

Application: Green Tech High

Jen Pasek - jen@pasekconsulting.com
2020-2021 Annual Report

Entry 1 School Info and Cover Page

Completed Nov 1 2021

[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 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 2020-2021 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, 2021)** or you may not be assigned the correct tasks.

BASIC INFORMATION

a. SCHOOL NAME

(Select name from the drop down menu)

GREEN TECH HIGH CHARTER SCHOOL 010100860907

a1. Popular School Name

Green Tech

b. CHARTER AUTHORIZER (As of June 30th, 2021)

Please select the correct authorizer as of June 30, 2021 or you may not be assigned the correct tasks.

SUNY BOARD OF TRUSTEES

c. DISTRICT / CSD OF LOCATION

ALBANY CITY SD

d. DATE OF INITIAL CHARTER

7/2006

e. DATE FIRST OPENED FOR INSTRUCTION

9/2007

h. SCHOOL WEB ADDRESS (URL)

greentechhigh.org

i. TOTAL MAX APPROVED ENROLLMENT FOR THE 2020-2021 SCHOOL YEAR (exclude Pre-K program enrollment)

390

j. TOTAL STUDENT ENROLLMENT ON JUNE 30, 2021 (exclude Pre-K program enrollment)

393

k. GRADES SERVED IN SCHOOL YEAR 2020-2021 (exclude Pre-K program students)

Check all that apply

Grades Served

6, 7, 9, 10, 11, 12

l. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION?

No

FACILITIES INFORMATION

m. FACILITIES

Will the school maintain or operate multiple sites in 2021-2022?

No, just one site.

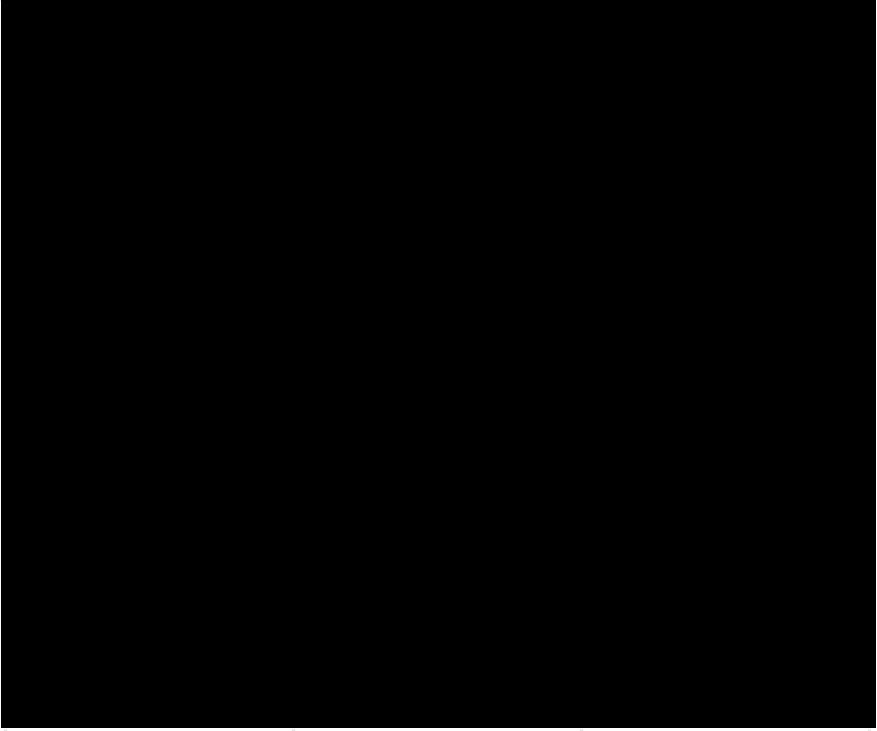
School Site 1 (Primary)

m1. SCHOOL SITES

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

	Physical Address	Phone Number	District/CSD	Grades to be Served at Site for coming year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 1	99 Slingerland St. Albany, NY 12202	518-694-3400	Albany	6-7, 9-12	No

m1a. Please provide the contact information for Site 1.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Dr. Paul Miller			
Operational Leader	Brian Rodriguez			
Compliance Contact	Brian Rodriguez			
Complaint Contact	Brian Rodriguez			
DASA Coordinator	Kat Aviza			
Phone Contact for After Hours Emergencies	Brian Rodriguez			

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

Private Space

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

m1d. Upload a current Certificate of Occupancy (COO) and the annual Fire Inspection Report for school site 1 if located in private space in NYC or located outside of NYC .

Certificate of Occupancy and Fire Inspection. Provide a copy of a current and non-expired certificate of occupancy (if outside NYC or in private space in NYC). For schools that are not in district space (NYC co-locations), provide a copy of a current and non-expired certificate of occupancy, and a copy of the current annual fire inspection results, which should be dated on or after July 1, 2021.

Site 1 Certificate of Occupancy (COO)

[Green Tech CO 99 Slingerland.pdf](#)

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

Site 1 Fire Inspection Report

[2020 Fire Inspection GTH.pdf](#)

Filename: 2020 Fire Inspection GTH.pdf **Size:** 373.6 kB

CHARTER REVISIONS DURING THE 2020-2021 SCHOOL YEAR

n1. Were there any revisions to the school's charter during the 2020-2021 school year? (Please include approved or pending material and non-material charter revisions).

No

o. Has your school's Board of Trustee's approved a budget for the 2020-2021 FY?

Yes

ATTESTATIONS

p. Individual Primarily Responsible for Submitting the Annual Report.

Name	Jen Pasek
Position	Consultant
Phone/Extension	518-542-9810
Email	jen@pasekconsulting.com

p. Our signatures (Executive Director/School Leader/Head of School and Board President) below attest that our school has reviewed, understands and will comply with the employee clearance and fingerprint requirements as outlined in Entry 10 and found in the [NYSED CSO Fingerprint Clearance Oct 2019 Memo](#). Click **YES to agree.**

Responses Selected:


Yes

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

Responses Selected:

Yes

Signature, Head of Charter School

A handwritten signature in black ink on a light gray background. The signature is highly stylized and cursive, consisting of several large, overlapping loops and a long, sweeping tail that extends to the right.

Signature, President of the Board of Trustees

A handwritten signature in black ink on a light gray background. The signature is cursive and features a large, prominent loop at the beginning, followed by several smaller loops and a long, sweeping tail that extends to the right.

Date

(No response)

Thank you.



Entry 3 Accountability Plan Progress Reports

Completed Nov 1 2021

Instructions

SUNY-Authorized Charter Schools ONLY

SUNY-authorized charter schools must download an Accountability Plan Progress Report template at [Accountability Plan Progress Report template](#). After completing, schools must upload the document into the SUNY Epicenter system by **August 16, 2021**.

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

Green Tech 2020-21-APPR-K-12

Filename: Green Tech 2020 21 APPR K 12.docx **Size:** 142.7 kB

Entry 4 - Audited Financial Statements

Incomplete

Required of ALL Charter Schools

ALL SUNY-authorized charter schools must upload the financial statements in .pdf format into the SUNY Epicenter system no later than **November 1, 2021**. SUNY CSI will forward to NYSED CSO.

ALL Regents, NYCDOE, and Buffalo BOE authorized charter schools must upload final, audited financial statements to the [Annual Report Portal](#) no later than **November 1, 2021**. Upload the independent auditor's report, any advisory and/or management letter, and the internal controls report as one submission, combined into a .PDF file, ensuring that security features such as password protection are turned off.

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

Entry 4a - Audited Financial Report Template (SUNY)

Incomplete

Instructions - SUNY-Authorized Charter Schools ONLY

SUNY-authorized schools must download the Excel spreadsheet entitled "Audited Financial Report Template" at <http://www.newyorkcharters.org/fiscal/>. After completing, schools must upload the document into the SUNY Epicenter system by **November 1**.

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

Entry 4c - Additional Financial Documents

Incomplete Hidden from applicant

Instructions - Regents, NYCDOE and Buffalo BOE authorized schools must upload financial documents in this section **by November 1, 2021**. The items listed below should be uploaded, with an explanation if not applicable or available. For example, a "federal Single Audit was not required because the school did not expend federal funds of more than the \$750,000 Threshold."

1. Advisory and/or Management letter
2. Federal Single Audit
3. CSP Agreed-Upon Procedure Report
4. Evidence of Required Escrow Account for each school^[1]
5. Corrective Action Plan for Audit Findings and Management Letter Recommendations

^[1] Note: For BOR schools chartered or renewed after the 2017-2018 school year, the escrow account per school is \$100,000.

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

Entry 4d - Financial Services Contact Information

Incomplete Hidden from applicant

Instructions: Please enter the contact information for school staff, firms or other entities providing financial services to the education corporation **by November 1, 2021.**

Form for "Financial Services Contact Information"

1. School Based Fiscal Contact Information

	School Based Fiscal Contact Name	School Based Fiscal Contact Email	School Based Fiscal Contact Phone

2. Audit Firm Contact Information

	School Audit Contact Name	School Audit Contact Email	School Audit Contact Phone	Years Working With This Audit Firm

3. If applicable, please provide contact information for the school's outsourced financial services firm.

	Firm Name	Contact Person	Mailing Address	Email	Phone	Years With Firm

Entry 5 - Fiscal Year 2021-2022 Budget

Completed Nov 1 2021

Instructions - Regents, NYCDOE, and Buffalo BOE authorized charter schools should upload a copy of the school's FY21 Budget using the 2021-2022 [Projected Annual Budget template](#) in the portal or from the Annual Report website **by November 1, 2021**.

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

Instructions - SUNY authorized charter schools should download the [2021-2022 Budget and Quarterly Report Template](#) on the SUNY website or Epicenter and upload the completed template into the portal **by November 1, 2021**.

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

[2021-2022 Annual Budget\(OR1IA\)\(GreenTechCharterSchool\)](#)

Filename: 2021 2022 Annual BudgetOR1IAGreenT A95t7Qp.xlsx Size: 544.9 kB

Entry 6 - Board of Trustees Disclosure of Financial Interest Form

Completed Nov 1 2021

Required of ALL Charter Schools by August 2

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 2020-2021 school year must complete a signed:

- Regents, NYCDOE, and Buffalo BOE Authorized Schools: [Disclosure of Financial Interest Form](#)
- SUNY- Authorized Charter Schools: [SUNY Trustee Financial Disclosure Form](#)

All completed forms must be collected and uploaded in .PDF format for each individual member. **If a trustee is not able or available to complete the form by the deadline, the education corporation is responsible for doing so on behalf of the trustee.** (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 Disclosure of Financial Interest Form, trustees must disclose information relevant to any of the schools served by the governing education corporation. Note: Docusign is accepted.

[Upload BOT GT final](#)

Filename: Upload BOT GT final.pdf Size: 646.9 kB

Entry 7 BOT Membership Table

Completed Nov 1 2021

Instructions

Required of All charter schools

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

Entry 7 BOT Table

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

1. 2020-2021 Board Member Information (Enter info for each BOT member)

	Trustee Name	Trustee Email Address	Position on the Board	Committee Affiliations	Voting Member Per By-Laws (Y/N)	Number of Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2020-2021
1	Pamela Williams		Chair	All	Yes	3	10/01/2018	09/30/2021	9
2	Jahmel Robinson		Vice Chair	All	Yes	2	8/18/2019	1/29/2021	5 or less
3	Dona Bulluck		Secretary	All	Yes	2	8/18/2019	1/29/2021	9
	Laura								

4	Chmielnski		Treasurer	All	Yes	2	8/18/2019	1/29/2021	5 or less
5	Madalyn Royal		Trustee/Member	All	Yes	1	8/18/2018	1/29/2021	5 or less
6	Matt Toporowski		Trustee/Member	All	Yes	1	02/05/2018	2/25/2021	8
7									
8									
9									

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

No

2. INFORMATION ABOUT MEMBERS OF THE BOARD OF TRUSTEES

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

a. Total Number of BOT Members on June 30, 2021	6
b.Total Number of Members Added During 2020-2021	0
c. Total Number of Members who Departed during 2020-2021	0
d.Total Number of members, as set in Bylaws, Resolution or Minutes	6

3. Number of Board meetings held during 2020-2021

9

4. Number of Board meetings scheduled for 2021-2022

12

Thank you.

Entry 8 Board Meeting Minutes

Incomplete Hidden from applicant

Instructions - Required of Regents, NYCDOE, and Buffalo BOE Authorized Schools ONLY

Schools must upload a complete set of monthly board meeting minutes (July 2020-June 2021), which should match the number of meetings held during the 2020-2021 school year, as indicated in the above table. The minutes provided must be the final version approved by the school's Board of Trustees and may be uploaded individually or as one single combined file. Board meeting minutes must be submitted by August 2, 2021.

Entry 9 Enrollment & Retention

Completed Nov 1 2021

Instructions for submitting Enrollment and Retention Efforts

ALL charter schools must complete this section. Describe the good faith efforts the charter school has made in 2020-2021 toward meeting targets to attract and retain the enrollment of Students with Disabilities (SWDs), English Language Learners (ELLs), and students who are economically disadvantaged. In addition, describe the school's plans for meeting or making progress toward meeting its enrollment and retention targets in 2021-2022.

Entry 9 Enrollment and Retention of Special Populations

Instructions for Reporting Enrollment and Retention Strategies

Describe the efforts the charter school has made in 2020-2021 toward meeting targets to attract and retain enrollment of students with disabilities, English language learners, and students who are economically disadvantaged. In addition, describe the school's plans for meeting or making progress toward meeting its enrollment and retention targets in 2021-2022.

Recruitment/Attraction Efforts Toward Meeting Targets

	Describe Recruitment Efforts in 2020-2021	Describe Recruitment Plans in 2021-2022
	Green Tech has always served more ED students than the Albany City School District. We have a 12-year 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	In 2020-2021, our percentage of ED students was once again higher than the Albany City School District. Going forward, we will continue implementing

<p>Economically Disadvantaged</p>	<p>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.</p>	<p>the strategies listed to the lift as they have successfully enrolled ED students. We utilize GTh alumni and current GTH families to assist with recruitment. and have implemented the GTH "" MVP Recruitment Sweepstakes Referral Initiative."</p>
<p>English Language Learners</p>	<p>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 model is new, this is a recruitment effort under development. We will also be targeting recruitment and marketing efforts with single-gender Brighter Choice boys in an approach that K-12 all-male schooling can be a full unbroken continuum.</p>	<p>We are continuing to grow our recruitment efforts for ELLs in the 2021-22 school year by recruiting students when they are younger and advertising our ELL services in marketing materials. We also:</p> <ul style="list-style-type: none"> -Translate enrollment Brochure into the top 2 spoken languages outside of English (Spanish and Arabic) -We created a landing page to translate information on the website into the top 2 languages spoken outside of English. -Electronic enrollment application and forms made available to families. -Virtual and in person parent orientations made available to all interested families as an option. -Drop off recruitment materials to local Mosques, refugee centers, latin American community centers and other religious organizations with potential ELL Students."

Students with Disabilities	<p>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 Brighter Choice Boys 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.</p>	<p>Going forward, we are continuing to recruit SWD by including information about our services in marketing materials and advertising these services on our school website.</p>
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Retention Efforts Toward Meeting Targets

	Describe Retention Efforts in 2020-2021	Describe Retention Plans in 2021-2022
	<p>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</p>	<p>Given that we enroll a higher number of ED students than our district of location, at this point we have a well-developed program for supporting the various needs of this subgroup. In 2021-22 we are continuing to implement these strategies with specific focus on supporting the academic and social-emotional needs of students as they return to in-person learning. Many</p>

<p>Economically Disadvantaged</p>	<p>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.</p>	<p>students continue their studies at GTH because of the programs we have in place for our gentlemen: Barbering Program, Construction Lab, Computer Graphics and Visual Arts Lab, Music Studio, Band, School Sports, School intramural sports. Support programs are in place to ensure our students and families have what they need to be successful while at GTH and beyond: Family intervention and support services, Student and Parent meetings, Counseling, Home Visits, Tutoring & Mentoring.</p>
<p>English Language Learners</p>	<p>GTH uses social media as well as radio and T.V. marketing to attract students of all backgrounds. GTH does a yearly demographic study and does mailers to the top 3 languages spoken in the Capital Region. This year English, Spanish, Hindi are the three top languages spoken in the Capital region. We have translated the material and are sending the materials to over 500 homes in the capital region. Our Parent Intervention Specialist also visits and drops off materials at the refugee center. However, we have an extremely low number of ELL students.</p>	<p>We are continuing with our current practices, stated to the left, to support ELLs at GTH.</p>
	<p>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</p>	

Students with Disabilities

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.

As with ED students, we are increasing our focus on responding to academic and social-emotional needs for SWD in the 2021-22 school year as students re-enter the classroom. We are confident that the strategies we have in place will support the continued retention of SWD going forward.

Entry 10 - Teacher and Administrator Attrition

Completed Nov 1 2021

Form for "Entry 10 - Teacher and Administrator Attrition" Revised to Employee Fingerprint Requirements Attestation

A. TEACH System - Employee Clearance

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 that are provided or assigned by the district of location, or related/contracted service providers.** After an employee has been cleared, schools are required to maintain proof of such clearance in the file of each employee. For the safety of all students, charter schools must take immediate steps to terminate the employment of individuals who have been denied clearance. Once the employees have been terminated, the school must terminate the request for clearance in the TEACH system.

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

^[1] Employees that must be cleared include, but are not limited to, teachers, administrative staff, janitors, security personnel and cafeteria workers, and other staff who are present when children are in the school building. **This includes paraprofessionals and other school personnel that are provided or assigned by the district of location, as well as related/contracted service providers.** See NYSED memorandum dated October 1, 2019 at <http://www.p12.nysed.gov/psc/aboutcharterschools/lawsandregs/EmployeeFingerprintOct19.pdf> or visit the NYSED website at: <http://www.highered.nysed.gov/tsei/ospra/fingerprintingcharts.html> for more information regarding who must be fingerprinted. Also see, 8 NYCRR §87.2.

B. Emergency Conditional Clearances

Charter schools are **strongly discouraged** from using the emergency conditional clearance provisions for prospective employees. This is because the school must simultaneously 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

<http://www.p12.nysed.gov/psc/aboutcharterschools/lawsandregs/EmployeeFingerprintOct19.pdf>.

Attestation

Responses Selected:

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

Entry 11 Percent of Uncertified Teachers

Incomplete Hidden from applicant

Instructions

Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY

The table below reflects the information collected through the online portal for compliance with New York State Education Law 2854(3)(a-1) for teaching staff qualifications. Uncertified teachers are those not certified pursuant to the State Certification Requirements established by the NYSED Commissioner of Education.

Enter the relevant full-time equivalent (FTE) count of teachers in each column. For example, a school with 20 full-time teachers and 5 half-time teachers would have an FTE count of 22.5.

Entry 11 Uncertified Teachers

School Name:

Instructions for Reporting Percent of Uncertified Teachers

Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools

The table below reflects the information collected through the online portal for compliance with New York State Education Law 2854(3)(a-1) for teaching staff qualifications. Uncertified teachers are those not certified pursuant to the State Certification Requirements established by the NYSED Commissioner of Education. Enter the relevant full-time equivalent (FTE) count of teachers in each column. For example, a school with 20 full-time teachers and 5 half-time teachers would have an FTE count of 22.5.

If more than one line applies to a teacher, please include in only one FTE uncertified category. Please do not include paraprofessionals, such as teacher aides.

CATEGORY A. 30% OR 5 UNCERTIFIED TEACHERS WHICHEVER IS LESS

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2021)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2021)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2021)	
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2021)	
Total Category A: 5 or 30% whichever is less	0

CATEGORY B. PLUS FIVE UNCERTIFIED TEACHERS IN MATHEMATICS, SCIENCE, COMPUTER SCIENCE, TECHNOLOGY OR CAREER AND TECHNICAL EDUCATION.

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2021)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2021)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2021)	
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2021)	
Total Category B: not to exceed 5	0

CATEGORY C: PLUS 5 ADDITIONAL UNCERTIFIED TEACHERS

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2021)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2021)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2021)	
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2021)	
Total Category C: not to exceed 5	0

CATEGORY D: TOTAL FTE COUNT OF UNCATEGORIZED, UNCERTIFIED TEACHERS

(Include teachers who do not fit in one of these categories or if did fit would exceed the numerical limits for that category)

	FTE Count
Total Category D	

CATEGORY E: TOTAL FTE COUNT OF CERTIFIED TEACHERS

	FTE Count
Total Category E	

CATEGORY F: TOTAL FTE COUNT OF ALL TEACHERS

Please do not include paraprofessionals, such as teacher aides.

	FTE Count
Total Category F	



Thank you.

Entry 12 Organization Chart

Incomplete Hidden from applicant

[Instructions](#)

Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY

Upload the 2020-2021 **Organization Chart**. The organization chart should include position titles and reporting relationships. Employee names should not appear on the chart

Entry 13 School Calendar

Completed Nov 1 2021

[Instructions for submitting School Calendar](#)

Required of ALL Charter Schools

Given these uncertain and changing times, charter schools may or may not have a school calendar ready to upload by the submission deadline this year of August 2, 2021. If the charter school has a tentative calendar based on available information and guidance at the time, please submit with the August 2nd submission. Charter schools will be able to upload an updated school calendar into the portal at any time but no later than **September 15, 2021**.

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 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.

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

[GTH 2021-22 Calendar](#)

Filename: GTH 2021 22 Calendar.pdf **Size:** 198.0 kB

Entry 14 Links to Critical Documents on School Website

Completed Nov 1 2021

Instructions

Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY

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:

1. Most recently filed Annual Report (i.e., 2019-2020 Annual Report);
2. Most recent board meeting notice, documents to be discussed at the meeting (if any), and webcast of Board meetings (if held virtually per Governor's Executive Order);
3. Link to New York State School Report Card;
4. Lottery Notice announcing date of lottery;
5. Authorizer-approved DASA Policy;
6. District-wide safety plan and Authorizer-approved Discipline Policy (as per August 29, 2019 [Emergency Response Plan Memo](#));
7. Authorizer-approved FOIL Policy; and
8. Subject matter list of FOIL records.
9. Link to School Reopening Plan

Form for Entry 14 Links to Critical Documents on School Website

School Name: Green Tech High

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

	Link to Documents
1. Most Recent Annual Report (i.e., 2019-20)	https://b425ca07-8b68-4105-8543-41800fae58af.filesusr.com/ugd/7e6ed1_6851ca25b6264b81a6f8ebb3f1265261.pdf
2. Most recent board meeting notice, documents to be discussed at the meeting (if any)	https://www.greentechhigh.org/board-minutes
2a. Webcast of Board Meetings (per Governor's Executive Order)	https://www.greentechhigh.org/board-minutes
3. Link to NYS School Report Card	https://www.greentechhigh.org
4. Lottery Notice announcing date of lottery	https://www.greentechhigh.org/enrollment
5. Authorizer-approved DASA Policy (For Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY);	
6. District-wide Safety Plan	https://b425ca07-8b68-4105-8543-41800fae58af.filesusr.com/ugd/b8ec39_efd54cd332e24676b6050dfc464a13ba.pdf
6a. Authorizer-Approved Discipline Policy (as per August 29, 2019 Emergency Response Plan Memo)	https://b425ca07-8b68-4105-8543-41800fae58af.filesusr.com/ugd/b8ec39_3d3a807d8f8b4075a95e98eb67593ede.pdf
7. Authorizer-Approved FOIL Policy	https://b425ca07-8b68-4105-8543-41800fae58af.filesusr.com/ugd/7e6ed1_e17a16157543420ba22af1cbc46be1c6.pdf
8. Subject matter list of FOIL records	https://b425ca07-8b68-4105-8543-41800fae58af.filesusr.com/ugd/7e6ed1_00331708178a4c3aa8a9aeee2bbd0a0d.pdf

Thank you.



Entry 15 Staff Roster

Incomplete Hidden from applicant

INSTRUCTIONS

Required of Regents-Authorized Charter Schools ONLY

Please click on [the MS Excel Staff Roster Template](#) and provide the following information for ANY and ALL instructional and non-instructional employees.

- Full name for any and all employees
- TEACH IDs for any and all employees
- Using the drop down menu, select a role/position (or the best fit) for each employee in the charter school. (Please provide additional information to the Notes Section of the Staff Roster Template as necessary)
- Date of hire and employment start dates
- Number of years each employee has had in their respective professions
- Number of years each employee has had in their current role in the charter school
- Using the drop down menu, select the correct explanation as to why a teacher is teaching outside of their certification area.



**GREEN TECH HIGH
CHARTER SCHOOL**

**2020-21 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 17, 2021

By Dr. Paul Miller

99 Slingerland Street
Albany, NY 12202

Phone: 518-694-3400

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Dr. Paul Miller, Principal, prepared this 2020-21 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position	
	Office (e.g. chair, treasurer, secretary)	Committees (e.g. finance, executive)
Pamela Williams	Chair	Executive Committee
Jahmel Robinson	Vice Chair	
Dona Bulluck	Secretary	
Laura Chmielinski	Treasurer	
Madalyn Royal	Member	
Matt Toporowski	Member	

Dr. Paul Miller has served as the principal since 2012.

SCHOOL OVERVIEW

Green Tech High Charter School (GTHCS) has provided a vital option for young men in grades 9-12 in the Capital Region since 2008. In 2016, GTHCS was renewed for a five-year term through 2021. The school moved to a new, larger facility in July 2016, and now has more space than in its previous years of operation. GTHCS is seeking to optimize the additional space by introducing middle school grades. This would offer the meaningful opportunity to reach students at an earlier point in their educational trajectory. It would also fill a demand for a single gender public middle school in the Capital Region, which ended with the closure of Brighter Choice Middle School for Boys in 2015.

The GTHCS board anticipates that introducing students to Green Tech's expectations and approach in middle school would positively impact high school college readiness outcomes, which require students to receive higher scores on high stakes Regents Exams; not just passing scores of 65. In addition, the revenue generated by the additional grades would considerably strengthen the school's finances by the close of FY 2020, our first full year with grade 6. The school gains additional financial strength in the next charter term fully grown to 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.

Modifications to Program During Remote Learning

When school closed in March due to COVID 19 on March 13th, the GTH administration loaded all high school students into the [Plato online learning portal](#) (Math, English, Social Studies, Science, all courses appropriate to student's schedule.) Chromebooks were ordered and distributed upon arrival. Teachers monitored their advisory students' progress on Plato and coached, encouraged, taught and tutored their students virtually. Instruction was provided on how to use and monitor within the Plato system. Students had a GTH daily participation requirement of 1 hour per day per class enrolled and various Google Classroom teacher led support.

For the middle school group we developed a hybrid model of [MobyMax](#) and Google Classroom where teachers ran lessons in real time.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

End of semester tests (finals) were given in the PLATO courses for all students enrolled and reached the end of the course. Appropriate accommodations were made for students with IEPs.

Throughout the school closure, staff kept in touch with students directly, through Google classrooms and utilized social media to connect.

The School Counseling teams plays a critical role in supporting social/emotional development and needs as they:

- Understand the nature and range of human characteristics specific to child and adolescent development
- Identify and employ appropriate appraisal methods for individual and group interventions that support K–12 students’ social/emotional development
- Know and utilize counseling theories, collaborate with classroom teachers and build key relationships with students and parents.

In response to Covid-19, GTH School counselors established an intentional focus on social and emotional skill building, mental and behavioral health, personal safety and self-regulatory capacity, which likely has been impacted. School counselors will try to build from some of the unique learning experiences students may have had and promote resilience. In addition to and/or in the absence of formal screenings, counselors establish regular informal check-ins with all students especially in times of virtual learning. This allows prevention services to continue and establishes a system to determine how to provide effective intervention services as needed. GTH continues the referral system for individuals who need targeted support as well as access to school-employed and community mental health professionals. School Counselors continue to be informed of Best Practices as outlined from the American School Counseling Association (ASCA).

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year

School Year	6	7	8	9	10	11	12	Total
2016-17				123	92	59	57	331
2017-18				126	96	75	56	353
2018-19				106	97	73	62	338
2019-20	44			91	80	70	73	358
2020-21	46	45		85	82	74	64	396

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 2017 state Accountability Cohort consists of students who entered the 9th grade anywhere sometime during the 2017-18 school year, were enrolled in the school on the state’s annual enrollment-determination day (i.e., BEDS day) in the 2020-21 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>)

The following table indicates the number of students in the Accountability Cohorts who are in their fourth year of high school and were enrolled at the school on BEDS Day in October and remained in the school until June 30th of that year.

