative tax, less any nonrefundable credits. See instructions.	3a	$ 0
b	If this application is for Forms 990-PF, 990-T, 4720, or 6069, enter any refundable credits and estimated tax payments made. Include any prior year overpayment allowed as a credit.	3b	$ 0
c	**Balance due.** Subtract line 3b from line 3a. Include your payment with this form, if required, by using EFTPS (Electronic Federal Tax Payment System). See instructions.	3c	$ 0

Part III — Extension of Time To File Form 5330 (see instructions)

1 I request an extension of time until ...., 20 .... , to file Form 5330.

You may be approved for up to a 6-month extension to file Form 5330, after the normal due date of Form 5330.

a	Enter the Code section(s) imposing the tax.	1a	
b	Enter the payment amount attached.	1b	$
c	For excise taxes under section 4980 or 4980F of the Code, enter the reversion/amendment date (MM/DD/YYYY).	1c	

2 State in detail why you need the extension.

Under penalties of perjury, I declare that to the best of my knowledge and belief, the statements made on this form are true, correct, and complete, and that I am authorized to prepare this application.

Signature **Date**

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#

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

School Name

GreenTech Charter HS

Facility/Building Name

GreenTech Charter HS

Street Address (NO PO Box Numbers)

99 Slingerland 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 2024

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 ⊗ NO

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

3. Is there a fire hydrant system for facility protection? ⊗ YES ○ NO

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

   Yes ______ public owned

   ______ school owned

   other (please specify)

4. Indicate the ownership of this facility

   ○ LEASED

   ⊗ OWNED

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

   87000

   (to the nearest whole ten feet)

6. Fire and Emergency Drills
   a. Per Section 807, paragraph 2 of the New York State Education Law entitled Fire and Emergency Drills, confirm that a copy of Section 807 has been printed and distributed as guidance to teaching staff as required 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	10-31-23	4.00	
2	11-1-23	4.32	
3	11-8-23	4.19	
4	11-14-23	5.15	
5	11-20-23	4.30	
6	1-9-24	4.45	
7	2-12-24	4.20	
8	4-22-24	4.34	
9	11-6-23		1.12 pm
10	12-17-23		10.30 am
11	4-24-24		1.00 pm
12	5-14-43		9.25 am

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

- [x] 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 ____________(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 DELMASCO Title: FF/INV/CFO

Signature: ____________ Date: 9/3/24

Inspector's Organization: ALBANY FIRE

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: ____________ Title: ____________

Signature: ____________ Telephone #: [redacted]

Email: [redacted]

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**

Green Tech High Charter School

2024-25 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

September 16, 2025

By

Dr. Kimberly Davis, MS Principal

Dr. Andrea Lowe, HS Principal

99 Slingerland St. Albany, N.Y. 12202

518 694-3400

The Green Tech Leadership team prepared this 2024-25 Accountability Progress Report on behalf of the charter school's board of trustees:

Trustee's Name	Board Position	
	Office (e.g., chair, treasurer, secretary)	Committees (e.g., finance, executive)
Dona Bulluck	Chair	Executive
Tony Kelley	Treasurer	Executive
Marie Allen-Campbell	Secretary	Executive
Barry D. Walston	Trustee	
Thomas Mueller	Trustee	
Izabella Martin	Trustee	
Vinay Pai	Trustee	

Kimberly Davis has served as Middle School Principal since 2024. Andrea Lowe has served as the High School Principal since 2024.

SCHOOL OVERVIEW

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

Vision

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

Mission

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

School Philosophy

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

Programming Updates

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

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

For the 2024-2025 SY, we have three main focuses; reverse suspension, attendance, and more college course offerings. We are launching our Reverse Suspension program. This program allows us to have increased parental involvement while addressing student behaviors that are not conducive to the learning environment. Instead of suspending students, we now will have parents come and shadow their scholars for either a half day or whole day of school. The hope is that academic performance increases and student misbehaviors decrease. We will also be focusing heavily on attendance and tardies. We have rolled out a new policy and procedures for identifying and tracking attendance and tardies. We want to decrease attendance issues in the MS by 2% and the HS by 4%. Lastly, we worked tirelessly to obtain a college partnership. We were fortunate to partner with Fulton-Montgomery Community College and have now increased college course offering from 2 courses in previous years to 12 courses this SY.

A Holistic Approach to Education

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

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

Green Tech is known for teaching a young man discipline and safeguarding 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.

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
2022-23							46	40	36	118	74	55	59	428
2023-24							45	45	43	99	83	69	43	427
2024-25							48	46	50	90	81	75	60	450

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 2021 state Accountability Cohort consists of students who first entered the 9th grade anywhere in the 2021-22 school year, were enrolled in the school on the state's annual enrollment-determination day (BEDS day) in the 2024-25 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
2022-23	2019-20	2019	54	0	54
2023-24	2020-21	2020	42	0	42
2024-25	2021-22	2021	65	1	64

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 at any school. The 2021 Total Cohort consists of all students, based on last enrollment record as of June 30, 2025, with a First Date of Entry into Grade 9 during the 2021-22 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 home schooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S., or are deceased.

