Entry 1 School Information and Cover Page (New schools that were not open for instruction for the 2018-19 school year are not required to complete or submit an annual report this year).

Created: 07/24/2019 • Last updated: 11/01/2019

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 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, 2019)** 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
a1. Popular School Name (Optional)	Green Tech
b. CHARTER AUTHORIZER (As of June 30th, 2019) Please select the correct authorizer as of June 30, 2019 or you may not be assigned the correct tasks.	SUNY Authorized Charter School
c. DISTRICT / CSD OF LOCATION	Albany
d. DATE OF INITIAL CHARTER	07/2006
e. DATE FIRST OPENED FOR INSTRUCTION	09/2007
h. SCHOOL WEB ADDRESS (URL)	http://www.greentechhigh.org/

i. TOTAL MAX APPROVED ENROLLMENT FOR THE 2018-19 SCHOOL YEAR (exclude Pre-K program enrollment)	345
j. TOTAL STUDENT ENROLLMENT ON JUNE 30, 2019 (exclude Pre-K program enrollment)	00

k. GRADES SERVED IN SCHOOL YEAR 2018-19 (does not include Pre-K program students)

Check all that apply

Grades Served	9, 10, 11, 12

l1. 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 2019-20?

	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	9 12	No

m1a. Please provide the contact information for Site 1.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Dr. Paul Miller	[redacted]		
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 .

Site 1 Certificate of Occupancy (COO)

https://nysed_cso_reports.fluidreview.com/resp/110034858/yFPTXS6fVy/

Site 1 Fire Inspection Report

https://nysed_cso_reports.fluidreview.com/resp/110034858/nBJtmqxAKU/

CHARTER REVISIONS DURING THE 2018-19 SCHOOL YEAR

n1. Were there any revisions to the school's charter during the 2018-19 school year? (Please include approved or pending material and non-material charter revisions). Yes

n2. Summary of Charter Revisions

	Category (Select Best Description)	Specific Revision (150 word limit)	Date Approved by BOT (if applicable)	Date Approved by Authorizer (if applicable)
1	Change in Grade Level Configuration	Addition of middle school adding a grade each year until at full capacity of 6 12. Beginning in 2019 20, we will have grades 6 and 9 12.		
2				
3				
4				
5				

More revisions to add? No

ATTESTATION

o. Individual Primarily Responsible for Submitting the Annual Report.

Name	Jen Pasek
Position	Consultant
Phone/Extension	[redacted]
Email	

p. 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. Check YES if you agree and then use the mouse on your PC or the stylist on your mobile device to sign your name).

Yes

Signature, Head of Charter School

Signature, President of the Board of Trustees

Date (No response)

Thank you.

Entry 2 NYS School Report Card Link

Last updated: 07/24/2019

GREEN TECH HIGH CHARTER SCHOOL

1. CHARTER AUTHORIZER (As of June 30th, 2019) (For technical reasons, please re select authorizer name from the drop down menu).	SUNY Authorized Charter School
2. NEW YORK STATE REPORT CARD **Provide a direct URL or web link to the most recent New York State School Report Card for the charter school (See https://reportcards.nysed.gov/).** **(Charter schools completing year one will not yet have a School Report Card or link to one. Please type "URL is not available" in the space provided.)**	https://data.nysed.gov/essa.php?year=2018&instid=800000059776

GREEN TECH HIGH CHARTER SCHOOL

2018-19 ACCOUNTABILITY PLAN PROGRESS REPORT

Submitted to the SUNY Charter Schools Institute on:

September 16, 2019

By Dr. Paul Miller

99 Slingerland Street
Albany, NY 12202

Phone: 518-694-3400

Dr. Paul Miller, Principal, prepared this 2018-19 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Pamela William	Chairwoman
Jahmel Robinson	Vice-Chairman
Dona Bulluck	Secretary
Laura Chmielinski	Member
Madalyn Royal	Member
Matt Toporowski	Member

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

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.

Green Tech High Charter School is an all-male school at which the students wear uniforms, receive character education and become part of a school community that offers a unique educational program. Green Tech served grades 9-12 in 2018-19. Beginning in 2019-20, Green Tech began adding middle school grades to the school. Each year another grade will be added until the school serves grades 6-12 in the 2021-22 school year. The decision to expand to middle school was to best serve the male students in the community who thrive in a single gender educational setting. Albany has a public K-5 all boys option at Brighter Choice Charter School for Boys but lacked a middle school placement for the students who preferred to continue their education in a similar setting. Because Green Tech now has the facility to serve the additional grades, it made perfect sense to move in this direction.

Green Tech welcomed their first 40 sixth graders to four days of orientation in August 2019. The orientation covered school rules and students were tested to identify individual academic strengths and deficits. Because 6th grade will be very hands on and project-based learning, the orientation launched right into a mini bootcamp where students became entrepreneurs. They learned about and planted hydroponic gardens containing hibiscus, strawberries and tea leaves. They then brainstormed ideas on how to sell tea once the ingredients are harvested. Students created a business plan, slogans and a website after learning to code. Sixth graders will each use a Google Chromebook throughout the year and began with this project. Going forward, the entrepreneurs will make tea and sell it at school events.

Sixth grade instruction will include STEM daily and Response to Intervention (RtI) will be built into the school day. The STEM teacher and two administrators went to a weeklong training of the Paxton/Patterson STEM Learning Systems. The experiential labs teach students to solve problems in teams and provide all materials. Examples of modules include robotics and structural engineering with life tasks such as basic construction.

There are also exciting options at the high school level that are rolling out in 2019-20. In addition to the existing music studio, there is a new construction tech lab and a full service barbershop onsite. The construction tech lab will offer an entrepreneurship program during the school day in year one whereas the barber program will be afterschool. Going forward, both programs will grow and add components. While all Green Tech scholars are expected to go to college after graduation, these life skills are offered to round out the students and allow them to leave high school already with the knowledge and expertise to make a living. The idea is to learn the skills of a business and then further their education in order to run a successful operation. Green Tech continues to offer college levels courses by partnering with Schenectady County Community College and SUNY Albany. Seniors with room in their schedule can gain experience in a work setting by completing an internship at community business partners. Most are unpaid, but some turned into paid jobs for boys who performed well and chose to continue in the summer and while attending college locally.

As part of our character education and practice in being gentlemen, our high school scholars begin each school year with three full days of character development culminating with our annual Pay it Forward Day. On this day, as many as 400 students perform random acts of kindness at various locations throughout Albany, assisting residents and local businesses in numerous ways from helping with clean-up and pumping gas, to providing food and beverages, and walking dogs. This is an effort to unite the community, as well as to instill a sense of responsibility and pride in the young men who make up Green Tech's student body. Supervised by their advisors, students work off a list of approximately fifty task options, all worth varying points, in a friendly competition to best pay it forward with a big impact in the community.

School Enrollment by Grade Level and School Year

School Year	9	10	11	12	Total
2014-15	111	88	79	66	344
2015-16	132	81	61	75	349
2016-17	123	92	59	57	331
2017-18	126	96	75	56	353
2018-19	106	97	73	62	338

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 2015 state Accountability Cohort consists of students who entered the 9th grade anywhere sometime during the 2015-16 school year, were enrolled in the school on the state's annual enrollment-determination day (i.e., BEDS day) in the 2018-19 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 9th Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort's Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30th
2016-17	2013-14	2013	57	5	52
2017-18	2014-15	2014	50	2	48
2018-19	2015-16	2015	64	4	60

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 9th Grade Anywhere	Cohort Designation	Number of Students Graduated or Enrolled on June 30th 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 Not Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2016-17	2013-14	2013	53	0	53
2017-18	2014-15	2014	49	3	52
2018-19	2015-16	2015	60	0	60

Fifth Year Total Cohort for Graduation					
Fifth Year Cohort	Year Entered 9th Grade Anywhere	Cohort Designation	Number of Students Graduated or Enrolled on June 30th 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 Not Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2016-17	2012-13	2012	65	4	69
2017-18	2013-14	2013	52	1	53
2018-19	2014-15	2014	54	2	52

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.

GTH Promotion Policy

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

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

Final Grades are assigned as follows:

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

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

RESULTS AND EVALUATION

Green Tech High achieved this measure in part. 77% of the 2018 Cohort earned the required number of credits and were promoted to the next grade, whereas just 67% of the 2017 Cohort did so.

Percent of Students in First- and Second-Year Cohorts Earning the Required Number of Credits in 2018-19

Cohort Designation	Number in Cohort during 2018-19	Percent promoted
2017	115	67%
2018	112	77%

ADDITIONAL EVIDENCE

This is a dip from the results last year possibly due to the increased rigor and demands placed on the scholars in their classes. Green Tech High continues to provide remedial skills intervention to incoming 9th graders with deficits in math and reading. Depending on the group, it can sometimes take longer to catch up and be able to fully engage in the high school level curriculum. This is one reason Green Tech has added middle school grades; to ensure students are ready for the demands of Regents level coursework upon entering high school.

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. In August of 2019, the 2017 cohort will have completed its second year.

RESULTS AND EVALUATION

Green Tech High did not achieve this measure as fewer than 75 percent of the 2017 Graduation Cohort passed at least three Regents exams by the end of the second year in high school.

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

Cohort Designation	School Year	Number in Cohort	Percent Passing Three Regents
2015	2016-17	85	60%
2016	2017-18	87	59%
2017	2018-19	89	26%

ADDITIONAL EVIDENCE

Although Green Tech High has struggled with meeting this metric, the graduation rate after four years continues to be steady at greater than 90 percent the past three years.

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 2015 cohort and graduated four years later and those who entered as members of the 2014 cohort and graduated five years later. These data reflect August graduation rates. At a minimum, these students have passed 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 below the graduation goal's first measure pertaining to annual grade-by-grade promotion or credit accumulation.

RESULTS AND EVALUATION

The 2015 Graduation Cohort at Green Tech High achieved this measure. 90 percent of the 2015 Total Cohort earned a diploma after four years in high school. 96 percent of the 2014 Total Cohort did so after five years, surpassing the target by one percentage point.

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

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2013	2016-17	53	94%
2014	2017-18	52	90%
2015	2018-19	60	90%

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

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2012	2016-17	69	90%
2013	2017-18	53	94%
2014	2018-19	52	96%

ADDITIONAL EVIDENCE

Because of our small fifth year cohort sizes, the percentage of students who persevere to earning a diploma can vary greatly year to year just based on one or two student circumstances. We continue

[1] The state's guidance for the 4+1 graduation pathway can be found here: http://www.p12.nysed.gov/ciai/multiple-pathways/.

to offer incentives and support for all our scholars to complete high school regardless of their timeline.

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.[2] Given that students may take Regents exams through the summer of their fourth year, district results for the current year are generally not available at this time. As such, for purposes of this report schools should include the district's 2017-18 results as a temporary placeholder for the district's 2018-19 results.

RESULTS AND EVALUATION

Green Tech High consistently outperforms the local district, Albany City School District, in graduation rates.

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
2013	2016-17	53	94%	655	62%
2014	2017-18	52	90%	683	65%
2015	2018-19	60	90%		

ADDITIONAL EVIDENCE

Green Tech High's four-year graduation rate continues to be significantly higher than the local district, this year our 90% to their 65% in 2017-18.

[2] Schools can retrieve district level graduation rates from the SED's Information and Reporting Services office. News releases and an Excel workbook containing these data are available from the IRS Data Release webpage.

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.

RESULTS AND EVALUATION

At Green Tech High Charter School, students follow a standard academic path through high school requirements and would only utilize the 4+1 pathway as a secondary means to graduate. Therefore, there are not students identified as pursuing the alternative pathway with success rates. There were no students in the 2015 Cohort who utilized this option.

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

Green Tech High continues to graduate at least 90 percent of scholars after four years in high school. Because our students often arrive at our doors with basic skill deficits in grade 9, we must spend the time bringing them up to grade level. Because these students may take longer to accomplish the graduation requirements, we don't always have 75 percent passing three Regents after two years. GTH continues to offer our young men a stronger chance of graduating than the local district, which had just 59 percent of males graduate after four years in 2017.

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.	Did Not Achieve
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.	Did Not Achieve
Absolute	Each year, 75 percent of students in the fourth-year high school Total Graduation Cohort will graduate.	Achieved

Absolute	Each year, 95 percent of students in the fifth-year high school Total Graduation Cohort will graduate.	Did Not Achieve
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.	Did Not Achieve
Absolute	Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year.	N/A

ACTION PLAN

Green Tech High is proud of the progress we have made in achieving our graduation goals. Our 90% graduation rate in 2018-19 is most compelling since the students entering ninth grade are typically in academic peril from middle school. 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.

GTH continues to offer supports to assist more students in passing their NYS Regents by the end of their second year in the high school cohort. Seminar courses are specifically designed to help students who have not passed their Regents in an area. Examples include:

a. Intermediate Algebra
b. US History in Review
c. Global History in Review
d. Bio B
e. Senior English Seminar

The aforementioned optional programs in construction, barbering and music studio are an incentive for students to succeed in courses the first time so they have space in their schedule to participate. Although some occur afterschool, scholars need to be in good standing to attend. By putting in the work to ensure the credits are accumulating toward graduation allows for choices in what interests our young gentlemen.

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.

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; or,
- Earning a Regents diploma with advanced designation; or,

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 measures, and the overall percentage achieving the measure.

RESULTS AND EVALUATION

This measure was not achieved, however 59 percent did show they were ready for college level work based on the below set of indicators.

Percentage of the 2015 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
AP 3+	12	1	8.33%
College Course	23	23	100.00%
SAT College Ready Benchmark	44	22	50.00%
Advanced Regents	Unable to Quantify	9	
Overall	54	32	59%

ADDITIONAL EVIDENCE

It is difficult to determine how many attempted to earn an Advanced Regents Diploma, so there is a gray area there having 9 who did so. Figuring those nine into the numerator could put the success rate over 75%, however the data story is unclear especially since those nine might be counted in another category as well.