Fourth-Year High School Accountability Cohorts

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort’s Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30 th
2018-19	2015-16	2015	64	4	60
2019-20	2016-17	2016	64	0	64
2020-21	2017-18	2017	66	0	66

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 year they first enter the 9th grade. Students enrolled for at least one day in the school after entering the 9th grade are part of the school’s Graduation Cohort. 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 the following: if they transfer to another public or private diploma-granting program with documentation, transfer to home schooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S., or are deceased.

Fourth Year Total Cohort for Graduation

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Enrolled on June 30 th of the Cohort’s Fourth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2018-19	2015-16	2015	60	0	60
2019-20	2016-17	2016	64	3	67
2020-21	2017-18	2017	66	3	69

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Enrolled on June 30 th of the Cohort's Fifth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2018-19	2014-15	2014	54	2	52
2019-20	2015-16	2015	58	1	59
2020-21	2016-17	2016	3	64	67

PROMOTION POLICY

GTH Promotion Policy for Traditional In-Person Learning

For 2020-21, the minimum final grade for passing was adjusted to 60, instead of the usual 70, as we graded on a curve in the high school courses.

10th- 12th grade students must earn a "C- "(60) or higher in each final grade to be eligible for promotion to the next grade.

9th grade only: (60) or higher for freshmen Core Classes only. Elective and Spanish classes always (60 or higher) in each final grade to be eligible for promotion to the next grade.

Final Grades are assigned as follows:

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

A student may be retained (discretion of the Principal with recommendation of teacher) if he does not successfully complete his reading, writing, and math proficiency exam and/or pass the final exam in the area of study. If a student fails a final exam or Regent Exam, he must attend the Summer Academy until he passes it. The student will receive a 4-week tutorial, and then retake the final or Regents. If he fails a second time, he must complete the Summer Academy and retake the Regents exam at the next time it is offered.

As a result of the transition to remote learning, the state has provided additional guidance regarding earning course credit and unit of study requirements [here](#).

2020-21 High School Grading

Grading Calculation is based on two categories for Standard Courses:

Attendance Participation Grade - 60%

- Arrive on time to Google Classroom session
- Camera is on, student is visible, and present for the entire class
- Failure to follow the expectations will result in the loss of the entire 25% for the day
- Teachers will mark track a daily Google Classroom Attendance and Participation grade in Powerschool

Monday through Thursday:

4 days of attendance and participation = 100%

3 days of attendance and participation = 75%

2 days of attendance and participation = 50 %

1 day of attendance and participation = 25 %

Plato Current Grade - 40%

- Grades will be based on the real scores from completed work and assessments.
- The Plato grades will be updated and put in Powerschool weekly

Friday Advisory: 10-15 minute virtual meeting is mandatory weekly. Friday does not count towards the instructional class days

Late: *If students are more than 15 minutes late to class they will not receive credit for the day, unless they have a Doctor's note or a note from their parent due to an emergency. Oversleeping is not an emergency or an excuse.

On Fridays, Teachers will be responsible for entering PLATO current grade based on that week's pacing. Students and Parents are able to access student grades in PowerSchool and progress report cards will be mailed out consistent with prior years.

Notes: Google Classroom Attendance and Participation cannot be made up. It is crucial that your student is engaged in live learning for effective delivery of instruction.

College Courses: College classes will remain fully in Google Classroom directed by the teacher. No Plato required.

AP Courses will be a hybrid of Google classroom assignments and PLATO fulfilling both AP/HS Requirements as directed by Teacher.

Absences: All students are expected to participate in online learning unless doctor's note or proof of family crisis is approved and entered into Powerschool.

Middle School Grading

Grade Calculations for standard courses are based on four categories:

60% - Attendance Participation

- Arrive on time
- Camera is on, student is visible, and present for the entire class
- Failure to follow the expectations will result in the loss of the entire 25% for the day
- Teachers will mark daily Google Classroom Attendance and Participation grade in Powerschool.

Monday through Thursday:

4 days of attendance and participation = 100%

3 days of attendance and participation = 75%

2 days of attendance and participation = 50 %

1 day of attendance and participation = 25 %

20% - Performance Grade

- Other Questions the teacher assigns during the class period
- The teachers will have a daily work assignment during the work period
- Homework when necessary
- 10% Classroom Participation
- Thoughtful responses to Do Now, Closure and Exit Tickets
- 10% Assessments (Test and Quizzes) and Project Based Assignments
- Assessments will be every 2 weeks and Projects are once per quarter at a minimum

Friday Advisory: 10-15 minute virtual meeting is mandatory weekly. Friday does not count towards the instructional class days

Late- *If students are more than 15 minutes late to class they will not receive credit for the day, unless they have a Doctor's note or a note from their parent due to an emergency. Over sleeping is not an emergency or an excuse.

On Sundays, Teachers will be responsible for entering all grades based on that week's pacing. Students and Parents are able to access student grades in Powerschool and progress report cards will be mailed out consistent to prior years.

Absences: All students are expected to participate in online learning unless doctors note or proof of family crisis is approved and entered into Powerschool from the front office. Teachers may not excuse a student only front office staff.

Notes: Google Classroom Attendance and Participation cannot be made up. It is crucial that your student is engaged in live learning for effective delivery of instruction

Attendance:

Attendance monitoring will be a requirement for all GTH teachers and Administrators with the plan to reopen Fall 2020.

Students are assigned to 3 Tracks for the School Year:

Track A- Hybrid A (Two day Rotation: in person, remote)

Track B - Hybrid B (Two day Rotation: remote, in person)

- All tracks will stay in session because remote learners are expected to participate online during the associate time period.
- Powerschool is set up so that teachers can view attendance of all students remote or in person scheduled for that course. misspelled: teachers
- When the child attends the in-person learning day, attendance is taken daily each period by the classroom Teachers.

Track C - Remote (Remote Learner only)

- Remote learners earn their day of membership, by logging into PLATO on their school provided/or home device. Teachers will be able to see a record of student engagement from all online learners and mark attendance.

GOAL 1: HIGH SCHOOL GRADUATION

GOAL 1: HIGH SCHOOL GRADUATION

Green Tech High Charter School will maintain high graduation rates each year.

Goal 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.

METHOD

This measure serves as a leading indicator of the performance of the high school cohort and examines students' progress toward graduation based on annual credit accumulation. The measure requires that, based on the school's promotion requirements, 75 percent of the first and second year high school Total Graduation Cohorts will earn the required number of credits.

RESULTS AND EVALUATION

GTH achieved this measure. Greater than 75% of students in their first and second year in high school earned the required credits and were promoted to the next grade.

Percent of Students in First and Second Year Cohorts
Earning the Required Number of Credits in 2020-21

Cohort Designation	Number in Cohort during 2020-21	Percent promoted
2019	70	90%
2020	74	85%

ADDITIONAL EVIDENCE

Both the 2018 and 2019 cohorts achieved this measure in 2019-20.

Goal 1: 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.

METHOD

This measure serves as a leading indicator of the performance of high school cohorts and examines their progress towards graduation based on Regents exam passage. The measure requires that 75 percent of students in each Graduation Cohort have passed at least three Regents exams by their second year in the cohort.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

As a result of the Board of Regents' guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, for the most recent second year cohort schools should report the percentage of students who either passed or were exempted from at least three exams. In August of 2021, the 2019 cohort will have completed its second year.

RESULTS AND EVALUATION

Given that all students in their second year have been exempt from taking NYS Regents exams in 9th and 10th grade, Green Tech High achieved this measure.

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

Cohort Designation	School Year	Number in Cohort	Percent Passing at Least Three Regents (including exemptions)
2017	2018-19	89	26%
2018	2019-20	67	75%
2019	2020-21	74	100%

Goal 1: Absolute Measures

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

METHOD

This measure examines students in two high school Graduation Cohorts: those who entered the 9th grade as members of the 2017 cohort and graduated four years later and those who entered as members of the 2016 cohort and graduated five years later. These data reflect August graduation rates. At a minimum, these students have passed or been exempted from five Regents exams required for high school graduation in ELA, mathematics, science, U.S. History, and Global History or met the requirements for the 4+1 pathway to graduation.¹

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

RESULTS AND EVALUATION

Green Tech High achieved the 4 year graduation measure with 88 percent of students in the 2017 cohort graduating. The fifth year graduation rate of the 2016 cohort was also 88 percent.

¹ The state's guidance for the 4+1 graduation pathway can be found here:

<http://www.p12.nysed.gov/ciai/multiple-pathways/>.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2015	2018-19	60	90%
2016	2019-20	67	93%
2017	2020-21	68	88%

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

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2014	2018-19	52	96%
2015	2019-20	59	93%
2016	2020-21	67	88%

ADDITIONAL EVIDENCE

The 5th year graduation rate dipped a bit below previous years in part because some of the students were discouraged after not graduating on time and being required to return remotely. That said, there are still a couple 2016 cohort students working toward graduating.

Goal 1: 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.

METHOD

The school compares the graduation rate of students completing their fourth year in the charter school's Total Graduation Cohort to that of the respective cohort of students in the school district of comparison. 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 2019-20 results as a temporary placeholder for the district's 2020-21 results.

RESULTS AND EVALUATION

Green Tech High's graduation rates continue to be greater than the local district.

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

Cohort Designation	School Year	Charter School		School District	
		Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating
2015	2018-19	60	90%	476	68%
2016	2019-20	67	93%	515	71%
2017	2020-21	68	88%		

Goal 1: 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.

METHOD

The New York State Board of Regents approved regulations establishing alternative pathways to graduation for all students. Students may replace one of the required Social Studies Regents exams with an approved alternative assessment. For more information about requirements and approved assessments refer to the NYSED resource online: <http://www.p12.nysed.gov/ciai/multiple-pathways/>. The school will document the names of the alternative assessments administered and success rate for students in the templates bellow.

As a result of the Board of Regents' guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, students planning to take a pathway examination during those cancelled dates would be exempted from the requirement. For purposes of this measure, only report results for students with valid scores for any pathway exam.

RESULTS AND EVALUATION

The 2017 graduation cohort were exempt from taking many of the Regents requirements for graduation, therefore did not need to utilize the 4+1 alternative pathway option.

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

With the exception of the fifth year cohort falling short of the 95% target, all other graduation measures were achieved in 2020-21. Green Tech utilized remote learning throughout the year and ensured students were able to continue with instruction and complete the necessary steps to graduate.

In addition to the traditional graduation requirements, Green Tech High provides Service-Learning opportunities in a variety of contexts. The graduation requirement is that students must complete 100 hours of Service-Learning experience by the end of his senior year. Service Learning is a discipline rooted in the majority of higher education experiences. In preparing our students for college, introducing them to Service-Learning in an intensive way gives them a leg up when entering college. Opportunities are provided through various academic opportunities that work to connect a community service project or partnership with the classroom topic. Reflection serves as the method by which a strong connection is made between the service and academic components.

Outside of the classroom, various Service-Learning opportunities are provided for students throughout the school year. Some examples are Senior Service Day and various opportunities that surround Dr. Martin Luther King Jr. Day. These events are more focused on a service project, and include a reflection component to solidify the "Learning" component of the Service-Learning opportunity.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Finally, individual students have the opportunity to build a meaningful relationship with a site in the community. Through consistent service with this organization, they are able to build a relationship that eventually leads to a larger service project. In many cases, this project will draw upon the individual's talents and skills and involves connection to academic strengths.

Overall, support is given to students to complete the graduation requirement. It is not unusual for students to exceed the recommended hour requirement.

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.	
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.	Met
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort will graduate.	Met
Absolute	Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	Met
Comparative	Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.	Met
Absolute	Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year.	Not Applicable

ACTION PLAN

Green Tech High will continue with its current programs to prepare scholars for graduation. We continue to expand grades with the addition of seventh grade in 2020-21 during hybrid learning. Our organization is expanding grades to enroll students earlier in their academic careers so the enter high school with better basic skills and are better able to experience success in high school and graduate on time. The Personal Academic Review program continues to empower our male scholars to reflect on what they need to do to earn credits and prepare for their futures.

GOAL 2: COLLEGE PREPARATION

GOAL 2: COLLEGE PREPARATION

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

The College Counseling office is dedicated to helping each student find the best school after graduation. Each student is paired with a counselor to meet one on one to discuss options, receive help applying, finding scholarships and talk about life after graduation.

The office hosts multiple college tours and instant admission days where local colleges come to GTH to meet with students and choose admission status that day. All seniors are required to meet with HVCC and SCCC. In addition, all juniors attend a college fair at HVCC in the spring and again as a senior in the fall. With the generous support of donors and allotted budget money, we are able to assure every student has the opportunity to find, apply, and enroll in a college best suited for him. We are proud to boast our 100% college acceptance rate for all graduating classes so far!

Green Tech will be using Naviance Family Connection to assist you and your parents with the college research and the college application process. Naviance is an efficient and near-paperless system for processing and submitting college application materials to a college or university.

In addition, there are sections on the website for each class, Freshmen – Seniors, with a timeline including what activities scholars should be doing each season to prepare for college research and choice, applications, SATs, visits, fairs, scholarships and financial aid.

Goal 2: Absolute Measure

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.

METHOD

Schools use any method listed here, 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. The school reports on the number of students who attempted to achieve each indicator, the number who succeeded, and the corresponding percentage. Additionally, the school should report on the overall number of students who graduated after four years, the number of those graduates who achieved any of the relevant indicators, and the overall percentage achieving any indicator.

Currently, Green Tech partners with SUNY Schenectady and Hudson Valley Community College to offer college level courses. Examples are below:

COM100 Intro to Human Communication, COM105 Public Speaking, ENG123 College Composition, ENG124 Literature & Writing and PSY121 Introduction to Psychology

RESULTS AND EVALUATION

GTH did not achieve this measure. 15 percent of the 2021 graduates earned a regents Diploma with Advanced Designation.

Percentage of the 2017 Total Cohort Graduates Demonstrating College Preparation by Indicator

Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
Regents Diploma with Advanced Designation	60	9	15%

Goal 2: Absolute Measure

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.

The calculation of this measure is not required for 2020-21.

Goal 2: Comparative Measure

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

The calculation of this measure is not required for 2020-21.

Goal 2: Absolute Measure

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

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

METHOD

The ultimate measure of whether a college prep high school has lived up to its mission is whether students actually enroll and succeed in college. Schools track and report the percentage of fourth-year Total Cohort graduates who matriculate into a two or four-year college program in the school year following graduation. Schools should update and confirm data for Cohorts prior to 2020-21 and provide preliminary matriculation data for 2017 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.

RESULTS AND EVALUATION

All graduating students were accepted in college for the fall 2021. Matriculation numbers are pending.

Matriculation Rate of Graduates by Year

Cohort	Graduation Year	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Following Year (b)	Matriculation Rate =[(b)/(a)]*100
2015	2018-19	54	39	74%
2016	2019-20	62	Pending Report	
2017	2020-21	60	60 Accepted	

SUMMARY OF THE COLLEGE PREPARATION GOAL

Green Tech High’s programming for college preparation and success is always evolving as we identify additional needs of our scholars. Students will need to transition back to live in person classes this year, while also being prepared to revert to remote learning as the need arises for quarantine or a numbers surge. Although one measure were not achieved this year, there are other supports in place to help scholars graduate, gain acceptance into college and experience success once there. Our counseling office is proud to report 98 percent of 2020 graduates were accepted into a 2 or 4 year college.

Type	Measure	Outcome
Absolute	Each year, 75 percent of graduating students will demonstrate their preparation for college by one or more possible indicators of college readiness.	Not Met
Absolute	Each year, the CCCRI for the school’s Total Cohort will exceed that year’s state MIP set forth in the state’s ESSA accountability system.	N/A
Comparative	Each year, the school’s CCCRI for the Total Cohort will exceed that of the district’s Total Cohort.	N/A
Absolute	Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.	Pending Data (Met)

ACTION PLAN

The counseling office continues to provide a grade specific list of actions students should complete. It is posted on the website so our young gentlemen know what needs to be done. The supports we have in place to assist our scholars in improving basic skills, completing coursework, taking responsibility for their education and ultimately graduating are working. We plan to continue fine tuning our offerings and providing our students with what they need to succeed during and beyond high school.

In addition to the annual support that our scholars receive to find and get accepted into a college, we are implementing a new year-long schedule change to foster independence in our young gentlemen. In 2021-22, our scholars will be returning to in-person school on campus and will have a one hour open campus Community Time.

Community time is an hour daily that is devoted to the development and social well-being of all our students by providing built in time to enhance the whole child, making stronger men for the future.

Students will be trained to be responsible and independent thinkers by having an open campus at lunch time. Students will have the ability to socialize, meet with teachers, participate in-school activities, eat lunch, and get some exercise.

The goal is to teach social responsibility; how to conduct themselves appropriately in different situations from the time they enter 9th grade.

All students grade 9-12, upon entering GTH will be treated as they would on a college campus.

Parents can opt out of allowing students leave campus for any reason.

The potential benefits of allowing our scholars this Community Time:

- Build Community
- Freedom
- Independence
- Attract students who previously were against the rigidity
- Teach real world behavior and expectations
- College atmosphere
- Solves potential space issue for lunches
- Gives teachers and opportunity to connect with students outside of academics

GOAL 3: ENGLISH LANGUAGE ARTS

ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS

Goal 3: English Language Arts

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

BACKGROUND

Middle School Background

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

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

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

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

Selection of High Quality Central Texts integrated ELA

It is critical that our students are engaged in rigorous and appropriately challenging readings that thematically connect fiction and non-fiction texts. Text must be carefully selected to ensure proper grade-level complexity for our students. Unit topics should be designed with a central text or text set in mind, and additional texts may be layered on to add scaffolds for learning, increase rigor, or deepen student background knowledge for unit study. When approaching text selection, teachers must consider what texts are most “worthy” of student attention. These text sets should be carefully planned by teachers to ensure engaging content that is at the correct level of text complexity for the students in the classroom. Berger focuses on the words “complex” (meaning where on the text complexity scale does the text fall) and “compelling” (meaning to what degree will the text spark student curiosity to learn). We find these terms to be strong criteria for text selection. In accordance with the National Assessment of Educational Progress (NAEP) reading framework, each year students will read both fiction and non-fiction with ratios gradually shifting towards a heavier focus on non-fiction in grades 7 and 8. Across grades, we will focus on specific genres as recommended by CCSS guidance and spiral in new genres each year. For example, in 6th grade we will layer on historical novels and short stories. In 7th grade, students will study drama as well as experience a dramatic increase in their non-fiction reading. By 8th grade students will be studying traditional works, religious texts, and reading a heavy dose of non-fiction texts.

During remote learning, classes moved forward using a combination of MobyMax online coursework and Google Classrooms with daily check ins with teachers. All students were assessed at the end of the class units in each subject using MobyMax.

METHOD

As previously described, Green Tech middle school scholars took MobyMax assessments in the fall and spring to evaluate learning gains/losses in reading.

During 2020-21, the school(s) primarily used the following exam to assess student growth and achievement in ELA: **Other**

RESULTS AND EVALUATION

Forty students in grade 6 took the MobyMax Reading exam in both fall and spring. 92.5% scored at or above grade level in the fall and 65% did so in the spring.

32 students took the assessment in the fall and 22 did so in June, however only twelve students in grade 7 took the MobyMax Reading exam in both fall and spring. 58% scored at or above grade level in the fall and 25% did so in the spring.

We place great emphasis on remediation of basic skills when students arrive at Green Tech. The pandemic constraints on in person classes hit this group hardest. While keeping in mind that many our middle school students were burned out for obvious reason by June, MobyMax enabled us to assess learning loss and plan for 2021-22.

SUMMARY OF THE ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS GOAL

As we look forward to returning to in-person learning in 2021-22, we look forward to having our middle school students back in the classroom. It has been a given in the educational community that the pandemic would cause learning loss for many students. By using MobyMax, we have an idea of which students will benefit from remediation this year. We will be reassessing where students are in terms of ELA grade level equivalency when we return to school.

ACTION PLAN

Going forward, Green Tech has added new positions to support our students across academic areas; 1) an English as a Second Language teacher who will continue to build our ESL program and support all students with any additional time and 2) Response to Intervention teacher who will work with students on increasing basic skills to enable them to be successful in the classroom. Basic reading and comprehension skills are a major focus as we prepare our middle school scholars to be able to succeed with high school coursework and eventually college level courses.

HIGH SCHOOL ENGLISH LANGUAGE ARTS

Goal 3: Absolute Measure

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 school administered the Regents English exam that students must pass to graduate. 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.

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort 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.

RESULTS AND EVALUATION

This ELA measure was not achieved, but is the highest percentage in three years with 51 percent of the 2017 Accountability Cohort scoring at an annual performance level of 4 or higher.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Percent Scoring at Least Level 4 on Regents English Common Core Exam by Fourth Year Accountability Cohort²

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)
2015	2018-19	60	0	22	37%
2016	2019-20	64	5	25	42%
2017	2020-21	66	37	15	51%

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2017	89	17%	71	22%	66	51%
2018	95	N/A	72	17%	71	25%
2019			83	N/A	74	11%
2020					70	--

Goal 3: Absolute Measure

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 school administered the Regents English exam that students must pass to graduate. The school scores Regents on a scale from 0 to 100. 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.

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort 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 3 among the students who sat for the exam.

² Based on the highest score for each student on the English Regents exam

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

RESULTS AND EVALUATION

Green Tech High had all students in the 2017 cohort earn credit for the NYS English Language Arts Regents.

**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)
2015	2018-19	60	0	51	85%
2016	2019-20	64	5	56	88%
2017	2020-21	66	37	29	100%

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017	89	33%	71	45%	66	100%
2018	95	N/A	72	21%	71	39%
2019			83	N/A	74	11%
2020					70	N/A

Goal 3: Absolute Measure

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

The calculation of this measure is not required for 2020-21.

Goal 3: Comparative Measure

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

The calculation of this measure is not required for 2020-21.

Goal 3: Comparative Measure

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.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

The calculation of this measure is not required for 2020-21.

Goal 3: Comparative Measure

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

The calculation of this measure is not required for 2020-21.

Goal 3: Growth Measure

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.

Unfortunately, Green Tech high does not have access to the scores of scholars from 8th grade.

Goal 3: Growth Measure

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will 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.

Unfortunately, Green Tech high does not have access to the scores of scholars from 8th grade.

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

All of the 2017 accountability cohort received credit for the ELA Regents with an exemption of through passing it. 51% of those who sat for the exam and passed it, earned a Level 4. Although some of our MS students will require a period of time to catch up to grade level after returning to in person school, we are confident that the basic reading and writing skills will improve allowing students to develop better ELA strategies to dive further in depth when interacting with literature. Our goal is to push our scholars to not just pass the Regents but pass with higher scores through higher rigor in the instruction.

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.	Did Not Meet
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Met
Absolute	Each year, the Performance Index (PI) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state’s ESSA accountability system.	N/A

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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

ACTION PLAN

Green Tech High is preparing to welcome students back to school full time on campus. After experiencing the pros and cons of online learning, we are altering our weekly schedule to include traditional 4 in person days of classes with Virtual Fridays set up for advisory, catching up on work with support, credit recovery, college exploration and Lyceum (our meeting spot/speakers).

In addition, we have purchased an online program called **Edulastic** that will:

- 1) Assess: Quickly identify learning gaps with diagnostic and formative assessments
- 2) Instruct: Give students differentiated assignments to remediate, reinforce or challenge
- 3) Measure: Monitor progress towards standards mastery to ensure students stay on track

This will be utilized across academic areas to ensure our scholars receive personalized remediation.

GOAL 4: MATHEMATICS

ELEMENTARY MATHEMATICS

Goal 4: Mathematics

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

BACKGROUND

MS Background: The following outlines our planned math program that had to be adjusted due to our school being 100% virtual in 2020-21. We look forward to having our students MS back full time in person but will always be prepared should we need to shift to online learning at any time.

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

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

Our Math Course prepares students within our school to develop proficiency and expertise in several mathematical practices that have longstanding importance in mathematics education and in the world. Our math framework is aligned with the Common Core State Standards for Mathematical Practice, which will be integral to the design of our courses and units of study. The instructional team will develop units of study before the beginning of the school year for the entire year derived from the Math Modules found on EngageNY. Our curriculum requires a balance of solid conceptual

understanding (procedural skill and fluency, speed and accuracy in calculation, etc.) and application of skills in problem solving situations. Through deeper instruction and exploration, students develop conceptual understanding of math topics and strategies to persevere by making connections to previously learned content, applying mathematical practices, thinking flexibly, and solving real-world problems. Our goal is to build a culture of mathematics where both students and teachers are comfortable with exploration and analysis of mathematical real world situations. The math resources are:

6th: Singapore Math and Math in Focus,

7th: Math in Focus and Dimensions Math,

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

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

Mathematical Intervention

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

Math Enrichment

All students that are performing on or above grade level take a 30-minute enrichment course beginning in 6th grade that offers an accelerated math curriculum in which students will have the opportunity to be placed on track to take our Algebra Regents course by 8th grade. Green Tech MS will use a customized mathematics curriculum, created by the Instructional Leadership Team, based on the Singapore Math and Dimensions Math curriculum and supplemented by EngageNY resources, to create tasks and assignments for our enrichment block to provide additional learnings for our students that are performing on or above grade level. **The goal is that every student will be on track to take 9th grade math.**

METHOD

Students were assessed at the end of each math unit, in the fall and in June using MobyMax.

During 2020-21, the school(s) primarily used the following exam to assess student growth and achievement in mathematics: **Other**

RESULTS AND EVALUATION

Forty students in grade 6 took the MobyMax Math exam in both fall and spring. Zero students in sixth grade tested on or above grade level in October and 10 percent tested at grade level in June. 35 percent did improve by one grade level during 2020-21.

23 students took the assessment in the fall and in June. Again, no 7th grade scholars tested at grade level in the fall test administration and only 1 student (4%) tested at grade level in the spring. 39 percent did improve at least one grade level in math progress during 2020-21.

SUMMARY OF THE ELEMENTARY AND MIDDLE MATHEMATICS GOAL

We anticipate that many of our MS students arrive at Green Tech behind in basic math skills, and the MOBYMax assessments verify this. None of the 6th or 7th grade students performed at grade level in the fall test administration. Although fewer than 10 percent reached the on/above grade level performance scores by June, greater than 35 percent of 6th and 7th increased by one grade level, further demonstrating how much the math deficit was upon entry.

ACTION PLAN

Refer to the previously mentioned overall school updates.

HIGH SCHOOL MATHEMATICS

Goal 4: Absolute Measure

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 school administered the Regents mathematics exam(s) that students must pass to graduate. 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 any Regents Common Core mathematics exams. 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.

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for any mathematics exam but were scheduled to sit for one 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 requirement as well as the percentage of students achieving at least Level 4 among the students who sat for any exam.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

RESULTS AND EVALUATION

GTH did not meet this measure. 14 percent of 2017 accountability cohort achieved a performance level of at least 4 on a math Regents exam by the 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)
2015	2018-19	60	0	11	18%
2016	2019-20	64	6	10	17%
2017	2020-21	66	15	7	14%

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2017	89	12%	71	14%	66	14%
2018	95	11%	72	13%	71	13%
2019			83	7%	74	7%
2020					70	N/A

Goal 4: Absolute Measure

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 school administered the Regents mathematics exam(s) that students must pass to graduate. 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 mathematics exams. 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.

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for any mathematics exam but were scheduled to sit for one 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 requirement as well as the percentage of students achieving at least Level 3 among the students who sat for any exam.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

RESULTS AND EVALUATION

GTH achieved this metric. All of the 2017 accountability cohort achieved performance level of at least 3 on a math Regents exam by the fourth year in the cohort. Students who had not passed a required Regents exam were exempted during COVID-19.

**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)
2015	2018-19	60	0	52	86%
2016	2019-20	64	6	56	97%
2017	2020-21	66	15	51	100%

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-201	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017	89	60%	71	45%	66	100%
2018	95	37%	72	51%	71	54%
2019			83	16%	74	24%
2020					70	1% ³

Goal 4: Absolute Measure

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

The calculation of this measure is not required for 2020-21.

Goal 4: Comparative Measure

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

The calculation of this measure is not required for 2020-21.

Goal 4: Comparative Measure

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

The calculation of this measure is not required for 2020-21.

³ Not including Regents exemptions

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Goal 4: Comparative Measure

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

The calculation of this measure is not required for 2020-21.

Goal 4: Growth Measure

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.

Green Tech does not have access to students’ grade 8 NYS Math results.