Fourth Year Total Cohort for Graduation

Fourth Year Cohort	Year Entered 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)
2022-23	2019-20	2019	54	0	54
2023-24	2020-21	2020	45	0	45
2024-25	2021-22	2021	64	0	64

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)
2022-23	2018-19	2018	62	0	62
2023-24	2019-20	2019	53	0	53
2024-25	2020-21	2020	46	0	46

PROMOTION POLICY

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

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 2024-25

Cohort Designation	Number in Cohort during 2024-25	Percent Promoted
2023	73	88%
2024	63	90%

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 through at least 2021-22, some second year cohorts may have had student waivers for examinations. Report the percentage of students who either passed or were exempted from at least three exams. In August of 2025, the 2023 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 special appeals)
2021	2022-23	68	29%
2022	2023-24	84	23%
2023	2024-25	73	26%

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 specific 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
2019	2022-23	54	49	91%
2020	2023-24	45	41	91%
2021	2024-45	64	56	88%

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
2018	2022-23	62	56	90%
2019	2023-24	53	49	92%
2020	2024-25	46	45	98%

[1] These data reflect August graduation rates.

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
2019	2022-23	54	49	91%	723	77%
2020	2023-24	45	41	91%	732	73%
2021	2024-25	64	56	88%		

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.

Of the 56 graduates of the 2021 Cohort, six utilized a pathway other than the traditional Humanities.

- 3 Career Development and Occupational Studies
- 1 Career and Technical Education
- 2 Language other than English

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

The school achieved four of the five metrics within the graduation goal. Many first- and second-year students (90% and 88% 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 or Local diploma. In addition, 98 percent of the 2020 Cohort students have now graduated with a Regents diploma after five years.

[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 2023-24 results as a temporary placeholder for the district's 2024-25 results.

26 percent of the 2023 high school cohort passed at least three Regents exams by the end of their second year in high school.   Although we strive to achieve this measure, a portion of our scholars do take longer than two years to pass three Regents and it has not determined who graduates on time in the past.

The school's four-year graduation rate is typically higher than the local district. Although the district's 2021 cohort graduation rate is unavailable at the time of this report, we did outperform the most recent graduation rate by 15 percentage points.

Type	Measure	Outcome
Leading Indicator	Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.	Yes
Leading Indicator	Each year, 75 percent of students in the high school Total Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.	No
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort will graduate.	Yes
Absolute	Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	Yes
Comparative	Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.	Yes
Absolute	Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year.	Unable to Assess

EVALUATION OF THE GRADUATION GOAL

In 2024-25, 88 percent of students graduated after four years in high school and .

ACTION PLAN

Support with Graduation: Annually, our leadership team, which includes the co-principals, the director of student support & community partnership, and the head dean of students, 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 provide 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 credit recovery course. In April, we review student data again to monitor students' progress toward graduation. One of our most effective practices for ensuring that students graduate on-time is the Zeros Aren't Permitted (ZAP) program, in which students are identified for weekly remediation; see page 7 for more information on this program.

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.

College Counseling: Our college counseling office is dedicated to helping each student find the best option for postgraduate education. The office hosts multiple college tours and instant admissions days where local colleges come to GTCS to meet with students. All juniors attend a college fair each spring and again in the fall as a senior to learn more about college options. In 2024-25, we held a college fair for Historically Black Colleges and Universities (HBCUs), welcoming HCBUs from across the country to our campus in March. As a school serving a predominantly Black student body, this event was a valuable opportunity to connect students with higher education institutions that empower Black scholars, offer culturally affirming environments, and provide strong academic and professional support networks.

College Application Support: GTCS uses Naviance Family Connection to assist students and parents with the college research and the college application process. Naviance is an efficient system for processing and submitting college application materials to a college or university. We also provide students with a timeline of what they should be doing each season to prepare for college research and choice, applications, testing, school visits, fairs, scholarships, and financial aid, as well as support to accomplish each of these milestones.

Career Exploration: At GTCS, we prepare students for success after they graduate by offering career exploration opportunities. This includes our barbering program, which offers hands-on training and equips students with practical skills necessary to pursue professional opportunities upon graduation. Students are also able to participate in internships in our community. For example, our students have gained valuable real-world experience through the New York State Legislature Senate Internship Program, where they conducted legislative research and assisted with constituent services. Additionally, students have explored healthcare careers through the Albany Med Career Pathway Program, shadowing medical professionals and participating in training sessions across various departments. Our Celebrity Barber Shop Internship has provided students with entrepreneurship experience and customer service skills, while the ICAN Nursing Program has given students foundational exposure to patient care and clinical simulations. Through the Faces of Medicine "Ambassadors" Program, students have served as ambassadors while exploring medical professions and addressing health disparities in their communities. GTCS offers pathways to prepare students for immediate entry into the workforce.

College Course Offerings: GTCS partners with Fulton–Montgomery Community College, a community college outside of Albany. Through this partnership, we offer college courses to GTCS students. These courses are taught by GTCS faculty on our campus, enabling any interested high school students to participate in a college course. In 2024-25, we offered twelve college courses, including: Sports and

Entertainment Marketing; Introduction to Drawing; Introduction to Business; College Algebra; Real World Math; Introduction to Psychology; Physics; Introduction to Sociology; and US History. Over 75 GTCS students in 2024-25 participated in at least one college-level course.