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.

METHOD

The state's finalized ESSA plan includes a College, Career, and Civic Readiness Index that measures the rate of completion among the Total Cohort of a variety of indicators of readiness for the next step after high school. Indicators that are more rigorous and that are therefore more difficult to attain receive greater weight in the new CCCRI (e.g., attaining an Advanced Regents diploma and a score of 4 or higher on an IB exam). Conversely, some less rigorous indicators that were not included in the College and Career Readiness Index under the state's NCLB accountability system are included in the CCCRI (e.g., completion of a high school equivalency program).[3]

To achieve this measure, the school must have a CCCRI value that equals or exceeds the 2018-19 CCCRI MIP of 130 for all students. The CCCRI is calculated by multiplying the number of students in the cohort demonstrating college, career, and civic readiness by the weighting for the method by which the student demonstrated college, career, and civic readiness, divided by the number of students in the Total Cohort. The highest possible CCCRI is 200.

[3] For more detail about the weighting of college readiness methods for calculation of the CCCRI, see pages 64-65 of the state's finalized ESSA plan here.

RESULTS AND EVALUATION

Green Tech High achieved this measure with a CCCRI of 132.5 in 2018-19.

CCCRI Performance by Cohort Year

Graduation Year	Cohort	Number of Students in Cohort	MIP	School CCCRI
2016-17	2013	N/A	N/A	N/A
2017-18	2014	52	128	104.81
2018-19	2015	60	130	132.5

ADDITIONAL EVIDENCE

The school CCCRI increased from 2017-18 by greater than 27 points.

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.

METHOD

The school compares the CCCRI of students from the fourth year in the charter school Total Cohort to that of the respective cohort of students in the school district of comparison.

RESULTS AND EVALUATION

Green Tech High's calculated CCCRI is far greater than that of the Albany City School District.

CCCRI of Fourth-Year Total Cohort by Charter School and School District

Cohort	Charter School	School District
2013	N/A	N/A
2014	104.81	86.2
2015	132.5	TBD

Goal 2: Absolute Measure

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

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.

RESULTS AND EVALUATION

Green Tech High did not achieve this measure, having 58 percent of the 2014 Cohort matriculate in a 2 or 4-year college during the year after graduation. We suspect more than 58% have matriculated, but our graduates did not check in as much due to a staffing transition in our counseling department. The person who tracked this information for years no longer works at GTH and it's unclear how complete the data is that we have collected.

The school uses multiple indicators of college enrollment and retention.
1. National Clearinghouse which has articulation agreements with 80% of colleges report out through Naviance about our class retention based on cohort years.
2. Students self- report when they bring in their report cards and schedules for their consecutive terms and years.
3. The school keeps in touch with students and families to gather information from them to track.

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
2013	2016-17	50	40	80%
2014	2017-18	48	28	58%
2015	2018-19			TBD

SUMMARY OF THE COLLEGE PREPARATION GOAL

Green Tech High made great gains in the 2018-19 College, Career, and Civic Readiness Index (CCCRI). This year's index of 132.5 was an increase of 27 points over last year, exceeded the local district's most recent number and passed the target MIP of 130. Although we are only able to definitively state that 58% of the 2018 graduates matriculated in a 2- or 4-year colleges, it is anticipated that number is lower than the actual.

Type	Measure (Accountability Plan from 2012-13 or later)	Outcome
Absolute	Each year, 75 percent of graduating students will demonstrate their preparation for college by one or more possible indicators of college readiness.	Did Not Achieve
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.	Achieved
Comparative	Each year, the school's CCCRI for the Total Cohort will exceed that of the district's Total Cohort.	Achieved
Absolute	Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.	Did Not Achieve

ACTION PLAN

During 2018-19, we asked our students to upgrade their accountability in their own academic lives and become more autonomous. Previously, our approach had been supportive in trying to get students to care more about striving for the loftier outcomes such as scoring well on SAT or advanced Regents exams. However, even those plans can fall on deaf ears if the adults are doing all the motivating. In response to that, we piloted a series of 6-8 dates where during advisory, students in all grades were tasked with taking more agency of their academic lives by participating in goal setting and tracking. Personal Academic Review (PAR) will continue going forward. Students appreciated learning to be responsible for their own grades. However, students were not used to this process so it will take time to really train scholars to reflect on their goals to remind them what steps need to happen to achieve them. We are continuing PAR this year and our goal of helping students build accountability for their own academic future. As incoming students participate in 9th grade, it will be instilled as part of their high school experience.

We also continue to improve and update programs that will foster a readiness for college in our GTH scholars.

Following are some partnerships and experiences scholars are offered:

1) Partnered with SUNY Albany and Schenectady CCC to offer college level courses in high school at GTH.
2) Cultivated deep partnerships with local area colleges and programs through these colleges so that students had firsthand experiences as College students on College Campuses.
    a) Core Program with SUNY Albany. Students spend 3 weeks on SUNY Albany campus and take an introductory college course for credit.
    b) COAP program with SUNY Albany. Students spend a week on SUNY Albany Campus exploring post-secondary options in business and accounting education and professions.
    c) Deep Partnerships with various STEP programs focused on STEM careers
    d) Deep partnership with SIENA College for Teen Corps program- Arm of AmeriCorps where students receive a college stipend for committing to over 500 hours of community service.
3) Frequent College Visits (2 in fall, 2 in spring) as well as multi-state weeklong HBCU College Visit
4) College Fairs
5) College Access Day: All day event open to students grades 9-12 all about college access options covering each aspect of the high school journey into college pathways.

GOAL 3: 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

Students take World Literature in grades 9 and 10, then American Literature in 11th grade. Students who qualify may elect to take Honors Literature in grades 9-11. Students who successfully complete Literature 11 Honors may enroll in AP English Language and Composition. Otherwise they take the required Literature 12. This course is designed to engage students in literature, as well as enable students to work toward an understanding of what skills are necessary to succeed in college and/or the workplace. Major themes include: "Living the American Dream;" "the Minority Experience in America;" "Living in an Increasingly Connected World; and "Writing that Leaves a Legacy." This course will also focus on the college application process, public speaking, research, and composition.

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 school scores Regents on a scale from 0 to 100. 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.

RESULTS AND EVALUATION

Green Tech High did not achieve this measure, having 37 percent of the 2015 Accountability Cohort achieve a level 4 on the Regents English Common Core Exam.

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

Cohort Designation	Fourth Year	Number in Cohort	Percent Scoring at Least Level 4 on Common Core ELA Exam
2013	2016-17	52	54%
2014	2017-18	48	54%
2015	2018-19	60	37%

ADDITIONAL EVIDENCE

Because many of our students enter grade 9 with deficits in ELA, it's difficult to make the gains necessary to earn a level 4 by the end of four years. That said, this year's outcome took a dip so we will investigate as to what contributed to that decrease of Level 4 scores.

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2016-17		2017-18		2018-19	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2015	53	57%	63	29%	60	37%
2016	84	27%	87	22%	69	33%
2017			107	N/A	89	17%
2018					95	N/A

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.

RESULTS AND EVALUATION

Green Tech High achieved this measure. 85% of the 2015 Accountability Cohort scored at least a 65 on an English Regents after four years in the cohort.

[4] Based on the highest score for each student on the English Regents exam

Percent Scoring at Least Level 3 on Regents English Common Core Exam by Fourth Year Accountability Cohort[5]

Cohort Designation	Fourth Year	Number in Cohort	Percent Scoring at Least Level 3 on the Regents English Exam
2013	2016-17	52	88%
2014	2017-18	48	96%
2015	2018-19	60	85%

ADDITIONAL EVIDENCE

GTH consistently meets this target.

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2016-17		2017-18		2018-19	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2015	101	51%	63	68%	60	85%
2016	108	N/A	87	40%	69	71%
2017			107	N/A	89	33%
2018					95	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.

METHOD

In the state's revised calculation of the high school Performance Index, schools now receive additional credit for students scoring at Accountability Level 4.[6] To achieve this measure, all tested students in the Accountability Cohort must have a PI that equals or exceeds the state's 2018-19 English language arts MIP for all students of 191.

The Performance Index is calculated as such: (percent of students scoring at Accountability Level 2) + 2*(percent of students scoring at Accountability Level 3) + 2.5 * (percent of students scoring at Accountability Level 4). Thus, the highest possible PI is 250. The basis for the percent of students is the school's fourth year Accountability Cohort. The Regents Examination in English Language Arts (Common Core) is scored on a scale from 0 to 100; 0 to 64 is Accountability Level 1, 65 to 78 is Accountability Level 2; 79 to 84 is Accountability Level 3, and 85 to 100 is Accountability Level 4.

[5] Based on the highest score for each student on the English Regents exam

[6] For more details on the score ranges used to determine Accountability Levels as distinguished from Performance Levels, see www.p12.nysed.gov/irs/sirs/documents/2017RegentsScoreRangesforAnnualandAccountabilityReporting.pdf

RESULTS AND EVALUATION

This measure was not achieved. The GTH English Language Arts Performance Index calculates to 129 based on accountability performance levels achieved after four years in the cohort, falling short of the state MIP of 191.

English Language Arts Performance Index (PI)
For the 2015 High School Accountability Cohort

Number in Cohort	Percent of Students at Each Accountability Level			
	Level 1	Level 2	Level 3	Level 4
60	15	48	18	18

PI	=	48	+	18	+	18	=	84
				18	+	18	=	36
					+	(.5)*18	=	9
						PI	=	129

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.

METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. Due to availability of comparative data, this measure uses the school's Total Cohort results and not the Accountability Cohort results. In order to meet or exceed Common Core expectations, a student must achieve Performance Level 4 or 5. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

RESULTS AND EVALUATION

Green Tech High did not outperform the district in this measure. Only 37 percent of students scored at Level 4 or higher after four years in the cohort, versus 48% in the district last year.

Percent Achieving Performance Level 4 or Higher on English Regents
of Fourth-Year Total Cohorts by Charter School and School District

Cohort	Fourth Year	Charter School		School District	
		Percent Level 4 or 5	Number in Cohort	Percent Level 4 or 5	Number in Cohort
2013	2016-17	54%	52	45%	655
2014	2017-18	54%	48	48%	683
2015	2018-19	37%	60		

ADDITIONAL EVIDENCE

Because the 2018-19 district Regents score data has not been posted, we can't analyze whether the Common Core Regents in English scores dipped across the board or whether it is specific to our scholars. We look forward to determining what contributed to the drop in Level 4s.

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.

METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. Due to availability of comparative data, this measure uses the school's Total Cohort results and not the Accountability Cohort results. In order to at least partially meet Common Core expectations, a student would need to pass the exam and score at Performance Level 3 or higher (i.e. scoring at least 65). Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

RESULTS AND EVALUATION

Green Tech High achieved this measure. 85 percent of the 2015 Total Cohort passed the English Regents with a score of at least 65 compared to 70 percent at the local district in 2018.

Percent Achieving Performance Level 3 or Higher on English Regents of Fourth-Year Total Cohorts by Charter School and School District

Cohort	Fourth Year	Charter School		School District	
		Percent Level 3 or Higher	Number in Cohort	Percent Level 3 or Higher	Number in Cohort
2013	2016-17	92%	53	68%	655
2014	2017-18	94%	52	70%	683
2015	2018-19	85%	60		

ADDITIONAL EVIDENCE

Green Tech High consistently outperforms the district on this metric.

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.

METHOD

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

RESULTS AND EVALUATION

Green Tech High did not meet this measure. Because the percentage of students performing at Level 4 dropped significantly this cycle, the PI did so as well. The district PI from 2018 is greater than the most recent one from GTH.

English Regents Performance Index (PI)[7]
of Fourth-Year Accountability Cohorts by Charter School and School District

Cohort	Fourth Year	Charter School		School District	
		PI	Cohort Size	PI	Cohort Size
2014	2017-18	169.15	47	162	538
2015	2018-19	129	60		

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.

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.

[7] For an explanation of the procedure to calculate the school's PI, see page 28.

RESULTS AND EVALUATION

The previous two measures do not apply to GTH as our school does not have access to the grade 8 scores of our scholars.

SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

As previously stated, many Green Tech High students achieve at least a 65 on the English Regents exam by their fourth year in the cohort and outperform the local district. We continue to offer remediation to our incoming scholars reading and writing below grade level to improve their overall performance in high school and on this exam.

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 Achieve
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.	Achieved
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.	Did Not Achieve
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.	Did Not Achieve
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.	Did Not Achieve
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. (Using 2017-18 school district results.)	Did Not Achieve
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Data Unavailable
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	Data Unavailable

ACTION PLAN

Going forward, Green Tech High is continuing to refine strategies to improve student outcomes across academic areas.

Data Driven Instruction: Procedures and Action Steps for Instructional Coaches

Based on data analysis through meetings and discussions, student performance is discussed to better understand what our students know and can do as well as identifying gaps in their learning. Once an assessment or series of assessments identify academic areas of concern, action steps for the Instructional Coach are generated. This is a systematic and cyclical process working with teachers, and administration to create a process working toward effective and positive change.

The Instructional Coaches have revised the timing and the way lesson plans are formatted. The new format allows for some real-time coaching in class, immediately affecting the quality of instruction as well as allowing the teacher to practice a technique on the spot with immediate feedback.

Independent Content Review

We will continue to utilize the Mobymax suite of products which allows pinpointing learning gaps for all our students. This continues to be a valuable resource for a school day already challenged to find time for more instruction. Unlike other products that also do a great job finding gaps, Mobymax goes further and fills the gap with content or new skills and strategies. This online resource can be used on the student's schedule.