Goal 4: Growth Measure

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

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

All the students in the 2017 accountability cohort passed 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.	Not Met
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Met
Absolute	Each year, the Performance Index (PI) in mathematics of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state’s ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	N/A
Comparative	Each year, the Performance Index (PI) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of	N/A

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

	comparable students from the school district of comparison.	
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Unable to Assess
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Unable to Assess

ACTION PLAN

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

Edulastic has been purchased and will be rolled out in 2021-22, which includes differentiated math practice and distance learning support as well as assessments and a state test question bank.

Reteaching and practice in Edulastic may take place on Fridays online.

GOAL 5: SCIENCE

ELEMENTARY AND MIDDLE SCIENCE

Goal 5: Science

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

BACKGROUND

Middle School Science

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

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

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

All STEM related courses will follow the New York State Science Standards while also using National Next Generation Science Standards as a supplement. Students will take semester long courses to fulfill their Experiential Learning requires for two to three years. Students that select the STEM Pathway will culminate their middle school experience with a Presentation of Learning. Each student will work closely with faculty to identify an area of interest or specific skill that they will showcase for the project. The project will include evidence of problem solving, critical writing, speaking, and a creative presentation in front of a panel of teachers and school leaders.

Students transitioned to online learning in March 2020 and continued remotely throughout 2020-21. All middle school students sat for the year end assessments in each course.

METHOD

Similar to ELA and math, MS science students utilized online teacher instruction, group work in Google classrooms and MOBYMax for online learning and assessments.

SUMMARY OF THE ELEMENTARY SCIENCE GOAL

The Green Tech MS science department is looking forward to having class back on campus to be able to dive into hands on learning and scientific experimentation.

ACTION PLAN

Green Tech MS will be grades 6-8 in 2021-22 and back in person with all grades 6-12. Science is such an experiential subject that we look forward to really allowing the students to be there for labs and projects that could not be completed virtually. Being in person unlocks many more learning opportunities in science.

HIGH SCHOOL SCIENCE

Goal 5: Absolute Measure

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

METHOD

New York State schools administer multiple high school science assessments; current Regent exams are Living Environment, Earth Science, Chemistry and Physics. The school administered no Regents exams in 2021. It scores Regents on a scale from 0 to 100; students must score at least 65 to pass. This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort. Students may have taken a particular Regents science exam multiple times or have taken multiple science exams. Students have until the summer of their fourth year to pass a science exam.

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort 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 passing among the students who sat for the exam.

RESULTS AND EVALUATION

This measure was achieved with 100% of the 2017 accountability cohort passing or being exempted from a Regents exam in science by their fourth year in high school.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Science Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort⁴

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)
2015	2018-19	60	0	53	88%
2016	2019-20	64	8	53	95%
2017	2020-21	66	23	43	100%

ADDITIONAL EVIDENCE

Green Tech High scholars consistently meet the science measure.

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

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017	89	62%	71	63%	66	100%
2018	95	60%	72	69%	71	81%
2019			83	5%	74	8%
2020					70	6%

Goal 5: Comparative Measure

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 calculation of this measure is not required for 2020-21.

⁴ Based on the highest score for each student on any science Regents exam

GOAL 6: SOCIAL STUDIES

Goal 6: Social Studies

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

Goal 6: Absolute Measure

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

METHOD

New York State administers two high school social studies assessments: U.S. History and Global History. In order to graduate, students must pass both of these Regents exams with a score of 65 or higher. This measure requires students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort. Students may have taken the exams multiple times and have until the summer of their fourth year to pass it. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort 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 passing among the students who sat for the exam.

RESULTS

All students in 2017 accountability cohort were exempt from sitting for the U.S. History Regents exam due to COVID-19.

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)
2015	2018-19	60	0	46	77%
2016	2019-20	64	12	50	96%
2017	2020-21	66	66	0	0

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017	89	--	71	Exempt	66	Exempt
2018	95	--	72	--	71	--
2019			83	--	74	--
2020					70	--

Goal 6: Comparative Measure

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

The calculation of this measure is not required for 2020-21.

Goal 6: Absolute Measure

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

METHOD

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

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort 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 passing among the students who sat for the exam.

RESULTS

Green Tech High achieved this metric with 43 students earning a level 3 or higher and 23 students were exempt. All students in the 2017 cohort passed the Global History Regents.

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)
2015	2018-19	60	0	46	77%
2016	2019-20	64	12	50	96%

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

2017	2020-21	66	23	43	100%
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Global History Regents Passing Rate with a score of 65 by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017	89	--	71	Exempt	66	Exempt
2018	95	--	72	--	71	--
2019			83	--	74	--
2020					70	--

Goal 6: Comparative Measure

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

The calculation of this measure is not required for 2020-21.

GOAL 7: ESSA

Due to COVID-19 and the subsequent changes to the state’s testing, accountability, and federal reporting requirements, the 2020-21 school accountability statuses are the same as those assigned for the 2019-20 school year. The 2019-20 accountability statuses were based on 2018-19 exam results. Assigned accountability designations and further context can be found [here](#).

Goal 7: Absolute Measure

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.

METHOD

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.

RESULTS AND EVALUATION

Green Tech High continues to be in good standing year after year, therefore achieved this measure. New York State has not identified the school for comprehensive or targeted improvement.

Accountability Status by Year

Year	Status
2018-19	Good Standing
2019-20	Good Standing
2020-21	Good Standing

GENERAL INSTRUCTIONS FOR ANNUAL BUDGET/QUARTERLY REPORT

TEMPLATE TABS

1- GRAY tab contains the Instructions

Instructions	Provides description of tabs and input requirements.
Funding by District	Charter School Tuition Rates

2- BLUE tabs require input of information

1.) Name of School	>Select school name from list. >Enter contact information.
2.) Enrollment	Enter enrollment information for Annual Budget (& Revisions) and Quarterly Actuals. Includes: >Enrollment by Grade >Enrollment by District
3.) Staffing Plan	Enter staffing plan information for Annual Budget (& Revisions) and Quarterly Actuals. Includes: >Full Time Equivalent (FTE), by Position Category, By Quarter >"Prior Year" column may <i>initially</i> be completed based upon preliminary data, and <i>subsequently</i> adjusted with Annual Audited data when the Quarter 2 Actuals are being submitted.
4.) Yearly Budget	Enter Yearly Budget information. Includes: >"Prior Year" column may <i>initially</i> be completed based upon preliminary data, and <i>subsequently</i> adjusted with Annual Audited data when the Quarter 2 Actuals are being submitted. (Note: Quarterly Revenue allocation may be set) >Budgeted Enrollment data and Per Pupil Revenue for the current year are populated based upon input on tab "2.) Enrollment." >Budgeted FTE for current year is populated based upon input on tab "3.) Staffing Plan." >All other sources of revenue >All expenses >Budget Revisions, as necessary and <i>approved</i> by the school's Board of Directors, should be submitted when submitting Quarterly Actuals.
5.) Balance Sheet	Enter Balance Sheet information for EdCorps. Separate schools merged into a primary EdCorp should NOT use this tab. >"Prior Year" column may be <i>initially</i> completed based upon preliminary data, and <i>subsequently</i> adjusted with Annual Audited data when the Quarter 2 Actuals are being submitted.
6.) Quarterly Report	Enter Actual Quarterly Report information. Includes: >Actual Enrollment data and Per Pupil Revenue for the current year are populated based upon input on tab "2.) Enrollment." >Actual FTE for current year is populated based upon input on tab "3.) Staffing Plan." >All other sources of revenue >All expenses
7.) Annual Report Requirement	Complete when submitting Actual Quarter 4.

CELL COLORS & GUIDANCE COMMENTS

- = Enter information into the light BLUE shaded cells.
- = Cells labeled in ORANGE contain guidance regarding the input of information.
- = Cells containing RED triangles in the upper right corner contain "guidance comments" on that particular line item. Please "mouse-over" the triangle to reveal each comment.

Charter Funding Alphabetical By NYS School District
*** (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)**



ANNUAL BUDGET & QUARTERLY REPORT TEMPLATE

Green Tech Charter School

SCHOOL

Name:	Green Tech Charter School
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CONTACT INFORMATION

Contact Name:	Kelly L. Sweeney
Contact Title:	Associate
Contact Email:	[REDACTED]
Contact Phone:	[REDACTED]

REPORT PERIOD

Current Academic Year:	2021-22
Prior Academic Year:	2020-21

**GREEN TECH CHARTER SCHOOL
2021-22**

ENROLLMENT BY GRADES

GRADES	K	1	2	3	4	5	6	7	8	9	10	11	12
INITIAL BUDGETED ENROLLMENT							45	45	45	65	90	70	70
TOTAL ENROLLMENT = 430													

ENROLLMENT BY DISTRICT

		PRIOR YEAR	ANNUAL BUDGET TOTAL DISTRICTS/ENROLLMENT BY QUARTER								ACTUAL QUARTERLY TOTAL DISTRICTS/ENROLLMENT			
		ACTUAL	QUARTER 1		QUARTER 2		QUARTER 3		QUARTER 4		QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
			Original	Revised	Original	Revised	Original	Revised	Original	Revised	Actual	Actual	Actual	Actual
NUMBER OF SCHOOL DISTRICTS ENROLLED:		18	13	0	13	0	13	0	13	0	0	0	0	0
NUMBER OF STUDENTS ENROLLED:		389.39	430	0	430	0	430	0	430	0	0	0	0	0
*NOTE: If there are NO budget revisions at the time of quarterly submittal leave the 'REVISED' Column(s) COMPLETELY BLANK. If budget revisions ARE made, the entire "REVISED" budget columns for the affected quarter(s) must be completed on tabs 2, 3 and 4.														
		PRIOR YEAR	ANNUAL BUDGET ENROLLMENT BY QUARTER								ACTUAL ENROLLMENT BY QUARTER			
		2020-21	QUARTER 1		QUARTER 2		QUARTER 3		QUARTER 4		QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
PRIMARY/OTHER	DISTRICT NAME(S)	Actual Enrollment	Original Budgeted Enrollment	Revised Budgeted Enrollment	Original Budgeted Enrollment	Revised Budgeted Enrollment	Original Budgeted Enrollment	Revised Budgeted Enrollment	Original Budgeted Enrollment	Revised Budgeted Enrollment	Actual Enrollment	Actual Enrollment	Actual Enrollment	Actual Enrollment
1	PRIMARY District ALBANY CITY SD	281.06	340		340		340		340					
2	SECONDARY District SCHENECTADY CITY SD	57.19	35		35		35		35					
3	Other District 3 TROY CITY SD	18.67	17		17		17		17					
4	Other District 4 WATERVLIET CITY SD	7	8		8		8		8					
5	Other District 5 LANSINGBURGH CSD	5.62	10		10		10		10					
6	Other District 6 SOUTH COLONIE CSD	3.15	2		2		2		2					
7	Other District 7 RENSSELAER CITY SD	3.08	2		2		2		2					
8	Other District 8 SCHODACK CSD	2	0		0		0		0					
9	Other District 9 NORTH COLONIE CSD	2	0		0		0		0					
10	Other District 10 GUILDERLAND CSD	1	1		1		1		1					
11	Other District 11 BETHLEHEM CSD	1	0		0		0		0					
12	Other District 12 COHOES CITY SD	1	6		6		6		6					
13	Other District 13 GREEN ISLAND UFSD	1	3		3		3		3					
14	Other District 14 MENANDS UFSD	2.62	0		0		0		0					
15	Other District 15 ROTTERDAM-MOHONASEN CSD	1	0		0		0		0					
16	Other District 16 NISKAYUNA CSD	0.03	4		4		4		4					
17	Other District 17 SCHALMONT CSD	0.97	0		0		0		0					
18	Other District 18 SCOTIA-GLENVILLE CSD	1	0		0		0		0					
19	Other District 19 RAVENA-COEYMANS-SELKIRK CSD		1		1		1		1					
20	Other District 20 EAST GREENBUSH CSD		1		1		1		1					
21	Other District 21 (Select from drop-down list) →													

		PRIOR YEAR	ANNUAL BUDGET ENROLLMENT BY QUARTER								ACTUAL ENROLLMENT BY QUARTER			
		2020-21	QUARTER 1		QUARTER 2		QUARTER 3		QUARTER 4		QUARTER 1	QUARTER 2	QUARTER 3	QUARTER 4
PRIMARY/OTHER	DISTRICT NAME(S)	Actual Enrollment	Original Budgeted Enrollment	<i>Revised</i> Budgeted Enrollment	Original Budgeted Enrollment	<i>Revised</i> Budgeted Enrollment	Original Budgeted Enrollment	<i>Revised</i> Budgeted Enrollment	Original Budgeted Enrollment	<i>Revised</i> Budgeted Enrollment	Actual Enrollment	Actual Enrollment	Actual Enrollment	Actual Enrollment

**GREEN TECH CHARTER SCHOOL
2021-22**

STAFFING PLAN - FULL TIME EQUIVALENT ("FTE")

***NOTE:** Enter the number of FTE positions in the "blue" cells.

***NOTE:** If there are NO budget revisions at the time of quarterly submittal leave the 'REVISED' Column(s) COMPLETELY BLANK. If budget revisions ARE made, the entire "REVISED" budget columns for the affected quarter(s) must be completed on tabs 2, 3 and 4.

***NOTE:** Each quarter, the actual FTE should be input.

***NOTE:** State the assumptions that are being made for personnel FTE levels.

ADMINISTRATIVE PERSONNEL FTE		PRIOR YEAR	ANNUAL BUDGETED FTE								ACTUAL QUARTERLY FTE				Description of Assumptions
2020-21		2020-21	Q1		Q2		Q3		Q4		Q1	Q2	Q3	Q4	
ACTUAL		ACTUAL	Original	Revised	Original	Revised	Original	Revised	Original	Revised	Actual	Actual	Actual	Actual	
Executive Management		1.0	1.0		1.0		1.0		1.0						
Instructional Management															
Deans, Directors & Coordinators															
CFO / Director of Finance															
Operation / Business Manager		1.0	1.0		1.0		1.0		1.0						
Administrative Staff		15.0	16.0		16.0		16.0		16.0						
TOTAL ADMINISTRATIVE STAFF		17.0	18.0	0.0	18.0	0.0	18.0	0.0	18.0	0.0	0.0	0.0	0.0	0.0	
INSTRUCTIONAL PERSONNEL FTE		PRIOR YEAR	ANNUAL BUDGETED FTE								ACTUAL QUARTERLY FTE				Description of Assumptions
2020-21		2020-21	Q1		Q2		Q3		Q4		Q1	Q2	Q3	Q4	
ACTUAL		ACTUAL	Original	Revised	Original	Revised	Original	Revised	Original	Revised	Actual	Actual	Actual	Actual	
Teachers - Regular		35.0	37.0		37.0		37.0		37.0						
Teachers - SPED		5.0	5.0		5.0		5.0		5.0						
Substitute Teachers															
Teaching Assistants															
Specialty Teachers															
Aides															
Therapists & Counselors		3.0	3.0		3.0		3.0		3.0						
Other															
TOTAL INSTRUCTIONAL		43.0	45.0	0.0	45.0	0.0	45.0	0.0	45.0	0.0	0.0	0.0	0.0	0.0	
NON-INSTRUCTIONAL PERSONNEL FTE		PRIOR YEAR	ANNUAL BUDGETED FTE								ACTUAL QUARTERLY FTE				Description of Assumptions
2020-21		2020-21	Q1		Q2		Q3		Q4		Q1	Q2	Q3	Q4	
ACTUAL		ACTUAL	Original	Revised	Original	Revised	Original	Revised	Original	Revised	Actual	Actual	Actual	Actual	
Nurse		1.0	1.0		1.0		1.0		1.0						
Librarian															
Custodian															
Security															
Other		2.0	3.0		3.0		3.0		3.0						
TOTAL NON-INSTRUCTIONAL		3.0	4.0	0.0	4.0	0.0	4.0	0.0	4.0	0.0	0.0	0.0	0.0	0.0	
TOTAL PERSONNEL SERVICE FTE		63.0	67.0	0.0	67.0	0.0	67.0	0.0	67.0	0.0	0.0	0.0	0.0	0.0	

**GREEN TECH CHARTER SCHOOL
Budget / Operating Plan
2021-22**

		GREEN TECH CHARTER SCHOOL Budget / Operating Plan 2021-22												
Total Revenue		-	2,107,315	-	-	2,107,317	-	-	2,240,048	-	-	2,262,048	-	-
Total Expenses		-	1,956,090	-	-	1,744,792	-	-	1,944,788	-	-	1,740,492	-	-
Net Income		-	151,225	-	-	362,524	-	-	295,259	-	-	521,556	-	-
Actual Student Enrollment		389	430	-	-	430	-	-	430	-	-	430	-	-
		Prior Year Actual 2020-21 Revenue Per Pupil	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
			Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance
REVENUE		Allocate Per Pupil	*NOTE: If there are NO budget revisions at the time of quarterly submittal leave the 'REVISED' Column(s) COMPLETELY BLANK. If budget revisions ARE made, the entire "REVISED" budget columns for the affected quarter(s) must be completed on tabs 2, 3 and 4.											
REVENUES FROM STATE SOURCES		2021-22												
Per Pupil Revenue		Per Pupil Rate	PPR %/Qtr->	25.0%	25.0%	25.0%	25.0%	25.0%	25.0%	25.0%	25.0%	25.0%	25.0%	25.0%
ALBANY CITY SD		16,179		1,375,215	-	-	1,375,215	-	-	1,375,215	-	-	1,375,215	-
SCHENECTADY CITY SD		13,135		114,931	-	-	114,931	-	-	114,931	-	-	114,931	-
TROY CITY SD		16,817		71,472	-	-	71,472	-	-	71,472	-	-	71,472	-
WATERVLIET CITY SD		10,734		21,468	-	-	21,468	-	-	21,468	-	-	21,468	-
LANSINGBURGH CSD		11,213		28,033	-	-	28,033	-	-	28,033	-	-	28,033	-
SOUTH COLONIE CSD		13,517		6,759	-	-	6,759	-	-	6,759	-	-	6,759	-
RENSSELAER CITY SD		10,880		5,440	-	-	5,440	-	-	5,440	-	-	5,440	-
SCHODACK CSD		13,629		-	-	-	-	-	-	-	-	-	-	-
NORTH COLONIE CSD		12,219		-	-	-	-	-	-	-	-	-	-	-
GUILDERLAND CSD		13,101		3,275	-	-	3,275	-	-	3,275	-	-	3,275	-
BETHLEHEM CSD		13,523		-	-	-	-	-	-	-	-	-	-	-
COHOES CITY SD		13,733		20,600	-	-	20,600	-	-	20,600	-	-	20,600	-
GREEN ISLAND UFSO		13,829		10,372	-	-	10,372	-	-	10,372	-	-	10,372	-
MENANDS UFSO		17,005		-	-	-	-	-	-	-	-	-	-	-
ROTTERDAM-MOHONASEN CSD		10,677		-	-	-	-	-	-	-	-	-	-	-
ALL OTHER School Districts: (Weighted Avg)		13,116		19,674	-	-	19,674	-	-	19,674	-	-	19,674	-
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)		15,602		1,677,238	-	-	1,677,238	-	-	1,677,238	-	-	1,677,238	-
Special Education Revenue				-	-	-	-	-	65,000	-	-	65,000	-	-
Grants														
Stimulus														
DYCD (Department of Youth and Community Development)														
Other														
NYC DoE Rental Assistance														
Other				5,500	-	-	5,500	-	-	5,500	-	-	5,500	-
TOTAL REVENUE FROM STATE SOURCES				1,682,738	-	-	1,682,738	-	-	1,747,738	-	-	1,747,738	-
REVENUE FROM FEDERAL FUNDING														
IDEA Special Needs												22,000		
Title I									56,098			56,098		
Title Funding - Other									11,635			11,635		
School Food Service (Free Lunch)				48,250	-	-	48,250	-	-	48,250	-	-	48,250	-
Grants														
Charter School Program (CSP) Planning & Implementation														
Other				261,403	-	-	261,403	-	-	261,402	-	-	261,402	-
Other														
TOTAL REVENUE FROM FEDERAL SOURCES				309,653	-	-	309,653	-	-	377,385	-	-	399,385	-
LOCAL and OTHER REVENUE														
Contributions and Donations														
Fundraising				5,000	-	-	5,000	-	-	5,000	-	-	5,000	-
Erate Reimbursement				80,063	-	-	80,063	-	-	80,063	-	-	80,063	-
Earnings on Investments														
Interest Income				1,150	-	-	1,150	-	-	1,150	-	-	1,150	-
Food Service (Income from meals)				450	-	-	450	-	-	450	-	-	450	-
Text Book														
OTHER				28,263	-	-	28,263	-	-	28,262	-	-	28,262	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES				114,925	-	-	114,926	-	-	114,925	-	-	114,925	-
TOTAL REVENUE				2,107,315	-	-	2,107,317	-	-	2,240,048	-	-	2,262,048	-

GREEN TECH CHARTER SCHOOL

Budget / Operating Plan

2021-22

Total Revenue	-	2,107,315	-	-	2,107,317	-	-	2,240,048	-	-	2,262,048	-	-
Total Expenses	-	1,956,090	-	-	1,744,792	-	-	1,944,788	-	-	1,740,492	-	-
Net Income	-	151,225	-	-	362,524	-	-	295,259	-	-	521,556	-	-
Actual Student Enrollment	389	430	-	-	430	-	-	430	-	-	430	-	-
	Prior Year Actual 2020-21 Revenue Per Pupil	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
		Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance

EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS

Avg. No. of
Positions

Executive Management	1.00	42,045		-	42,045		-	42,045		-	42,045		-
Instructional Management	-			-			-			-			-
Deans, Directors & Coordinators	-			-			-			-			-
CFO / Director of Finance	-			-			-			-			-
Operation / Business Manager	1.00	21,584		-	21,584		-	21,584		-	21,584		-
Administrative Staff	16.00	230,909		-	230,909		-	230,909		-	242,908		-
TOTAL ADMINISTRATIVE STAFF	18.00	294,537		-	294,537		-	294,537		-	306,536		-

INSTRUCTIONAL PERSONNEL COSTS

Teachers - Regular	37.00	482,873		-	482,873		-	482,873		-	502,873		-
Teachers - SPED	5.00	71,574		-	71,574		-	71,574		-	71,574		-
Substitute Teachers	-			-			-			-			-
Teaching Assistants	-			-			-			-			-
Specialty Teachers	-			-			-			-			-
Aides	-			-			-			-			-
Therapists & Counselors	3.00	47,097		-	47,097		-	47,097		-	47,097		-
Other	-	26,250		-	6,250		-	6,250		-	6,250		-
TOTAL INSTRUCTIONAL	45.00	627,794		-	607,794		-	607,794		-	627,794		-

NON-INSTRUCTIONAL PERSONNEL COSTS

Nurse	1.00	4,733		-	4,733		-	4,733		-	4,733		-
Librarian	-			-			-			-			-
Custodian	-			-			-			-			-
Security	-			-			-			-			-
Other	3.00	30,097		-	30,097		-	30,097		-	30,097		-
TOTAL NON-INSTRUCTIONAL	4.00	34,830		-	34,830		-	34,830		-	34,830		-

SUBTOTAL PERSONNEL SERVICE COSTS

	67.00	-	957,162	-	-	937,162	-	-	937,162	-	-	969,161	-
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PAYROLL TAXES AND BENEFITS

Payroll Taxes		88,406		-	88,406		-	88,406		-	88,406		-
Fringe / Employee Benefits		115,230		-	115,230		-	115,230		-	115,230		-
Retirement / Pension		-		-	-		-	200,000		-	-		-
TOTAL PAYROLL TAXES AND BENEFITS		203,636		-	203,636		-	403,636		-	203,636		-

TOTAL PERSONNEL SERVICE COSTS

	67.00	-	1,160,798	-	-	1,140,798	-	-	1,340,798	-	-	1,172,797	-
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CONTRACTED SERVICES

Accounting / Audit		20,125		-	20,125		-	20,125		-	20,125		-
Legal		2,500		-	2,500		-	2,500		-	2,500		-
Management Company Fee				-			-			-			-
Nurse Services				-			-			-			-
Food Service / School Lunch				-			-			-			-
Payroll Services		14,632		-	14,632		-	14,632		-	14,631		-
Special Ed Services				-			-			-			-
Titlement Services (i.e. Title I)				-			-			-			-
Other Purchased / Professional / Consulting		13,938		-	13,938		-	13,938		-	13,939		-
TOTAL CONTRACTED SERVICES		51,195		-	51,195		-	51,195		-	51,195		-

GREEN TECH CHARTER SCHOOL													
Budget / Operating Plan													
2021-22													
Total Revenue	-	2,107,315	-	-	2,107,317	-	-	2,240,048	-	-	2,262,048	-	-
Total Expenses	-	1,956,090	-	-	1,744,792	-	-	1,944,788	-	-	1,740,492	-	-
Net Income	-	151,225	-	-	362,524	-	-	295,259	-	-	521,556	-	-
Actual Student Enrollment	389	430	-	-	430	-	-	430	-	-	430	-	-
	Prior Year Actual 2020-21 Revenue Per Pupil	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
		Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance
SCHOOL OPERATIONS													
Board Expenses				-			-			-			-
Classroom / Teaching Supplies & Materials		15,293		-	15,293		-	15,293		-	15,293		-
Special Ed Supplies & Materials				-			-			-			-
Textbooks / Workbooks				-			-			-			-
Supplies & Materials other		5,000		-	5,000		-	5,000		-	5,000		-
Equipment / Furniture		15,000		-	5,000		-	5,000		-	-		-
Telephone		17,875		-	17,875		-	17,875		-	17,875		-
Technology		40,785		-	40,785		-	40,785		-	40,785		-
Student Testing & Assessment		8,420		-	8,420		-	8,420		-	8,420		-
Field Trips		8,750		-	8,750		-	8,750		-	23,750		-
Transportation (student)		18,750		-	18,750		-	18,750		-	18,750		-
Student Services - other		11,575		-	11,575		-	11,575		-	11,575		-
Office Expense		16,888		-	16,888		-	16,888		-	16,888		-
Staff Development		15,838		-	15,838		-	15,837		-	15,837		-
Staff Recruitment		2,613		-	2,612		-	2,612		-	2,612		-
Student Recruitment / Marketing		15,847		-	15,847		-	15,847		-	15,847		-
School Meals / Lunch		32,250		-	32,250		-	32,250		-	32,250		-
Travel (Staff)				-			-			-			-
Fundraising		3,750		-	3,750		-	3,750		-	3,750		-
Other		158,514		-	97,216		-	97,214		-	50,918		-
TOTAL SCHOOL OPERATIONS	-	387,148	-	-	315,849	-	-	315,846	-	-	279,550	-	-
FACILITY OPERATION & MAINTENANCE													
Insurance		17,886		-	17,886		-	17,885		-	17,885		-
Janitorial		33,750		-	33,750		-	33,750		-	33,750		-
Building and Land Rent / Lease / Facility Finance Interest		156,174.50		-	36,175		-	36,175		-	36,175		-
Repairs & Maintenance		38,589		-	38,589		-	38,589		-	38,589		-
Equipment / Furniture				-			-			-			-
Security		1,543		-	1,543		-	1,543		-	1,544		-
Utilities		23,175		-	23,175		-	23,175		-	23,175		-
TOTAL FACILITY OPERATION & MAINTENANCE	-	271,117	-	-	151,117	-	-	151,116	-	-	151,117	-	-
DEPRECIATION & AMORTIZATION		85,833		-	85,833		-	85,833		-	85,833		-
COVID-19 / CONTINGENCY				-			-			-			-
DEFERRED RENT				-			-			-			-
TOTAL EXPENSES	-	1,956,090	-	-	1,744,792	-	-	1,944,788	-	-	1,740,492	-	-
NET INCOME	-	151,225	-	-	362,524	-	-	295,259	-	-	521,556	-	-