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 2021 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
FCC College Course	49	49	100%
SAT Reading 480+	9	8	89%
SAT Math 530+	9	1	11
WINlearning-work ready certificate	3	3	100%
Overall	56	51	91%

College Preparation Goal Measure 2 - Absolute

[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.

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 2024-25. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information. The Institute may use these data for its evaluation of the school's goal attainment when data become available.

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 2024-25. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information. The Institute may use these data for its evaluation of the school's goal attainment when data become available.

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.

Matriculation Rate of Graduates by Year[4]

Cohort	Graduation Year	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Following Year (b)	Matriculation Rate =[(b)/(a)]*100
2019	2022-23	49	27	55%
2020	2023-24	41	13	32%
2021	2024-25	56	28 Plan for College	50%

SUMMARY OF THE COLLEGE PREPARATION GOAL

The school achieved one of the two college preparation measures in 2024-25. 91 percent of graduating students demonstrated their preparation for college based on one of the following indicators: SAT scores,

[4] Schools should update and confirm data for Cohorts who graduated prior to 2024-25 and provide preliminary matriculation data for 2021 Cohort. It may be necessary for schools to provide updated data to the Institute when National Student Clearinghouse or other data sources become available later in the school year.

work certification, Regents Diploma with Advanced Designation, or earning credit for a college level course. 32 percent of our 2024 graduates matriculated in a two- or four-year college in the past year. We collect this information through connecting with our alumni informally and gathering data from the National Student Clearinghouse.

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

EVALUATION OF THE COLLEGE PREPARATION GOAL

Our school's counseling center provides programming to students in all four years of high school to prepare for the opportunity to attend a two- or four-year college after graduation. Students who are not interested in college have the opportunity to explore various career options.

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

ACTION PLAN

We continue to fine tune the college and career preparation that we offer our scholars. In advisory, teachers 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: ninth grade advisory is focused on the characteristics of success, tenth grade is focused on college tours, eleventh grade is focused on leadership training, and twelfth grade is focused on college applications and career exploration. Students work closely with their advisor to review graduation requirements and ensure that they are on track to graduate.

GOAL 3: ENGLISH LANGUAGE ARTS

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

BACKGROUND

In middle school, we use iReady as our core English language arts (ELA) curriculum. We introduced iReady in 2020, replacing the teacher-created curriculum previously in place. We chose to make this transition because of the demonstrated success rate of the iReady program in fostering student literacy skills. To supplement core instruction and provide additional learning opportunities, teachers also use resources such as Wisewire, Actively Learn, SpringBoard, CommonLit, and questions from past state assessments. In high school, we offer the following courses: Literature 9, Literature 10, Literature 11, Literature 12, Regents Literature Prep, and College Literature. The curriculum for these high school courses is developed by our teaching staff with support from our instructional leadership team.

MIDDLE SCHOOL ELA

ELA Measure 1 - Absolute

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

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

2024-25 State English Language Arts Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested						Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	
3	0	0	0	0	0	0	0	0
4	0	0	0	0	0	0	0	0
5	0	0	0	0	0	0	0	0
6	27	1	1	0	0	0	2	31
7	37	0	0	0	0	0	2	39
8	42	1	0	0	0	1	0	44
All	106	2	1	0	0	1	4	114

Performance on 2024-25 State English Language Arts Exam
By All Students and Students Enrolled in At Least Their Second Year[5]

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3						
4						
5						
6	27	13	48%			
7	37	15	41%	24	11	46%
8	42	16	38%	36	16	44%
All	106	44	42%	60	27	45%

ELA Measure 2 - Absolute

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

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the English language arts test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2024-25 English language arts MIP for all students of **117.3**. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250. [6]

English Language Arts 2024-25 Performance Index (PI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
106	14	44	29	12

$$PI = 0 * 14_{Level\ 1} + 1 * 44_{Level\ 2} + 2 * 29_{Level\ 3} + 2.5 * 12_{Level\ 4} = 133$$

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

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

ELA Measure 3 - Comparative

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

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

2024-25 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
3				
4				
5				
6				
7	46%	24		
8	44%	36		
All	45%	60		

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

METHOD

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the target for this measure. Given the

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

timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2024-25 analysis is not yet available. This report contains 2023-24 results.[8]

2023-24 English Language Arts Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3				
4				
5				
6	86.7	439	438.5	0.05
7	95.6	448	442.7	0.55
8	86	447	444.7	0.23
All	89.5	444.7	441.9	0.28

ELA Measure 5 - Growth

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

METHOD

Given the timing of the state's release of Growth Model data, the 2024-25 analysis is not yet available. This report contains 2023-24 results, the most recent Growth Model data available.[9]

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2023-24 and also have a state exam score from 2022-23 including students who were retained in the same grade. Students with the same 2022-23 score are ranked by their 2023-24 score and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are aggregated school-wide to yield a school's mean growth percentile. In order for a school to perform above the target for this measure, it must have a mean growth percentile greater than 50.

2023-24 English Language Arts Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4		50.0
5		50.0

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

[9] These data can be found in the school's Accountability Summary provided by the Institute in spring 2025.