GOAL 4: MATHEMATICS

Goal 4: Mathematics

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

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 school scores Regents on a scale from 0 to 100. 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.

RESULTS AND EVALUATION

Green Tech High did not meet this measure but did have an increase to 18% of students scoring at level 4 on a math Regents exam.

Percent Scoring at Least Performance Level 4 on a Regents Mathematics Common Core Exam by Fourth Year Accountability Cohort[8]

Cohort Designation	Fourth Year	Number in Cohort	Percent Scoring at Least Level 4
2013	2016-17	52	21%
2014	2017-18	48	3.85%
2015	2018-19	60	18%

ADDITIONAL EVIDENCE

After a disappointing result in 2018, the 2015 Cohort demonstrated a bounce to 18%.

[8] Based on the highest score for each student on a mathematics Regents exam

Percent Achieving at Least Annual Performance Level 4 by Cohort and Year

Cohort Designation	2016-17		2017-18		2018-19	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2015	52	21%	48	3.83%	60	18%
2016	53	15%	63	17%	69	17%
2017			87	17%	89	12%
2018					95	11%

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 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 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.

RESULTS AND EVALUATION

As in past years, this accountability measure was achieved by the 2015 Cohort with 86 percent achieving at least a level 3 on a math Regents.

Percent Scoring at Least Level 3 on a Regents Mathematics Common Core Exam by Fourth Year Accountability Cohort[9]

Cohort Designation	Fourth Year	Number in Cohort	Percent Scoring at Least Level 3 on a Regents Mathematics Exam
2013	2016-17	53	92%
2014	2017-18	48	98%
2015	2018-19	60	86%

ADDITIONAL EVIDENCE

The 2015 Cohort's 86% is an increase of 8 points over last year's cohort.

[9] Based on the highest score for each student on a mathematics Regents exam

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2017-18		2018-19	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2015	63	78%	60	86%
2016	87	76%	69	82%
2017	107	28%	89	60%
2018			95	37%

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.

METHOD

In the state's revised calculation of the high school Performance Index, schools now receive additional credit for students scoring at Accountability Level 4.[10] To achieve this measure, all tested students in the Accountability Cohort must have a PI that equals or exceeds the state's 2018-19 mathematics MIP for all students of 151.

The Performance Index is calculated as such: (percent of students scoring at Accountability Level 2) + 2*(percent of students scoring at Accountability Level 3) + 2.5 * (percent of students scoring at Accountability Level 4). Thus, the highest possible PI is 250. The basis for the percent of students is the school's fourth year Accountability Cohort. Regents Common Core mathematics exams are scored on a scale from 0 to 100; 0 to 64 is Accountability Level 1, 65 to 79 is Accountability Level 2 (65 to 77 for Algebra II); 80 to 84 is Accountability Level 3 (78 to 84 for Algebra II), and 85 to 100 is Accountability Level 4.

RESULTS AND EVALUATION

Green Tech High did not achieve this math measure as the PI calculates to 102, falling short of the 151 New York State target.

Mathematics Performance Index (PI)
For the 2015 High School Accountability Cohort

Number in Cohort	Percent of Students at Each Accountability Level			
	Level 1	Level 2	Level 3	Level 4
60	15	70	12	3

PI	=	70	+	12	+	3	=	85
				12	+	3	=	15
					+	(.5)*3	=	1.5
						PI	=	101.5

[10] For more details on the score ranges used to determine Accountability Levels as distinguished from Performance Levels, see www.p12.nysed.gov/irs/sirs/documents/2017RegentsScoreRangesforAnnualandAccountabilityReporting.pdf

ADDITIONAL EVIDENCE

Math performance is generally steady in terms of achieving a 65 by the fourth year in the cohort. We continue to adjust instruction via coaching and collaboration to deepen the meaning and concepts our scholars master to propel them to perform at level 4.

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 exam will exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations.

METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. Due to availability of comparative data, this measure uses the school's Total Cohort results and not the Accountability Cohort results. In order to meet or exceed Common Core expectations, a student must achieve Performance Level 4 or 5. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

RESULTS AND EVALUATION

Green Tech High achieved this measure. 18 percent of 2015 Cohort students scored at 4+ on a math Regents, compared to 11% at the district in 2018.

Percent Achieving Performance Level 4 or Higher on a Mathematics Regents of Fourth-Year Total Cohorts by Charter School and School District

Cohort	Fourth Year	Charter School		School District	
		Percent Level 4 or 5	Number in Cohort	Percent Level 4 or 5	Number in Cohort
2013	2016-17	21%	52	13%	655
2014	2017-18	3.85%	48	11.1%	683
2015	2018-19	18%	60		

ADDITIONAL EVIDENCE

18 percent still leaves room for improvement but is a nice rebound from last year's 4%.

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 exam will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.

METHOD

The school compares the performance of students in their fourth year in the charter school Total Cohort to that of the respective Total Cohort of students in the school district of comparison. Due

to availability of comparative data, this measure uses the school's Total Cohort results and not the Accountability Cohort results. In order to at least partially meet Common Core expectations, a student would need to pass the exam and score at Performance Level 3 or higher (i.e. scoring at least 65).Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.

RESULTS AND EVALUATION

Green Tech High achieved this metric again with 86 percent scoring at level 3 or higher, whereas Albany City School District had 67 percent in 2018.

Percent Achieving Performance Level 3 or Higher on a Mathematics Regents of Fourth-Year Total Cohorts by Charter School and School District

Cohort	Fourth Year	Charter School		School District	
		Percent Level 3 or Higher	Number in Cohort	Percent Level 3 or Higher	Number in Cohort
2013	2016-17	92%	53	68%	655
2014	2017-18	98%	48	67%	683
2015	2018-19	86%	60		

ADDITIONAL EVIDENCE

GTH consistently outperforms the local district in math.

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.

METHOD

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

RESULTS AND EVALUATION

This measure was not met. The Green Tech Math Performance Index (PI) of 102 is four points less than the most recent district PI of 106.

Mathematics Regents Performance Index (PI)[11]
of Fourth-Year Accountability Cohorts by Charter School and School District

Cohort	Fourth Year	Charter School		School District	
		PI	Cohort Size	PI	Cohort Size
2013	2016-17	113	52	103	542
2014	2017-18	111	47	106	538
2015	2018-19	102	60		

ADDITIONAL EVIDENCE

This year marked a drop in the GTH math PI. We anticipate an improvement in 2019-20 because the 2016 Cohort already has 82% earning at least a 65 in math.

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.

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.

RESULTS AND EVALUATION

The previous two measures do not apply to GTH as our school does not have access to the grade 8 scores of our scholars.

[11] For an explanation of the procedure to calculate the school's PI, see page 29.

Summary of the High School MATHEMATICS Goal [12]

Green Tech High students achieved the metrics regarding students scoring at least a 65 on a math Regents and outperformed the local district there. We do continue to work on improving scores on math Regents to performance levels 4 and 5. Our scholars continue to benefit from using the Mobymax suite of online learning tools to reinforce math concepts. e rolling out a new software system described in the action plan to assist in filling math gaps as Students work independently to identify and review concepts identified as lacking understanding.

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.	Did Not Achieve
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.	Achieved
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.	Did Not Achieve
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.	Did Not Achieve
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.	Achieved
Comparative	Each year, the Performance Index (PI) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison. (Using 2016-17 school district results.)	Did Not Achieve
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Data Unavailable
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade mathematics exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	Data Unavailable

[12] If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

ACTION PLAN

During 2018-19, we reorganized our Math lab programming differently. In the past, the extra lab period was an extra setting to reinforce regular algebra skills taught in the typical ninth grade schedule. We face significant issues with the prior achievement levels of our incoming ninth grade students. Each year, approximately 80% of students enter well below grade level, most in the range of 6th grade. In order to manage this better, we now offer math instruction at the 6th grade level, with 7th and 8th layered in throughout the year. By continuing to improve and adjust the coursework to best assist the incoming students in 9th grade, they will be better equipped for success in their high school level math courses.

GOAL 5: SCIENCE

Goal 3: Science

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

BACKGROUND

Our science department offers courses in Living Environment/Biology, Chemistry, Physics, AP Biology and AP Environmental Studies. More info on course topics can be found in the course descriptions posted on the school website.

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 Living Environment, Earth Science, Chemistry and Physics. 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 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.

RESULTS AND EVALUATION

This measure was achieved. Green Tech High consistently has greater than 75 percent pass a science Regents with greater than a score of 65.

Science Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort[13]

Cohort Designation	Fourth Year	Number in Cohort	Percent Passing with a score of 65
2013	2016-17	52	96%
2014	2017-18	48	96%
2015	2018-19	60	88%

[13] Based on the highest score for each student on any science Regents exam

ADDITIONAL EVIDENCE

The 2016 Cohort already has greater than 75% passing with at least a 65 after just three years in high school.

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

Cohort Designation	2016-17		2017-18		2018-19	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2015	53	91%	63	89%	60	88%
2016	84	85%	87	75%	69	81%
2017			97	38%	89	62%
2018					95	60%

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.

METHOD

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the school district of comparison. Due to the availability of comparative data, this measure uses the school's Total Cohort results and not the Accountability Cohort results. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available district results.

RESULTS AND EVALUATION

GTH outperformed Albany City School District on this metric, having 88% pass a science Regents with a 65 after four years versus their 67%.

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

Cohort	Fourth Year	Charter School		School District	
		Percent Passing	Cohort Size	Percent Passing	Cohort Size
2013	2016-17	96%	52	67%	655
2014	2017-18	96%	48	67%	683
2015	2018-19	88%	60		

ADDITIONAL EVIDENCE

GTH consistently outperforms the district on high school science Regents exams in terms of percent passing.

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 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.

RESULTS AND EVALUATION

Green Tech High achieved this measure, having greater than the target at 77 percent passing the U.S. History exam with at least a 65.

U.S. History Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort[14]

Cohort Designation	Fourth Year	Number in Cohort	Percent Passing with a score of 65
2013	2016-17	52	85%
2014	2017-18	48	90%
2015	2018-19	60	77%

ADDITIONAL EVIDENCE

Year after year, Green Tech High achieves this metric in social studies.

[14] Based on the highest score for each student on a science Regents exam

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

Cohort Designation	2016-17		2017-18		2018-19	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2015	52	85%	48	90%	60	77%
2016	53	68%	63	59%	69	51%
2017			87	--	89	--
2018					95	--

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.

METHOD

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the school district of comparison. Due to the availability of comparative data, this measure uses the school's Total Cohort results and not the Accountability Cohort results. Given that students may take Regents exam up through the summer of their fourth year, school presents the most recently available district results.

RESULTS AND EVALUATION

Green Tech achieved this U.S. History measure, outperforming the local district with 77 percent passing to their 63 percent.

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

Cohort	Fourth Year	Charter School		School District	
		Percent Passing	Cohort Size	Percent Passing	Cohort Size
2013	2016-17	85%	52	62%	665
2014	2017-18	90%	48	63%	683
2015	2018-19	77%	60		

ADDITIONAL EVIDENCE

Our school consistently meets this measure year after year.

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.

RESULTS AND EVALUATION

Green Tech High achieved this measure, having greater than the target at 82 percent passing the Global History exam with at least a 65.

Global History Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort[15]

Cohort Designation	Fourth Year	Number in Cohort	Percent Passing with a score of 65
2013	2016-17	52	83%
2014	2017-18	48	90%
2015	2018-19	60	82%

ADDITIONAL EVIDENCE

Our school consistently meets this measure year after year.

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

Cohort Designation	2016-17		2017-18		2018-19	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2015	52	83%	48	90%	60	82%
2016	53	79%	63	70%	69	61%
2017			87	52%	89	12%
2018					95	0%

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.

METHOD

The school compares the performance of students in their fourth year in the charter school high school Total Cohort to that of the respective cohort of students in the school district of comparison.

[15] Based on the highest score for each student on a science Regents exam

Due to the availability of comparative data, this measure uses the school's Total Cohort results and not the Accountability Cohort results. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available district results.

RESULTS AND EVALUATION

Green Tech achieved this Global History measure, outperforming the local district with 82 percent passing to their 56 percent.

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

Cohort	Fourth Year	Charter School		School District	
		Percent Passing	Number in Cohort	Percent Passing	Number in Cohort
2013	2016-17	83%	52	57%	665
2014	2017-18	90%	48	56%	683
2015	2018-19	82%	60		

ADDITIONAL EVIDENCE

Green Tech High continues to achieve this Global History metric annually.

GOAL 7: ESSA

Goal 7: ESSA

The school will remain in good standing according to the state's ESSA accountability system.

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
2016-17	Good Standing
2017-18	Good Standing
2018-19	Good Standing

Entry 4 Expenditures per Child

Last updated: 07/24/2019

GREEN TECH HIGH CHARTER SCHOOLSection Heading

Financial Information

This information is required of ALL charter schools. Provide the following measures of fiscal performance of the charter school in Appendix B (Total Expenditures and Administrative Expenditures Per Child):

1. Total Expenditures Per Child

To calculate **'Total Expenditures per Child'** take total expenditures (from the unaudited 2018-19 Schedule of Functional Expenses) and divide by the year end FTE student enrollment. (Integers Only. No dollar signs or commas).

Note: The information on the Schedule of Functional Expenses on pages 41–43 of the Audit Guide can help schools locate the amounts to use in the two per pupil calculations: Audit Guide available within the portal or on the NYSED website at: http://www.p12.nysed.gov/psc/regentsoversightplan/otherdocuments/auditguide2018.pdf.