GREEN TECH CHARTER SCHOOL													
Budget / Operating Plan													
2021-22													
Total Revenue	-	2,107,315	-	-	2,107,317	-	-	2,240,048	-	-	2,262,048	-	
Total Expenses	-	1,956,090	-	-	1,744,792	-	-	1,944,788	-	-	1,740,492	-	
Net Income	-	151,225	-	-	362,524	-	-	295,259	-	-	521,556	-	
Actual Student Enrollment	389	430	-	-	430	-	-	430	-	-	430	-	
	Prior Year Actual 2020-21 Revenue Per Pupil	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
		Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance	Original Budget	Revised Budget	Variance
ENROLLMENT - *School Districts Are Linked To Above Entries*													
Number of Districts:	18	13	-	-	13	-	-	13	-	-	13	-	-
ALBANY CITY SD	281	340	-	-	340	-	-	340	-	-	340	-	-
SCHENECTADY CITY SD	57	35	-	-	35	-	-	35	-	-	35	-	-
TROY CITY SD	19	17	-	-	17	-	-	17	-	-	17	-	-
WATERVLIET CITY SD	7	8	-	-	8	-	-	8	-	-	8	-	-
LANSINGBURGH CSD	6	10	-	-	10	-	-	10	-	-	10	-	-
SOUTH COLONIE CSD	3	2	-	-	2	-	-	2	-	-	2	-	-
RENSSELAER CITY SD	3	2	-	-	2	-	-	2	-	-	2	-	-
SCHODACK CSD	2	-	-	-	-	-	-	-	-	-	-	-	-
NORTH COLONIE CSD	2	-	-	-	-	-	-	-	-	-	-	-	-
GUILDERLAND CSD	1	1	-	-	1	-	-	1	-	-	1	-	-
BETHLEHEM CSD	1	-	-	-	-	-	-	-	-	-	-	-	-
COHOES CITY SD	1	6	-	-	6	-	-	6	-	-	6	-	-
GREEN ISLAND UFSD	1	3	-	-	3	-	-	3	-	-	3	-	-
MENANDS UFSD	3	-	-	-	-	-	-	-	-	-	-	-	-
ROTTERDAM-MOHONASEN CSD	1	-	-	-	-	-	-	-	-	-	-	-	-
ALL OTHER School Districts: (Weighted Avg)	2	6	-	-	6	-	-	6	-	-	6	-	-
TOTAL ENROLLMENT	389	430	-	-	430	-	-	430	-	-	430	-	-
REVENUE PER PUPIL	-	4,901	-	-	4,901	-	-	5,209	-	-	5,261	-	-
EXPENSES PER PUPIL	-	4,549	-	-	4,058	-	-	4,523	-	-	4,048	-	-

		GREEN TECH CHARTER SCHOOL					DESCRIPTION OF ASSUMPTIONS
		Budget / Operating Plan			2021-22		
		Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget	
		Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget	
Total Revenue		8,716,727	8,716,727	-	8,716,727	8,716,727	
Total Expenses		7,386,163	7,386,163	-	(7,386,163)	(7,386,163)	
Net Income		1,330,564	1,330,564	-	1,330,564	1,330,564	
Actual Student Enrollment							
		Total Year			VARIANCE		
		Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget	
REVENUE							
REVENUES FROM STATE SOURCES							
Per Pupil Revenue		2021-22 Per Pupil Rate					
ALBANY CITY SD	16,179	5,500,860	5,500,860	-	5,500,860	5,500,860	
SCHENECTADY CITY SD	13,135	459,725	459,725	-	459,725	459,725	
TROY CITY SD	16,817	285,889	285,889	-	285,889	285,889	
WATERVLIET CITY SD	10,734	85,872	85,872	-	85,872	85,872	
LANSINGBURGH CSD	11,213	112,130	112,130	-	112,130	112,130	
SOUTH COLONIE CSD	13,517	27,034	27,034	-	27,034	27,034	
RENSSELAER CITY SD	10,880	21,760	21,760	-	21,760	21,760	
SCHODACK CSD	13,629	-	-	-	-	-	
NORTH COLONIE CSD	12,219	-	-	-	-	-	
GUILDERLAND CSD	13,101	13,101	13,101	-	13,101	13,101	
BETHLEHEM CSD	13,523	-	-	-	-	-	
COHOES CITY SD	13,733	82,398	82,398	-	82,398	82,398	
GREEN ISLAND UFSD	13,829	41,487	41,487	-	41,487	41,487	
MENANDS UFSD	17,005	-	-	-	-	-	
ROTTERDAM-MOHONASEN CSD	10,677	-	-	-	-	-	
ALL OTHER School Districts: (Weighted Avg)	13,116	78,695	78,695	-	78,695	78,695	
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	15,602	6,708,951	6,708,951	-	6,708,951	6,708,951	
Special Education Revenue		130,000	130,000	-	130,000	130,000	
Grants							
Stimulus		-	-	-	-	-	
DYCD (Department of Youth and Community Development)		-	-	-	-	-	
Other		-	-	-	-	-	
NYC DoE Rental Assistance		-	-	-	-	-	
Other		22,000	22,000	-	22,000	22,000	State - School Lunch Program
TOTAL REVENUE FROM STATE SOURCES		6,860,951	6,860,951	-	6,860,951	6,860,951	
REVENUE FROM FEDERAL FUNDING							
IDEA Special Needs		22,000	22,000	-	22,000	22,000	
Title I		112,196	112,196	-	112,196	112,196	
Title Funding - Other		23,270	23,270	-	23,270	23,270	
School Food Service (Free Lunch)		193,000	193,000	-	193,000	193,000	Increase Due to Addition of 8th Grade
Grants							
Charter School Program (CSP) Planning & Implementation		-	-	-	-	-	
Other		1,045,610	1,045,610	-	1,045,610	1,045,610	ESSER 2 & ESSER 3
Other		-	-	-	-	-	
TOTAL REVENUE FROM FEDERAL SOURCES		1,396,075	1,396,075	-	1,396,075	1,396,075	
LOCAL and OTHER REVENUE							
Contributions and Donations		-	-	-	-	-	
Fundraising		20,000	20,000	-	20,000	20,000	
Erate Reimbursement		320,252	320,252	-	320,252	320,252	Increase due to Erate Grant
Earnings on Investments		-	-	-	-	-	
Interest Income		4,600	4,600	-	4,600	4,600	
Food Service (Income from meals)		1,800	1,800	-	1,800	1,800	
Text Book		-	-	-	-	-	
OTHER		113,050	113,050	-	113,050	113,050	Field Trips, Bus Passes Sports, Scholarships, Facility Rental
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		459,701	459,701	-	459,701	459,701	
TOTAL REVENUE		8,716,727	8,716,727	-	8,716,727	8,716,727	

		GREEN TECH CHARTER SCHOOL					DESCRIPTION OF ASSUMPTIONS
		Budget / Operating Plan			2021-22		
		Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget	
		Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget	
Total Revenue		8,716,727	8,716,727	-	8,716,727	8,716,727	
Total Expenses		7,386,163	7,386,163	-	(7,386,163)	(7,386,163)	
Net Income		1,330,564	1,330,564	-	1,330,564	1,330,564	
Actual Student Enrollment							
EXPENSES							
ADMINISTRATIVE STAFF PERSONNEL COSTS							
	Avg. No. of Positions						
Executive Management	1.00	168,179	168,179	-	(168,179)	(168,179)	
Instructional Management	-	-	-	-	-	-	
Deans, Directors & Coordinators	-	-	-	-	-	-	
CFO / Director of Finance	-	-	-	-	-	-	
Operation / Business Manager	1.00	86,335	86,335	-	(86,335)	(86,335)	
Administrative Staff	16.00	935,635	935,635	-	(935,635)	(935,635)	
TOTAL ADMINISTRATIVE STAFF	18.00	1,190,149	1,190,149	-	(1,190,149)	(1,190,149)	
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	37.00	1,951,492	1,951,492	-	(1,951,492)	(1,951,492)	
Teachers - SPED	5.00	286,296	286,296	-	(286,296)	(286,296)	
Substitute Teachers	-	-	-	-	-	-	
Teaching Assistants	-	-	-	-	-	-	
Specialty Teachers	-	-	-	-	-	-	
Aides	-	-	-	-	-	-	
Therapists & Counselors	3.00	188,389	188,389	-	(188,389)	(188,389)	
Other	-	45,000	45,000	-	(45,000)	(45,000)	Coaches, Summer School
TOTAL INSTRUCTIONAL	45.00	2,471,177	2,471,177	-	(2,471,177)	(2,471,177)	
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	1.00	18,933	18,933	-	(18,933)	(18,933)	
Librarian	-	-	-	-	-	-	
Custodian	-	-	-	-	-	-	
Security	-	-	-	-	-	-	
Other	3.00	120,388	120,388	-	(120,388)	(120,388)	
TOTAL NON-INSTRUCTIONAL	4.00	139,321	139,321	-	(139,321)	(139,321)	
SUBTOTAL PERSONNEL SERVICE COSTS	67.00	3,800,647	3,800,647	-	(3,800,647)	(3,800,647)	
PAYROLL TAXES AND BENEFITS							
Payroll Taxes		353,624	353,624	-	(353,624)	(353,624)	
Fringe / Employee Benefits		460,920	460,920	-	(460,920)	(460,920)	
Retirement / Pension		200,000	200,000	-	(200,000)	(200,000)	
TOTAL PAYROLL TAXES AND BENEFITS		1,014,544	1,014,544	-	(1,014,544)	(1,014,544)	
TOTAL PERSONNEL SERVICE COSTS	67.00	4,815,191	4,815,191	-	(4,815,191)	(4,815,191)	
CONTRACTED SERVICES							
Accounting / Audit		80,500	80,500	-	(80,500)	(80,500)	Anticipate a Single Audit Due to Grants
Legal		10,000	10,000	-	(10,000)	(10,000)	
Management Company Fee		-	-	-	-	-	
Nurse Services		-	-	-	-	-	
Food Service / School Lunch		-	-	-	-	-	
Payroll Services		58,527	58,527	-	(58,527)	(58,527)	
Special Ed Services		-	-	-	-	-	
Titlement Services (i.e. Title I)		-	-	-	-	-	
Other Purchased / Professional / Consulting		55,751	55,751	-	(55,751)	(55,751)	401k Fees, IT Services, Erate Services, Consultants
TOTAL CONTRACTED SERVICES		204,778	204,778	-	(204,778)	(204,778)	

GREEN TECH CHARTER SCHOOL						DESCRIPTION OF ASSUMPTIONS
Budget / Operating Plan						
2021-22						
	8,716,727	8,716,727	-	8,716,727	8,716,727	
Total Revenue	8,716,727	8,716,727	-	8,716,727	8,716,727	
Total Expenses	7,386,163	7,386,163	-	(7,386,163)	(7,386,163)	
Net Income	1,330,564	1,330,564	-	1,330,564	1,330,564	
Actual Student Enrollment						
	Total Year			VARIANCE		
	Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget	
SCHOOL OPERATIONS						
Board Expenses	-	-	-	-	-	
Classroom / Teaching Supplies & Materials	61,171	61,171	-	(61,171)	(61,171)	
Special Ed Supplies & Materials	-	-	-	-	-	
Textbooks / Workbooks	-	-	-	-	-	
Supplies & Materials other	20,000	20,000	-	(20,000)	(20,000)	Covid Supplies
Equipment / Furniture	25,000	25,000	-	(25,000)	(25,000)	
Telephone	71,500	71,500	-	(71,500)	(71,500)	
Technology	163,140	163,140	-	(163,140)	(163,140)	School Reach/One Call
Student Testing & Assessment	33,681	33,681	-	(33,681)	(33,681)	
Field Trips	50,000	50,000	-	(50,000)	(50,000)	DREAM Project/HBCU Trip
Transportation (student)	75,000	75,000	-	(75,000)	(75,000)	
Student Services - other	46,300	46,300	-	(46,300)	(46,300)	Extra Curr, Activities, Uniforms, Guidance
Office Expense	67,552	67,552	-	(67,552)	(67,552)	Office Supplies, Postage
Staff Development	63,350	63,350	-	(63,350)	(63,350)	
Staff Recruitment	10,449	10,449	-	(10,449)	(10,449)	
Student Recruitment / Marketing	63,388	63,388	-	(63,388)	(63,388)	
School Meals / Lunch	129,000	129,000	-	(129,000)	(129,000)	
Travel (Staff)	-	-	-	-	-	
Fundraising	15,000	15,000	-	(15,000)	(15,000)	
Other	403,862	403,862	-	(403,862)	(403,862)	Bank Fees, Guidance, Sports, Bad Debt Expense
TOTAL SCHOOL OPERATIONS	1,298,393	1,298,393	-	(1,298,393)	(1,298,393)	
FACILITY OPERATION & MAINTENANCE						
Insurance	71,542	71,542	-	(71,542)	(71,542)	
Janitorial	135,000	135,000	-	(135,000)	(135,000)	
Building and Land Rent / Lease / Facility Finance Interest	264,698	264,698	-	(264,698)	(264,698)	Based on Paying 3 months Rent Prior to Mortgage
Repairs & Maintenance	154,355	154,355	-	(154,355)	(154,355)	Snow Removal/Lawn Service, Trash Removal
Equipment / Furniture	-	-	-	-	-	
Security	6,173	6,173	-	(6,173)	(6,173)	
Utilities	92,700	92,700	-	(92,700)	(92,700)	
TOTAL FACILITY OPERATION & MAINTENANCE	724,468	724,468	-	(724,468)	(724,468)	
DEPRECIATION & AMORTIZATION	343,333	343,333	-	(343,333)	(343,333)	
COVID-19 / CONTINGENCY	-	-	-	-	-	
DEFERRED RENT	-	-	-	-	-	
TOTAL EXPENSES	7,386,163	7,386,163	-	(7,386,163)	(7,386,163)	
NET INCOME	1,330,564	1,330,564	-	1,330,564	1,330,564	

		GREEN TECH CHARTER SCHOOL					DESCRIPTION OF ASSUMPTIONS
		Budget / Operating Plan			2021-22		
		Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget	
Total Revenue		8,716,727	8,716,727	-	8,716,727	8,716,727	
Total Expenses		7,386,163	7,386,163	-	(7,386,163)	(7,386,163)	
Net Income		1,330,564	1,330,564	-	1,330,564	1,330,564	
Actual Student Enrollment							
ENROLLMENT - *School Districts Are Linked To Above Entries*							
Number of Districts:							
ALBANY CITY SD							
SCHENECTADY CITY SD							
TROY CITY SD							
WATERVLIET CITY SD							
LANSINGBURGH CSD							
SOUTH COLONIE CSD							
RENSSELAER CITY SD							
SCHODACK CSD							
NORTH COLONIE CSD							
GUILDERLAND CSD							
BETHLEHEM CSD							
COHOES CITY SD							
GREEN ISLAND UFSD							
MENANDS UFSD							
ROTTERDAM-MOHONASEN CSD							
ALL OTHER School Districts: (Weighted Avg)							
TOTAL ENROLLMENT							
REVENUE PER PUPIL							
EXPENSES PER PUPIL							

GREEN TECH CHARTER SCHOOL														
Budget / Operating Plan														
2021-22														
Total Revenue	-	2,107,315	-	-	2,107,317	-	-	2,240,048	-	-	2,262,048	-	-	8,716,727
Total Expenses	-	1,956,090	-	-	1,744,792	-	-	1,944,788	-	-	1,740,492	-	-	7,386,163
Net Income	-	151,225	-	-	362,524	-	-	295,259	-	-	521,556	-	-	1,330,564
Actual Student Enrollment	389	430	-	-	430	-	-	430	-	-	430	-	-	
	Prior Year Actual	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30			Original Budget
	2020-21	Original	Revised	Variance	Original	Revised	Variance	Original	Revised	Variance	Original	Revised	Variance	Original Budget
	Revenue Per Pupil	Budget	Budget		Budget	Budget		Budget	Budget		Budget	Budget		
CASH FLOW ADJUSTMENTS														
OPERATING ACTIVITIES {enter descriptions below }														
Example - Add Back Depreciation	-	343,333	-	-	-	-	-	-	-	-	-	-	-	343,333
Principal on Mortgage	-	(384,000)	-	-	-	-	-	-	-	-	-	-	-	(384,000)
Total Operating Activities	-	(40,667)	-	-	-	-	-	-	-	-	-	-	-	(40,667)
INVESTMENT ACTIVITIES {enter descriptions below }														
Example - Subtract Property and Equipment Expenditures	-	(978,418)	-	-	-	-	-	-	-	-	-	-	-	(978,418)
Remaining Loan Payments: BOGC/Ascentium	-	(5,418)	-	-	-	-	-	-	-	-	-	-	-	(5,418)
Total Investment Activities	-	(983,836)	-	-	-	-	-	-	-	-	-	-	-	(983,836)
FINANCING ACTIVITIES {enter descriptions below }														
LOC Borrowings	-	150,000	-	-	-	-	-	-	-	-	-	-	-	150,000
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Financing Activities	-	150,000	-	-	-	-	-	-	-	-	-	-	-	150,000
Total Cash Flow Adjustments	-	(874,503)	-	-	-	-	-	-	-	-	-	-	-	(874,503)
NET INCOME	-	(723,278)	-	-	362,524	-	-	295,259	-	-	521,556	-	-	456,061
Beginning Cash Balance	1,417,666	1,417,666	-	-	694,388	-	-	1,056,913	-	-	1,352,172	-	-	1,417,666
ENDING CASH BALANCE	1,417,666	694,388	-	-	1,056,913	-	-	1,352,172	-	-	1,873,728	-	-	1,873,728

		GREEN TECH CHARTER SCHOOL				DESCRIPTION OF ASSUMPTIONS
		Budget / Operating Plan		2021-22		
Total Revenue		8,716,727	-	8,716,727	8,716,727	
Total Expenses		7,386,163	-	(7,386,163)	(7,386,163)	
Net Income		1,330,564	-	1,330,564	1,330,564	
Actual Student Enrollment						
		Total Year		VARIANCE		
		Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget	
CASH FLOW ADJUSTMENTS						
OPERATING ACTIVITIES <i>{enter descriptions below}</i>						
Example - Add Back Depreciation		343,333	-	343,333	343,333	
Principal on Mortgage		(384,000)	-	(384,000)	(384,000)	
Total Operating Activities		(40,667)	-	(40,667)	(40,667)	
INVESTMENT ACTIVITIES <i>{enter descriptions below}</i>						
Example - Subtract Property and Equipment Expenditures		(978,418)	-	(978,418)	(978,418)	
Remaining Loan Payments: BOGC/Ascentium		(5,418)	-	(5,418)	(5,418)	
Total Investment Activities		(983,836)	-	(983,836)	(983,836)	
FINANCING ACTIVITIES <i>{enter descriptions below}</i>						
LOC Borrowings		150,000	-	150,000	150,000	
Other		-	-	-	-	
Total Financing Activities		150,000	-	150,000	150,000	
Total Cash Flow Adjustments		(874,503)	-	(874,503)	(874,503)	
NET INCOME		456,061	-	456,061	456,061	
Beginning Cash Balance		1,417,666	-	-	-	
ENDING CASH BALANCE		1,873,728	-	456,061	456,061	

**GREEN TECH CHARTER SCHOOL
BALANCE SHEET
2021-22**

	Prior Year	Q1	Q2	Q3	Q4
	2020-21	As of 9/30	As of 12/31	As of 3/31	As of 6/30
<u>ASSETS</u>					
<u>CURRENT ASSETS</u>					
Cash and cash equivalents	-	-	-	-	-
Grants and contracts receivable	-	-	-	-	-
Accounts receivables	-	-	-	-	-
Prepaid Expenses	-	-	-	-	-
Contributions and other receivables	-	-	-	-	-
TOTAL CURRENT ASSETS	-	-	-	-	-
<u>PROPERTY, BUILDING AND EQUIPMENT, net</u>	-	-	-	-	-
<u>OTHER ASSETS</u>	-	-	-	-	-
TOTAL ASSETS	-	-	-	-	-
<u>LIABILITIES AND NET ASSETS</u>					
<u>CURRENT LIABILITIES</u>					
Accounts payable and accrued expenses	-	-	-	-	-
Accrued payroll and benefits	-	-	-	-	-
Deferred Revenue	-	-	-	-	-
Current maturities of long-term debt	-	-	-	-	-
Short Term Debt - Bonds, Notes Payable	-	-	-	-	-
Other	-	-	-	-	-
TOTAL CURRENT LIABILITIES	-	-	-	-	-
<u>LONG-TERM DEBT and NOTES PAYABLE, net current maturities</u>	-	-	-	-	-
TOTAL LIABILITIES	-	-	-	-	-
<u>NET ASSETS</u>					
Unrestricted	-	-	-	-	-
Temporarily restricted	-	-	-	-	-
TOTAL NET ASSETS	-	-	-	-	-
TOTAL LIABILITIES AND NET ASSETS	-	-	-	-	-

GREEN TECH CHARTER SCHOOL

Budget / Operating Plan

2021-22

Total Revenue	-	2,107,315	-	-	2,107,317	-	-	2,240,048	-	-	2,262,048	-
Total Expenses	-	1,956,090	-	-	1,744,792	-	-	1,944,788	-	-	1,740,492	-
Net Income	-	151,225	-	-	362,524	-	-	295,259	-	-	521,556	-
Actual Student Enrollment	-	430	-	-	430	-	-	430	-	-	430	-

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
		Current			Current			Current			Current	
	Actual	Budget	Variance	Actual	Budget	Variance	Actual	Budget	Variance	Actual	Budget	Variance

REVENUE		2021-22											
REVENUES FROM STATE SOURCES		Per Pupil Rate											
Per Pupil Revenue		Per Pupil Rate											
ALBANY CITY SD	16,179	1,375,215	-	1,375,215	-	1,375,215	-	1,375,215	-	1,375,215	-	1,375,215	-
SCHENECTADY CITY SD	13,135	114,931	-	114,931	-	114,931	-	114,931	-	114,931	-	114,931	-
TROY CITY SD	16,817	71,472	-	71,472	-	71,472	-	71,472	-	71,472	-	71,472	-
WATERVLIET CITY SD	10,734	21,468	-	21,468	-	21,468	-	21,468	-	21,468	-	21,468	-
LANSINGBURGH CSD	11,213	28,033	-	28,033	-	28,033	-	28,033	-	28,033	-	28,033	-
SOUTH COLONIE CSD	13,517	6,759	-	6,759	-	6,759	-	6,759	-	6,759	-	6,759	-
RENSELAER CITY SD	10,880	5,440	-	5,440	-	5,440	-	5,440	-	5,440	-	5,440	-
SCHODACK CSD	13,629	-	-	-	-	-	-	-	-	-	-	-	-
NORTH COLONIE CSD	12,219	-	-	-	-	-	-	-	-	-	-	-	-
GUILDERLAND CSD	13,101	3,275	-	3,275	-	3,275	-	3,275	-	3,275	-	3,275	-
BETHLEHEM CSD	13,523	-	-	-	-	-	-	-	-	-	-	-	-
COHOES CITY SD	13,733	20,600	-	20,600	-	20,600	-	20,600	-	20,600	-	20,600	-
GREEN ISLAND UFSD	13,829	10,372	-	10,372	-	10,372	-	10,372	-	10,372	-	10,372	-
MENANDS UFSD	17,005	-	-	-	-	-	-	-	-	-	-	-	-
ROTTERDAM-MOHONASEN CSD	10,677	-	-	-	-	-	-	-	-	-	-	-	-
ALL OTHER School Districts: (Count = 3)	13,116	19,674	-	19,674	-	19,674	-	19,674	-	19,674	-	19,674	-
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	15,602	1,677,238	-	1,677,238	-	1,677,238	-	1,677,238	-	1,677,238	-	1,677,238	-
Special Education Revenue		-	-	-	-	-	-	65,000	-	-	-	65,000	-
Grants													
Stimulus		-	-	-	-	-	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Development)		-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-
NYC DoE Rental Assistance		-	-	-	-	-	-	-	-	-	-	-	-
Other		5,500	-	5,500	-	5,500	-	5,500	-	5,500	-	5,500	-
TOTAL REVENUE FROM STATE SOURCES		1,682,738	-	1,682,738	-	1,682,738	-	1,747,738	-	1,747,738	-	1,747,738	-
REVENUE FROM FEDERAL FUNDING													
IDEA Special Needs		-	-	-	-	-	-	-	-	-	-	22,000	-
Title I		-	-	-	-	-	-	56,098	-	-	-	56,098	-
Title Funding - Other		-	-	-	-	-	-	11,635	-	-	-	11,635	-
School Food Service (Free Lunch)		48,250	-	48,250	-	48,250	-	48,250	-	48,250	-	48,250	-
Grants													
Charter School Program (CSP) Planning & Implementation		-	-	-	-	-	-	-	-	-	-	-	-
Other		261,403	-	261,403	-	261,403	-	261,402	-	261,402	-	261,402	-
Other		-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES		309,653	-	309,653	-	309,653	-	377,385	-	377,385	-	399,385	-
LOCAL and OTHER REVENUE													
Contributions and Donations		-	-	-	-	-	-	-	-	-	-	-	-
Fundraising		5,000	-	5,000	-	5,000	-	5,000	-	5,000	-	5,000	-
Erate Reimbursement		80,063	-	80,063	-	80,063	-	80,063	-	80,063	-	80,063	-
Earnings on Investments		-	-	-	-	-	-	-	-	-	-	-	-
Interest Income		1,150	-	1,150	-	1,150	-	1,150	-	1,150	-	1,150	-
Food Service (Income from meals)		450	-	450	-	450	-	450	-	450	-	450	-
Text Book		-	-	-	-	-	-	-	-	-	-	-	-
OTHER		28,263	-	28,263	-	28,263	-	28,262	-	28,262	-	28,262	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		114,925	-	114,926	-	114,926	-	114,925	-	114,925	-	114,925	-
TOTAL REVENUE		2,107,315	-	2,107,317	-	2,107,317	-	2,240,048	-	2,240,048	-	2,262,048	-

GREEN TECH CHARTER SCHOOL

Budget / Operating Plan

2021-22

Total Revenue	-	2,107,315	-	-	2,107,317	-	-	2,240,048	-	-	2,262,048	-
Total Expenses	-	1,956,090	-	-	1,744,792	-	-	1,944,788	-	-	1,740,492	-
Net Income	-	151,225	-	-	362,524	-	-	295,259	-	-	521,556	-
Actual Student Enrollment	-	430	-	-	430	-	-	430	-	-	430	-

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
		Current			Current			Current			Current	
	Actual	Budget	Variance	Actual	Budget	Variance	Actual	Budget	Variance	Actual	Budget	Variance

EXPENSES	Quarter 0 No. of Positions	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
		Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance
ADMINISTRATIVE STAFF PERSONNEL COSTS													
Executive Management	-	42,045	-	-	42,045	-	-	42,045	-	-	42,045	-	
Instructional Management	-	-	-	-	-	-	-	-	-	-	-	-	
Deans, Directors & Coordinators	-	-	-	-	-	-	-	-	-	-	-	-	
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-	-	
Operation / Business Manager	-	21,584	-	-	21,584	-	-	21,584	-	-	21,584	-	
Administrative Staff	-	230,909	-	-	230,909	-	-	230,909	-	-	242,908	-	
TOTAL ADMINISTRATIVE STAFF	-	294,537	-	-	294,537	-	-	294,537	-	-	306,536	-	
INSTRUCTIONAL PERSONNEL COSTS													
Teachers - Regular	-	482,873	-	-	482,873	-	-	482,873	-	-	502,873	-	
Teachers - SPED	-	71,574	-	-	71,574	-	-	71,574	-	-	71,574	-	
Substitute Teachers	-	-	-	-	-	-	-	-	-	-	-	-	
Teaching Assistants	-	-	-	-	-	-	-	-	-	-	-	-	
Specialty Teachers	-	-	-	-	-	-	-	-	-	-	-	-	
Aides	-	-	-	-	-	-	-	-	-	-	-	-	
Therapists & Counselors	-	47,097	-	-	47,097	-	-	47,097	-	-	47,097	-	
Other	-	26,250	-	-	6,250	-	-	6,250	-	-	6,250	-	
TOTAL INSTRUCTIONAL	-	627,794	-	-	607,794	-	-	607,794	-	-	627,794	-	
NON-INSTRUCTIONAL PERSONNEL COSTS													
Nurse	-	4,733	-	-	4,733	-	-	4,733	-	-	4,733	-	
Librarian	-	-	-	-	-	-	-	-	-	-	-	-	
Custodian	-	-	-	-	-	-	-	-	-	-	-	-	
Security	-	-	-	-	-	-	-	-	-	-	-	-	
Other	-	30,097	-	-	30,097	-	-	30,097	-	-	30,097	-	
TOTAL NON-INSTRUCTIONAL	-	34,830	-	-	34,830	-	-	34,830	-	-	34,830	-	
SUBTOTAL PERSONNEL SERVICE COSTS	-	957,162	-	-	937,162	-	-	937,162	-	-	969,161	-	
PAYROLL TAXES AND BENEFITS													
Payroll Taxes		88,406	-		88,406	-		88,406	-		88,406	-	
Fringe / Employee Benefits		115,230	-		115,230	-		115,230	-		115,230	-	
Retirement / Pension		-	-		-	-		200,000	-		-	-	
TOTAL PAYROLL TAXES AND BENEFITS		203,636	-		203,636	-		403,636	-		203,636	-	
TOTAL PERSONNEL SERVICE COSTS		1,160,798	-		1,140,798	-		1,340,798	-		1,172,797	-	
CONTRACTED SERVICES													
Accounting / Audit		20,125	-		20,125	-		20,125	-		20,125	-	
Legal		2,500	-		2,500	-		2,500	-		2,500	-	
Management Company Fee		-	-		-	-		-	-		-	-	
Nurse Services		-	-		-	-		-	-		-	-	
Food Service / School Lunch		-	-		-	-		-	-		-	-	
Payroll Services		14,632	-		14,632	-		14,632	-		14,631	-	
Special Ed Services		-	-		-	-		-	-		-	-	
Titlement Services (i.e. Title I)		-	-		-	-		-	-		-	-	
Other Purchased / Professional / Consulting		13,938	-		13,938	-		13,938	-		13,939	-	
TOTAL CONTRACTED SERVICES		51,195	-		51,195	-		51,195	-		51,195	-	