6	48.6	50.0
7	45.2	50.0
8	62.9	50.0
All	51.2	50.0

ELA INTERNAL EXAM RESULTS

During 2024-25, 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 ELA: iReady

iReady Reading	Percent at Early/Mid and Above Grade Level	
Grade	Fall Administration	Spring Administration
6	17%	33%
7	13%	15%
8	21%	43%

SUMMARY OF THE ELA GOAL

The charter school met two of the five English Language Arts goals we are able to report on in 2024-25. 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. We are unable to compare to the local district's NYS ELA proficiency as the 2024-25 outcomes have not been made available publicly yet. Based on the 2023-24 Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide in terms of poverty, the school did not perform better than expected to a meaningful degree with greater than 0.3 overall effect size. The school's mean unadjusted growth percentile in English Language Arts for all tested students in grades 6-8 in 2023-24 was above the target of 50. The school also demonstrated growth from the beginning of the year to the end of the year as measured by the iReady data.

Type	Measure	Outcome Met
Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-8.	No
Absolute	Each year, the school's aggregate PI on the state's English language arts exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	Yes
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English	Unable to Assess

	language arts exam will be greater than that of students in the same tested grades in the school district of comparison.	
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.	No
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-8 will be above the target of 50.	Yes

EVALUATION OF ELA GOAL

The ELA tables above provide data that support whether the accountability measures were achieved in 2024-25. Statewide district NYS 3-8 assessment results have not been posted.

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 not meet this measure. Overall, 45% of students enrolled in 2+ years demonstrated proficiency on the ELA assessment.
2. Measure: The school's aggregate PI on the state's ELA exam will meet that year's state MIP
    - The school did meet this measure with an aggregate performance index of 133, exceeding the target measure of interim progress of **117.3**.
3. Measure: The charter school students enrolled for 2+ years will outperform the local district in similar grades.
    - District scores have not been released publicly at the time of this report.
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 *almost* met this measure, having an effect size of 0.28 in 2023-24, the most recent data available.
5. Measure: 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.
    - The charter school did meet this measure, having a growth percentile of 51.2.
6. The charter school demonstrated academic growth in 2024-25 based on standardized BOY, MOY and EOY assessments. Based on the Reading iReady assessments, more students tested on grade level on the spring test administration.

ELA ACTION PLAN

Green tech will continue with current practices in MS English Language Arts. To support teachers with delivering our instructional model, our school principals and the director of curriculum, assessment, and instruction (DCAI) provide instructional coaching. We also have a teacher mentoring program, wherein experienced teachers mentor new teachers. Under this framework, teachers are categorized into one of three tiers: teacher of concern, teacher on track, and high-performing teacher. Each tier receives differentiated coaching and professional development from a designated member of the instructional leadership team. This structured approach ensures that all teachers receive the guidance necessary to strengthen their instructional practice, address student needs, and improve academic outcomes.

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.[10]

Percent Scoring at Least Level 4 on Regents English Common Core Exam
by Fourth Year Accountability Cohort[11]

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)
2019	2022-23	54	5	10	20%
2020	2023-24	42	2	5	13%
2021	2024-25	64	0	18	28%

High School ELA Measure 2 - Absolute

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

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

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

METHOD

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

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

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)
2019	2022-23	54	5	47	96%
2020	2023-24	42	2	23	58%
2021	2024-25	64	0	49	77%

High School ELA Measure 3 - Absolute

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

Schools are not required to report attainment of this measure for 2024-25. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information. The Institute may use these data for its evaluation of the school's goal attainment when data become available.

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.

METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. In order to meet or exceed Common Core expectations, a student must achieve a Performance Level 4 or 5. Given that students may take Regents exams up through the summer of their fourth year, the school presents the most recently available school district results.

Percent Scoring at Least Level 4 or Higher on Regents Exam in English Language Arts by Fourth Year Accountability Cohort by Charter School and School District

Cohort Designation	Charter School		School District	
	Percent Level 4 or 5	Number in Cohort	Percent Level 4 or 5	Number in Cohort
2019	20%	54	37%	723
2010	13%	42	36%	732
2021	28%	64		

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.

METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. In order to at least partially meet Common Core expectations, a student must achieve a Performance Level 3 or higher (i.e. scoring at least 65). Given that students may take Regents exams up through the summer of their fourth year, the school presents the most recently available school district results.

Percent Scoring at Least Level 3 or Higher on Regents Exam in English Language Arts by Fourth Year Accountability Cohort by Charter School and School District

Cohort Designation	Charter School		School District	
	Percent Level 3 or Higher	Number in Cohort	Percent Level 3 or Higher	Number in Cohort
2019	96%	54	63%	723

2010	58%	42	62%	732
2021	77%	64		

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.

Schools are not required to report attainment of this measure for 2024-25. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information. The Institute may use these data for its evaluation of the school's goal attainment when data become available.

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**.

METHOD

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

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				
2020	2023-24	N/A			
2021	2024-25	15	0	4	20%

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**.