Line 1: Total Expenditures	5030073
Line 2: Year End FTE student enrollment	327
Line 3: Divide Line 1 by Line 2	15400

2. Administrative Expenditures per Child

To calculate **'Administrative Expenditures per Child'** To calculate "Administrative Expenditures per Child" first *add* together the following:

1. Take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the unaudited 2018 19 Schedule of Functional Expenses)

2. Any contracted administrative/management fee paid to other organizations or corporations

3. Take the total from above and divide it by the year end FTE enrollment. The relevant portion that must be included in this calculation is defined as follows:

Administrative Expenditures: Administration and management of the charter school includes the activities and personnel of the offices of the chief school officer, the finance or business offices, school operations personnel, data management and reporting, human resources, technology, etc. It also includes those administrative and management services provided by other organizations or corporations on behalf of the charter school for which the charter school pays a fee or other compensation. Do not include the FTE of personnel whose role is to directly support the instructional program.

Notes:
The information on the Schedule of Functional Expenses on pages 41–43 of the Audit Guide can help schools locate the amounts to use in the two per pupil calculations: http://www.p12.nysed.gov/psc/AuditGuide.html.
Employee benefit costs or expenditures should not be reported in the above calculations.

Line 1: Relevant Personnel Services Cost (Row)	579645
Line 2: Management and General Cost (Column)	00
Line 3: Sum of Line 1 and Line 2	579645
Line 5: Divide Line 3 by the Year End FTE student enrollment	1775

Thank you.

GREEN TECH HIGH
CHARTER SCHOOL

INTEGRITY INITIATIVE INTELLECT

FINANCIAL STATEMENTS

JUNE 30, 2019

	Page
Independent Auditor's Report	1-2
Financial Statements	
Statement of Financial Position	3
Statement of Activities	4
Statement of Functional Expenses	5
Statement of Cash Flows	6
Notes to Financial Statements	7-15
Additional Reports Required by *Government Auditing Standards*	
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*	16-17

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

MEMBERS OF:
AMERICAN INSTITUTE OF
CERTIFIED PUBLIC ACCOUNTANTS

MEMBERS OF:
NEW YORK STATE SOCIETY OF
CERTIFIED PUBLIC ACCOUNTANTS

INDEPENDENT AUDITOR'S REPORT

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

Report on Financial Statements

We have audited the accompanying financial statements of Green Tech High Charter School (a nonprofit organization) (the "School"), which comprise the statement of financial position as of June 30, 2019, and the related statements of activities, functional expenses and cash flows for the years then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes 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.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit 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. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements 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 the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

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, 2019, and the changes in its net assets, its functional expenses and cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards,* we have also issued our report dated October 29, 2019 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 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 the School's internal control over financial reporting and compliance.

Cusack & Company, CPA's LLC

CUSACK & COMPANY, CPA'S LLC

Latham, New York
October 29, 2019

ASSETS

Current Assets	
Cash - Operations	$ 672,944
Cash - Restricted	40,000
Grants, Contracts and Other Receivables, Net	182,607
Pledges Receivable	60,000
Prepaid Expense	8,684
Total Current Assets	964,235
Property and Equipment, Net	504,049
Other Assets	
Cash - Board Designated	76,388
Total Assets	$ 1,544,672

LIABILITIES AND NET ASSETS

Current Liabilities	
Current Portion of Long-Term Debt	$ 191,248
Accounts Payable and Accrued Expenses	7,219
Accrued Payroll and Benefits	291,355
Compensated Absences	28,990
Total Current Liabilities	518,812
Long-Term Liabilities	
Long-Term Debt, Net of Current Portion	380,984
Total Liabilities	899,796
Net Assets	
Without Donor Restrictions:	
Undesignated	468,488
Board Designated	76,388
Subtotal	544,876
With Donor Restrictions:	
Purpose Restricted	100,000
Total Net Assets	644,876
Total Liabilities and Net Assets	$ 1,544,672

GREEN TECH HIGH CHARTER SCHOOL

STATEMENT OF ACTIVITIES

FOR THE YEARS ENDED JUNE 30, 2019

	Without Donor Restrictions	With Donor Restrictions	Total
Revenue			
Public School District			
Resident Student Enrollment	$ 4,784,417	$ -	$ 4,784,417
Students with Disabilities	53,664	-	53,664
Grants and Contracts		-	
Federal Grants	153,109		153,109
State and Local Grants	92,116	-	92,116
Food Service/Children Nutrition Program	168,586	-	168,586
Total Revenue	5,251,892	-	5,251,892
Expenses			
Program Services			
Regular Education	3,434,129	-	3,434,129
Special Education	314,242	-	314,242
Other Programs	177,461	-	177,461
Total Program Services	3,925,832	-	3,925,832
Management and General	1,119,109	-	1,119,109
Total Operating Expenses	5,044,941	-	5,044,941
Surplus from School Operations	206,951	-	206,951
Other Revenue and Reclassifications			
Contributions	39,441	100,000	139,441
Interest Income	4,651	-	4,651
E-Rate Income	11,619	-	11,619
Miscellaneous Income	53,595	-	53,595
Net Assets Released from Restrictions	80,000	(80,000)	-
Total Other Revenue	189,306	20,000	209,306
Increase in Net Assets	396,257	20,000	416,257
Net Assets, Beginning of Year, Restated	148,619	80,000	228,619
Net Assets, End of Year	$ 544,876	$ 100,000	$ 644,876

GREEN TECH HIGH CHARTER SCHOOL

STATEMENT OF FUNCTIONAL EXPENSES

FOR THE YEAR ENDED JUNE 30, 2019

	Program Services				Supporting Services	
	Regular Education	Special Education	Other Programs	Total	Management and General	Total
Salaries	$ 1,870,805	$ 178,777	$ 109,555	$ 2,159,137	$ 578,414	$ 2,737,551
Benefits and Payroll Taxes	423,188	40,440	24,782	488,410	130,841	619,251
Contracted Services	218,037	20,836	-	238,873	-	238,873
Educational Materials	56,801	5,428	-	62,229	-	62,229
Field Trips	12,014	-	-	12,014	-	12,014
Fundraising	-	-	3,131	3,131	-	3,131
Insurance	30,240	2,890	1,771	34,901	9,349	44,250
Maintenance and Repairs	186,968	17,867	10,949	215,784	57,806	273,590
Marketing and Recruitment	-	-	-	-	63,271	63,271
Miscellaneous	-	-	-	-	3,304	3,304
Postage and Delivery	-	-	-	-	10,683	10,683
Professional Services	-	-	-	-	64,391	64,391
Rent	276,771	26,449	16,208	319,428	85,572	405,000
Sports	93,483	-	-	93,483	-	93,483
Staff Development	30,926	2,955	-	33,881	-	33,881
Supplies and Materials	-	-	-	-	45,864	45,864
Telephone and Internet	44,695	4,271	2,617	51,583	13,819	65,402
Transportation (Student)	25,436	-	-	25,436	-	25,436
Travel	5,693	544	-	6,237	-	6,237
Uniforms	14,820	-	-	14,820	-	14,820
Utilities	50,150	4,792	2,937	57,879	15,506	73,385
Depreciation	94,102	8,993	5,511	108,606	29,094	137,700
Interest	-	-	-	-	11,195	11,195
Total Expenses	$ 3,434,129	$ 314,242	$ 177,461	$ 3,925,832	$ 1,119,109	$ 5,044,941

Cash Flows Provided by Operating Activities:	
Increase in Net Assets	$ 416,257
Adjustments to Reconcile Increase in Net Assets to Cash Provided by Operating Activities:	
Depreciation	137,700
Changes in Operating Assets and Liabilities	
(Increase) Decrease in Assets	
Grants and Contracts Receivable	125,820
Pledges Receivable	(60,000)
Prepaid Expense	(4,369)
Increase (Decrease) in Liabilities	
Accounts Payable and Accrued Expenses	(18,506)
Accrued Payroll and Benefits	(36,849)
Compensated Absences	3,801
Net Cash Provided by Operating Activities	563,854
Cash Flows Used in Investing Activities	
Purchase of Property and Equipment	(10,742)
Cash Flows Used in Financing Activities	
Payments on Long-Term Debt	(187,695)
Net Increase in Cash	365,417
Cash, Beginning of Year	423,915
Cash, End of Year	$ 789,332
Supplemental Disclosure of Cash Flow Information	
Cash Paid for Interest	$ 11,195
Assets Purchased with Debt Proceeds	$ 44,559

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, 2019, the School has an enrollment of approximately 359 students in the 9th through 12th grades.

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

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 Organization'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.

The School follows the accounting treatment prescribed by the ASC relative to contributions. In accordance with the ASC, contributions received are recorded as unrestricted support depending on the existence and/or nature of any donor restrictions.

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Support and Revenue

Grants and pledges received are measured at their fair values and reported as an increase in net assets. The School reports grants and pledges as restricted when a portion of their value is assigned to a long-term future use, long-term meaning in excess of one year for the purpose of these financial statements.

The School reports gifts of goods and equipment as unrestricted support 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 restricted support. 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 Recognition

A substantial portion of the School's revenue and related receivables is derived from its billing to Albany City School District 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.

Revenue from other governmental sources generally represents entitlement grants and are recognized as earned when allowable expenditures are incurred. Costs are subject to audit and changes, if any, are recognized in the year known.

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.

Advertising Costs

The School expenses advertising costs as they are incurred. Advertising costs for the year ended June 30, 2019 were $63,271.

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Grants, Contracts and Accounts Receivable

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 was necessary as of June 30, 2019 in the amount of $88,444.

Conditional and Unconditional Promises to Give

At June 30, 2019 the School had received unconditional promises to give as detailed in Note 4.

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. Support that is restricted by the donor is reported as an increase in net assets without donor restrictions if the restriction expires in the reporting period in which the support is recognized.

The two classes of net assets are as follows:

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.

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 the year ended June 30, 2019.

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 2019 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, 2019.

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Accounting for Uncertainty in Income Taxes (Continued)

Forms 990 and state income tax 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, 2015 and prior.

Reclassifications

Certain 2018 amounts have been reclassified to conform to the 2019 financial statement presentation.

New Accounting Pronouncement

ASU No. 2016-14

In August 2016, the FASB issued ASU No. 2016-14, *Not-for-Profit Entities (Topic 958) - Presentation of Financial Statements of Not-for-Profit Entities.* The ASU provides for changes in financial statement presentation that affect classification of net assets, presentation of expenses, investment returns and presentation of operating cash flows. It also calls for enhanced disclosures of board designated funds, underwater endowment funds, methods used to allocate costs among functions, and liquidity and availability of resources. The ASU affects all not-for-profit organizations including charities, foundations, colleges and universities, health care providers, religious organizations, trade associations, and cultural institutions, among others. The School adopted this ASU in 2019.

Subsequent Events

The School follows the ASC, *Subsequent Events*, which establishes general standards of accounting for, and disclosures of, events that occur after the due date of the financial statements but before the financial statements are issued or are available to be issued. In the preparation of these financial statements and notes thereto, management has evaluated subsequent events or transactions as to any potential material impact on operations or financial position occurring through October 29, 2019, the date the financial statements were available to be issued. No such events or transactions were identified.

3. BOARD DESIGNATED CASH

The School has internally designated cash in the amount of $76,388 as of June 30, 2019. 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.

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

At June 30, 2019, grants, contracts and other receivables were comprised of the following sources:

School District Tuition, Net	$ 89,074
U.S. Department of Agriculture	8,175
U.S. Department of Education	76,306
Other Receivables	9,052
	$ 182,607

At June 30, 2019 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, 2019:

Building Improvements	$ 664,300
Furniture and Fixtures	285,998
Equipment	228,066
Total at Cost	1,178,364
Less: Accumulated Depreciation	674,315
	$ 504,049

Depreciation expense was $137,700 for the year ended June 30, 2019.

6. LONG-TERM DEBT

Long-Term debt is comprised of the following:

Loan payable to Bank of Greene County in monthly installments of $2,801 including interest at a rate of 4.5% through August 2021.	$ 69,215
Mortgage note payable to the Community Loan Fund in monthly principal installments of $7,292, plus interest at a rate of 5% and maturing July 1, 2020. The loan has a tertiary creditor preference and is collateralized by substantially all assets of the School.	89,397
Note payable to Brighter Choice Foundation 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. Interest accumulates at an implied rate of 5% annually and the note matures on June 30, 2021. This note is collateralized by substantially all assets of the School.	378,060
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.	35,560
Total	572,232
Less: Current Portion	191,248
Long-Term Debt, Net of Current Portion	$ 380,984

Current maturities of long-term debt are as follows:

2020	$ 191,248
2021	369,417
2022	11,567
	$ 572,232

The School is required by the Community Loan Fund on the mortgage note to maintain debt covenants. As of June 30, 2019, the School was in compliance with these covenants.

7. 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. The restricted net assets as of June 30, 2019 are as follows:

Subject to Expenditure for Special Purpose:	
Foundation for Teaching Fund	$ 100,000

Net assets with donor restrictions are shown in the statements of financial position as follows:

Cash - Restricted	$ 40,000
Pledges Receivable	60,000
Total	$ 100,000

8. NET ASSETS RELEASED FROM RESTRICTIONS

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

Purpose Restrictions Accomplished:	
Donations	$ 80,000

9. FACILITIES RENTAL

The School leases their facility from an unrelated third party through September 30, 2021. Net occupancy costs of the lease for the year ended June 30, 2019 were $405,000.

Future annual minimum lease payments required under the office lease in the year ending June 30 is approximated as follows:

2020	$ 465,000
2021	$ 525,000
2022	$ 135,000

10. RETIREMENT 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 year ended June 30, 2019 was $23,310.

11. 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.

12. CONCENTRATION OF RISK

The School receives a substantial portion of its funding from school districts where students reside. Three school districts comprised approximately 89% of total revenue and support for the year ended June 30, 2019. 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.