GREEN TECH CHARTER SCHOOL

Budget / Operating Plan

2021-22

Total Revenue	-	2,107,315	-	-	2,107,317	-	-	2,240,048	-	-	2,262,048	-
Total Expenses	-	1,956,090	-	-	1,744,792	-	-	1,944,788	-	-	1,740,492	-
Net Income	-	151,225	-	-	362,524	-	-	295,259	-	-	521,556	-
Actual Student Enrollment	-	430	-	-	430	-	-	430	-	-	430	-

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance
	SCHOOL OPERATIONS											
Board Expenses		-	-		-	-		-	-		-	-
Classroom / Teaching Supplies & Materials		15,293	-		15,293	-		15,293	-		15,293	-
Special Ed Supplies & Materials		-	-		-	-		-	-		-	-
Textbooks / Workbooks		-	-		-	-		-	-		-	-
Supplies & Materials other		5,000	-		5,000	-		5,000	-		5,000	-
Equipment / Furniture		15,000	-		5,000	-		5,000	-		-	-
Telephone		17,875	-		17,875	-		17,875	-		17,875	-
Technology		40,785	-		40,785	-		40,785	-		40,785	-
Student Testing & Assessment		8,420	-		8,420	-		8,420	-		8,420	-
Field Trips		8,750	-		8,750	-		8,750	-		23,750	-
Transportation (student)		18,750	-		18,750	-		18,750	-		18,750	-
Student Services - other		11,575	-		11,575	-		11,575	-		11,575	-
Office Expense		16,888	-		16,888	-		16,888	-		16,888	-
Staff Development		15,838	-		15,838	-		15,837	-		15,837	-
Staff Recruitment		2,613	-		2,612	-		2,612	-		2,612	-
Student Recruitment / Marketing		15,847	-		15,847	-		15,847	-		15,847	-
School Meals / Lunch		32,250	-		32,250	-		32,250	-		32,250	-
Travel (Staff)		-	-		-	-		-	-		-	-
Fundraising		3,750	-		3,750	-		3,750	-		3,750	-
Other		158,514	-		97,216	-		97,214	-		50,918	-
TOTAL SCHOOL OPERATIONS	-	387,148	-	-	315,849	-	-	315,846	-	-	279,550	-
FACILITY OPERATION & MAINTENANCE												
Insurance		17,886	-		17,886	-		17,885	-		17,885	-
Janitorial		33,750	-		33,750	-		33,750	-		33,750	-
Building and Land Rent / Lease / Facility Finance Interest		156,175	-		36,175	-		36,175	-		36,175	-
Repairs & Maintenance		38,589	-		38,589	-		38,589	-		38,589	-
Equipment / Furniture		-	-		-	-		-	-		-	-
Security		1,543	-		1,543	-		1,543	-		1,544	-
Utilities		23,175	-		23,175	-		23,175	-		23,175	-
TOTAL FACILITY OPERATION & MAINTENANCE	-	271,117	-	-	151,117	-	-	151,116	-	-	151,117	-
DEPRECIATION & AMORTIZATION		85,833	-		85,833	-		85,833	-		85,833	-
COVID-19 / CONTINGENCY		-	-		-	-		-	-		-	-
DEFERRED RENT		-	-		-	-		-	-		-	-
TOTAL EXPENSES	-	1,956,090	-	-	1,744,792	-	-	1,944,788	-	-	1,740,492	-
NET INCOME	-	151,225	-	-	362,524	-	-	295,259	-	-	521,556	-

GREEN TECH CHARTER SCHOOL

Budget / Operating Plan

2021-22

Total Revenue	-	2,107,315	-	-	2,107,317	-	-	2,240,048	-	-	2,262,048	-
Total Expenses	-	1,956,090	-	-	1,744,792	-	-	1,944,788	-	-	1,740,492	-
Net Income	-	151,225	-	-	362,524	-	-	295,259	-	-	521,556	-
Actual Student Enrollment	-	430	-	-	430	-	-	430	-	-	430	-

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
		Current			Current			Current			Current	
	Actual	Budget	Variance	Actual	Budget	Variance	Actual	Budget	Variance	Actual	Budget	Variance

ENROLLMENT - *School Districts Are Linked To Above Entries*

ALBANY CITY SD	-	340	-	-	340	-	-	340	-	-	340	-
SCHENECTADY CITY SD	-	35	-	-	35	-	-	35	-	-	35	-
TROY CITY SD	-	17	-	-	17	-	-	17	-	-	17	-
WATERVLIET CITY SD	-	8	-	-	8	-	-	8	-	-	8	-
LANSINGBURGH CSD	-	10	-	-	10	-	-	10	-	-	10	-
SOUTH COLONIE CSD	-	2	-	-	2	-	-	2	-	-	2	-
RENSSELAER CITY SD	-	2	-	-	2	-	-	2	-	-	2	-
SCHODACK CSD	-	-	-	-	-	-	-	-	-	-	-	-
NORTH COLONIE CSD	-	-	-	-	-	-	-	-	-	-	-	-
GUILDERLAND CSD	-	1	-	-	1	-	-	1	-	-	1	-
BETHLEHEM CSD	-	-	-	-	-	-	-	-	-	-	-	-
COHOES CITY SD	-	6	-	-	6	-	-	6	-	-	6	-
GREEN ISLAND UFSD	-	3	-	-	3	-	-	3	-	-	3	-
MENANDS UFSD	-	-	-	-	-	-	-	-	-	-	-	-
ROTTERDAM-MOHONASEN CSD	-	-	-	-	-	-	-	-	-	-	-	-
ALL OTHER School Districts: (Count = 3)	-	6	-	-	6	-	-	6	-	-	6	-
TOTAL ENROLLMENT	-	430	-	-	430	-	-	430	-	-	430	-
REVENUE PER PUPIL	-	4,901	-	-	4,901	-	-	5,209	-	-	5,261	-
EXPENSES PER PUPIL	-	4,549	-	-	4,058	-	-	4,523	-	-	4,048	-

**GREEN TECH CHARTER SCHOOL
Budget / Operating Plan**

2021-22

Total Revenue	-	-	-	8,716,727	(8,716,727)	-	-	8,716,727	(8,716,727)	-	-
Total Expenses	-	-	-	7,386,163	7,386,163	-	-	7,386,163	7,386,163	-	-
Net Income	-	-	-	1,330,564	(1,330,564)	-	-	1,330,564	(1,330,564)	-	-
Actual Student Enrollment	-	-	-	-	-	-	-	-	-	-	-

TOTALS AND VARIANCE ANALYSIS

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed

REVENUE

REVENUES FROM STATE SOURCES	2021-22 Per Pupil Rate
ALBANY CITY SD	16,179
SCHENECTADY CITY SD	13,135
TROY CITY SD	16,817
WATERVLIET CITY SD	10,734
LANSINGBURGH CSD	11,213
SOUTH COLONIE CSD	13,517
RENSSELAER CITY SD	10,880
SCHODACK CSD	13,629
NORTH COLONIE CSD	12,219
GUILDERLAND CSD	13,101
BETHLEHEM CSD	13,523
COHOES CITY SD	13,733
GREEN ISLAND UFSD	13,829
MENANDS UFSD	17,005
ROTTERDAM-MOHONASEN CSD	10,677
ALL OTHER School Districts: (Count = 3)	13,116
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	15,602
Special Education Revenue	
Grants	
Stimulus	
DYCD (Department of Youth and Community Development)	
Other	
NYC DoE Rental Assistance	
Other	
TOTAL REVENUE FROM STATE SOURCES	
REVENUE FROM FEDERAL FUNDING	
IDEA Special Needs	
Title I	
Title Funding - Other	
School Food Service (Free Lunch)	
Grants	
Charter School Program (CSP) Planning & Implementation	
Other	
Other	
TOTAL REVENUE FROM FEDERAL SOURCES	
LOCAL and OTHER REVENUE	
Contributions and Donations	
Fundraising	
Erate Reimbursement	
Earnings on Investments	
Interest Income	
Food Service (Income from meals)	
Text Book	
OTHER	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	
TOTAL REVENUE	

Actual	Current Budget (Current Quarter)	Actual vs. Current Budget	Current Budget - TY	Actual vs. Current Budget TY	Original Budget (Current Quarter)	Actual vs. Original Budget	Original Budget - TY	Actual vs. Original Budget TY	PY Actual (PY TY / No. of COMPLETED Actual CY Quarters)	Actual CY vs. Actual PY
-	-	-	5,500,860	(5,500,860)	-	-	5,500,860	(5,500,860)	-	-
-	-	-	459,725	(459,725)	-	-	459,725	(459,725)	-	-
-	-	-	285,889	(285,889)	-	-	285,889	(285,889)	-	-
-	-	-	85,872	(85,872)	-	-	85,872	(85,872)	-	-
-	-	-	112,130	(112,130)	-	-	112,130	(112,130)	-	-
-	-	-	27,034	(27,034)	-	-	27,034	(27,034)	-	-
-	-	-	21,760	(21,760)	-	-	21,760	(21,760)	-	-
-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-
-	-	-	13,101	(13,101)	-	-	13,101	(13,101)	-	-
-	-	-	-	-	-	-	-	-	-	-
-	-	-	82,398	(82,398)	-	-	82,398	(82,398)	-	-
-	-	-	41,487	(41,487)	-	-	41,487	(41,487)	-	-
-	-	-	-	-	-	-	-	-	-	-
-	-	-	78,695	(78,695)	-	-	78,695	(78,695)	-	-
-	-	-	6,708,951	(6,708,951)	-	-	6,708,951	(6,708,951)	-	-
-	-	-	130,000	(130,000)	-	-	130,000	(130,000)	-	-
-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-
-	-	-	22,000	(22,000)	-	-	22,000	(22,000)	-	-
-	-	-	6,860,951	(6,860,951)	-	-	6,860,951	(6,860,951)	-	-
-	-	-	22,000	(22,000)	-	-	22,000	(22,000)	-	-
-	-	-	112,196	(112,196)	-	-	112,196	(112,196)	-	-
-	-	-	23,270	(23,270)	-	-	23,270	(23,270)	-	-
-	-	-	193,000	(193,000)	-	-	193,000	(193,000)	-	-
-	-	-	-	-	-	-	-	-	-	-
-	-	-	1,045,610	(1,045,610)	-	-	1,045,610	(1,045,610)	-	-
-	-	-	-	-	-	-	-	-	-	-
-	-	-	1,396,075	(1,396,075)	-	-	1,396,075	(1,396,075)	-	-
-	-	-	-	-	-	-	-	-	-	-
-	-	-	20,000	(20,000)	-	-	20,000	(20,000)	-	-
-	-	-	320,252	(320,252)	-	-	320,252	(320,252)	-	-
-	-	-	-	-	-	-	-	-	-	-
-	-	-	4,600	(4,600)	-	-	4,600	(4,600)	-	-
-	-	-	1,800	(1,800)	-	-	1,800	(1,800)	-	-
-	-	-	-	-	-	-	-	-	-	-
-	-	-	113,050	(113,050)	-	-	113,050	(113,050)	-	-
-	-	-	459,701	(459,701)	-	-	459,701	(459,701)	-	-
-	-	-	8,716,727	(8,716,727)	-	-	8,716,727	(8,716,727)	-	-

**GREEN TECH CHARTER SCHOOL
Budget / Operating Plan**

2021-22

Total Revenue	-	-	-	8,716,727	(8,716,727)	-	-	8,716,727	(8,716,727)	-	-
Total Expenses	-	-	-	7,386,163	7,386,163	-	-	7,386,163	7,386,163	-	-
Net Income	-	-	-	1,330,564	(1,330,564)	-	-	1,330,564	(1,330,564)	-	-
Actual Student Enrollment	-	-	-			-	-			-	-

TOTALS AND VARIANCE ANALYSIS

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed

Actual	Current Budget (Current Quarter)	Actual vs. Current Budget	Current Budget - TY	Actual vs. Current Budget TY	Original Budget (Current Quarter)	Actual vs. Original Budget	Original Budget - TY	Actual vs. Original Budget TY	PY Actual (PY TY / No. of COMPLETED Actual CY Quarters)	Actual CY vs. Actual PY
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EXPENSES	Quarter 0 No. of Positions	Actual	Current Budget (Current Quarter)	Actual vs. Current Budget	Current Budget - TY	Actual vs. Current Budget TY	Original Budget (Current Quarter)	Actual vs. Original Budget	Original Budget - TY	Actual vs. Original Budget TY	PY Actual (PY TY / No. of COMPLETED Actual CY Quarters)	Actual CY vs. Actual PY
ADMINISTRATIVE STAFF PERSONNEL COSTS												
Executive Management	-	-	-	-	168,179	168,179	-	-	168,179	168,179	-	-
Instructional Management	-	-	-	-	-	-	-	-	-	-	-	-
Deans, Directors & Coordinators	-	-	-	-	-	-	-	-	-	-	-	-
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	-	-	-	-	86,335	86,335	-	-	86,335	86,335	-	-
Administrative Staff	-	-	-	-	935,635	935,635	-	-	935,635	935,635	-	-
TOTAL ADMINISTRATIVE STAFF	-	-	-	-	1,190,149	1,190,149	-	-	1,190,149	1,190,149	-	-
INSTRUCTIONAL PERSONNEL COSTS												
Teachers - Regular	-	-	-	-	1,951,492	1,951,492	-	-	1,951,492	1,951,492	-	-
Teachers - SPED	-	-	-	-	286,296	286,296	-	-	286,296	286,296	-	-
Substitute Teachers	-	-	-	-	-	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-	-	-	-	-	-
Specialty Teachers	-	-	-	-	-	-	-	-	-	-	-	-
Aides	-	-	-	-	-	-	-	-	-	-	-	-
Therapists & Counselors	-	-	-	-	188,389	188,389	-	-	188,389	188,389	-	-
Other	-	-	-	-	45,000	45,000	-	-	45,000	45,000	-	-
TOTAL INSTRUCTIONAL	-	-	-	-	2,471,177	2,471,177	-	-	2,471,177	2,471,177	-	-
NON-INSTRUCTIONAL PERSONNEL COSTS												
Nurse	-	-	-	-	18,933	18,933	-	-	18,933	18,933	-	-
Librarian	-	-	-	-	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	120,388	120,388	-	-	120,388	120,388	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	139,321	139,321	-	-	139,321	139,321	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	-	-	-	-	3,800,647	3,800,647	-	-	3,800,647	3,800,647	-	-
PAYROLL TAXES AND BENEFITS												
Payroll Taxes	-	-	-	-	353,624	353,624	-	-	353,624	353,624	-	-
Fringe / Employee Benefits	-	-	-	-	460,920	460,920	-	-	460,920	460,920	-	-
Retirement / Pension	-	-	-	-	200,000	200,000	-	-	200,000	200,000	-	-
TOTAL PAYROLL TAXES AND BENEFITS	-	-	-	-	1,014,544	1,014,544	-	-	1,014,544	1,014,544	-	-
TOTAL PERSONNEL SERVICE COSTS	-	-	-	-	4,815,191	4,815,191	-	-	4,815,191	4,815,191	-	-
CONTRACTED SERVICES												
Accounting / Audit	-	-	-	-	80,500	80,500	-	-	80,500	80,500	-	-
Legal	-	-	-	-	10,000	10,000	-	-	10,000	10,000	-	-
Management Company Fee	-	-	-	-	-	-	-	-	-	-	-	-
Nurse Services	-	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch	-	-	-	-	-	-	-	-	-	-	-	-
Payroll Services	-	-	-	-	58,527	58,527	-	-	58,527	58,527	-	-
Special Ed Services	-	-	-	-	-	-	-	-	-	-	-	-
Titelment Services (i.e. Title I)	-	-	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting	-	-	-	-	55,751	55,751	-	-	55,751	55,751	-	-
TOTAL CONTRACTED SERVICES	-	-	-	-	204,778	204,778	-	-	204,778	204,778	-	-

**GREEN TECH CHARTER SCHOOL
Budget / Operating Plan**

2021-22

Total Revenue	-	-	-	8,716,727	(8,716,727)	-	-	8,716,727	(8,716,727)	-	-
Total Expenses	-	-	-	7,386,163	7,386,163	-	-	7,386,163	7,386,163	-	-
Net Income	-	-	-	1,330,564	(1,330,564)	-	-	1,330,564	(1,330,564)	-	-
Actual Student Enrollment	-	-	-	-	-	-	-	-	-	-	-

TOTALS AND VARIANCE ANALYSIS

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed

	Actual	Current Budget (Current Quarter)	Actual vs. Current Budget	Current Budget - TY	Actual vs. Current Budget TY	Original Budget (Current Quarter)	Actual vs. Original Budget	Original Budget - TY	Actual vs. Original Budget TY	PY Actual (PY TY / No. of COMPLETED Actual CY Quarters)	Actual CY vs. Actual PY
SCHOOL OPERATIONS											
Board Expenses	-	-	-	-	-	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials	-	-	-	61,171	61,171	-	-	61,171	61,171	-	-
Special Ed Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-
Textbooks / Workbooks	-	-	-	-	-	-	-	-	-	-	-
Supplies & Materials other	-	-	-	20,000	20,000	-	-	20,000	20,000	-	-
Equipment / Furniture	-	-	-	25,000	25,000	-	-	25,000	25,000	-	-
Telephone	-	-	-	71,500	71,500	-	-	71,500	71,500	-	-
Technology	-	-	-	163,140	163,140	-	-	163,140	163,140	-	-
Student Testing & Assessment	-	-	-	33,681	33,681	-	-	33,681	33,681	-	-
Field Trips	-	-	-	50,000	50,000	-	-	50,000	50,000	-	-
Transportation (student)	-	-	-	75,000	75,000	-	-	75,000	75,000	-	-
Student Services - other	-	-	-	46,300	46,300	-	-	46,300	46,300	-	-
Office Expense	-	-	-	67,552	67,552	-	-	67,552	67,552	-	-
Staff Development	-	-	-	63,350	63,350	-	-	63,350	63,350	-	-
Staff Recruitment	-	-	-	10,449	10,449	-	-	10,449	10,449	-	-
Student Recruitment / Marketing	-	-	-	63,388	63,388	-	-	63,388	63,388	-	-
School Meals / Lunch	-	-	-	129,000	129,000	-	-	129,000	129,000	-	-
Travel (Staff)	-	-	-	-	-	-	-	-	-	-	-
Fundraising	-	-	-	15,000	15,000	-	-	15,000	15,000	-	-
Other	-	-	-	403,862	403,862	-	-	403,862	403,862	-	-
TOTAL SCHOOL OPERATIONS	-	-	-	1,298,393	1,298,393	-	-	1,298,393	1,298,393	-	-
FACILITY OPERATION & MAINTENANCE											
Insurance	-	-	-	71,542	71,542	-	-	71,542	71,542	-	-
Janitorial	-	-	-	135,000	135,000	-	-	135,000	135,000	-	-
Building and Land Rent / Lease / Facility Finance Interest	-	-	-	264,698	264,698	-	-	264,698	264,698	-	-
Repairs & Maintenance	-	-	-	154,355	154,355	-	-	154,355	154,355	-	-
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	6,173	6,173	-	-	6,173	6,173	-	-
Utilities	-	-	-	92,700	92,700	-	-	92,700	92,700	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	-	-	-	724,468	724,468	-	-	724,468	724,468	-	-
DEPRECIATION & AMORTIZATION	-	-	-	343,333	343,333	-	-	343,333	343,333	-	-
COVID-19 / CONTINGENCY	-	-	-	-	-	-	-	-	-	-	-
DEFERRED RENT	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	-	-	-	7,386,163	7,386,163	-	-	7,386,163	7,386,163	-	-
NET INCOME	-	-	-	1,330,564	(1,330,564)	-	-	1,330,564	(1,330,564)	-	-

**GREEN TECH CHARTER SCHOOL
Budget / Operating Plan**

2021-22

Total Revenue	-	-	-	8,716,727	(8,716,727)	-	-	8,716,727	(8,716,727)	-	-
Total Expenses	-	-	-	7,386,163	7,386,163	-	-	7,386,163	7,386,163	-	-
Net Income	-	-	-	1,330,564	(1,330,564)	-	-	1,330,564	(1,330,564)	-	-
Actual Student Enrollment	-	-	-			-	-			-	-

TOTALS AND VARIANCE ANALYSIS

*NOTE: Enrollment, Revenue and Expenditure Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed

Actual	Current Budget (Current Quarter)	Actual vs. Current Budget	Current Budget - TY	Actual vs. Current Budget TY	Original Budget (Current Quarter)	Actual vs. Original Budget	Original Budget - TY	Actual vs. Original Budget TY	PY Actual (PY TY / No. of COMPLETED Actual CY Quarters)	Actual CY vs. Actual PY
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ENROLLMENT - *School Districts Are Linked To Above Entries*

	Actual	Current Budget (Current Quarter)	Actual vs. Current Budget	Current Budget - TY	Actual vs. Current Budget TY	Original Budget (Current Quarter)	Actual vs. Original Budget	Original Budget - TY	Actual vs. Original Budget TY	PY Actual (PY TY / No. of COMPLETED Actual CY Quarters)	Actual CY vs. Actual PY
ALBANY CITY SD	-	-	-		-	-			-	-	-
SCHENECTADY CITY SD	-	-	-		-	-			-	-	-
TROY CITY SD	-	-	-		-	-			-	-	-
WATERVLIET CITY SD	-	-	-		-	-			-	-	-
LANSINGBURGH CSD	-	-	-		-	-			-	-	-
SOUTH COLONIE CSD	-	-	-		-	-			-	-	-
RENSSELAER CITY SD	-	-	-		-	-			-	-	-
SCHODACK CSD	-	-	-		-	-			-	-	-
NORTH COLONIE CSD	-	-	-		-	-			-	-	-
GUILDERLAND CSD	-	-	-		-	-			-	-	-
BETHLEHEM CSD	-	-	-		-	-			-	-	-
COHOES CITY SD	-	-	-		-	-			-	-	-
GREEN ISLAND UFSD	-	-	-		-	-			-	-	-
MENANDS UFSD	-	-	-		-	-			-	-	-
ROTTERDAM-MOHONASEN CSD	-	-	-		-	-			-	-	-
ALL OTHER School Districts: (Count = 3)	-	-	-		-	-			-	-	-
TOTAL ENROLLMENT	-	-	-		-	-			-	-	-
REVENUE PER PUPIL	-	-	-		-	-			-	-	-
EXPENSES PER PUPIL	-	-	-		-	-			-	-	-



Annual Report Requirement
for SUNY Authorized Charter Schools
GREEN TECH CHARTER SCHOOL
2021-22

Administrative
expenditures per pupil:

\$0.00

Per NYS Statute

Administrative expenditures per pupil: the sum of all general administration salaries and other general administration expenditures divided by the total number of enrolled students. Employee benefit costs or expenditures should not be reported here.

***NOTE: THIS TAB ONLY NEEDS TO BE COMPLETED FOR Q4**



FINANCIAL STATEMENTS

JUNE 30, 2021 AND 2020

GREEN TECH HIGH CHARTER SCHOOL

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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
Albany, New York

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, 2021 and 2020, and the related statements of activities, cash flows and functional expenses for the years then ended, and the related notes to the financial statements.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Green Tech High Charter School as of June 30, 2021 and 2020, 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. 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 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, including omissions, 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, we:

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

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

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated October 28, 2021, 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 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

Latham, New York
October 28, 2021

GREEN TECH HIGH CHARTER SCHOOL

STATEMENTS OF FINANCIAL POSITION

JUNE 30, 2021 AND 2020

	<u>ASSETS</u>	<u>2021</u>	<u>2020</u>
Current Assets			
Cash - Operations		\$ 1,302,722	\$ 1,091,128
Cash - Restricted		140,250	-
Grants, Contracts and Other Receivables, Net		377,175	200,133
Pledges Receivable, Current Portion		20,000	60,000
Prepaid Expense		38,256	38,683
Total Current Assets		<u>1,878,403</u>	<u>1,389,944</u>
Property and Equipment, Net		<u>627,498</u>	<u>640,745</u>
Other Assets			
Cash - Board Designated		76,905	76,786
Pledges Receivable, Net Current Portion		40,000	-
Total Other Assets		<u>116,905</u>	<u>76,786</u>
Total Assets		<u>\$ 2,622,806</u>	<u>\$ 2,107,475</u>
	<u>LIABILITIES AND NET ASSETS</u>		
Current Liabilities			
Current Portion of Long-Term Debt		\$ 8,208	\$ 347,543
Accounts Payable and Accrued Expenses		82,184	-
Accrued Payroll and Benefits		292,373	365,130
Compensated Absences		46,129	40,081
Refundable Advances		140,250	670,900
Total Current Liabilities		<u>569,144</u>	<u>1,423,654</u>
Long-Term Liabilities			
Long-Term Debt, Net of Current Portion		-	9,085
Net Pension Liability		229,872	-
Total Long-Term Liabilities		<u>229,872</u>	<u>9,085</u>
Total Liabilities		<u>799,016</u>	<u>1,432,739</u>
Net Assets			
Without Donor Restrictions:			
Undesignated		1,686,885	537,950
Board Designated		76,905	76,786
Subtotal		<u>1,763,790</u>	<u>614,736</u>
With Donor Restrictions:			
Purpose Restricted		<u>60,000</u>	<u>60,000</u>
Total Net Assets		<u>1,823,790</u>	<u>674,736</u>
Total Liabilities and Net Assets		<u>\$ 2,622,806</u>	<u>\$ 2,107,475</u>

GREEN TECH HIGH CHARTER SCHOOL

STATEMENT OF ACTIVITIES

FOR THE YEAR ENDED JUNE 30, 2021

	<u>Without Donor Restrictions</u>	<u>With Donor Restrictions</u>	<u>Total</u>
Revenue			
Public School District			
Resident Student Enrollment	\$ 5,872,099	\$ -	\$ 5,872,099
Students with Disabilities	117,642	-	117,642
Grants and Contracts			
Federal Grants	307,329	-	307,329
Food Service/Children Nutrition Program	<u>12,709</u>	<u>-</u>	<u>12,709</u>
Total Revenue	<u>6,309,779</u>	<u>-</u>	<u>6,309,779</u>
Expenses			
Program Services			
Regular Education	3,738,816	-	3,738,816
Special Education	393,014	-	393,014
Other Programs	<u>95,696</u>	<u>-</u>	<u>95,696</u>
Total Program Services	4,227,526	-	4,227,526
Management and General	<u>1,950,378</u>	<u>-</u>	<u>1,950,378</u>
Total Operating Expenses	<u>6,177,904</u>	<u>-</u>	<u>6,177,904</u>
Surplus from School Operations	<u>131,875</u>	<u>-</u>	<u>131,875</u>
Other Revenue			
Contributions	27,060	-	27,060
Fundraising	1,050	-	1,050
Interest Income	1,884	-	1,884
E-Rate Income	33,830	-	33,830
Miscellaneous Income	10,268	-	10,268
BCF Note Forgiveness	282,187	-	282,187
PPP Loan Forgiveness	<u>660,900</u>	<u>-</u>	<u>660,900</u>
Total Other Revenue	<u>1,017,179</u>	<u>-</u>	<u>1,017,179</u>
Increase in Net Assets	1,149,054	-	1,149,054
Net Assets, Beginning of Year	<u>614,736</u>	<u>60,000</u>	<u>674,736</u>
Net Assets, End of Year	<u>\$ 1,763,790</u>	<u>\$ 60,000</u>	<u>\$ 1,823,790</u>