METHOD

The school demonstrates the effectiveness of its English language arts program by enabling students who were not meeting proficiency standards in the eighth grade to meet the English requirement for 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				
2020	2023-24	N/A			
2021	2024-25	15	0	13	87%

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

77 percent of the 2021 accountability cohort received credit for the ELA Regents with a performance level 3 or better, whereas 28 percent earned a 4. Based on the most recent district ELA Regents data, GTCS did have a higher Regents pass rate of students earning levels 3+. A small number of the 2021 cohort did take the NYSTP ELA assessment in 8th grade because it was optional in spring 2021. 87 percent of those who were not proficient then passed the ELA Regents after four years 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.	No
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Yes
Absolute	Each year, the Performance Index (PI) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet	N/A

	the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	
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.	No
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.	Yes
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 English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	No
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.	Yes

EVALUATION OF HIGH SCHOOL ELA GOAL

Although the percentage passing a math Regents exam after four years in high school did increase this year, GTCS did not meet the math goal in 2024-25. 76% of the four-year cohort passed a math Regents with a level 3+, while 7% earned a performance level 4.

ACTION PLAN

GTCS will continue with current high school practices in high school English Language Arts. One of our best practices for ensuring that all students receive differentiated instruction designed to meet their needs is our Zeros Aren't Permitted (ZAP) period. ZAP is a school-wide intervention that supports students who are behind in a course or subject as well as students that may benefit from accelerated learning. Students attend ZAP every Wednesday. During this time, teachers work with students to make up assignments, complete extra credit work, and reteach when necessary. ZAP ensures that all students are supported in reaching their learning targets, and also provides dedicated time for accelerated students to receive additional support.

GOAL 4: MATHEMATICS

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

BACKGROUND

In Grade 6, we use the iReady math program. In Grades 7-8, we use All Things Algebra, a rigorous curriculum that prepares all students for success on the Algebra I Regents exam in Grade 8. iReady was introduced in 2020, replacing the teacher-created curriculum. As with ELA, we chose to make this transition because of the demonstrated success of the iReady program in improving mathematics skills. In high school, we offer the following math courses: Algebra I, Pre-Algebra, Algebra II, Pre-Calculus, Geometry, Algebra Regents Prep, Real World Math, and College Algebra. The curriculum for these high school courses is developed by our teaching staff with support from our instructional leadership team.

Math Enrichment

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

ELEMENTARY AND MIDDLE MATHEMATICS

Math Measure 1 - Absolute

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

METHOD

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

2024-25 State Mathematics Exam
Number of Students Tested and Not Tested

Grade	Total Tested	Not Tested							Total Enrolled
		Absent	Refusal	ELL/IEP	Admin error	Medically excused	Other reason	Took Regents	
3	0	0	0	0	0	0	0	0	0
4	0	0	0	0	0	0	0	0	0
5	0	0	0	0	0	0	0	0	0
6	27	1	1	0	0	0	2	0	31
7	37	0	0	0	0	0	2	0	39
8	0	0	44	0	0	0	0	0	44
All	64	1	45	0	0	0	4	0	114

Performance on 2024-25 State Mathematics Exam
By All Students and Students Enrolled in At Least Their Second Year

Grade	All Students			Enrolled in at least their Second Year		
	Number Tested	Number Proficient	Percent Proficient	Number Tested	Number Proficient	Percent Proficient
3						
4						
5						
6	27	4	15%			
7	37	6	16%	24	3	13%
8						
All	64	10	16%	24	3	13%

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

Grade	Year	Regents Exam	Number Tested	Number Passing	Percent Passing
8	2021-22	Algebra 1	39	8	21%
8	2022-23	Algebra 1	32	6	19%
8	2023-24	Algebra 1	37	12	32%
8	2024-25	Algebra 1	43	8	19%

Math Measure 2 - Absolute

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

METHOD

In New York State, ESSA school performance goals are met by showing that an absolute proportion of a school's students who have taken the mathematics test have scored at the partially proficient, or proficient and advanced performance levels (Levels 2 or 3 & 4). The percentage of students at each of these three levels is used to calculate a PI and determine if the school has met the MIP set each year by the state's ESSA accountability system. To achieve this measure, all tested students must have a PI value that equals or exceeds the state's 2024-25 mathematics MIP for all students of **119.4**. The PI is the sum of the percent of students in all tested grades combined scoring at Level 2, plus two times the percent of students scoring at Level 3, plus two-and-a-half times the percent of students scoring at Level 4. Thus, the highest possible PI is 250.

Mathematics 2024-25 Performance Index (PI)

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
64	34	50	16	0

$$PI = 0 * 34_{Level\ 1} + 1 * 50_{Level\ 2} + 2 * 16_{Level\ 3} + 2.5 * 0_{Level\ 4} = 81$$

Math Measure 3 - Comparative

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

METHOD

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

2024-25 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
3				
4				
5				
6				
7	13%	24		
8				
All	13%	24		

Math Measure 4 - Comparative

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

METHOD

The Institute conducts a Comparative Performance Analysis, which compares the school's performance to that of demographically similar public schools statewide. The Institute uses a regression analysis to control for the percentage of economically disadvantaged students among all public schools in New York State. The difference between the school's actual and predicted performance, relative to other schools with similar economically disadvantaged statistics, produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a meaningful degree, is the target for this measure. Given the timing of the state's release of economically disadvantaged data and the demands of the data analysis, the 2024-25 analysis is not yet available. This report contains 2023-24 results.[12]

2023-24 Mathematics Comparative Performance by Grade Level

Grade	Percent Economically Disadvantaged	Mean Scale Score		Effect Size
		Actual	Predicted	
3				
4				
5				
6	86.7	435	443.8	-0.65
7	95.6	437	446.6	-0.71
8				
All	91.4	436.1	445.3	-0.68