13. LIQUIDITY AND AVAILABILITY OF RESOURCES

The School has $915,551 of financial assets available within one year of the balance sheet date to meet cash needs for general expenditures consisting of cash of $672,944 and receivables of $242,607. 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 $841,000. The School has a policy to structure its financial assets to be available as its general expenditures, liabilities and other obligations come due.

14. RESTATEMENT OF NET ASSETS

The School's net assets for the year ended June 30, 2018 have been adjusted to correct the financial statements for the following activities:

Note Payable (Understated)	$ (265,754)
Grants and Contracts Receivable (Overstated)	(78,753)
Deferred Revenue (Overstated)	80,000
Net Assets, as Originally Reported	493,126
Net Assets, as Restated	$ 228,619

ADDITIONAL REPORTS REQUIRED BY *GOVERNMENT AUDITING STANDARDS*

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

MEMBERS OF:
AMERICAN INSTITUTE OF
CERTIFIED PUBLIC ACCOUNTANTS

MEMBERS OF:
NEW YORK STATE SOCIETY OF
CERTIFIED PUBLIC ACCOUNTANTS

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

To the Board of Trustees 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, 2019, and the related statements of activities, functional expenses and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated October 29, 2019.

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) to determine the 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 determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards.*

Purpose of this Report

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

Cusack & Company, CPA's LLC

CUSACK & COMPANY, CPA'S LLC

Latham, New York
October 29, 2019

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

MEMBERS OF:
AMERICAN INSTITUTE OF
CERTIFIED PUBLIC ACCOUNTANTS

MEMBERS OF:
NEW YORK STATE SCHOOL OF
CERTIFIED PUBLIC ACCOUNTANTS

October 29, 2019

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

We have audited the financial statements of Green Tech High Charter School for the year ended June 30, 2019, and have issued our report thereon dated October 29, 2019. Professional standards require that we provide you with information about our responsibilities under generally accepted auditing standards (and, if applicable, *Government Auditing Standards* and the Uniform Guidance), as well as certain information related to the planned scope and timing of our audit. We have communicated such information in our letter to you dated July 1, 2019. Professional standards also require that we communicate to you the following information related to our audit.

Significant Audit Matters

Qualitative Aspects of Accounting Practices

Management is responsible for the selection and use of appropriate accounting policies. The significant accounting policies used by Green Tech High Charter School are described in the notes to the financial statements. As described in Note 2, the School changed the accounting policies related to the presentation of the financial statements of not-for-profit entities by adopting FASB Accounting Standards Update (ASU) No. 2016-14, *Not-for-Profit Entities (Topic 958) - Presentation of Financial Statements of Not-for-Profit Entities*, in 2019. Accordingly, the accounting change has been retrospectively applied to prior periods presented as if the policy had always been used. We noted no transactions entered into by the School during the year for which there is a lack of authoritative guidance or consensus. All significant transactions have been recognized in the financial statements in the proper period.

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

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

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

Difficulties Encountered in Performing the Audit

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

Corrected and Uncorrected Misstatements

Professional standards require us to accumulate all misstatements identified during the audit, other than those that are clearly trivial, and communicate them to the appropriate level of management. Management has corrected all such misstatements. In addition, none of the misstatements detected as a result of audit procedures and corrected by management were material, either individually or in the aggregate, to the financial statements taken as a whole except as noted in Schedule 1.

Disagreements with Management

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

Management Representations

We have requested certain representations from management that are included in the management representation letter dated October 29, 2019.

Management Consultations with Other Independent Accountants

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

Other Audit Findings or Issues

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

Current Year Comments:

1. During our testing over the payroll function we noted that as of June 30, 2019 the School had exceeded the legal limit for uncertified teachers by 1 employee. We discussed this item with management and they acknowledged this overage which was due primarily to unanticipated staffing changes which could not be rectified in a timely manner to provide class coverage. We recommend that the Board assists management in developing a policy to ensure that the uncertified teacher limitation is not breached and if this situation should arise there is a process to timely resolve and regain compliance.

Management Response:

Management continually reviews compliance with this requirement and seeks certified teachers from a limited pool of employees. We accept the recommendation and will work to ensure compliance as resources are available going forward.

2. Our internal control test work over the payroll function showed that of the 15 personnel files sampled, 8 of these files were missing the new hire checklist as required by School policy. We recommend that all new hires have a checklist contained in their file or an index which shows the required documentation separated by tabs in the file.

Management Response:

We accept this recommendation and will ensure all future employee files contain the new hire checklist as required by the payroll process.

3. Our internal control test work over the payroll function showed that of the 15 personnel files sampled, 3 of these files were missing new hire documentation (I-9, W-4, IT-2104, etc.) as required by School policy. Although these documents were located electronically on the payroll system we recommend that these documents, whether paper or electronic, are stored in a central location. We also recommend that if these documents are to be stored electronically the accounting policy and procedures manual is updated to reflect this change.

Management Response:

We accept this recommendation and are in the process of moving files to our electronic program for safeguarding and to ensure a central document location

4. During our review of credit card transactions and bank transfers we noted that the accounting policy and procedures manual does not cover some of the activities which are part of these internal control systems. We recommend that the manual is updated to reflect the entire process for credit and debit card transactions as well as bank transfers to help strengthen the controls over these procedures.

Management Response:

We accept this recommendation and will update the policy and process manual to include these additional activities.

5. During test work over Accounts Receivable we proposed an adjusting entry to record an allowance for doubtful accounts over older accounts which are deemed uncollectible. We recommend the Board revisit their policy for collection of older receivables and set a cutoff date to start the applicable collection or intercept process. We recommend this cutoff date is no longer than 60 days after the original anticipated collection date.

Management Response:

We accept this recommendation and continually monitor our aged receivable report. We will consider adopting a formal receivable policy for items outstanding in excess of 60 days.

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

Very truly yours,

Cusack & Company, CPAs LLC

CUSACK & COMPANY, CPAS, LLC

SUNY Charter Schools Institute
The State University of New York

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

Charter School Name:	Green Tech Charter School
Audit Period:	2018-19
Prior Period:	2017-18
Report Due Date:	Friday, November 1, 2019
Date Submitted:	Tuesday, October 29, 2019
School Fiscal Contact Name:	Jennifer Wilson
School Fiscal Contact Email:	[redacted]
School Fiscal Contact Phone:	
School Audit Firm Name:	Cusack & Company
School Audit Contact Name:	John Tafilowski
School Audit Contact Email:	[redacted]
School Audit Contact Phone:	

Please submit the Annual Financial Statement and other associated documents
to BOTH
SUNY Charter Schools Institute
AND
New York State Education Department

SUNY CHARTER SCHOOLS INSTITUTE - Reporting Requirements:

Online Portal: https://my.epicenternow.org/home.aspx

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."

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

NEW YORK STATE EDUCATION DEPARTMENT - Reporting Requirements:

Online Portal: https://nysed-cso-reports.myreviewroom.com/

Required Items:

1) This transmital form (a copy of the Excel file containing the four schedules Does NOT need to be included);
2) Audited Financial Report;

And, if applicable:

3) Management Letter and Response;
4) Federal Single Audit/Uniform Guidance in 2 CFR Part 200, Subpart F.

GREEN TECH CHARTER SCHOOL
Statement of Financial Position
as of June 30, 2019

ASSETS	2018-19	2017-18
CURRENT ASSETS		
Cash and cash equivalents	$ 712,944	$ 347,954
Grants and contracts receivable	5,089	81,531
Accounts receivables	177,518	305,650
Prepaid expenses	8,684	4,315
Contributions and other receivables	60,000	-
TOTAL CURRENT ASSETS	964,235	739,450
PROPERTY, BUILDING AND EQUIPMENT, net	504,049	586,448
OTHER ASSETS	76,388	75,961
TOTAL ASSETS	**1,544,672**	**1,401,859**
LIABILITIES AND NET ASSETS		
CURRENT LIABILITIES		
Accounts payable and accrued expenses	$ 7,219	$ 193,996
Accrued payroll and benefits	320,345	353,394
Deferred Revenue	-	80,000
Current maturities of long-term debt	191,248	117,211
Short Term Debt - Bonds, Notes Payable	-	-
Other	-	-
TOTAL CURRENT LIABILITIES	518,812	744,601
LONG-TERM LIABILITIES		
Deferred Rent	-	-
All other long-term debt and notes payable, net current maturities	380,984	164,132
TOTAL LONG-TERM LIABILITIES	380,984	164,132
TOTAL LIABILITIES	899,796	908,733
NET ASSETS		
Unrestricted	544,876	493,126
Temporarily restricted	100,000	-
TOTAL NET ASSETS	644,876	493,126
TOTAL LIABILITIES AND NET ASSETS	**1,544,672**	**1,401,859**
CK - Should be zero	-	-

GREEN TECH CHARTER SCHOOL
Statement of Activities
as of June 30, 2019

	2018-19			2017-18
	Unrestricted	Temporarily Restricted	Total	Total
REVENUE, GAINS AND OTHER SUPPORT				
Public School District				
Resident Student Enrollment	$ 4,784,417	$ -	$ 4,784,417	$ 4,973,232
Students with disabilities	53,664	-	53,664	196,188
Grants and Contracts				
State and local	92,116	-	92,116	-
Federal - Title and IDEA	153,109	-	153,109	220,829
Federal - Other	-	-	-	-
Other	-	-	-	350,307
NYC DoE Rental Assistance	-	-	-	-
Food Service/Child Nutrition Program	168,586	-	168,586	179,853
TOTAL REVENUE, GAINS AND OTHER SUPPORT	5,251,892	-	5,251,892	5,920,409
EXPENSES				
Program Services				
Regular Education	$ 3,434,129	$ -	$ 3,434,129	$ 4,181,384
Special Education	314,242	-	314,242	251,106
Other Programs	177,461	-	177,461	333,005
Total Program Services	3,925,832	-	3,925,832	4,765,495
Management and general	1,119,109	-	1,119,109	919,050
Fundraising		-	-	-
TOTAL OPERATING EXPENSES	5,044,941	-	5,044,941	5,684,545
SURPLUS / (DEFICIT) FROM SCHOOL OPERATIONS	206,951	-	206,951	235,864
SUPPORT AND OTHER REVENUE				
Contributions				
Foundations	$ 39,441	$ 100,000	$ 139,441	$ -
Individuals	-	-	-	-
Corporations	-	-	-	38,247
Fundraising	-	-	-	415
Interest income	4,651	-	4,651	2,929
Miscellaneous income	65,214	-	65,214	133,407
Net assets released from restriction	80,000	(80,000)	-	-
TOTAL SUPPORT AND OTHER REVENUE	189,306	20,000	209,306	174,998
CHANGE IN NET ASSETS	396,257	20,000	416,257	410,862
NET ASSETS BEGINNING OF YEAR	148,619	80,000	228,619	82,264
PRIOR YEAR/PERIOD ADJUSTMENTS	-	-	-	-
NET ASSETS END OF YEAR	$ 544,876	$ 100,000	$ 644,876	$ 493,126

GREEN TECH CHARTER SCHOOL
Statement of Cash Flows
as of June 30, 2019

	2018-19	2017-18
CASH FLOWS - OPERATING ACTIVITIES		
Increase (decrease) in net assets	$ 416,257	$ 410,862
Revenues from School Districts	-	-
Accounts Receivable	-	-
Due from School Districts	-	-
Depreciation	137,700	131,986
Grants Receivable	125,820	(188,349)
Due from NYS	-	-
Grant revenues	-	-
Prepaid Expenses	(4,369)	(1,894)
Accounts Payable	(18,506)	(199,660)
Accrued Expenses	(33,048)	60,729
Accrued Liabilities	-	-
Contributions and fund-raising activities	(60,000)	-
Miscellaneous sources	-	-
Deferred Revenue	-	80,000
Interest payments	-	-
Other	-	-
Other	-	-
NET CASH PROVIDED FROM OPERATING ACTIVITIES	$ 563,854	$ 293,674
CASH FLOWS - INVESTING ACTIVITIES		
Purchase of equipment	(10,742)	(38,418)
Other	-	-
NET CASH PROVIDED FROM INVESTING ACTIVITIES	$ (10,742)	$ (38,418)
CASH FLOWS - FINANCING ACTIVITIES		
Principal payments on long-term debt	(187,695)	(116,229)
Other	-	-
NET CASH PROVIDED FROM FINANCING ACTIVITIES	$ (187,695)	$ (116,229)
NET (DECREASE) INCREASE IN CASH AND CASH EQUIVALENTS	$ 365,417	$ 139,027
Cash at beginning of year	423,915	284,888
CASH AND CASH EQUIVALENTS AT END OF YEAR	$ 789,332	$ 423,915

GREEN TECH CHARTER SCHOOL
Statement of Functional Expenses
as of June 30, 2019

		2018-19								2017-18
		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	7.00	-	-	-	-	-	578,414	578,414	578,414	522,868
Instructional Personnel	39.00	1,870,805	178,777	-	2,049,582	-	-	-	2,049,582	2,535,635
Non-Instructional Personnel	4.50	-	-	109,555	109,555	-	-	-	109,555	153,598
Total Salaries and Staff	50.50	1,870,805	178,777	109,555	2,159,137	-	578,414	578,414	2,737,551	3,212,101
Fringe Benefits & Payroll Taxes		423,188	40,440	24,782	488,410	-	130,841	130,841	619,251	746,805
Retirement		-	-	-	-	-	-	-	-	-
Management Company Fees		-	-	-	-	-	-	-	-	-
Legal Service		-	-	-	-	-	-	-	-	-
Accounting / Audit Services		-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting Services		218,037	20,836	-	238,873	-	64,391	64,391	303,264	287,000
Building and Land Rent / Lease / Facility Finance Interest		276,771	26,449	16,208	319,428	-	85,572	85,572	405,000	345,000
Repairs & Maintenance		186,968	17,867	10,949	215,784	-	57,806	57,806	273,590	257,331
Insurance		30,240	2,890	1,771	34,901	-	9,349	9,349	44,250	37,873
Utilities		94,845	9,063	5,554	109,462	-	29,325	29,325	138,787	127,913
Supplies / Materials		56,801	5,428	-	62,229	-	45,864	45,864	108,093	201,549
Equipment / Furnishings		93,483	-	-	93,483	-	-	-	93,483	-
Staff Development		36,619	3,499	-	40,118	-	-	-	40,118	32,481
Marketing / Recruitment		-	-	-	-	-	63,271	63,271	63,271	54,564
Technology		-	-	-	-	-	-	-	-	-
Food Service		-	-	-	-	-	-	-	-	-
Student Services		37,450	-	-	37,450	-	-	-	37,450	87,246
Office Expense		-	-	-	-	-	10,683	10,683	10,683	9,149
Depreciation		94,102	8,993	5,511	108,606	-	29,094	29,094	137,700	131,986
OTHER		14,820	-	3,131	17,951	-	14,499	14,499	32,450	153,547
Total Expenses		$ 3,434,129	$ 314,242	$ 177,461	$ 3,925,832	$ -	$ 1,119,109	$ 1,119,109	$ 5,044,941	$ 5,684,545

Charter Schools Institute
The State University of New York

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 *initially* be completed based upon preliminary data, and *subsequently* 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 *initially* be completed based upon preliminary data, and *subsequently* 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 *approved* 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 *initially* completed based upon preliminary data, and *subsequently* 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 containe 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.