GREEN TECH HIGH CHARTER SCHOOL

STATEMENT OF ACTIVITIES

FOR THE YEAR ENDED JUNE 30, 2020

	<u>Without Donor Restrictions</u>	<u>With Donor Restrictions</u>	<u>Total</u>
Revenue			
Public School District			
Resident Student Enrollment	\$ 5,251,766	\$ -	\$ 5,251,766
Students with Disabilities	98,862	-	98,862
Grants and Contracts			
Federal Grants	183,095	-	183,095
Food Service/Children Nutrition Program	<u>159,399</u>	<u>-</u>	<u>159,399</u>
Total Revenue	<u>5,693,122</u>	<u>-</u>	<u>5,693,122</u>
Expenses			
Program Services			
Regular Education	3,388,872	-	3,388,872
Special Education	386,835	-	386,835
Other Programs	<u>193,802</u>	<u>-</u>	<u>193,802</u>
Total Program Services	3,969,509	-	3,969,509
Management and General	<u>1,851,055</u>	<u>-</u>	<u>1,851,055</u>
Total Operating Expenses	<u>5,820,564</u>	<u>-</u>	<u>5,820,564</u>
Loss from School Operations	<u>(127,442)</u>	<u>-</u>	<u>(127,442)</u>
Other Revenue and Reclassifications			
Contributions	95,271	-	95,271
Interest Income	3,699	-	3,699
E-Rate Income	20,555	-	20,555
Fundraising	1,053	-	1,053
Miscellaneous Income	36,724	-	36,724
Net Assets Released from Restrictions	<u>40,000</u>	<u>(40,000)</u>	<u>-</u>
Total Other Revenue	<u>197,302</u>	<u>(40,000)</u>	<u>157,302</u>
Increase (Decrease) in Net Assets	69,860	(40,000)	29,860
Net Assets, Beginning of Year	<u>544,876</u>	<u>100,000</u>	<u>644,876</u>
Net Assets, End of Year	<u>\$ 614,736</u>	<u>\$ 60,000</u>	<u>\$ 674,736</u>

GREEN TECH HIGH CHARTER SCHOOL
 STATEMENTS OF CASH FLOWS
 FOR THE YEARS ENDED JUNE 30, 2021 AND 2020

	<u>2021</u>	<u>2020</u>
Cash Flows Provided by Operating Activities:		
Increase in Net Assets	\$ 1,149,054	\$ 29,860
Adjustments to Reconcile Increase in Net Assets to Cash Provided by Operating Activities:		
Depreciation	186,680	156,978
BCF Note Forgiveness	(282,187)	-
PPP Loan Forgiveness	(660,900)	-
Pension Related Changes	229,872	-
Bad Debt Expense	82,621	-
Changes in Operating Assets and Liabilities		
(Increase) Decrease in Assets		
Grants, Contracts and Other Receivables, Net	(259,663)	(17,526)
Prepaid Expense	427	(29,999)
Increase (Decrease) in Liabilities		
Accounts Payable and Accrued Expenses	82,184	(7,219)
Accrued Payroll and Benefits	(72,757)	73,775
Compensated Absences	6,048	11,091
Refundable Advances	<u>130,250</u>	<u>670,900</u>
Net Cash Provided by Operating Activities	<u>591,629</u>	<u>887,860</u>
Cash Flows Used in Investing Activities		
Purchase of Property and Equipment	<u>(173,433)</u>	<u>(293,674)</u>
Cash Flows Used in Financing Activities		
Payments on Long-Term Debt	<u>(66,233)</u>	<u>(215,604)</u>
Net Increase in Cash	351,963	378,582
Cash, Beginning of Year	<u>1,167,914</u>	<u>789,332</u>
Cash, End of Year	<u>\$ 1,519,877</u>	<u>\$ 1,167,914</u>
Supplemental Disclosure of Cash Flow Information		
Cash Paid for Interest	<u>\$ 1,069</u>	<u>\$ 4,817</u>

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

GREEN TECH HIGH CHARTER SCHOOL

STATEMENT OF FUNCTIONAL EXPENSES

FOR THE YEAR ENDED JUNE 30, 2021

	<u>Program Services</u>				<u>Supporting Services</u>	
	<u>Regular Education</u>	<u>Special Education</u>	<u>Other Programs</u>	<u>Total</u>	<u>Management and General</u>	<u>Total</u>
Salaries	\$ 2,326,577	\$ 248,489	\$ 63,324	\$ 2,638,390	\$ 1,140,491	\$ 3,778,881
Benefits and Payroll Taxes	470,117	50,211	12,795	533,123	230,452	763,575
Contracted Services	157,474	16,819	-	174,293	-	174,293
Educational Materials	53,525	5,717	-	59,242	-	59,242
Field Trips	3,084	-	-	3,084	-	3,084
Fundraising	-	-	1,680	1,680	-	1,680
Insurance	46,027	4,916	1,253	52,196	22,562	74,758
Maintenance and Repairs	115,512	12,337	3,144	130,993	56,624	187,617
Marketing and Recruitment	-	-	-	-	37,545	37,545
Miscellaneous	-	-	-	-	13,321	13,321
Postage and Delivery	-	-	-	-	12,969	12,969
Professional Services	-	-	-	-	42,335	42,335
Rent	295,526	31,564	8,044	335,134	144,866	480,000
Sports	54,767	-	-	54,767	-	54,767
Staff Development	13,784	1,472	-	15,256	-	15,256
Supplies and Materials	-	-	-	-	67,253	67,253
Telephone and Internet	44,086	4,709	1,200	49,995	21,610	71,605
Travel	723	77	-	800	-	800
Uniforms	1,230	-	-	1,230	-	1,230
Utilities	41,449	4,427	1,128	47,004	20,319	67,323
Depreciation	114,935	12,276	3,128	130,339	56,341	186,680
Interest	-	-	-	-	1,069	1,069
Bad Debt Expense	-	-	-	-	82,621	82,621
Total Expenses	<u>\$ 3,738,816</u>	<u>\$ 393,014</u>	<u>\$ 95,696</u>	<u>\$ 4,227,526</u>	<u>\$ 1,950,378</u>	<u>\$ 6,177,904</u>

GREEN TECH HIGH CHARTER SCHOOL

STATEMENT OF FUNCTIONAL EXPENSES

FOR THE YEAR ENDED JUNE 30, 2020

	<u>Program Services</u>			<u>Total</u>	<u>Supporting Services</u>	
	<u>Regular Education</u>	<u>Special Education</u>	<u>Other Programs</u>		<u>Management and General</u>	<u>Total</u>
Salaries	\$ 1,868,602	\$ 225,155	\$ 123,135	\$2,216,892	\$ 1,064,594	\$ 3,281,486
Benefits and Payroll Taxes	394,253	47,505	25,980	467,738	224,616	692,354
Contracted Services	216,779	26,121	-	242,900	-	242,900
Educational Materials	48,795	5,879	-	54,674	-	54,674
Field Trips	22,802	-	-	22,802	-	22,802
Fundraising	-	-	2,211	2,211	-	2,211
Insurance	24,080	2,901	1,587	28,568	13,719	42,287
Maintenance and Repairs	168,644	20,321	11,113	200,078	96,081	296,159
Marketing and Recruitment	-	-	-	-	59,452	59,452
Miscellaneous	-	-	-	-	2,938	2,938
Postage and Delivery	-	-	-	-	9,383	9,383
Professional Services	-	-	-	-	64,252	64,252
Rent	264,789	31,905	17,449	314,143	150,857	465,000
Sports	91,164	-	-	91,164	-	91,164
Staff Development	33,636	4,053	-	37,689	-	37,689
Supplies and Materials	-	-	-	-	53,773	53,773
Telephone and Internet	58,950	7,103	3,885	69,938	33,585	103,523
Transportation (Student)	49,199	-	-	49,199	-	49,199
Travel	3,773	455	-	4,228	-	4,228
Uniforms	15,295	-	-	15,295	-	15,295
Utilities	38,722	4,666	2,552	45,940	22,060	68,000
Depreciation	89,389	10,771	5,890	106,050	50,928	156,978
Interest	-	-	-	-	4,817	4,817
Total Expenses	<u>\$ 3,388,872</u>	<u>\$ 386,835</u>	<u>\$ 193,802</u>	<u>\$3,969,509</u>	<u>\$ 1,851,055</u>	<u>\$ 5,820,564</u>

1. ORGANIZATION AND PURPOSE

Organization

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

A provisional charter, valid for five years, was granted to the School by the Charter School Institute of the State University of New York pursuant to Article 56 of the Educational Law of the State of New York. The School began providing educational services in the fall of 2008 for the 9th grade. The provisional charter allowed for an additional grade to be added in each subsequent year until the School reaches grade 12. The School’s most recent charter renewal was granted in 2017 extending operations for an additional five years. In February 2019, the School received approval to modify its charter renewal and add a middle school program to its existing high school program, adding grades 6 through 8 in subsequent years through June 30, 2021. As of June 30, 2021, the School had an enrollment of approximately 389 students in the 6th through 12th grades.

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

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Accounting Policies and Financial Statement Presentation

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

Basis of Accounting

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

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Revenue Recognition

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

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

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

Revenue from Contracts with Customers

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

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

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Revenue from Contracts with Customers

Contract Assets

Amounts related to services provided to customers which have not been billed and that do not meet the conditions of an unconditional right to payment at the end of the reporting period are contract assets. Contract asset balances consist primarily of services provided to customers who are still receiving services at the end of the year. There were no contract assets at June 30, 2021 and 2020.

Contract Liabilities

Contract liabilities represent revenue that has been deferred for the funds advanced by third party payors for the School's contracts received related to services that have not yet been provided to customers. Contract liabilities consist of payments made by funding and other sources for the School's contracts for services not yet performed that are expected to be performed within the next fiscal year. There were no contract liabilities at June 30, 2021 and 2020.

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, 2021 and 2020 in the amount of \$57,000 and \$76,220, respectively.

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Pledges Receivable

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

Property, Equipment and Depreciation

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

Net Assets

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

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

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

Advertising Costs

The School expenses advertising costs as they are incurred. Advertising costs for the years ended June 30, 2021 and 2020 were \$37,545 and \$59,452, respectively, and are included in the Statement of Functional Expenses as marketing and recruitment.

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Estimates

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

Tax Status

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

Donated Services

The School received donated services from unpaid volunteers who assisted in fund raising, office administration and program activities. For the services donated, the criteria for recognition in these financial statements of such volunteer effort was not met and, therefore, no revenue and expense has been reflected in these financial statements. Management has estimated that volunteers have provided approximately 100 hours in assisting the School in each of the years ended June 30, 2021 and 2020.

Fair Value

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

Accounting for Uncertainty in Income Taxes

The School follows the ASC, *Accounting for Income Taxes*, and their current accounting policy for evaluating uncertain tax positions is in accordance with generally accepted accounting principles. The School has not recognized any benefits from uncertain tax positions in 2021 and believes it has no uncertain tax positions for which it is reasonably possible that the total amounts of unrecognized tax benefits will significantly increase or decrease within 12 months of the balance sheet date of June 30, 2021.

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, 2017 and prior.

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Reclassifications

Certain 2020 amounts have been reclassified to conform to the 2021 financial statement presentation.

Future Accounting Pronouncement

ASU No. 2016-02

In February 2016, the FASB issued ASU 2016-02, *Leases* (ASU 2016-02). ASU 2016-02 establishes a comprehensive new lease accounting model. The new standard clarifies the definition of a lease and causes lessees to recognize leases on the balance sheet as a lease liability with a corresponding right-to-use asset for leases with a lease term of more than one year. ASU 2016-02 is effective for financial statements issued for fiscal years beginning after December 15, 2021, and interim periods within those fiscal years. Early adoption is permitted. The new standard requires a modified retrospective transition for capital or operating leases existing at or entered into after the beginning of the earliest comparative period presented in the financial statements, but it does not require transition accounting for leases that expire prior to the date of initial application. The School is currently evaluating the impact that ASU 2016-02 will have on the School's financial statements and related disclosures.

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 28, 2021, 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 \$76,905 and \$76,786 as of June 30, 2021 and 2020, 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 \$140,250 at June 30, 2021. This cash represents refundable advances on grants to be expended in subsequent periods.

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

At June 30, 2021 and 2020, grants, contracts and other receivables were comprised of the following sources:

	<u>2021</u>	<u>2020</u>
School District Tuition, Net	\$ 112,360	\$ 194,400
U.S. Department of Agriculture	3,733	2,652
U.S. Department of Education	261,082	-
Other Receivables	-	3,081
	<u>\$ 377,175</u>	<u>\$ 200,133</u>

At June 30, 2021 and 2020 the School had received \$60,000 of promises to give which have been recorded as net assets with donor restrictions due to purpose restrictions.

5. PROPERTY AND EQUIPMENT

Property and equipment are reflected at historical cost, net of related depreciation, and are comprised of the following at June 30, 2021 and 2020:

	<u>2021</u>	<u>2020</u>
Building Improvements	\$ 889,004	\$ 826,427
Furniture and Fixtures	354,335	354,335
Equipment	<u>402,132</u>	<u>291,276</u>
Total at Cost	1,645,471	1,472,038
Less: Accumulated Depreciation	<u>(1,017,973)</u>	<u>(831,293)</u>
	<u>\$ 627,498</u>	<u>\$ 640,745</u>

Depreciation expense was \$186,680 and \$156,978 for the years ended June 30, 2021 and 2020, 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, 2021 and 2020:

	<u>2021</u>	<u>2020</u>
Scholarships	\$ 60,250	\$ -
Internship Coordinator	80,000	-
PPP Loan	-	660,900
Other	-	10,000
	<u>\$ 140,250</u>	<u>\$ 670,900</u>

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:

	<u>2021</u>	<u>2020</u>
Note payable to Brighter Choice Foundation (BCF) per Settlement Agreement dated August 23, 2017, which includes rental arrears, rental interest and replacement of fixtures and equipment at the School's previously leased building. Payments are calculated on a per pupil base formula as detailed in the Settlement Agreement. No interest accumulated after the settlement agreement date and the note matured on June 30, 2021. This note is collateralized by substantially all assets of the School. BCF has agreed to forgive the remaining balance. See Note 10.	\$ -	\$ 300,187
Loan payable to Bank of Greene County in monthly installments of \$2,801 including interest at a rate of 4.5% through August 2021. This loan is collateralized by substantially all assets of the School.	5,586	38,128
Interest free note payable to Ascentium Capital in monthly installments of \$1,308, maturing November 2021. This note is collateralized by equipment purchased with proceeds.	<u>2,622</u>	<u>18,313</u>
Total	8,208	356,628
Less: Current Portion	<u>(8,208)</u>	<u>(347,543)</u>
Long-Term Debt, Net of Current Portion	<u>\$ -</u>	<u>\$ 9,085</u>

8. NET ASSETS WITH DONOR RESTRICTIONS

Net assets with donor restrictions represent amounts received and restricted by donors to provide resources for increased compensation to instructional staff, in accordance with the School's long-term financial stability plan. Net assets with donor restrictions as of June 30, 2021 and 2020 are as follows:

	<u>2021</u>	<u>2020</u>
Subject to Expenditure for Special Purpose: Foundation for Teaching Fund	<u>\$ 60,000</u>	<u>\$ 60,000</u>

8. NET ASSETS WITH DONOR RESTRICTIONS (CONTINUED)

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

	<u>2021</u>	<u>2020</u>
Pledges Receivable - Current Portion	\$ 20,000	\$ 60,000
Pledges Receivable - Noncurrent	<u>40,000</u>	<u>-</u>
Total	<u>\$ 60,000</u>	<u>\$ 60,000</u>

9. NET ASSETS RELEASED FROM RESTRICTIONS

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

	<u>2021</u>	<u>2020</u>
Purpose Restrictions Accomplished:		
Donations Expended for Specific Purpose	<u>\$ -</u>	<u>\$ 40,000</u>

10. LOAN FORGIVENESS

As part of the CARES Act, the Paycheck Protection Program (PPP) provides 100% federally guaranteed loans to small businesses, designed to help small businesses keep workers employed amid the pandemic and economic shutdown. The loan may be forgiven if the borrower is qualified and maintains their payroll during the crisis or restores their payroll afterwards and uses the funds to cover payroll, certain related costs, rent, and utilities during a period of eight to twenty-four weeks after receiving the loan, as outlined in the PPP. The School applied for a PPP loan and received \$660,900, all of which was forgiven and recorded as Other Revenue in the Statement of Activities.

As part of their continued philanthropic activities, BCF has agreed to forgive the remaining amounts due on the note payable detailed in Note 7. As a result, the School has recorded \$282,187 as Other Revenue in the Statement of Activities.

11. FACILITIES RENTAL

The School leases their facility from an unrelated third party through November 30, 2021 or the purchase date of the facility, whichever is earlier, based on a lease extension agreement. Net occupancy costs of the lease for the year ended June 30, 2021 and 2020 were \$480,000 and \$465,000, respectively.

Future annual minimum lease payments required under the office lease in the year ending June 30, 2022 are approximately \$200,000.

12. 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, 2021 and 2020 were \$3,031 and \$22,838, respectively.

Defined Benefit Pension Plan

The School adopted a tax exempt Defined Benefit Pension Plan (the "Plan") and related trust under Internal Revenue Code Section 401(a) and 501(a), respectively, effective July 1, 2020.

Plan Description

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

Funding Policy

The School is required to make annual contributions to the Plan as actuarially determined. For the year ended June 30, 2021, the School contributed \$200,000 to the Plan. The expected contribution for the year ending June 30, 2022 is \$200,000.

Pension Liability and Expense

At June 30, 2021, the School reported a pension liability of \$229,872 calculated as follows:

Change in Benefit Obligation

Projected Benefit Obligation - Beginning of Year	\$ -
Service Cost	442,954
Actuarial Gain	(10,921)
Projected Benefit Obligation - End of Year	<u>\$ 432,033</u>

Change in Plan Assets

Fair Value of Plan Assets - Beginning of Year	\$ -
Actuarial Return on Plan Assets	2,161
Employer Contributions	200,000
Fair Value of Plan Assets - End of Year	<u>\$ 202,161</u>

Pension Liability	<u>\$ (229,872)</u>
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12. RETIREMENT PLANS (CONTINUED)

Defined Benefit Pension Plan (Continued)

The fair value (measured at quoted prices in active markets for identical assets, Level 1) of the Plan's assets at June 30, 2021 were as follows:

Cash	\$ 1,545
U.S. Equity Investments	67,356
Foreign Equity Investments	9,447
Exchange Traded Products	118,703
Other	<u>5,110</u>
Total	<u>\$ 202,161</u>

For the year ended June 30, 2021, the School reported net periodic pension cost for this plan as follows:

Service Cost Component	\$ 442,954
Expected Return on Assets	(5,258)
Amortization of Actuarial Gain	<u>(7,824)</u>
Net Periodic Pension Cost	<u>\$ 429,872</u>

Actuarial Assumptions

Actuarial Cost Method	Projected Unit Credit
Measurement Date	June 30, 2021
Discount Rate	2.96%
Salary Increases	3.00%
Expected Long-Term Rate of Return	7.00%
Pre-Retirement Mortality	N/A
Post-Retirement Maturity	Sex-distinct Amount -Weighted Pri-2012 Mortality Tables using Scale MP-2020 on a generational basis

Expected Benefit Payments

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

2022	\$ 1,526
2023	1,511
2024	1,495
2025	1,478
2026	1,460
2027-2031	60,139

13. COMMITMENTS AND CONTINGENCIES

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

The School is currently in negotiations for the purchase of their facility. While the purchase is not completed as of the financial statement date, it is anticipated to commensurate in the next operating cycle.

14. CONCENTRATION OF RISK

The School receives a substantial portion of its funding from school districts where students reside. Three school districts comprised approximately 93% of total revenue and support for both years ended June 30, 2021 and 2020, respectively. No other funding source accounted for more than 10% of total revenue and support.

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

15. LIQUIDITY AND AVAILABILITY OF RESOURCES

The School has \$1,679,897 of financial assets available within one year of the balance sheet date to meet cash needs for general expenditures consisting of cash of \$1,302,722 and receivables of \$377,175. 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 \$1,000,000. The School has a policy to structure its financial assets to be available as its general expenditures, liabilities and other obligations come due.

16. UNCERTAINTY

The United States is presently in the midst of a national health emergency related to a virus commonly known as Novel Coronavirus (COVID-19). The overall consequences of COVID-19 on a national, regional, and local level are unknown, but it has the potential to result in a significant economic impact. The impact of this situation on the School and its future financial position and results of operations is not presently determinable.

**ADDITIONAL REPORT REQUIRED BY
*GOVERNMENT AUDITING STANDARDS***

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

MEMBERS OF:
NEW YORK STATE SOCIETY OF
CERTIFIED PUBLIC ACCOUNTANTS

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

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

We have audited, 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, the financial statements of Green Tech High Charter School (a nonprofit organization) (the “School”), which comprise the statement of financial position as of June 30, 2021, 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 28, 2021.

Internal Control Over Financial Reporting

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

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

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

Compliance and Other Matters

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

Purpose of this Report

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



CUSACK & COMPANY, CPA'S LLC

Latham, New York
October 28, 2021



Transmittal Form
Annual Financial Statement Audit Report
for SUNY Authorized Charter Schools

Charter School Name:	Green Tech Charter School
Audit Period:	2020-21
Prior Period:	2019-20
Report Due Date:	Monday, November 1, 2021
School Fiscal Contact Name:	Kelly L. Sweeney
School Fiscal Contact Email:	[REDACTED]
School Fiscal Contact Phone:	[REDACTED]
School Audit Firm Name:	Cusack & Company
School Audit Contact Name:	John Tafilowski
School Audit Contact Email:	[REDACTED]
School Audit Contact Phone:	[REDACTED]

SUNY CHARTER SCHOOLS INSTITUTE - Reporting Requirements:

Online Portal: <https://my.epicenternow.org/>

Required 8 Items:

- 1) The independent auditor's report on financial statements and notes;
- 2) Excel template file with appropriate sheets completed: Financial Position, Statement of Activities, Cash Flow and Functional Expenses worksheets; and
- 3) Reports on internal controls over financial reporting and on compliance.

And, if applicable:

The additional items listed below should be included if applicable. Please explain the reason(s) if the items are not included. Examples might include: a written management letter was not issued; the school did not expend federal funds in excess of the Single Audit Threshold of \$750,000; the management letter response will be submitted by the following date (should be no later than 30 days from the submission of the report); etc. If not applicable enter "N/A."

	<i>If not included, state the reason(s) below. Or, if not applicable fill in "N/A":</i>
4) Management Letter	Included
5) Management Letter Response	Included
6) Form 990; or Extension Form 8868	
7) Federal Single Audit/ Uniform Guidance in 2 CFR Part 200, Subpart F	N/A
8) Corrective Action Plan	N/A

GREEN TECH CHARTER SCHOOL

Statement of Activities

as of June 30, 2021

	2020-21			2019-20
	Without Donor Restrictions	With Donor Restrictions	Total	Total
REVENUE, GAINS AND OTHER SUPPORT				
Public School District				
Resident Student Enrollment	\$ 5,872,099	\$ -	\$ 5,872,099	\$ 5,251,766
Students with disabilities	117,642	-	117,642	98,862
Grants and Contracts				
State and local	-	-	-	-
Federal - Title and IDEA	307,329	-	307,329	183,095
Federal - Other	-	-	-	-
Other	-	-	-	-
NYC DoE Rental Assistance	-	-	-	-
Food Service/Child Nutrition Program	12,709	-	12,709	159,399
TOTAL REVENUE, GAINS AND OTHER SUPPORT	6,309,779	-	6,309,779	5,693,122
EXPENSES				
Program Services				
Regular Education	\$ 3,738,816	\$ -	\$ 3,738,816	\$ 3,388,872
Special Education	393,014	-	393,014	386,835
Other Programs	95,696	-	95,696	193,802
Total Program Services	4,227,526	-	4,227,526	3,969,509
Management and general	1,950,378	-	1,950,378	1,851,055
Fundraising	-	-	-	-
TOTAL OPERATING EXPENSES	6,177,904	-	6,177,904	5,820,564
SURPLUS / (DEFICIT) FROM SCHOOL OPERATIONS	131,875	-	131,875	(127,442)
SUPPORT AND OTHER REVENUE				
Contributions				
Foundations	\$ 27,060	\$ -	\$ 27,060	\$ 95,271
Individuals	-	-	-	-
Corporations	-	-	-	-
Fundraising	1,050	-	1,050	1,053
Interest income	1,884	-	1,884	3,699
Miscellaneous income	987,185	-	987,185	57,279
Net assets released from restriction	-	-	-	-
TOTAL SUPPORT AND OTHER REVENUE	1,017,179	-	1,017,179	157,302
CHANGE IN NET ASSETS	1,149,054	-	1,149,054	29,860
NET ASSETS BEGINNING OF YEAR	614,736	60,000	674,736	644,876
PRIOR YEAR/PERIOD ADJUSTMENTS	-	-	-	-
NET ASSETS END OF YEAR	\$ 1,763,790	\$ 60,000	\$ 1,823,790	\$ 674,736

GREEN TECH CHARTER SCHOOL
Statement of Cash Flows
as of June 30, 2021

	<u>2020-21</u>	<u>2019-20</u>
CASH FLOWS - OPERATING ACTIVITIES		
Increase (decrease) in net assets	\$ 1,149,054	\$ 29,860
Revenues from School Districts	-	-
Accounts Receivable	-	-
Due from School Districts	-	-
Depreciation	186,680	156,978
Grants Receivable	(259,663)	(17,526)
Due from NYS	-	-
Grant revenues	-	-
Prepaid Expenses	427	(29,999)
Accounts Payable	82,184	(7,219)
Accrued Expenses	(66,709)	84,866
Accrued Liabilities	130,250	-
Contributions and fund-raising activities	-	-
Miscellaneous sources	(713,215)	670,900
Deferred Revenue	-	-
Interest payments	-	-
Other	82,621	-
Other	-	-
NET CASH PROVIDED FROM OPERATING ACTIVITIES	\$ 591,629	\$ 887,860
CASH FLOWS - INVESTING ACTIVITIES		
Purchase of equipment	(173,433)	(293,674)
Other	-	-
NET CASH PROVIDED FROM INVESTING ACTIVITIES	\$ (173,433)	\$ (293,674)
CASH FLOWS - FINANCING ACTIVITIES		
Principal payments on long-term debt	(66,233)	(215,604)
Other	-	-
NET CASH PROVIDED FROM FINANCING ACTIVITIES	\$ (66,233)	\$ (215,604)
NET (DECREASE) INCREASE IN CASH AND CASH EQUIVALENTS	\$ 351,963	\$ 378,582
Cash at beginning of year	1,167,914	789,332
CASH AND CASH EQUIVALENTS AT END OF YEAR	\$ 1,519,877	\$ 1,167,914

GREEN TECH CHARTER SCHOOL
Statement of Functional Expenses
as of June 30, 2021

		2020-21							2019-20	
		Program Services				Supporting Services				
No. of Positions		Regular Education	Special Education	Other Education	Total	Fund-raising	Management and General	Total	Total	
		\$	\$	\$	\$	\$	\$	\$	\$	\$
Personnel Services Costs										
Administrative Staff Personnel	17.00	-	-	-	-	-	1,140,491	1,140,491	1,140,491	1,064,594
Instructional Personnel	43.00	2,326,577	248,489	-	2,575,066	-	-	-	2,575,066	2,093,757
Non-Instructional Personnel	3.00	-	-	63,324	63,324	-	-	-	63,324	123,135
Total Salaries and Staff	63.00	2,326,577	248,489	63,324	2,638,390	-	1,140,491	1,140,491	3,778,881	3,281,486
Fringe Benefits & Payroll Taxes		470,117	50,211	12,795	533,123	-	230,452	230,452	763,575	692,354
Retirement		-	-	-	-	-	-	-	-	-
Management Company Fees		-	-	-	-	-	-	-	-	-
Legal Service		-	-	-	-	-	-	-	-	-
Accounting / Audit Services		-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting Services		157,474	16,819	-	174,293	-	42,335	42,335	216,628	307,152
Building and Land Rent / Lease / Facility Finance Interest		295,526	31,564	8,044	335,134	-	144,866	144,866	480,000	465,000
Repairs & Maintenance		115,512	12,337	3,144	130,993	-	56,624	56,624	187,617	296,159
Insurance		46,027	4,916	1,253	52,196	-	22,562	22,562	74,758	42,287
Utilities		85,535	9,136	2,328	96,999	-	41,929	41,929	138,928	171,523
Supplies / Materials		53,525	5,717	-	59,242	-	-	-	59,242	54,674
Equipment / Furnishings		-	-	-	-	-	-	-	-	91,164
Staff Development		14,507	1,549	-	16,056	-	-	-	16,056	41,917
Marketing / Recruitment		-	-	-	-	-	37,545	37,545	37,545	59,542
Technology		-	-	-	-	-	-	-	-	-
Food Service		-	-	-	-	-	-	-	-	-
Student Services		59,081	-	-	59,081	-	-	-	59,081	72,001
Office Expense		-	-	-	-	-	80,222	80,222	80,222	63,156
Depreciation		114,935	12,276	3,128	130,339	-	56,341	56,341	186,680	156,978
OTHER		-	-	-	-	1,680	97,011	98,691	98,691	25,261
Total Expenses		\$ 3,738,816	\$ 393,014	\$ 94,016	\$ 4,225,846	\$ 1,680	\$ 1,950,378	\$ 1,952,058	\$ 6,177,904	\$ 5,820,654



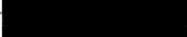
City of Albany

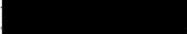
Department of Buildings and Regulatory Compliance

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

Certificate of Occupancy

Address: 99 Slingerland St

Permit 

Parcel 

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

The following occupancy is permitted at this location:


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

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

Zoning District at time of Issuance R2A

Issuance Recommended By:


Adam Clark
Building Inspector

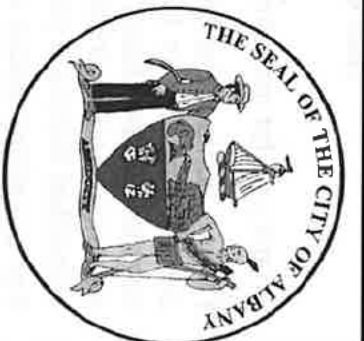
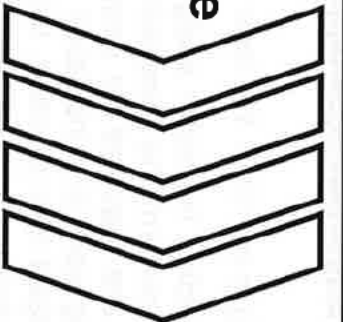

Richard Lajoy - Deputy Director

Issue Date: Friday, September 28, 2018

City of Albany

Department of Buildings & Regulatory Compliance

Building Permit



This permit must be posted conspicuously at the worksite until a final inspection is performed.