Math Measure 5 - Growth

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

METHOD

Given the timing of the state's release of Growth Model data, the 2024-25 analysis is not yet available. This report contains 2023-24 results, the most recent Growth Model data available.[13]

This measure examines the change in performance of the same group of students from one year to the next and the progress they are making in comparison to other students with the same score in the previous year. The analysis only includes students who took the state exam in 2023-24 and also have a state exam score in 2022-23 including students who were retained in the same grade. Students with the same 2022-23 scores are ranked by their 2023-24 scores and assigned a percentile based on their relative growth in performance (student growth percentile). Students' growth percentiles are

[12] These data can be found in the school's Accountability Summary provided by the Institute in spring 2025.

[13] These data can be found in the school's Accountability Summary provided by the Institute in spring 2025.

aggregated school-wide to yield a school's mean growth percentile. In order for a school to meet the measure, the school would have to achieve a mean growth percentile above the target of 50.

2023-24 Mathematics Mean Growth Percentile by Grade Level

Grade	Mean Growth Percentile	
	School	Target
4		50.0
5		50.0
6	28.8	50.0
7	33.2	50.0
8	29.5	50.0
All	31.1	50.0

MATHEMATICS INTERNAL EXAM RESULTS

During 2024-25, 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: iReady

iReady Math	Percent at Early/Mid and Above Grade Level	
Grade	Fall Administration	Spring Administration
6	8%	9%
7	5%	8%
8	13%	38%

SUMMARY OF THE MATHEMATICS GOAL

The charter school met four of the six mathematics goals in 2024-25. The absolute measure was not met as less than 75 percent of students enrolled in at least their second year scored at standard levels 3 and 4 on the NYS mathematics exam. The school's aggregate PI on the state's mathematics exam calculates to 81 which does meet this year's Measure of Interim Progress (MIP) of 119.4 set forth in the state's ESSA accountability system. Comparatively, we are unable to report on district proficiency as the scores have not been made public yet. Based on the 2023-24 Comparative Performance Analysis, the school did not perform better than expected to a meaningful degree with greater than 0.3 overall effect size. The regression analysis compares the school's performance to that of demographically similar public schools statewide in terms of poverty. The school's mean unadjusted growth percentile in mathematics for all tested students in grades 6-8 was not above the target of 50. The school's demonstrated growth from the beginning of the year to the end of the year as measured by the iReady data .

Type	Measure	Outcome Met

Absolute	Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State Mathematics exam for grades 3-8.	No
Absolute	Each year, the school's aggregate PI on the state's mathematics exam will meet that year's state MIP as set forth in the state's ESSA accountability system.	No
Comparative	Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the school district of comparison.	Unable to Assess
Comparative	Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.	No
Growth	Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 4-8 will be above the target of 50.	No

EVALUATION OF THE MATHEMATICS GOAL

The mathematics tables above provide data that support whether the accountability measures were achieved in 2024-25. Statewide district NYS 3-8 assessment results have not been posted.

1. Measure: 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the NYS mathematics exam.
    - The charter school did not meet this measure. Overall, 13% of students enrolled in 2+ years demonstrated proficiency on the math assessment. Overall, 15.63% of students in grades 6 and 7 scored at performance level 3 & 4.
2. Measure: The school's aggregate PI on the state's ELA exam will meet that year's state MIP
    - The school did meet this measure with an aggregate performance index of 81, exceeding the target measure of interim progress of 119.4.
3. Measure: The charter school students enrolled for 2+ years will outperform the local district in similar grades.
    - District scores have not been released publicly at the time of this report.
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 0.28 in 2023-24, the most recent data available.
5. Measure: Under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 6-8 will be above the target of 50.
    - The charter school did meet this measure, having a growth percentile of 31.1.

6. The charter school demonstrated academic growth in 2024-25 based on standardized BOY, MOY and EOY assessments. The charter school demonstrated academic growth in 2024-25 based on standardized BOY, MOY and EOY assessments. Based on the Math iReady assessments, an increased number of students tested on grade level on the spring test administration.

ADDITIONAL CONTEXT AND EVIDENCE

All eighth grade students take the Algebra 1 Regents exam.

Performance on a Regents Math Exam Of 8th Grade All Students by Year					
Grade	Year	Regents Exam	Number Tested	Number Passing	Percent Passing
8	2021-22	Algebra 1	39	8	21%
8	2022-23	Algebra 1	32	6	19%
8	2023-24	Algebra 1	37	12	32%
8	2024-25	Algebra 1	43	8	19%

MATHEMATICS ACTION PLAN

The Administrative Data Team ensures that instruction in all MS subjects remains data-driven and responsive to student needs by conducting structured assessment reviews and providing teachers with actionable insight. This continues to be of great importance to specifically target math concepts that need reteaching.

● Weekly Data Analysis & Reporting: The Administrative Data Team meets weekly to analyze student performance on iReady, Pear Assessment, and teacher-created assessments. In these meetings, data leads identify trends, strengths, and areas for improvement across grade levels and content areas.

● Teacher Data Reports from Pear Assessment: Teachers receive detailed performance reports directly from Pear Assessment, which highlight student achievement, question-by-question breakdowns, and standards mastery. These reports help teachers pinpoint areas requiring reteaching or intervention.