Ver. 20190603

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

SUNY Charter Schools Institute
The State University of New York

ANNUAL BUDGET & QUARTERLY REPORT TEMPLATE

Green Tech High Charter School

SCHOOL

Name:	Green Tech High Charter School

CONTACT INFORMATION

Contact Name:	Jennifer Wilson
Contact Title:	Director
Contact Email:	[redacted]
Contact Phone:	[redacted]

REPORT PERIOD

Current Academic Year:	2019-20
Prior Academic Year:	2018-19

GREEN TECH HIGH CHARTER SCHOOL
2019-20

ENROLLMENT BY GRADES

GRADES	K	1	2	3	4	5	6	7	8	9	10	11	12
INITIAL BUDGETED ENROLLMENT							50			85	85	80	70
TOTAL ENROLLMENT = 370													

ENROLLMENT BY DISTRICT

	PRIOR YEAR ACTUAL	ANNUAL BUDGET TOTAL DISTRICTS/ENROLLMENT BY QUARTER								ACTUAL QUARTERLY TOTAL DISTRICTS/ENROLLMENT			
		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:	0	12	0	12	0	12	0	12	0	0	0	0	0
NUMBER OF STUDENTS ENROLLED:	0	370	0	370	0	370	0	370	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 2018-19	ANNUAL BUDGET								ACTUAL ENROLLMENT BY QUARTER			
			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
PRIMARY District	ALBANY CITY SD		288		288		288		288					
SECONDARY District	SCHENECTADY CITY SD		33		33		33		33					
Other District 3	TROY CITY SD		15		15		15		15					
Other District 4	LANSINGBURGH CSD		9		9		9		9					
Other District 5	WATERVLIET CITY SD		7		7		7		7					
Other District 6	COHOES CITY SD		5		5		5		5					
Other District 7	NISKAYUNA CSD		4		4		4		4					
Other District 8	GREEN ISLAND UFSD		3		3		3		3					
Other District 9	RENSSELAER CITY SD		2		2		2		2					
Other District 10	SOUTH COLONIE CSD		2		2		2		2					
Other District 11	EAST GREENBUSH CSD		1		1		1		1					
Other District 12	GUILDERLAND CSD													
Other District 13	RAVENA-COEYMANS-SELKIRK CSD		1		1		1		1					
Other District 14	(Select from drop-down list) →													

		PRIOR YEAR	ANNUAL BUDGET								ACTUAL ENROLLMENT BY QUARTER			
		2018-19	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

GREEN TECH HIGH CHARTER SCHOOL
2019-20

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
	2018-19	Q1		Q2		Q3		Q4		Q1	Q2	Q3	Q4	
	ACTUAL	Original	Revised	Original	Revised	Original	Revised	Original	Revised	Actual	Actual	Actual	Actual	
Executive Management														
Instructional Management		1.0		1.0		1.0		1.0						
Deans, Directors & Coordinators														
CFO / Director of Finance														
Operation / Business Manager		1.0		1.0		1.0		1.0						
Administrative Staff		14.0		14.0		14.0		14.0						
TOTAL ADMINISTRATIVE STAFF	0.0	16.0	0.0	16.0	0.0	16.0	0.0	16.0	0.0	0.0	0.0	0.0	0.0	

INSTRUCTIONAL PERSONNEL FTE	PRIOR YEAR	ANNUAL BUDGETED FTE								ACTUAL QUARTERLY FTE				Description of Assumptions
	2018-19	Q1		Q2		Q3		Q4		Q1	Q2	Q3	Q4	
	ACTUAL	Original	Revised	Original	Revised	Original	Revised	Original	Revised	Actual	Actual	Actual	Actual	
Teachers - Regular		32.0		32.0		32.0		32.0						
Teachers - SPED		4.0		4.0		4.0		4.0						
Substitute Teachers														
Teaching Assistants														
Specialty Teachers														
Aides														
Therapists & Counselors		2.0		2.0		2.0		2.0						
Other														
TOTAL INSTRUCTIONAL	0.0	38.0	0.0	38.0	0.0	38.0	0.0	38.0	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
	2018-19	Q1		Q2		Q3		Q4		Q1	Q2	Q3	Q4	
	ACTUAL	Original	Revised	Original	Revised	Original	Revised	Original	Revised	Actual	Actual	Actual	Actual	
Nurse		1.0		1.0		1.0		1.0						
Librarian														
Custodian														
Security														
Other		3.0		3.0		3.0		3.0						
TOTAL NON-INSTRUCTIONAL	0.0	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	0.0	58.0	0.0	58.0	0.0	58.0	0.0	58.0	0.0	0.0	0.0	0.0	0.0	

GREEN TECH HIGH CHARTER SCHOOL
Budget / Operating Plan
2019-20

Total Revenue		-	1,487,117	-	-	1,526,668	-	-	1,588,668	-	-	1,586,651	-	-
Total Expenses		-	1,511,347	-	-	1,526,428	-	-	1,510,427	-	-	1,543,227	-	-
Net Income		-	(24,231)	-	-	240	-	-	78,240	-	-	43,423	-	-
Actual Student Enrollment		-	370	-	-	370	-	-	370	-	-	370	-	-
		Prior Year Actual 2018-19 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 Revenue by Quarter	***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	2019-20													
Per Pupil Revenue	Per Pupil Rate	PPR %/Qtr->	25.0%	25.0%		25.0%	25.0%		25.0%	25.0%		25.0%	25.0%	
ALBANY CITY SD	15,861		1,141,992	-	-	1,141,992	-	-	1,141,992	-	-	1,141,992	-	-
SCHENECTADY CITY SD	12,802		105,617	-	-	105,617	-	-	105,617	-	-	105,617	-	-
TROY CITY SD	16,883		63,311	-	-	63,311	-	-	63,311	-	-	63,311	-	-
LANSINGBURGH CSD	10,738		24,161	-	-	24,161	-	-	24,161	-	-	24,161	-	-
WATERVLIET CITY SD	10,809		18,916	-	-	18,916	-	-	18,916	-	-	18,916	-	-
COHOES CITY SD	13,494		16,868	-	-	16,868	-	-	16,868	-	-	16,868	-	-
NISKAYUNA CSD	12,906		12,906	-	-	12,906	-	-	12,906	-	-	12,906	-	-
GREEN ISLAND UFSD	13,694		10,271	-	-	10,271	-	-	10,271	-	-	10,271	-	-
RENSSELAER CITY SD	10,316		5,158	-	-	5,158	-	-	5,158	-	-	5,158	-	-
SOUTH COLONIE CSD	13,462		6,731	-	-	6,731	-	-	6,731	-	-	6,731	-	-
EAST GREENBUSH CSD	13,156		3,289	-	-	3,289	-	-	3,289	-	-	3,289	-	-
GUILDERLAND CSD	12,912		-	-	-	-	-	-	-	-	-	-	-	-
RAVENA-COEYMANS-SELKIRK CSD	14,738		3,685	-	-	3,685	-	-	3,685	-	-	3,685	-	-
-	-		-	-	-	-	-	-	-	-	-	-	-	-
-	-		-	-	-	-	-	-	-	-	-	-	-	-
ALL OTHER School Districts: (Weighted Avg)	-		-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	15,275	-	1,412,903	-	-	1,412,903	-	-	1,412,903	-	-	1,412,903	-	-
Special Education Revenue					-			-	40,000		-	40,000		-
Grants														
Stimulus					-			-			-			-
DYCD (Department of Youth and Community Development)					-			-			-			-
Other					-			-			-			-
NYC DoE Rental Assistance														
Other					-			-			-			-
TOTAL REVENUE FROM STATE SOURCES		-	1,412,903	-	-	1,412,903	-	-	1,452,903	-	-	1,452,903	-	-
REVENUE FROM FEDERAL FUNDING														
IDEA Special Needs					-			-	22,000		-			-
Title I			29,339		-	29,339		-	29,339		-	29,339		-
Title Funding - Other			5500		-	5500		-	5500		-	5500		-
School Food Service (Free Lunch)			19,776		-	59,327		-	59,327		-	59,327		-
Grants														
Charter School Program (CSP) Planning & Implementation					-			-			-			-
Other					-			-			-			-
Other					-			-			-			-
TOTAL REVENUE FROM FEDERAL SOURCES		-	54,614	-	-	94,165	-	-	116,165	-	-	94,165	-	-
LOCAL and OTHER REVENUE														
Contributions and Donations			3250		-	3250		-	3250		-	3250		-
Fundraising					-			-			-	20,000		-
Erate Reimbursement			2,500		-	2,500		-	2,500		-	2,500		-
Earnings on Investments					-			-			-			-
Interest Income			1150		-	1150		-	1150		-	1150		-
Food Service (Income from meals)			450		-	450		-	450		-	450		-
Text Book					-			-			-			-
OTHER			12,250		-	12,250		-	12,250		-	12,233		-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		-	19,600	-	-	19,600	-	-	19,600	-	-	39,583	-	-
TOTAL REVENUE		-	1,487,117	-	-	1,526,668	-	-	1,588,668	-	-	1,586,651	-	-

GREEN TECH HIGH CHARTER SCHOOL
Budget / Operating Plan
2019-20

Total Revenue		-	1,487,117	-	-	1,526,668	-	-	1,588,668	-	-	1,586,651	-	-
Total Expenses		-	1,511,347	-	-	1,526,428	-	-	1,510,427	-	-	1,543,227	-	-
Net Income		-	(24,231)	-	-	240	-	-	78,240	-	-	43,423	-	-
Actual Student Enrollment		-	370	-	-	370	-	-	370	-	-	370	-	-
		Prior Year Actual 2018-19	**1st Quarter - 7/1 - 9/30**			**2nd Quarter - 10/1 - 12/31**			**3rd Quarter - 1/1 - 3/31**			**4th Quarter - 4/1 - 6/30**		
		Revenue Per Pupil	**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	-		40,019		-	40,019		-	40,019		-	40,019		-
Instructional Management	1.00				-			-			-			-
Deans, Directors & Coordinators	-				-			-			-			-
CFO / Director of Finance	-				-			-			-			-
Operation / Business Manager	1.00		20,544		-	20,544		-	20,544		-	20,544		-
Administrative Staff	14.00		201,133		-	201,133		-	201,133		-	201,133		-
TOTAL ADMINISTRATIVE STAFF	16.00	-	261,695	-	-	261,695	-	-	261,695	-	-	261,695	-	-
INSTRUCTIONAL PERSONNEL COSTS														
Teachers - Regular	32.00		456,577		-	430,757		-	430,757		-	446,757		-
Teachers - SPED	4.00		54,879		-	54,879		-	54,879		-	54,879		-
Substitute Teachers	-				-			-			-			-
Teaching Assistants	-				-			-			-			-
Specialty Teachers	-				-			-			-			-
Aides	-				-			-			-			-
Therapists & Counselors	2.00		26,198		-	26,198		-	26,198		-	26,198		-
Other	-				-			-			-			-
TOTAL INSTRUCTIONAL	38.00	-	537,654	-	-	511,834	-	-	511,834	-	-	527,834	-	-
NON-INSTRUCTIONAL PERSONNEL COSTS														
Nurse	1.00		8,339		-	8,339		-	8,339		-	8,339		-
Librarian	-				-			-			-			-
Custodian	-				-			-			-			-
Security	-				-			-			-			-
Other	3.00		20,744		-	20,744		-	20,744		-	20,744		-
TOTAL NON-INSTRUCTIONAL	4.00	-	29,082	-	-	29,082	-	-	29,082	-	-	29,082	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	58.00	-	828,432	-	-	802,612	-	-	802,612	-	-	818,612	-	-
PAYROLL TAXES AND BENEFITS														
Payroll Taxes			73,957		-	73,957		-	73,957		-	73,957		-
Fringe / Employee Benefits			103,775		-	103,775		-	103,775		-	103,775		-
Retirement / Pension			15,934		-	15,934		-	15,934		-	15,934		-
TOTAL PAYROLL TAXES AND BENEFITS		-	193,667	-	-	193,667	-	-	193,667	-	-	193,667	-	-
TOTAL PERSONNEL SERVICE COSTS	58.00	-	1,022,098	-	-	996,278	-	-	996,278	-	-	1,012,278	-	-
CONTRACTED SERVICES														
Accounting / Audit			12,502		-	28,502		-	12,502		-	12,502		-
Legal			2500		-	2500		-	2500		-	2500		-
Management Company Fee					-			-			-			-
Nurse Services					-			-			-			-
Food Service / School Lunch			32,395		-	32,395		-	32,395		-	32,395		-
Payroll Services			13,792		-	13,792		-	13,792		-	13,792		-
Special Ed Services					-			-			-			-
Titlement Services (i.e. Title I)			5,000		-	5,000		-	5,000		-	5,000		-
Other Purchased / Professional / Consulting			11,624		-	11,624		-	11,624		-	11,624		-
TOTAL CONTRACTED SERVICES		-	77,812	-	-	93,812	-	-	77,812	-	-	77,812	-	-