Copies of the approved application and any associated plans must be kept on premises at all times.

For any questions about this permit or to schedule necessary inspections, please call our office at (518) 434-5995.

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

Permit Fee: \$125

Permit Type: Change of Tenant

Issue Date: 10/9/2018

Permit Class: Change of Tenant

Permit No: **COT18-8384**

Expiration
Date:

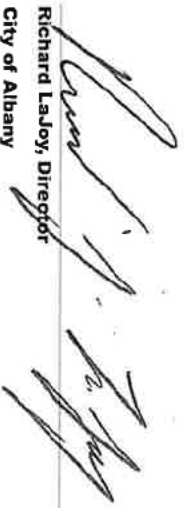
10/10/2019

Inspector: A Clark

Site: **99 SLINGERLAND ST**

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

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


Richard Lajoie, Director
City of Albany

Department of Buildings & Regulatory Compliance

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

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

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

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

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

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

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



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



**GREEN TECH HIGH
CHARTER SCHOOL**

**2020-21 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 17, 2021

By Dr. Paul Miller

99 Slingerland Street
Albany, NY 12202

Phone: 518-694-3400

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Dr. Paul Miller, Principal, prepared this 2020-21 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position	
	Office (e.g. chair, treasurer, secretary)	Committees (e.g. finance, executive)
Pamela Williams	Chair	Executive Committee
Jahmel Robinson	Vice Chair	
Dona Bulluck	Secretary	
Laura Chmielinski	Treasurer	
Madalyn Royal	Member	
Matt Toporowski	Member	

Dr. Paul Miller has served as the principal since 2012.

SCHOOL OVERVIEW

Green Tech High Charter School (GTHCS) has provided a vital option for young men in grades 9-12 in the Capital Region since 2008. In 2016, GTHCS was renewed for a five-year term through 2021. The school moved to a new, larger facility in July 2016, and now has more space than in its previous years of operation. GTHCS is seeking to optimize the additional space by introducing middle school grades. This would offer the meaningful opportunity to reach students at an earlier point in their educational trajectory. It would also fill a demand for a single gender public middle school in the Capital Region, which ended with the closure of Brighter Choice Middle School for Boys in 2015.

The GTHCS board anticipates that introducing students to Green Tech's expectations and approach in middle school would positively impact high school college readiness outcomes, which require students to receive higher scores on high stakes Regents Exams; not just passing scores of 65. In addition, the revenue generated by the additional grades would considerably strengthen the school's finances by the close of FY 2020, our first full year with grade 6. The school gains additional financial strength in the next charter term fully grown to 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.

Modifications to Program During Remote Learning

When school closed in March due to COVID 19 on March 13th, the GTH administration loaded all high school students into the [Plato online learning portal](#) (Math, English, Social Studies, Science, all courses appropriate to student's schedule.) Chromebooks were ordered and distributed upon arrival. Teachers monitored their advisory students' progress on Plato and coached, encouraged, taught and tutored their students virtually. Instruction was provided on how to use and monitor within the Plato system. Students had a GTH daily participation requirement of 1 hour per day per class enrolled and various Google Classroom teacher led support.

For the middle school group we developed a hybrid model of [MobyMax](#) and Google Classroom where teachers ran lessons in real time.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

End of semester tests (finals) were given in the PLATO courses for all students enrolled and reached the end of the course. Appropriate accommodations were made for students with IEPs.

Throughout the school closure, staff kept in touch with students directly, through Google classrooms and utilized social media to connect.

The School Counseling teams plays a critical role in supporting social/emotional development and needs as they:

- Understand the nature and range of human characteristics specific to child and adolescent development
- Identify and employ appropriate appraisal methods for individual and group interventions that support K–12 students’ social/emotional development
- Know and utilize counseling theories, collaborate with classroom teachers and build key relationships with students and parents.

In response to Covid-19, GTH School counselors established an intentional focus on social and emotional skill building, mental and behavioral health, personal safety and self-regulatory capacity, which likely has been impacted. School counselors will try to build from some of the unique learning experiences students may have had and promote resilience. In addition to and/or in the absence of formal screenings, counselors establish regular informal check-ins with all students especially in times of virtual learning. This allows prevention services to continue and establishes a system to determine how to provide effective intervention services as needed. GTH continues the referral system for individuals who need targeted support as well as access to school-employed and community mental health professionals. School Counselors continue to be informed of Best Practices as outlined from the American School Counseling Association (ASCA).

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year

School Year	6	7	8	9	10	11	12	Total
2016-17				123	92	59	57	331
2017-18				126	96	75	56	353
2018-19				106	97	73	62	338
2019-20	44			91	80	70	73	358
2020-21	46	45		85	82	74	64	396

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 2017 state Accountability Cohort consists of students who entered the 9th grade anywhere sometime during the 2017-18 school year, were enrolled in the school on the state’s annual enrollment-determination day (i.e., BEDS day) in the 2020-21 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>)

The following table indicates the number of students in the Accountability Cohorts who are in their fourth year of high school and were enrolled at the school on BEDS Day in October and remained in the school until June 30th of that year.

Fourth-Year High School Accountability Cohorts

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort’s Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30 th
2018-19	2015-16	2015	64	4	60
2019-20	2016-17	2016	64	0	64
2020-21	2017-18	2017	66	0	66

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 year they first enter the 9th grade. Students enrolled for at least one day in the school after entering the 9th grade are part of the school’s Graduation Cohort. 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 the following: if they transfer to another public or private diploma-granting program with documentation, transfer to home schooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S., or are deceased.

Fourth Year Total Cohort for Graduation

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Enrolled on June 30 th of the Cohort’s Fourth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2018-19	2015-16	2015	60	0	60
2019-20	2016-17	2016	64	3	67
2020-21	2017-18	2017	66	3	69

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Enrolled on June 30 th of the Cohort's Fifth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2018-19	2014-15	2014	54	2	52
2019-20	2015-16	2015	58	1	59
2020-21	2016-17	2016	3	64	67

PROMOTION POLICY

GTH Promotion Policy for Traditional In-Person Learning

For 2020-21, the minimum final grade for passing was adjusted to 60, instead of the usual 70, as we graded on a curve in the high school courses.

10th- 12th grade students must earn a "C- "(60) or higher in each final grade to be eligible for promotion to the next grade.

9th grade only: (60) or higher for freshmen Core Classes only. Elective and Spanish classes always (60 or higher) in each final grade to be eligible for promotion to the next grade.

Final Grades are assigned as follows:

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

A student may be retained (discretion of the Principal with recommendation of teacher) if he does not successfully complete his reading, writing, and math proficiency exam and/or pass the final exam in the area of study. If a student fails a final exam or Regent Exam, he must attend the Summer Academy until he passes it. The student will receive a 4-week tutorial, and then retake the final or Regents. If he fails a second time, he must complete the Summer Academy and retake the Regents exam at the next time it is offered.

As a result of the transition to remote learning, the state has provided additional guidance regarding earning course credit and unit of study requirements [here](#).

2020-21 High School Grading

Grading Calculation is based on two categories for Standard Courses:

Attendance Participation Grade - 60%

- Arrive on time to Google Classroom session
- Camera is on, student is visible, and present for the entire class
- Failure to follow the expectations will result in the loss of the entire 25% for the day
- Teachers will mark track a daily Google Classroom Attendance and Participation grade in Powerschool

Monday through Thursday:

4 days of attendance and participation = 100%

3 days of attendance and participation = 75%

2 days of attendance and participation = 50 %

1 day of attendance and participation = 25 %

Plato Current Grade - 40%

- Grades will be based on the real scores from completed work and assessments.
- The Plato grades will be updated and put in Powerschool weekly

Friday Advisory: 10-15 minute virtual meeting is mandatory weekly. Friday does not count towards the instructional class days

Late: *If students are more than 15 minutes late to class they will not receive credit for the day, unless they have a Doctor's note or a note from their parent due to an emergency. Oversleeping is not an emergency or an excuse.

On Fridays, Teachers will be responsible for entering PLATO current grade based on that week's pacing. Students and Parents are able to access student grades in PowerSchool and progress report cards will be mailed out consistent with prior years.

Notes: Google Classroom Attendance and Participation cannot be made up. It is crucial that your student is engaged in live learning for effective delivery of instruction.

College Courses: College classes will remain fully in Google Classroom directed by the teacher. No Plato required.

AP Courses will be a hybrid of Google classroom assignments and PLATO fulfilling both AP/HS Requirements as directed by Teacher.

Absences: All students are expected to participate in online learning unless doctor's note or proof of family crisis is approved and entered into Powerschool.

Middle School Grading

Grade Calculations for standard courses are based on four categories:

60% - Attendance Participation

- Arrive on time
- Camera is on, student is visible, and present for the entire class
- Failure to follow the expectations will result in the loss of the entire 25% for the day
- Teachers will mark daily Google Classroom Attendance and Participation grade in Powerschool.

Monday through Thursday:

4 days of attendance and participation = 100%

3 days of attendance and participation = 75%

2 days of attendance and participation = 50 %

1 day of attendance and participation = 25 %

20% - Performance Grade

- Other Questions the teacher assigns during the class period
- The teachers will have a daily work assignment during the work period
- Homework when necessary
- 10% Classroom Participation
- Thoughtful responses to Do Now, Closure and Exit Tickets
- 10% Assessments (Test and Quizzes) and Project Based Assignments
- Assessments will be every 2 weeks and Projects are once per quarter at a minimum

Friday Advisory: 10-15 minute virtual meeting is mandatory weekly. Friday does not count towards the instructional class days

Late- *If students are more than 15 minutes late to class they will not receive credit for the day, unless they have a Doctor's note or a note from their parent due to an emergency. Over sleeping is not an emergency or an excuse.

On Sundays, Teachers will be responsible for entering all grades based on that week's pacing. Students and Parents are able to access student grades in Powerschool and progress report cards will be mailed out consistent to prior years.

Absences: All students are expected to participate in online learning unless doctors note or proof of family crisis is approved and entered into Powerschool from the front office. Teachers may not excuse a student only front office staff.

Notes: Google Classroom Attendance and Participation cannot be made up. It is crucial that your student is engaged in live learning for effective delivery of instruction

Attendance:

Attendance monitoring will be a requirement for all GTH teachers and Administrators with the plan to reopen Fall 2020.

Students are assigned to 3 Tracks for the School Year:

Track A- Hybrid A (Two day Rotation: in person, remote)

Track B - Hybrid B (Two day Rotation: remote, in person)

- All tracks will stay in session because remote learners are expected to participate online during the associate time period.
- Powerschool is set up so that teachers can view attendance of all students remote or in person scheduled for that course. misspelled: teachers
- When the child attends the in-person learning day, attendance is taken daily each period by the classroom Teachers.

Track C - Remote (Remote Learner only)

- Remote learners earn their day of membership, by logging into PLATO on their school provided/or home device. Teachers will be able to see a record of student engagement from all online learners and mark attendance.

GOAL 1: HIGH SCHOOL GRADUATION

GOAL 1: HIGH SCHOOL GRADUATION

Green Tech High Charter School will maintain high graduation rates each year.

Goal 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.

METHOD

This measure serves as a leading indicator of the performance of the high school cohort and examines students' progress toward graduation based on annual credit accumulation. The measure requires that, based on the school's promotion requirements, 75 percent of the first and second year high school Total Graduation Cohorts will earn the required number of credits.

RESULTS AND EVALUATION

GTH achieved this measure. Greater than 75% of students in their first and second year in high school earned the required credits and were promoted to the next grade.

Percent of Students in First and Second Year Cohorts
Earning the Required Number of Credits in 2020-21

Cohort Designation	Number in Cohort during 2020-21	Percent promoted
2019	70	90%
2020	74	85%

ADDITIONAL EVIDENCE

Both the 2018 and 2019 cohorts achieved this measure in 2019-20.

Goal 1: 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.

METHOD

This measure serves as a leading indicator of the performance of high school cohorts and examines their progress towards graduation based on Regents exam passage. The measure requires that 75 percent of students in each Graduation Cohort have passed at least three Regents exams by their second year in the cohort.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

As a result of the Board of Regents' guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, for the most recent second year cohort schools should report the percentage of students who either passed or were exempted from at least three exams. In August of 2021, the 2019 cohort will have completed its second year.

RESULTS AND EVALUATION

Given that all students in their second year have been exempt from taking NYS Regents exams in 9th and 10th grade, Green Tech High achieved this measure.

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

Cohort Designation	School Year	Number in Cohort	Percent Passing at Least Three Regents (including exemptions)
2017	2018-19	89	26%
2018	2019-20	67	75%
2019	2020-21	74	100%

Goal 1: Absolute Measures

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

METHOD

This measure examines students in two high school Graduation Cohorts: those who entered the 9th grade as members of the 2017 cohort and graduated four years later and those who entered as members of the 2016 cohort and graduated five years later. These data reflect August graduation rates. At a minimum, these students have passed or been exempted from five Regents exams required for high school graduation in ELA, mathematics, science, U.S. History, and Global History or met the requirements for the 4+1 pathway to graduation.¹

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

RESULTS AND EVALUATION

Green Tech High achieved the 4 year graduation measure with 88 percent of students in the 2017 cohort graduating. The fifth year graduation rate of the 2016 cohort was also 88 percent.

¹ The state's guidance for the 4+1 graduation pathway can be found here:

<http://www.p12.nysed.gov/ciai/multiple-pathways/>.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2015	2018-19	60	90%
2016	2019-20	67	93%
2017	2020-21	68	88%

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

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2014	2018-19	52	96%
2015	2019-20	59	93%
2016	2020-21	67	88%

ADDITIONAL EVIDENCE

The 5th year graduation rate dipped a bit below previous years in part because some of the students were discouraged after not graduating on time and being required to return remotely. That said, there are still a couple 2016 cohort students working toward graduating.

Goal 1: 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.

METHOD

The school compares the graduation rate of students completing their fourth year in the charter school's Total Graduation Cohort to that of the respective cohort of students in the school district of comparison. 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 2019-20 results as a temporary placeholder for the district's 2020-21 results.

RESULTS AND EVALUATION

Green Tech High's graduation rates continue to be greater than the local district.

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

Cohort Designation	School Year	Charter School		School District	
		Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating
2015	2018-19	60	90%	476	68%
2016	2019-20	67	93%	515	71%
2017	2020-21	68	88%		

Goal 1: 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.

METHOD

The New York State Board of Regents approved regulations establishing alternative pathways to graduation for all students. Students may replace one of the required Social Studies Regents exams with an approved alternative assessment. For more information about requirements and approved assessments refer to the NYSED resource online: <http://www.p12.nysed.gov/ciai/multiple-pathways/>. The school will document the names of the alternative assessments administered and success rate for students in the templates bellow.

As a result of the Board of Regents' guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, students planning to take a pathway examination during those cancelled dates would be exempted from the requirement. For purposes of this measure, only report results for students with valid scores for any pathway exam.

RESULTS AND EVALUATION

The 2017 graduation cohort were exempt from taking many of the Regents requirements for graduation, therefore did not need to utilize the 4+1 alternative pathway option.

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

With the exception of the fifth year cohort falling short of the 95% target, all other graduation measures were achieved in 2020-21. Green Tech utilized remote learning throughout the year and ensured students were able to continue with instruction and complete the necessary steps to graduate.

In addition to the traditional graduation requirements, Green Tech High provides Service-Learning opportunities in a variety of contexts. The graduation requirement is that students must complete 100 hours of Service-Learning experience by the end of his senior year. Service Learning is a discipline rooted in the majority of higher education experiences. In preparing our students for college, introducing them to Service-Learning in an intensive way gives them a leg up when entering college. Opportunities are provided through various academic opportunities that work to connect a community service project or partnership with the classroom topic. Reflection serves as the method by which a strong connection is made between the service and academic components.

Outside of the classroom, various Service-Learning opportunities are provided for students throughout the school year. Some examples are Senior Service Day and various opportunities that surround Dr. Martin Luther King Jr. Day. These events are more focused on a service project, and include a reflection component to solidify the "Learning" component of the Service-Learning opportunity.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Finally, individual students have the opportunity to build a meaningful relationship with a site in the community. Through consistent service with this organization, they are able to build a relationship that eventually leads to a larger service project. In many cases, this project will draw upon the individual's talents and skills and involves connection to academic strengths.

Overall, support is given to students to complete the graduation requirement. It is not unusual for students to exceed the recommended hour requirement.

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.	
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.	Met
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort will graduate.	Met
Absolute	Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	Met
Comparative	Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.	Met
Absolute	Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year.	Not Applicable

ACTION PLAN

Green Tech High will continue with its current programs to prepare scholars for graduation. We continue to expand grades with the addition of seventh grade in 2020-21 during hybrid learning. Our organization is expanding grades to enroll students earlier in their academic careers so the enter high school with better basic skills and are better able to experience success in high school and graduate on time. The Personal Academic Review program continues to empower our male scholars to reflect on what they need to do to earn credits and prepare for their futures.

GOAL 2: COLLEGE PREPARATION

GOAL 2: COLLEGE PREPARATION

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

The College Counseling office is dedicated to helping each student find the best school after graduation. Each student is paired with a counselor to meet one on one to discuss options, receive help applying, finding scholarships and talk about life after graduation.

The office hosts multiple college tours and instant admission days where local colleges come to GTH to meet with students and choose admission status that day. All seniors are required to meet with HVCC and SCCC. In addition, all juniors attend a college fair at HVCC in the spring and again as a senior in the fall. With the generous support of donors and allotted budget money, we are able to assure every student has the opportunity to find, apply, and enroll in a college best suited for him. We are proud to boast our 100% college acceptance rate for all graduating classes so far!

Green Tech will be using Naviance Family Connection to assist you and your parents with the college research and the college application process. Naviance is an efficient and near-paperless system for processing and submitting college application materials to a college or university.

In addition, there are sections on the website for each class, Freshmen – Seniors, with a timeline including what activities scholars should be doing each season to prepare for college research and choice, applications, SATs, visits, fairs, scholarships and financial aid.

Goal 2: Absolute Measure

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.

METHOD

Schools use any method listed here, 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. The school reports on the number of students who attempted to achieve each indicator, the number who succeeded, and the corresponding percentage. Additionally, the school should report on the overall number of students who graduated after four years, the number of those graduates who achieved any of the relevant indicators, and the overall percentage achieving any indicator.

Currently, Green Tech partners with SUNY Schenectady and Hudson Valley Community College to offer college level courses. Examples are below:

COM100 Intro to Human Communication, COM105 Public Speaking, ENG123 College Composition, ENG124 Literature & Writing and PSY121 Introduction to Psychology

RESULTS AND EVALUATION

GTH did not achieve this measure. 15 percent of the 2021 graduates earned a regents Diploma with Advanced Designation.

Percentage of the 2017 Total Cohort Graduates Demonstrating College Preparation by Indicator

Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
Regents Diploma with Advanced Designation	60	9	15%

Goal 2: Absolute Measure

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.

The calculation of this measure is not required for 2020-21.

Goal 2: Comparative Measure

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

The calculation of this measure is not required for 2020-21.

Goal 2: Absolute Measure

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

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

METHOD

The ultimate measure of whether a college prep high school has lived up to its mission is whether students actually enroll and succeed in college. Schools track and report the percentage of fourth-year Total Cohort graduates who matriculate into a two or four-year college program in the school year following graduation. Schools should update and confirm data for Cohorts prior to 2020-21 and provide preliminary matriculation data for 2017 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.

RESULTS AND EVALUATION

All graduating students were accepted in college for the fall 2021. Matriculation numbers are pending.

Matriculation Rate of Graduates by Year

Cohort	Graduation Year	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Following Year (b)	Matriculation Rate =[(b)/(a)]*100
2015	2018-19	54	39	74%
2016	2019-20	62	Pending Report	
2017	2020-21	60	60 Accepted	

SUMMARY OF THE COLLEGE PREPARATION GOAL

Green Tech High’s programming for college preparation and success is always evolving as we identify additional needs of our scholars. Students will need to transition back to live in person classes this year, while also being prepared to revert to remote learning as the need arises for quarantine or a numbers surge. Although one measure were not achieved this year, there are other supports in place to help scholars graduate, gain acceptance into college and experience success once there. Our counseling office is proud to report 98 percent of 2020 graduates were accepted into a 2 or 4 year college.

Type	Measure	Outcome
Absolute	Each year, 75 percent of graduating students will demonstrate their preparation for college by one or more possible indicators of college readiness.	Not Met
Absolute	Each year, the CCCRI for the school’s Total Cohort will exceed that year’s state MIP set forth in the state’s ESSA accountability system.	N/A
Comparative	Each year, the school’s CCCRI for the Total Cohort will exceed that of the district’s Total Cohort.	N/A
Absolute	Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.	Pending Data (Met)

ACTION PLAN

The counseling office continues to provide a grade specific list of actions students should complete. It is posted on the website so our young gentlemen know what needs to be done. The supports we have in place to assist our scholars in improving basic skills, completing coursework, taking responsibility for their education and ultimately graduating are working. We plan to continue fine tuning our offerings and providing our students with what they need to succeed during and beyond high school.

In addition to the annual support that our scholars receive to find and get accepted into a college, we are implementing a new year-long schedule change to foster independence in our young gentlemen. In 2021-22, our scholars will be returning to in-person school on campus and will have a one hour open campus Community Time.

Community time is an hour daily that is devoted to the development and social well-being of all our students by providing built in time to enhance the whole child, making stronger men for the future.

Students will be trained to be responsible and independent thinkers by having an open campus at lunch time. Students will have the ability to socialize, meet with teachers, participate in-school activities, eat lunch, and get some exercise.

The goal is to teach social responsibility; how to conduct themselves appropriately in different situations from the time they enter 9th grade.

All students grade 9-12, upon entering GTH will be treated as they would on a college campus.

Parents can opt out of allowing students leave campus for any reason.

The potential benefits of allowing our scholars this Community Time:

- Build Community
- Freedom
- Independence
- Attract students who previously were against the rigidity
- Teach real world behavior and expectations
- College atmosphere
- Solves potential space issue for lunches
- Gives teachers and opportunity to connect with students outside of academics

GOAL 3: ENGLISH LANGUAGE ARTS

ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS

Goal 3: English Language Arts

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

BACKGROUND

Middle School Background

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

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

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

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

Selection of High Quality Central Texts integrated ELA

It is critical that our students are engaged in rigorous and appropriately challenging readings that thematically connect fiction and non-fiction texts. Text must be carefully selected to ensure proper grade-level complexity for our students. Unit topics should be designed with a central text or text set in mind, and additional texts may be layered on to add scaffolds for learning, increase rigor, or deepen student background knowledge for unit study. When approaching text selection, teachers must consider what texts are most “worthy” of student attention. These text sets should be carefully planned by teachers to ensure engaging content that is at the correct level of text complexity for the students in the classroom. Berger focuses on the words “complex” (meaning where on the text complexity scale does the text fall) and “compelling” (meaning to what degree will the text spark student curiosity to learn). We find these terms to be strong criteria for text selection. In accordance with the National Assessment of Educational Progress (NAEP) reading framework, each year students will read both fiction and non-fiction with ratios gradually shifting towards a heavier focus on non-fiction in grades 7 and 8. Across grades, we will focus on specific genres as recommended by CCSS guidance and spiral in new genres each year. For example, in 6th grade we will layer on historical novels and short stories. In 7th grade, students will study drama as well as experience a dramatic increase in their non-fiction reading. By 8th grade students will be studying traditional works, religious texts, and reading a heavy dose of non-fiction texts.

During remote learning, classes moved forward using a combination of MobyMax online coursework and Google Classrooms with daily check ins with teachers. All students were assessed at the end of the class units in each subject using MobyMax.

METHOD

As previously described, Green Tech middle school scholars took MobyMax assessments in the fall and spring to evaluate learning gains/losses in reading.

During 2020-21, the school(s) primarily used the following exam to assess student growth and achievement in ELA: **Other**

RESULTS AND EVALUATION

Forty students in grade 6 took the MobyMax Reading exam in both fall and spring. 92.5% scored at or above grade level in the fall and 65% did so in the spring.

32 students took the assessment in the fall and 22 did so in June, however only twelve students in grade 7 took the MobyMax Reading exam in both fall and spring. 58% scored at or above grade level in the fall and 25% did so in the spring.

We place great emphasis on remediation of basic skills when students arrive at Green Tech. The pandemic constraints on in person classes hit this group hardest. While keeping in mind that many our middle school students were burned out for obvious reason by June, MobyMax enabled us to assess learning loss and plan for 2021-22.

SUMMARY OF THE ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS GOAL

As we look forward to returning to in-person learning in 2021-22, we look forward to having our middle school students back in the classroom. It has been a given in the educational community that the pandemic would cause learning loss for many students. By using MobyMax, we have an idea of which students will benefit from remediation this year. We will be reassessing where students are in terms of ELA grade level equivalency when we return to school.

ACTION PLAN

Going forward, Green Tech has added new positions to support our students across academic areas; 1) an English as a Second Language teacher who will continue to build our ESL program and support all students with any additional time and 2) Response to Intervention teacher who will work with students on increasing basic skills to enable them to be successful in the classroom. Basic reading and comprehension skills are a major focus as we prepare our middle school scholars to be able to succeed with high school coursework and eventually college level courses.

HIGH SCHOOL ENGLISH LANGUAGE ARTS

Goal 3: Absolute Measure

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 school administered the Regents English exam that students must pass to graduate. 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.

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort 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.

RESULTS AND EVALUATION

This ELA measure was not achieved, but is the highest percentage in three years with 51 percent of the 2017 Accountability Cohort scoring at an annual performance level of 4 or higher.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Percent Scoring at Least Level 4 on Regents English Common Core Exam by Fourth Year Accountability Cohort²

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)
2015	2018-19	60	0	22	37%
2016	2019-20	64	5	25	42%
2017	2020-21	66	37	15	51%

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2017	89	17%	71	22%	66	51%
2018	95	N/A	72	17%	71	25%
2019			83	N/A	74	11%
2020					70	--

Goal 3: Absolute Measure

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 school administered the Regents English exam that students must pass to graduate. The school scores Regents on a scale from 0 to 100. 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.