● Targeted Reteaching & Intervention Planning: Based on data analysis, the Administrative Data Team collaborates with instructional coaches to develop reteaching plans that address identified gaps. These plans include: ○ Adjustments to instructional pacing and lesson focus ○ Small group interventions for struggling students ○ Strategies for reinforcing high-performing skills

● Data-Driven Professional Development: Assessment results guide teacher training and instructional support, ensuring professional development directly addresses areas where students need the most support.

● Progress Monitoring & Follow-Up: The Administrative Data Team tracks student growth over time, ensuring that interventions are effective. Teachers receive follow-up reports and ongoing support to refine their instructional strategies.

HIGH SCHOOL MATHEMATICS

High School Math Measure 1 - Absolute

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

METHOD

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

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

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2019	2022-23	54	30	4	11%
2020	2023-24	42	0	0	9%
2021	2024-25	64	0	0	0

High School Math Measure 2 - Absolute

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

METHOD

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

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)
2019	2022-23	54	30	13	38% *all received exemption for at least one math regents
2020	2023-24	42	0	5	12% *all received exemption for at least one math regents
2021	2024-25	64	0	20 *37 w. appeals	31% *58% w. appeals

High School Math Measure 3 - Absolute

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

Schools are not required to report attainment of this measure for 2024-25. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information. The Institute may use these data for its evaluation of the school's goal attainment when data become available.

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.

METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. In order to meet or exceed Common Core expectations, a student must achieve a Performance Level 4 or 5. Given that students may take Regents exams up through the summer of their fourth year, the school presents the most recently available school district results.

Percent Scoring at Least Level 4 or Higher on a Regents Mathematics Exam
by Fourth Year Accountability Cohort by Charter School and School District

Cohort Designation	Charter School		School District	
	Percent Level 4 or 5	Number in Cohort	Percent Level 4 or 5	Number in Cohort
2019	17%	54	11%	723
2020	0	42	9%	732
2021	0	64		

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.

METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. In order to at least partially meet Common Core expectations, a student must achieve a Performance Level 3 or higher (i.e. scoring at least 65). Given that students may take Regents exams up through the summer of their fourth year, the school presents the most recently available school district results.

Percent Scoring at Least Level 3 or Higher on ELA Regents Exam
by Fourth Year Accountability Cohort by Charter School and School District

Cohort Designation	Charter School		School District	
	Percent Level 3 or Higher	Number in Cohort	Percent Level 3 or Higher	Number in Cohort
2019	38% *all received exemption for at least one math regents	54	27%	723
2020	12% *all received exemption for at least one math regents	42	30%	732

2021	31% *58% w. appeals	64		

High School Math Measure 6 - Comparative

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

Schools are not required to report attainment of this measure for 2024-25. Subsequent to the completion of this document, the Institute may calculate and report out results to schools pending further information. The Institute may use these data for its evaluation of the school's goal attainment when data become available.

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**.

METHOD

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

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				
2020	2023-24	N/A			
2021	2024-25	13	0	0	0

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.**

METHOD

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 English 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				
2020	2023-24	N/A			
2021	2024-25	13	0	4	31%

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

With appeals and exemptions 63 percent of the 2021 accountability cohort received credit for a math Regents with a performance level 3+. Based on the most recent district math Regents data, GTCS had a higher pass rate of students earning levels 3 and 4. This 2021 cohort had the option to take the NYSTP math assessment in 8th grade because it was optional in spring 2021. 31% of the students who tested below proficiency in the eighth grade received credit for a math Regents after four years 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.	No
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	No
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	No

	exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	
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.	Yes*
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.	No
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.	No

EVALUATION OF THE HIGH SCHOOL MATHEMATICS GOAL

Although the percentage passing a math Regents exam after four years in high school did increase this year, GTCS did not meet the math goal in 2024-25. The 2021 cohort did compare favorably to the local district using the most recent numbers available. 31% of students who were not proficient in eighth grade earned credit for a math Regents after four years in high school.

ACTION PLAN

The high school math program will continue with current practices and interventions. We also offer Saturday Academy for middle school students. In 2024-25, we provided ten weeks of Saturday Academy. Saturday Academy is optionable but recommended to students that are not meeting grade-level standards. During Saturday Academy, teachers use resources from iReady, Khan Academy, and additional materials to provide ELA and math instruction. Across all grade levels, teachers are also available every day after school to meet with students and provide tutoring. Finally, we have a Community Hour every day during lunch. During this time, students in all grade levels can meet with teachers, participate in clubs, and receive tutoring.

GOAL 5: SCIENCE

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

BACKGROUND

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 middle school 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. 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. In high school, we offer the following science courses: Living Environment, Earth Science, Chemistry, Physics, College Physics, Environmental Science.

MIDDLE SCHOOL SCIENCE

Science Measure 1 - Absolute

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

The school administered only the Life Science Biology Regents to grade 8 students.

Science Measure 2 - Comparative

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

Not Applicable.