GREEN TECH HIGH CHARTER SCHOOL
Budget / Operating Plan
2019-20

Total Revenue	-	1,487,117	-	-	1,526,668	-	-	1,588,668	-	-	1,586,651	-	-
Total Expenses	-	1,511,347	-	-	1,526,428	-	-	1,510,427	-	-	1,543,227	-	-
Net Income	-	(24,231)	-	-	240	-	-	78,240	-	-	43,423	-	-
Actual Student Enrollment	-	370	-	-	370	-	-	370	-	-	370	-	-

	Prior Year Actual 2018-19 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		12,590		-	12,590		-	12,590		-	12,590		-
Special Ed Supplies & Materials				-			-			-			-
Textbooks / Workbooks		17,200		-	17,200		-	17,200		-	17,200		-
Supplies & Materials other				-			-			-			-
Equipment / Furniture		15,215		-	15,215		-	15,215		-	15,215		-
Telephone		8000		-	8000		-	8000		-	8000		-
Technology				-			-			-			-
Student Testing & Assessment		6,747		-	6,747		-	6,747		-	8,547		-
Field Trips		6500		-	6500		-	6500		-	6500		-
Transportation (student)		2850		-	8,550		-	8,550		-	8,550		-
Student Services - other		5,844		-	10,044		-	10,044		-	10,044		-
Office Expense		13,884		-	13,884		-	13,884		-	13,884		-
Staff Development		14,750		-	14,750		-	14,750		-	14,750		-
Staff Recruitment		2,544		-	2,544		-	2,544		-	2,544		-
Student Recruitment / Marketing		14,094		-	14,094		-	14,094		-	14,094		-
School Meals / Lunch				-			-			-			-
Travel (Staff)				-			-			-			-
Fundraising				-			-			-	15,000		-
Other		39,980		-	39,980		-	39,980		-	39,980		-
TOTAL SCHOOL OPERATIONS	-	160,198	-	-	170,098	-	-	170,098	-	-	186,898	-	-
FACILITY OPERATION & MAINTENANCE													
Insurance		11,394		-	11,394		-	11,394		-	11,394		-
Janitorial		36,808		-	36,808		-	36,808		-	36,808		-
Building and Land Rent / Lease / Facility Finance Interest		105,000.00		-	120,000.00		-	120,000.00		-	120,000.00		-
Repairs & Maintenance		40,265		-	40,265		-	40,265		-	40,265		-
Equipment / Furniture				-			-			-			-
Security		773		-	773		-	773		-	773		-
Utilities		22,500		-	22,500		-	22,500		-	22,500		-
TOTAL FACILITY OPERATION & MAINTENANCE	-	216,740	-	-	231,740	-	-	231,740	-	-	231,740	-	-
DEPRECIATION & AMORTIZATION		34,500		-	34,500		-	34,500		-	34,500		-
RESERVES / CONTINGENCY				-			-			-			-
DEFERRED RENT				-			-			-			-
TOTAL EXPENSES	-	1,511,347	-	-	1,526,428	-	-	1,510,427	-	-	1,543,227	-	-
NET INCOME	-	(24,231)	-	-	240	-	-	78,240	-	-	43,423	-	-

GREEN TECH HIGH CHARTER SCHOOL
Budget / Operating Plan
2019-20

Total Revenue	-	1,487,117	-	-	1,526,668	-	-	1,588,668	-	-	1,586,651	-	-
Total Expenses	-	1,511,347	-	-	1,526,428	-	-	1,510,427	-	-	1,543,227	-	-
Net Income	-	(24,231)	-	-	240	-	-	78,240	-	-	43,423	-	-
Actual Student Enrollment	-	370	-	-	370	-	-	370	-	-	370	-	-
	Prior Year Actual 2018-19	**1st Quarter - 7/1 - 9/30**			**2nd Quarter - 10/1 - 12/31**			**3rd Quarter - 1/1 - 3/31**			**4th Quarter - 4/1 - 6/30**		
	Revenue Per Pupil	**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:	-	12	-	-	12	-	-	12	-	-	12	-	-
ALBANY CITY SD	-	288	-	-	288	-	-	288	-	-	288	-	-
SCHENECTADY CITY SD	-	33	-	-	33	-	-	33	-	-	33	-	-
TROY CITY SD	-	15	-	-	15	-	-	15	-	-	15	-	-
LANSINGBURGH CSD	-	9	-	-	9	-	-	9	-	-	9	-	-
WATERVLIET CITY SD	-	7	-	-	7	-	-	7	-	-	7	-	-
COHOES CITY SD	-	5	-	-	5	-	-	5	-	-	5	-	-
NISKAYUNA CSD	-	4	-	-	4	-	-	4	-	-	4	-	-
GREEN ISLAND UFSD	-	3	-	-	3	-	-	3	-	-	3	-	-
RENSSELAER CITY SD	-	2	-	-	2	-	-	2	-	-	2	-	-
SOUTH COLONIE CSD	-	2	-	-	2	-	-	2	-	-	2	-	-
EAST GREENBUSH CSD	-	1	-	-	1	-	-	1	-	-	1	-	-
GUILDERLAND CSD	-	-	-	-	-	-	-	-	-	-	-	-	-
RAVENA-COEYMANS-SELKIRK CSD	-	1	-	-	1	-	-	1	-	-	1	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-
ALL OTHER School Districts: (Weighted Avg)	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL ENROLLMENT	-	370	-	-	370	-	-	370	-	-	370	-	-
REVENUE PER PUPIL	-	4,019	-	-	4,126	-	-	4,294	-	-	4,288	-	-
EXPENSES PER PUPIL	-	4,085	-	-	4,125	-	-	4,082	-	-	4,171	-	-

GREEN TECH HIGH CHARTER SCHOOL

Budget / Operating Plan

2019-20

Total Revenue		6,189,103	6,189,103	-	6,189,103	6,189,103
Total Expenses		6,091,430	6,091,430	-	(6,091,430)	(6,091,430)
Net Income		97,672	97,672	-	97,672	97,672
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	2019-20					
Per Pupil Revenue	Per Pupil Rate					
ALBANY CITY SD	15,861	4,567,968	4,567,968	-	4,567,968	4,567,968
SCHENECTADY CITY SD	12,802	422,466	422,466	-	422,466	422,466
TROY CITY SD	16,883	253,245	253,245	-	253,245	253,245
LANSINGBURGH CSD	10,738	96,642	96,642	-	96,642	96,642
WATERVLIET CITY SD	10,809	75,663	75,663	-	75,663	75,663
COHOES CITY SD	13,494	67,470	67,470	-	67,470	67,470
NISKAYUNA CSD	12,906	51,624	51,624	-	51,624	51,624
GREEN ISLAND UFSD	13,694	41,082	41,082	-	41,082	41,082
RENSSELAER CITY SD	10,316	20,632	20,632	-	20,632	20,632
SOUTH COLONIE CSD	13,462	26,924	26,924	-	26,924	26,924
EAST GREENBUSH CSD	13,156	13,156	13,156	-	13,156	13,156
GUILDERLAND CSD	12,912	-	-	-	-	-
RAVENA-COEYMANS-SELKIRK CSD	14,738	14,738	14,738	-	14,738	14,738
-	-	-	-	-	-	-
-	-	-	-	-	-	-
ALL OTHER School Districts: (Weighted Avg)	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	15,275	5,651,610	5,651,610	-	5,651,610	5,651,610
Special Education Revenue		80,000	80,000	-	80,000	80,000
Grants						
Stimulus		-	-	-	-	-
DYCD (Department of Youth and Community Development)		-	-	-	-	-
Other		-	-	-	-	-
NYC DoE Rental Assistance		-	-	-	-	-
Other		-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES		5,731,610	5,731,610	-	5,731,610	5,731,610
REVENUE FROM FEDERAL FUNDING						
IDEA Special Needs		22,000	22,000	-	22,000	22,000
Title I		117,354	117,354	-	117,354	117,354
Title Funding - Other		22,000	22,000	-	22,000	22,000
School Food Service (Free Lunch)		197,756	197,756	-	197,756	197,756
Grants						
Charter School Program (CSP) Planning & Implementation		-	-	-	-	-
Other		-	-	-	-	-
Other		-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES		359,110	359,110	-	359,110	359,110
LOCAL and OTHER REVENUE						
Contributions and Donations		13,000	13,000	-	13,000	13,000
Fundraising		20,000	20,000	-	20,000	20,000
Erate Reimbursement		10,000	10,000	-	10,000	10,000
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		48,983	48,983	-	48,983	48,983
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		98,383	98,383	-	98,383	98,383
TOTAL REVENUE		6,189,103	6,189,103	-	6,189,103	6,189,103

DESCRIPTION OF ASSUMPTIONS

GREEN TECH HIGH CHARTER SCHOOL

Budget / Operating Plan

2019-20

Total Revenue		6,189,103	6,189,103	-	6,189,103	6,189,103
Total Expenses		6,091,430	6,091,430	-	(6,091,430)	(6,091,430)
Net Income		97,672	97,672	-	97,672	97,672
Actual Student Enrollment						
		Total Year			VARIANCE	
		Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget
EXPENSES						
ADMINISTRATIVE STAFF PERSONNEL COSTS	Avg. No. of Positions					
Executive Management	-	160,075	160,075	-	(160,075)	(160,075)
Instructional Management	1.00	-	-	-	-	-
Deans, Directors & Coordinators	-	-	-	-	-	-
CFO / Director of Finance	-	-	-	-	-	-
Operation / Business Manager	1.00	82,175	82,175	-	(82,175)	(82,175)
Administrative Staff	14.00	804,532	804,532	-	(804,532)	(804,532)
TOTAL ADMINISTRATIVE STAFF	16.00	1,046,782	1,046,782	-	(1,046,782)	(1,046,782)
INSTRUCTIONAL PERSONNEL COSTS						
Teachers - Regular	32.00	1,764,848	1,764,848	-	(1,764,848)	(1,764,848)
Teachers - SPED	4.00	219,518	219,518	-	(219,518)	(219,518)
Substitute Teachers	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-
Specialty Teachers	-	-	-	-	-	-
Aides	-	-	-	-	-	-
Therapists & Counselors	2.00	104,792	104,792	-	(104,792)	(104,792)
Other	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	38.00	2,089,157	2,089,157	-	(2,089,157)	(2,089,157)
NON-INSTRUCTIONAL PERSONNEL COSTS						
Nurse	1.00	33,355	33,355	-	(33,355)	(33,355)
Librarian	-	-	-	-	-	-
Custodian	-	-	-	-	-	-
Security	-	-	-	-	-	-
Other	3.00	82,974	82,974	-	(82,974)	(82,974)
TOTAL NON-INSTRUCTIONAL	4.00	116,329	116,329	-	(116,329)	(116,329)
SUBTOTAL PERSONNEL SERVICE COSTS	58.00	3,252,268	3,252,268	-	(3,252,268)	(3,252,268)
PAYROLL TAXES AND BENEFITS						
Payroll Taxes		295,829	295,829	-	(295,829)	(295,829)
Fringe / Employee Benefits		415,101	415,101	-	(415,101)	(415,101)
Retirement / Pension		63,736	63,736	-	(63,736)	(63,736)
TOTAL PAYROLL TAXES AND BENEFITS		774,666	774,666	-	(774,666)	(774,666)
TOTAL PERSONNEL SERVICE COSTS	58.00	4,026,934	4,026,934	-	(4,026,934)	(4,026,934)
CONTRACTED SERVICES						
Accounting / Audit		66,007	66,007	-	(66,007)	(66,007)
Legal		10,000	10,000	-	(10,000)	(10,000)
Management Company Fee		-	-	-	-	-
Nurse Services		-	-	-	-	-
Food Service / School Lunch		129,579	129,579	-	(129,579)	(129,579)
Payroll Services		55,167	55,167	-	(55,167)	(55,167)
Special Ed Services		-	-	-	-	-
Titlement Services (i.e. Title I)		20,000	20,000	-	(20,000)	(20,000)
Other Purchased / Professional / Consulting		46,494	46,494	-	(46,494)	(46,494)
TOTAL CONTRACTED SERVICES		327,247	327,247	-	(327,247)	(327,247)

DESCRIPTION OF ASSUMPTIONS

GREEN TECH HIGH CHARTER SCHOOL

Budget / Operating Plan

2019-20

Total Revenue	6,189,103	6,189,103	-	6,189,103	6,189,103
Total Expenses	6,091,430	6,091,430	-	(6,091,430)	(6,091,430)
Net Income	97,672	97,672	-	97,672	97,672
Actual Student Enrollment					