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort 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 3 among the students who sat for the exam.

² Based on the highest score for each student on the English Regents exam

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

RESULTS AND EVALUATION

Green Tech High had all students in the 2017 cohort earn credit for the NYS English Language Arts Regents.

**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)
2015	2018-19	60	0	51	85%
2016	2019-20	64	5	56	88%
2017	2020-21	66	37	29	100%

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017	89	33%	71	45%	66	100%
2018	95	N/A	72	21%	71	39%
2019			83	N/A	74	11%
2020					70	N/A

Goal 3: Absolute Measure

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

The calculation of this measure is not required for 2020-21.

Goal 3: Comparative Measure

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

The calculation of this measure is not required for 2020-21.

Goal 3: Comparative Measure

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.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

The calculation of this measure is not required for 2020-21.

Goal 3: Comparative Measure

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

The calculation of this measure is not required for 2020-21.

Goal 3: Growth Measure

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.

Unfortunately, Green Tech high does not have access to the scores of scholars from 8th grade.

Goal 3: Growth Measure

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will 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.

Unfortunately, Green Tech high does not have access to the scores of scholars from 8th grade.

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

All of the 2017 accountability cohort received credit for the ELA Regents with an exemption of through passing it. 51% of those who sat for the exam and passed it, earned a Level 4. Although some of our MS students will require a period of time to catch up to grade level after returning to in person school, we are confident that the basic reading and writing skills will improve allowing students to develop better ELA strategies to dive further in depth when interacting with literature. Our goal is to push our scholars to not just pass the Regents but pass with higher scores through higher rigor in the instruction.

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.	Did Not Meet
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Met
Absolute	Each year, the Performance Index (PI) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state’s ESSA accountability system.	N/A

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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

ACTION PLAN

Green Tech High is preparing to welcome students back to school full time on campus. After experiencing the pros and cons of online learning, we are altering our weekly schedule to include traditional 4 in person days of classes with Virtual Fridays set up for advisory, catching up on work with support, credit recovery, college exploration and Lyceum (our meeting spot/speakers).

In addition, we have purchased an online program called **Edulastic** that will:

- 1) Assess: Quickly identify learning gaps with diagnostic and formative assessments
- 2) Instruct: Give students differentiated assignments to remediate, reinforce or challenge
- 3) Measure: Monitor progress towards standards mastery to ensure students stay on track

This will be utilized across academic areas to ensure our scholars receive personalized remediation.

GOAL 4: MATHEMATICS

ELEMENTARY MATHEMATICS

Goal 4: Mathematics

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

BACKGROUND

MS Background: The following outlines our planned math program that had to be adjusted due to our school being 100% virtual in 2020-21. We look forward to having our students MS back full time in person but will always be prepared should we need to shift to online learning at any time.

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

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

Our Math Course prepares students within our school to develop proficiency and expertise in several mathematical practices that have longstanding importance in mathematics education and in the world. Our math framework is aligned with the Common Core State Standards for Mathematical Practice, which will be integral to the design of our courses and units of study. The instructional team will develop units of study before the beginning of the school year for the entire year derived from the Math Modules found on EngageNY. Our curriculum requires a balance of solid conceptual

understanding (procedural skill and fluency, speed and accuracy in calculation, etc.) and application of skills in problem solving situations. Through deeper instruction and exploration, students develop conceptual understanding of math topics and strategies to persevere by making connections to previously learned content, applying mathematical practices, thinking flexibly, and solving real-world problems. Our goal is to build a culture of mathematics where both students and teachers are comfortable with exploration and analysis of mathematical real world situations. The math resources are:

6th: Singapore Math and Math in Focus,

7th: Math in Focus and Dimensions Math,

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

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

Mathematical Intervention

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

Math Enrichment

All students that are performing on or above grade level take a 30-minute enrichment course beginning in 6th grade that offers an accelerated math curriculum in which students will have the opportunity to be placed on track to take our Algebra Regents course by 8th grade. Green Tech MS will use a customized mathematics curriculum, created by the Instructional Leadership Team, based on the Singapore Math and Dimensions Math curriculum and supplemented by EngageNY resources, to create tasks and assignments for our enrichment block to provide additional learnings for our students that are performing on or above grade level. **The goal is that every student will be on track to take 9th grade math.**

METHOD

Students were assessed at the end of each math unit, in the fall and in June using MobyMax.

During 2020-21, the school(s) primarily used the following exam to assess student growth and achievement in mathematics: **Other**

RESULTS AND EVALUATION

Forty students in grade 6 took the MobyMax Math exam in both fall and spring. Zero students in sixth grade tested on or above grade level in October and 10 percent tested at grade level in June. 35 percent did improve by one grade level during 2020-21.

23 students took the assessment in the fall and in June. Again, no 7th grade scholars tested at grade level in the fall test administration and only 1 student (4%) tested at grade level in the spring. 39 percent did improve at least one grade level in math progress during 2020-21.

SUMMARY OF THE ELEMENTARY AND MIDDLE MATHEMATICS GOAL

We anticipate that many of our MS students arrive at Green Tech behind in basic math skills, and the MOBYMax assessments verify this. None of the 6th or 7th grade students performed at grade level in the fall test administration. Although fewer than 10 percent reached the on/above grade level performance scores by June, greater than 35 percent of 6th and 7th increased by one grade level, further demonstrating how much the math deficit was upon entry.

ACTION PLAN

Refer to the previously mentioned overall school updates.

HIGH SCHOOL MATHEMATICS

Goal 4: Absolute Measure

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 school administered the Regents mathematics exam(s) that students must pass to graduate. 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 any Regents Common Core mathematics exams. 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.

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for any mathematics exam but were scheduled to sit for one 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 requirement as well as the percentage of students achieving at least Level 4 among the students who sat for any exam.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

RESULTS AND EVALUATION

GTH did not meet this measure. 14 percent of 2017 accountability cohort achieved a performance level of at least 4 on a math Regents exam by the 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)
2015	2018-19	60	0	11	18%
2016	2019-20	64	6	10	17%
2017	2020-21	66	15	7	14%

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2017	89	12%	71	14%	66	14%
2018	95	11%	72	13%	71	13%
2019			83	7%	74	7%
2020					70	N/A

Goal 4: Absolute Measure

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 school administered the Regents mathematics exam(s) that students must pass to graduate. 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 mathematics exams. 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.

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for any mathematics exam but were scheduled to sit for one 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 requirement as well as the percentage of students achieving at least Level 3 among the students who sat for any exam.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

RESULTS AND EVALUATION

GTH achieved this metric. All of the 2017 accountability cohort achieved performance level of at least 3 on a math Regents exam by the fourth year in the cohort. Students who had not passed a required Regents exam were exempted during COVID-19.

**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)
2015	2018-19	60	0	52	86%
2016	2019-20	64	6	56	97%
2017	2020-21	66	15	51	100%

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-201	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017	89	60%	71	45%	66	100%
2018	95	37%	72	51%	71	54%
2019			83	16%	74	24%
2020					70	1% ³

Goal 4: Absolute Measure

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

The calculation of this measure is not required for 2020-21.

Goal 4: Comparative Measure

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

The calculation of this measure is not required for 2020-21.

Goal 4: Comparative Measure

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

The calculation of this measure is not required for 2020-21.

³ Not including Regents exemptions

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Goal 4: Comparative Measure

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

The calculation of this measure is not required for 2020-21.

Goal 4: Growth Measure

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.

Green Tech does not have access to students’ grade 8 NYS Math results.

Goal 4: Growth Measure

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

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

All the students in the 2017 accountability cohort passed 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.	Not Met
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Met
Absolute	Each year, the Performance Index (PI) in mathematics of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state’s ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	N/A
Comparative	Each year, the Performance Index (PI) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of	N/A

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

	comparable students from the school district of comparison.	
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Unable to Assess
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Unable to Assess

ACTION PLAN

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

Edulastic has been purchased and will be rolled out in 2021-22, which includes differentiated math practice and distance learning support as well as assessments and a state test question bank.

Reteaching and practice in Edulastic may take place on Fridays online.

GOAL 5: SCIENCE

ELEMENTARY AND MIDDLE SCIENCE

Goal 5: Science

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

BACKGROUND

Middle School Science

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

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

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

All STEM related courses will follow the New York State Science Standards while also using National Next Generation Science Standards as a supplement. Students will take semester long courses to fulfill their Experiential Learning requires for two to three years. Students that select the STEM Pathway will culminate their middle school experience with a Presentation of Learning. Each student will work closely with faculty to identify an area of interest or specific skill that they will showcase for the project. The project will include evidence of problem solving, critical writing, speaking, and a creative presentation in front of a panel of teachers and school leaders.

Students transitioned to online learning in March 2020 and continued remotely throughout 2020-21. All middle school students sat for the year end assessments in each course.

METHOD

Similar to ELA and math, MS science students utilized online teacher instruction, group work in Google classrooms and MOBYMax for online learning and assessments.

SUMMARY OF THE ELEMENTARY SCIENCE GOAL

The Green Tech MS science department is looking forward to having class back on campus to be able to dive into hands on learning and scientific experimentation.

ACTION PLAN

Green Tech MS will be grades 6-8 in 2021-22 and back in person with all grades 6-12. Science is such an experiential subject that we look forward to really allowing the students to be there for labs and projects that could not be completed virtually. Being in person unlocks many more learning opportunities in science.

HIGH SCHOOL SCIENCE

Goal 5: Absolute Measure

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

METHOD

New York State schools administer multiple high school science assessments; current Regent exams are Living Environment, Earth Science, Chemistry and Physics. The school administered no Regents exams in 2021. It scores Regents on a scale from 0 to 100; students must score at least 65 to pass. This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort. Students may have taken a particular Regents science exam multiple times or have taken multiple science exams. Students have until the summer of their fourth year to pass a science exam.

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort 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 passing among the students who sat for the exam.

RESULTS AND EVALUATION

This measure was achieved with 100% of the 2017 accountability cohort passing or being exempted from a Regents exam in science by their fourth year in high school.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Science Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort⁴

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)
2015	2018-19	60	0	53	88%
2016	2019-20	64	8	53	95%
2017	2020-21	66	23	43	100%

ADDITIONAL EVIDENCE

Green Tech High scholars consistently meet the science measure.

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

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017	89	62%	71	63%	66	100%
2018	95	60%	72	69%	71	81%
2019			83	5%	74	8%
2020					70	6%

Goal 5: Comparative Measure

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 calculation of this measure is not required for 2020-21.

⁴ Based on the highest score for each student on any science Regents exam

GOAL 6: SOCIAL STUDIES

Goal 6: Social Studies

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

Goal 6: Absolute Measure

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

METHOD

New York State administers two high school social studies assessments: U.S. History and Global History. In order to graduate, students must pass both of these Regents exams with a score of 65 or higher. This measure requires students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort. Students may have taken the exams multiple times and have until the summer of their fourth year to pass it. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort 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 passing among the students who sat for the exam.

RESULTS

All students in 2017 accountability cohort were exempt from sitting for the U.S. History Regents exam due to COVID-19.

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)
2015	2018-19	60	0	46	77%
2016	2019-20	64	12	50	96%
2017	2020-21	66	66	0	0

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

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

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017	89	--	71	Exempt	66	Exempt
2018	95	--	72	--	71	--
2019			83	--	74	--
2020					70	--

Goal 6: Comparative Measure

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

The calculation of this measure is not required for 2020-21.

Goal 6: Absolute Measure

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

METHOD

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

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort 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 passing among the students who sat for the exam.

RESULTS

Green Tech High achieved this metric with 43 students earning a level 3 or higher and 23 students were exempt. All students in the 2017 cohort passed the Global History Regents.

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)
2015	2018-19	60	0	46	77%
2016	2019-20	64	12	50	96%

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

2017	2020-21	66	23	43	100%
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Global History Regents Passing Rate with a score of 65 by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017	89	--	71	Exempt	66	Exempt
2018	95	--	72	--	71	--
2019			83	--	74	--
2020					70	--

Goal 6: Comparative Measure

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

The calculation of this measure is not required for 2020-21.

GOAL 7: ESSA

Due to COVID-19 and the subsequent changes to the state’s testing, accountability, and federal reporting requirements, the 2020-21 school accountability statuses are the same as those assigned for the 2019-20 school year. The 2019-20 accountability statuses were based on 2018-19 exam results. Assigned accountability designations and further context can be found [here](#).

Goal 7: Absolute Measure

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.

METHOD

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.

RESULTS AND EVALUATION

Green Tech High continues to be in good standing year after year, therefore achieved this measure. New York State has not identified the school for comprehensive or targeted improvement.

Accountability Status by Year

Year	Status
2018-19	Good Standing
2019-20	Good Standing
2020-21	Good Standing

2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Green Tech High Charter School
Name of trustee (print):	Dona Smith Bulluck
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Secretary
Email Address:	[REDACTED]

Home Address	
Please complete with <i>changes</i> only:	
Street:	[REDACTED]
City, State Zip:	[REDACTED]
Phone:	[REDACTED]

Business Address	
Please complete with <i>changes</i> only:	
Business Name:	[REDACTED]
Street:	[REDACTED]
City, State Zip:	[REDACTED]
Phone:	[REDACTED]

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabit with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	

None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, 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 education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

Trustee Signature

Signature:

Dona Smith Bulluck
Dona Smith Bulluck (Aug 2, 2021 12:45 EDT)

By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.

2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Green Tech
Name of trustee (print):	Madalyn Royal
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Board
Email Address:	[REDACTED]

Home Address	
Please complete with <i>changes</i> only:	
Street:	[REDACTED]
City, State Zip:	[REDACTED]
Phone:	[REDACTED]

Business Address	
Please complete with <i>changes</i> only:	
Business Name:	[REDACTED]
Street:	[REDACTED]
City, State Zip:	[REDACTED]
Phone:	[REDACTED]

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabit with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	

None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, 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 education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

Trustee Signature

Signature:


Madalyn Royal Aug 2, 2021 13:25 EDT

By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.

2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Green Tech Charter High School
Name of trustee (print):	Matthew A. Toporowski
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Board member
Email Address:	[REDACTED]

Home Address	
Please complete with <i>changes</i> only:	
Street:	[REDACTED]
City, State Zip:	[REDACTED]
Phone:	[REDACTED]

Business Address	
Please complete with <i>changes</i> only:	
Business Name:	
Street:	
City, State Zip:	
Phone:	

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	

None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, 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 education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

Trustee Signature

Signature:

Matthew A. Toporowski
Matthew A. Toporowski (Aug 2, 2021 15:26 EDT)

By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.

Part I: General Information and Fire/Life Safety History
(to be completed annually)

1. Indicate the primary use of this facility: (check one box)

a) Student Instruction	<input checked="" type="checkbox"/>	b) Other Student Use (dormitory, dining hall, physical education building, etc.)	
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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

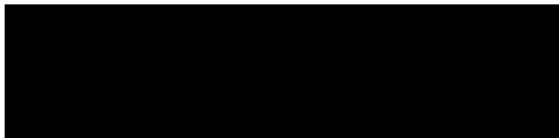
If yes, indicate ownership of the system.

Public Owned School Owned Other _____ (specify)

4. Indicate the ownership of this facility.

Leased _____ Owned Other _____ (specify)

5. What is the current gross square footage of this facility?
(to the nearest whole ten feet)



If this facility is used for instruction, complete (a) – (d); otherwise go to question #7.

a) Fire drills were held in accordance with Section 807 of State Education Law and Sections F405 of the 2015 International Fire Code and F403.5.4 of the NYS Uniform Code Supplement.

Yes No

b) Average time to evacuate this facility:

	2	1	0
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Minutes Seconds

c) Student instruction in arson and fire prevention was provided in accordance with Section 808 of State Education Law; which requires every school in New York State to provide a minimum of 45 minutes of instruction in arson, fire prevention, injury prevention, and life safety during each month that school is in session.

Yes No

d) Employee training in fire prevention, evacuation, and fire safety was provided during the past year, and Records maintained in accordance with Section F406 of the 2015 International Fire Code.

Yes No

7. If the fire alarm was activated since the last annual fire inspection, was the fire department immediately notified in accordance with Section F401.3.2 of the 2015 International Fire Code?

Yes No

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

Yes _____

No X _____

If yes, indicate:

a) Number of fires

--	--

b) Total number of injuries

--	--

c) Total cost of property damage

\$

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

School Name: Greentech Charter High School

Building Name: Greentech Charter HS

Item #	Non-Conformance	Date Corrected	Item #	Non-Conformance	Date Corrected	Item #	Non-Conformance	Date Corrected
08A-2			13A-2			19E-1		
08B-2			13B-2			19F-1		
08C-2			14A-2			19G-1		
08D-2			14B-2			19H-2		
08E-2			14C-2			20A-1		
09A-2			14D-1			20B-1		
09B-2			14E-1			20C-1		
09C-1			15A-2			21A-3		
09D-1			15B-1			22A-3		
09F-2			15C-2			22B-3		
09G-2			15D-2			22C-3		
10A-2			15E-1			23A-1		
10B-2			16A-2			23B-1		
10C-1			16B-2			23C-1		
10D-1			16C-2			23D-2		
11A-2			17A-3			24A-3		
11B-1			17B-2			25A-3		
11C-2			17C-2					
11D-2			17D-2					
11E-1			17E-1					
12A-1			17F-3					
12B-3			17G-1					
12C-2			17H-2					
12D-2			17I-2					
12E-1			17J-1					
12F-1			17K-1					
12G-1			17L-1					
12H-1			18A-2					
12I-1			18B-2					
12J-1			18C-2					
12K-1			18D-2					
12L-1			19A-3					
12M-1			19B-2					
12N-1			19C-1					
12O-2			19D-1					

If any additional non-conformances are observed, check item 25A-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

Please complete sections III-A, Section III-B and/or Section III-C, and Section III-D as directed below

Section III-A Fire Inspection Method

What method(s) did the school authorities use to complete the annual fire inspection for this building? **Check appropriate box(es)**

- Inspection by the **fire department** of the city, town, village or **fire district** in which the building is located (complete section III-B)
- Inspection by a **fire corporation** whose territory includes the school building (complete section III-B)
- 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 (complete section III-B)
- Employing or contracting persons** who, in the judgment of the school authorities, are qualified to make such an inspection (complete section III-C)

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

Section III-B-Fire Inspection by Local Fire Department, Fire District, Fire Corporation, or County Fire Coordinator

The individual noted below inspected this building on 11/24/2020 (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: Kelly P. Goertz Title: R.F. INVESTIGATOR

Signature: [Handwritten Signature] Date: 11/24/2020

Inspector's Organization: CITY OF ALBANY, DEPT OF FIRE & EMERGENCY SERVICES

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

Inspector's Registry # (assigned by the NYS Department of State) [Redacted]

Section III-C Fire Inspection by Another Individual

School authorities must give reasonable notice of the date and time the annual fire inspection is to be made to the local fire official who has the regular duty of fighting fire in the building to be inspected. Such official, or any subordinate designated by him, may be present during the inspection and may also file a report of inspection.

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.

Inspector's Name: _____ Title: _____

Signature: _____ Date: _____

Inspector's Organization: _____

Inspector's Telephone #: _____ Inspector's Email: _____

Inspector's Registry # (assigned by the NYS Department of State) _____

Name of Local Fire Authority: _____

Address of Local Fire Authority: _____

Notification Date: _____ Fire Authority Contact Name: _____

Was a Local Fire Official Representative present at inspection?

- Yes
- No

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

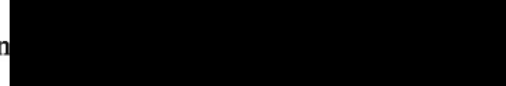
The individual noted below certifies that this building was inspected as indicated in Section III-A above and hereby submits this fire inspection report on behalf of the Board of Trustees and certifies that:

1. Public notice of report availability has been published, and that
2. Any nonconformances noted as corrected on the *Nonpublic Fire Safety Non-Conformance Report Sheet* portion of this report were corrected on the date indicated, and that
3. For any uncorrected nonconformances that appear on this report, the Board of Trustees, has at the meeting held pursuant to Section 807-a of New York State Education Law, conferred with the fire chief concerning the alleged deficiencies appearing on the inspection report and the measures proposed to be taken to correct such deficiencies.

Name: Brian Rodriguez

Title: Director of Operations

Signature: 

Telephone: 

Email: _____

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GREEN TECH HIGH CHARTER SCHOOL 2021-2022 School Year

20 School/20 Instructional

JULY 2021				
Mo	Tu	We	Th	Fr
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

Jul 5= Summer School Starts
Jul 26= New High School and Middle School Staff Report
Jul 27= 6th Gr. Parent & Student Mandatory Orientation (5p-6p)
Jul 29= 9th Gr. Parent & Student Mandatory Orientation (5p-6p)
Jul 30= End of Summer School

19 School/11 Instructional

AUGUST 2021				
Mo	Tu	We	Th	Fr
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

Aug 5= 10th Gr. Parent & Student Mandatory Orientation (5p-6p)
Aug 9= All Staff Report
Aug 10= 9th Gr. Parent & Student Mandatory Orientation (5p-6p)
Aug 12= 11th Gr. Parent & Student Mandatory Orientation (5p-6p)
Aug 17-19= 9th Gr. Student Orientation

21 School/18 Instructional

SEPTEMBER 2021				
Mo	Tu	We	Th	Fr
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

Sep 6= Labor Day
Sep 7= 1st Day of School
Sep 24= Open House (5p-7p) (Half Day for Students)
Sep 27= Progress Reports

19 School/19 Instructional

OCTOBER 2021				
Mo	Tu	We	Th	Fr
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

Oct 4= Picture Day
Oct 11= Indigenous Peoples' Day
Oct 13= PSAT Testing
Oct 13= Senior Service Day & Freshmen Field Trip
Oct 18= Progress Reports
Oct 22= Staff PD (No Classes)

18 School/18 Instructional

NOVEMBER 2021				
Mo	Tu	We	Th	Fr
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

Nov 5= End of Quarter 1
Nov 8= Start of Quarter 2
Nov 11= Veterans Day
Nov 12= Q1 Parent & Teacher Conferences from 1p-7p (No Classes)
Nov 19= Picture Retake Day
Nov 24-26= Thanksgiving Break

16 School/16 Instructional

DECEMBER 2021				
Mo	Tu	We	Th	Fr
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

Dec 10= Progress Reports
Dec 13-17= Midterm Testing
Dec 23-31= Holiday Break

20 School/20 Instructional

JANUARY 2022				
Mo	Tu	We	Th	Fr
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

Jan 14= End of Quarter 2
Jan 17= MLK Jr Day
Jan 18= Start of Quarter 3
Jan 21= Q2 Parent & Teacher Conferences from 1p-7p (No Classes)
Jan 25-28= Regents Testing

15 School/15 Instructional

FEBRUARY 2022				
Mo	Tu	We	Th	Fr
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28				

Feb 7= Progress Reports
Feb 21-25 = Winter Recess

23 School/23 Instructional

MARCH 2022				
Mo	Tu	We	Th	Fr
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

Mar 7= Progress Reports
Mar 18= Staff PD (Half Day for Students)
Mar 21= Recess Day

15 School/14 Instructional

APRIL 2022				
Mo	Tu	We	Th	Fr
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

Apr 1= End of Quarter 3
Apr 4= Start of Quarter 4
Apr 14= Q3 Parent & Teacher Conferences from 1p-7p (No Classes)
Apr 15 = Good Friday
Apr 18-22 = Spring Break

20 School/20 Instructional

MAY 2022				
Mo	Tu	We	Th	Fr
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

May 2= Progress Reports
May 16= Spring Uniforms (Shorts and Polos Allowed)
May 27= Recess Day
May 30= Memorial Day
May 31= Progress Reports
May 31= Final Exams

18 School/18 Instructional

JUNE 2022				
Mo	Tu	We	Th	Fr
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

Jun 1-3= Final Exams
Jun 13= Make Up Day
Jun 14= Field Day, Award Ceremony, Last Day of Classes for HS Students, and End of Quarter 4
Jun 21= Last Day of Classes for MS Students
Jun 21-24= Regents Testing
Jun 24= Rating Day
Jun 25= Graduation Ceremony

2021 - 2022	
CALENDAR KEY	
	Staff Report (No Classes)
	Regents Testing
	1/2 Day for Students
	Recess Day (School Closed)
	Parent Teacher Conferences (No Classes)
	Orientation

INSTRUCTIONAL DAYS: 212
SCHOOL DAYS: 224

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GREEN TECH HIGH CHARTER SCHOOL
2021-2022 CALENDAR

MONTH	SCHOOL DAYS	INSTRUCTIONAL DAYS	COMMENTS
JULY OF 2021	20	20	Jul 5: Summer School Starts Jul 26: New HS Staff & New MS Staff Report Jul 27: 6th Grade Parent & Student Mandatory Orientation (5pm-6pm) Jul 29: 9th Grade Parent & Student Mandatory Orientation (5pm-6pm) Jul 30: End of Summer School
AUGUST OF 2021	19	11	Aug 5: 10th Grade Parent & Student Orientation (5pm-6pm) Aug 9: All Staff Report Aug 10: 9th Grade Mandatory Parent and Student Orientation (5pm-6pm) Aug 12: 11th Grade Mandatory Parent and Student Orientation (5pm-6pm) Aug 17: 9th Grade Student Orientation (8am to 3:30pm) Aug 18: 6th Grade Student Orientation - Testing (Schedules Vary from 8am-4pm) Aug 19: 9th Grade Student Orientation (Community Service from 8am-12pm) Aug 19: 12th Grade Mandatory Parent and Student Orientation (5pm-6pm) Aug 24: 6th Grade Student Orientation (8am to 4pm) Aug 25: 6th Grade Student Orientation - Testing (Schedules Vary from 8am-4pm) Aug 26: 6th Grade Student Orientation (STEM Project from 8am to 4pm) Aug 27: 6th Grade Student Orientation (STEM Presentations from 8am to 4pm) Aug 31: 7th & 8th Grade Mandatory Parent and Student Orientation (5pm-6pm)
SEPTEMBER OF 2021	21	18	Sept 6: Labor Day Sept 7: 1st Day of School Sept 24: Open House (Half Day for Students) Sept 27: Progress Reports
OCTOBER OF 2021	19	19	Oct 4: Picture Day Oct 11: Indigenous Peoples' Day Oct 13: Freshmen Field Trip & Senior Service Day Oct 13: PSAT Testing Oct 18: Progress Reports Oct 22: Staff PD (No Classes)
NOVEMBER OF 2021	18	18	Nov 5: End of Quarter 1 Nov 8: Start of Quarter 2 - Q1 Grades due at 4pm Nov 11: Veterans Day Nov 12: Quarter 1 Parent & Teacher Conferences from 1pm-7pm (No Classes) Nov 19: Picture Retake Day Nov 24-26: Thanksgiving Break
DECEMBER OF 2021	16	16	Dec 10: Progress Reports Dec 13-17: Midterm Testing Dec 23-31: Holiday Break
JANUARY OF 2022	20	20	Jan 14: End of Quarter 2 Jan 17: MLK Jr Day Jan 18: Start of Quarter 3 - Q2, R1, and S1 Grades due at 4pm Jan 25-28: Regents Testing Jan 21: Quarter 2 Parent & Teacher Conferences from 1pm-7pm (No Classes)
FEBRUARY OF 2022	15	15	Feb 7: Progress Reports Feb 21-25: Winter Break
MARCH OF 2022	23	23	Mar 7: Progress Reports Mar 18: Staff PD (Half Day for Students) Mar 21: Recess Day
APRIL OF 2022	15	14	Apr 1: End of Quarter 3 Apr 4: Start of Quarter 4 - Q3 Grades due at 4pm Apr 14: Quarter 3 Parent & Teacher Conferences from 1pm-7pm (No Classes) Apr 15: Good Friday Apr 18-22: Spring Break
MAY OF 2022	20	20	May 2: Progress Reports May 16: Spring Uniforms (Shorts and Polos are Allowed) May 27: Recess Day May 30: Memorial Day May 31: Progress Reports May 31: Final Exams
JUNE OF 2022	18	18	Jun 1-3: Final Exams Jun 13: Make Up Day Jun 14: Field Day, Award Ceremony, and Last Day of Classes for HS Students Jun 14: End of Quarter 4 - Q4, E2, and S2 Grades due at 4pm Jun 21: Last Day of Classes for MS Students Jun 21-24: Regents Testing Jun 24: Rating Day Jun 25: Graduation Ceremony