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

Grade	Year	Regents Exam	Number Tested	Number Passing	Percent Passing
8	2021-22	Living Environment	39	8	21%
8	2022-23	Living Environment	31	5	16%
8	2023-24	Living Environment	38	9	24%
8	2024-25	Life Science Biology	39	17	44%

SUMMARY OF THE ELEMENTARY/MIDDLE SCIENCE GOAL

The charter school tests 8th grade students in science utilizing the NYS Regents Science assessments. 44 percent of students achieved proficiency on the Life Science Biology Regents exam.

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.	No
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.	Unable to Assess

EVALUATION OF THE SCIENCE GOAL

GTCS did not achieve the science measure in grade 8 as fewer than 75% demonstrated proficiency in subject.

ACTION PLAN

GTCS will continue with current programming and supports in middle school science.

HIGH SCHOOL SCIENCE

High School Science Measure 1 - Absolute

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

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

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)
2019	2022-23	54	47	7	100%
2020	2023-24	42	5	6	16%
2021	2024-25	64	3	36 *45 w.appeals	59% *74% w. appeals

High School Science Measure 2 - Comparative

Each year, the percent of students in the high school Total Cohort passing a Regents science exam with a score of **65 or above** will exceed that of the high school Total Cohort from the school district of comparison.

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

Science Regents Passing Rate
of the High School Total Cohort by Charter School and School District

Cohort Designation	Charter School		School District	
	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort
2019	100%	54	23%	723
2010	16%	42	22%	732
2021	59% *74% w. appeals	64		

SUMMARY OF THE HIGH SCHOOL SCIENCE GOAL

Including special appeals, 74 percent of the 2021 cohort earned credit for a science Regents.

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.	No
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.	Yes

ACTION PLAN

GTCS will continue with current high school programming in the science department.

GOAL 6: SOCIAL STUDIES

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

BACKGROUND

Our middle school social studies curriculum is teacher-created and aligned to state learning standards . In high school, we offer the following social studies courses: Global I, Global II, US History, Economics, College Psychology, College Sociology, and Government. The curriculum for these courses is teacher-created.

Social Studies Measure 1 - Absolute

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

METHOD

New York State administers two high school social studies assessments: U.S. History and Global History. In order to graduate, students must pass both of these Regents exams with a score of 65 or higher. These measures require students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort.

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2019	2022-23	54	54	–	–
2020	2023-24	42	1	21	51%
2021	2024-25	64	0	54	84%

Social Studies Measure 2 - Comparative

Each year, the percent to students in the high school Total Cohort passing the Regents U.S. History exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

METHOD

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

U.S. History Regents Passing Rate
of the High School Total Cohort by Charter School and School District

Cohort Designation	Charter School		School District	
	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort
2019	–	54	3%	723
2020	51%	42	51%	732
2021	84%	64		

Social Studies Measure 3 - Absolute

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

METHOD

New York State administers two high school social studies assessments: U.S. History and Global History. In order to graduate, students must pass both of these Regents exams with a score of 65 or higher. These measures require students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort.

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

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2019	2022-23	54	–	–	54%
2020	2023-24	42	0	18	43%
2021	2024-25	64	0	40	63%

Social Studies Measure 4 - Comparative

Each year, the percent of students in the high school Total Cohort passing the Regents Global History exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

METHOD

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

Global History Regents Passing Rate
of the High School Total Cohort by Charter School and School District

Cohort Designation	Charter School		School District	
	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort
2019	54%	54	11%	723
2020	43%	42	53%	732
2021	63%	64		

SUMMARY OF THE SOCIAL STUDIES GOAL

The scholars achieved the absolute measures in U.S. History, but not Global History. Greater than 75 percent of the four-year accountability cohort scored at greater than 65 percent on U.S. History. 84% passed the U.S. History Regents and 63% passed the Global History Regents. Although the local district 2024-25 social studies results have not been posted as of yet, our four-year cohort typically outperforms their levels on this measure.

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.	Yes
Comparative	Each year, the percent of students in the high school Total Cohort passing the U.S. History Regents exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.	No
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.	Yes

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.	Yes

EVALUATION OF THE SOCIAL STUDIES GOAL

The social studies accountability goal was partially met in 2024-25. 84 percent of the four-year cohort passed the U.S. History Regents and 63 percent passed the Global History Regents. Based on the district's 2023-24 social studies four-year pass rates, our 2021 cohort outperformed those numbers on both assessments. Because students can graduate by passing only one social studies Regents, we are seeing more relying on the extra STEM path utilizing a second math or science Regents that they pass through their required coursework.

ACTION PLAN

The school will continue with current programming in social studies.

GOAL 7: ESSA

ESSA Measure 1

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

Because *all* students are expected to meet the state's performance standards, the federal statute stipulates that various sub-populations and demographic categories of students among all tested students must meet the state standard in and of themselves aside from the overall school results. As New York State, like all states, is required to establish a specific system for making these determinations for its public schools, charter schools do not have latitude in establishing their own performance levels or criteria of success for meeting the ESSA accountability requirements. Each year, the state issues School Report Cards that indicate a school's status under the state accountability system. More information on assigned accountability designations and context can be found here.

Accountability Status by Year

Year	Status
2022-23	Good Standing
2023-24	Good Standing LSI, but PTSI in one subgroup
2024-25	Local Support and Improvement

ADDITIONAL CONTEXT AND EVIDENCE

The school is in good standing.