	Total Year			VARIANCE		DESCRIPTION OF ASSUMPTIONS
	Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget	
SCHOOL OPERATIONS						
Board Expenses	-	-	-	-	-	
Classroom / Teaching Supplies & Materials	50,359	50,359	-	(50,359)	(50,359)	
Special Ed Supplies & Materials	-	-	-	-	-	
Textbooks / Workbooks	68,800	68,800	-	(68,800)	(68,800)	
Supplies & Materials other	-	-	-	-	-	
Equipment / Furniture	60,860	60,860	-	(60,860)	(60,860)	
Telephone	32,000	32,000	-	(32,000)	(32,000)	
Technology	-	-	-	-	-	
Student Testing & Assessment	28,786	28,786	-	(28,786)	(28,786)	
Field Trips	26,000	26,000	-	(26,000)	(26,000)	
Transportation (student)	28,500	28,500	-	(28,500)	(28,500)	
Student Services - other	35,975	35,975	-	(35,975)	(35,975)	
Office Expense	55,537	55,537	-	(55,537)	(55,537)	
Staff Development	59,000	59,000	-	(59,000)	(59,000)	
Staff Recruitment	10,175	10,175	-	(10,175)	(10,175)	
Student Recruitment / Marketing	56,378	56,378	-	(56,378)	(56,378)	
School Meals / Lunch	-	-	-	-	-	
Travel (Staff)	-	-	-	-	-	
Fundraising	15,000	15,000	-	(15,000)	(15,000)	
Other	159,920	159,920	-	(159,920)	(159,920)	
TOTAL SCHOOL OPERATIONS	687,290	687,290	-	(687,290)	(687,290)	
FACILITY OPERATION & MAINTENANCE						
Insurance	45,578	45,578	-	(45,578)	(45,578)	
Janitorial	147,232	147,232	-	(147,232)	(147,232)	
Building and Land Rent / Lease / Facility Finance Interest	465,000	465,000	-	(465,000)	(465,000)	
Repairs & Maintenance	161,060	161,060	-	(161,060)	(161,060)	
Equipment / Furniture	-	-	-	-	-	
Security	3,090	3,090	-	(3,090)	(3,090)	
Utilities	90,000	90,000	-	(90,000)	(90,000)	
TOTAL FACILITY OPERATION & MAINTENANCE	911,959	911,959	-	(911,959)	(911,959)	
DEPRECIATION & AMORTIZATION	138,000	138,000	-	(138,000)	(138,000)	
RESERVES / CONTINGENCY	-	-	-	-	-	
DEFERRED RENT	-	-	-	-	-	
TOTAL EXPENSES	6,091,430	6,091,430	-	(6,091,430)	(6,091,430)	
NET INCOME	97,672	97,672	-	97,672	97,672	

GREEN TECH HIGH CHARTER SCHOOL

Budget / Operating Plan

2019-20

Total Revenue	6,189,103	6,189,103	-	6,189,103	6,189,103
Total Expenses	6,091,430	6,091,430	-	(6,091,430)	(6,091,430)
Net Income	97,672	97,672	-	97,672	97,672
Actual Student Enrollment					

	Total Year			VARIANCE		
	Original Budget	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget	DESCRIPTION OF ASSUMPTIONS
ENROLLMENT - *School Districts Are Linked To Above Entries*						
Number of Districts:						
ALBANY CITY SD						
SCHENECTADY CITY SD						
TROY CITY SD						
LANSINGBURGH CSD						
WATERVLIET CITY SD						
COHOES CITY SD						
NISKAYUNA CSD						
GREEN ISLAND UFSD						
RENSSELAER CITY SD						
SOUTH COLONIE CSD						
EAST GREENBUSH CSD						
GUILDERLAND CSD						
RAVENA-COEYMANS-SELKIRK CSD						
-						
-						
ALL OTHER School Districts: (Weighted Avg)						
TOTAL ENROLLMENT						
REVENUE PER PUPIL						
EXPENSES PER PUPIL						

GREEN TECH HIGH CHARTER SCHOOL
Budget / Operating Plan
2019-20

Total Revenue	-	1,487,117	-	-	1,526,668	-	-	1,588,668	-	-	1,586,651	-	-	6,189,103
Total Expenses	-	1,511,347	-	-	1,526,428	-	-	1,510,427	-	-	1,543,227	-	-	6,091,430
Net Income	-	(24,231)	-	-	240	-	-	78,240	-	-	43,423	-	-	97,672
Actual Student Enrollment	-	370	-	-	370	-	-	370	-	-	370	-	-	
	Prior Year Actual 2018-19	**1st Quarter - 7/1 - 9/30**			**2nd Quarter - 10/1 - 12/31**			**3rd Quarter - 1/1 - 3/31**			**4th Quarter - 4/1 - 6/30**			
	Revenue Per Pupil	**Original Budget**	**Revised Budget**	**Variance**	**Original Budget**	**Revised Budget**	**Variance**	**Original Budget**	**Revised Budget**	**Variance**	**Original Budget**	**Revised Budget**	**Variance**	**Original Budget**
CASH FLOW ADJUSTMENTS														
OPERATING ACTIVITIES {*enter descriptions below*}														
Example - Add Back Depreciation	-	34,500	-	-	34,500	-	-	34,500	-	-	34,500	-	-	138,000
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Operating Activities	-	34,500	-	-	34,500	-	-	34,500	-	-	34,500	-	-	138,000
INVESTMENT ACTIVITIES {*enter descriptions below*}														
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Investment Activities	-	-	-	-	-	-	-	-	-	-	-	-	-	-
FINANCING ACTIVITIES {*enter descriptions below*}														
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Financing Activities	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Cash Flow Adjustments	-	34,500	-	-	34,500	-	-	34,500	-	-	34,500	-	-	138,000
NET INCOME	-	10,269	-	-	34,740	-	-	112,740	-	-	77,923	-	-	235,672
Beginning Cash Balance	434,770	434,770	-	-	445,039	-	-	479,779	-	-	592,519	-	-	434,770
ENDING CASH BALANCE	434,770	445,039	-	-	479,779	-	-	592,519	-	-	670,442	-	-	670,442

GREEN TECH HIGH CHARTER SCHOOL

Budget / Operating Plan

2019-20

Total Revenue	6,189,103	-	6,189,103	6,189,103
Total Expenses	6,091,430	-	(6,091,430)	(6,091,430)
Net Income	97,672	-	97,672	97,672
Actual Student Enrollment				

	Total Year		VARIANCE		
	Revised Budget	Variance	Original Budget vs. PY Budget	Revised Budget vs. PY Budget	DESCRIPTION OF ASSUMPTIONS
CASH FLOW ADJUSTMENTS					
OPERATING ACTIVITIES {*enter descriptions below*}					
Example - Add Back Depreciation	138,000	-	138,000	138,000	
Other	-	-	-	-	
Total Operating Activities	138,000	-	138,000	138,000	
INVESTMENT ACTIVITIES {*enter descriptions below*}					
Example - Subtract Property and Equipment Expenditures	-	-	-	-	
Other	-	-	-	-	
Total Investment Activities	-	-	-	-	
FINANCING ACTIVITIES {*enter descriptions below*}					
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	
Other	-	-	-	-	
Total Financing Activities	-	-	-	-	
Total Cash Flow Adjustments	138,000	-	138,000	138,000	
NET INCOME	235,672	-	235,672	235,672	
Beginning Cash Balance	434,770	-	-	-	
ENDING CASH BALANCE	670,442	-	235,672	235,672	

GREEN TECH HIGH CHARTER SCHOOL
BALANCE SHEET
2019-20

	Prior Year	Q1	Q2	Q3	Q4
	2018-19	As of 9/30	As of 12/31	As of 3/31	As of 6/30
ASSETS					
CURRENT ASSETS					
Cash and cash equivalents	-	-	-	-	-
Grants and contracts receivable	-	-	-	-	-
Accounts receivables	-	-	-	-	-
Prepaid Expenses	-	-	-	-	-
Contributions and other receivables	-	-	-	-	-
TOTAL CURRENT ASSETS	-	-	-	-	-
PROPERTY, BUILDING AND EQUIPMENT, net	-	-	-	-	-
OTHER ASSETS	-	-	-	-	-
TOTAL ASSETS	-	-	-	-	-
LIABILITIES AND NET ASSETS					
CURRENT LIABILITIES					
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	-	-	-	-	-
LONG-TERM DEBT and NOTES PAYABLE, net current maturities	-	-	-	-	-
TOTAL LIABILITIES	-	-	-	-	-
NET ASSETS					
Unrestricted	-	-	-	-	-
Temporarily restricted	-	-	-	-	-
TOTAL NET ASSETS	-	-	-	-	-
TOTAL LIABILITIES AND NET ASSETS	-	-	-	-	-

GREEN TECH HIGH CHARTER SCHOOL
Budget / Operating Plan
2019-20

Total Revenue		-	1,487,117	-	-	1,526,668	-	-	1,588,668	-	-	1,586,651	-
Total Expenses		-	1,511,347	-	-	1,526,428	-	-	1,510,427	-	-	1,543,227	-
Net Income		-	(24,231)	-	-	240	-	-	78,240	-	-	43,423	-
Actual Student Enrollment		-	370	-	-	370	-	-	370	-	-	370	-
		1st Quarter - 7/1 - 9/30			**2nd Quarter - 10/1 - 12/31**			**3rd Quarter - 1/1 - 3/31**			**4th Quarter - 4/1 - 6/30**		
***NOTE: Enrollment, Revenue and Expediture Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed**		Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance	Actual	Current Budget	Variance
REVENUE													
REVENUES FROM STATE SOURCES	2019-20												
Per Pupil Revenue	Per Pupil Rate												
ALBANY CITY SD	15,861		1,141,992	-		1,141,992	-		1,141,992	-		1,141,992	-
SCHENECTADY CITY SD	12,802		105,617	-		105,617	-		105,617	-		105,617	-
TROY CITY SD	16,883		63,311	-		63,311	-		63,311	-		63,311	-
LANSINGBURGH CSD	10,738		24,161	-		24,161	-		24,161	-		24,161	-
WATERVLIET CITY SD	10,809		18,916	-		18,916	-		18,916	-		18,916	-
COHOES CITY SD	13,494		16,868	-		16,868	-		16,868	-		16,868	-
NISKAYUNA CSD	12,906		12,906	-		12,906	-		12,906	-		12,906	-
GREEN ISLAND UFSD	13,694		10,271	-		10,271	-		10,271	-		10,271	-
RENSSELAER CITY SD	10,316		5,158	-		5,158	-		5,158	-		5,158	-
SOUTH COLONIE CSD	13,462		6,731	-		6,731	-		6,731	-		6,731	-
EAST GREENBUSH CSD	13,156		3,289	-		3,289	-		3,289	-		3,289	-
GUILDERLAND CSD	12,912		-	-		-	-		-	-		-	-
RAVENA-COEYMANS-SELKIRK CSD	14,738		3,685	-		3,685	-		3,685	-		3,685	-
-	-		-	-		-	-		-	-		-	-
-	-		-	-		-	-		-	-		-	-
ALL OTHER School Districts: (Count = 0)	-		-	-		-	-		-	-		-	-
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	15,275	-	1,412,903	-	-	1,412,903	-	-	1,412,903	-	-	1,412,903	-
Special Education Revenue			-	-		-	-		40,000	-		40,000	-
Grants													
Stimulus			-	-		-	-		-	-		-	-
DYCD (Department of Youth and Community Development)			-	-		-	-		-	-		-	-
Other			-	-		-	-		-	-		-	-
NYC DoE Rental Assistance			-	-		-	-		-	-		-	-
Other			-	-		-	-		-	-		-	-
TOTAL REVENUE FROM STATE SOURCES		-	1,412,903	-	-	1,412,903	-	-	1,452,903	-	-	1,452,903	-
REVENUE FROM FEDERAL FUNDING													
IDEA Special Needs			-	-		-	-		22,000	-		-	-
Title I			29,339	-		29,339	-		29,339	-		29,339	-
Title Funding - Other			5,500	-		5,500	-		5,500	-		5,500	-
School Food Service (Free Lunch)			19,776	-		59,327	-		59,327	-		59,327	-
Grants													
Charter School Program (CSP) Planning & Implementation			-	-		-	-		-	-		-	-
Other			-	-		-	-		-	-		-	-
Other			-	-		-	-		-	-		-	-
TOTAL REVENUE FROM FEDERAL SOURCES		-	54,614	-	-	94,165	-	-	116,165	-	-	94,165	-
LOCAL and OTHER REVENUE													
Contributions and Donations			3,250	-		3,250	-		3,250	-		3,250	-
Fundraising			-	-		-	-		-	-		20,000	-
Erate Reimbursement			2,500	-		2,500	-		2,500	-		2,500	-
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			12,250	-		12,250	-		12,250	-		12,233	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		-	19,600	-	-	19,600	-	-	19,600	-	-	39,583	-
TOTAL REVENUE		-	1,487,117	-	-	1,526,668	-	-	1,588,668	-	-	1,586,651	-

GREEN TECH HIGH CHARTER SCHOOL
Budget / Operating Plan
2019-20

Total Revenue		-	1,487,117	-	-	1,526,668	-	-	1,588,668	-	-	1,586,651	-
Total Expenses		-	1,511,347	-	-	1,526,428	-	-	1,510,427	-	-	1,543,227	-
Net Income		-	(24,231)	-	-	240	-	-	78,240	-	-	43,423	-
Actual Student Enrollment		-	370	-	-	370	-	-	370	-	-	370	-

*NOTE: Enrollment, Revenue and Expediture 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
EXPENSES	Quarter 0												
ADMINISTRATIVE STAFF PERSONNEL COSTS	No. of Positions												
Executive Management	-		40,019	-		40,019	-		40,019	-		40,019	-
Instructional Management	-		-	-		-	-		-	-		-	-
Deans, Directors & Coordinators	-		-	-		-	-		-	-		-	-
CFO / Director of Finance	-		-	-		-	-		-	-		-	-
Operation / Business Manager	-		20,544	-		20,544	-		20,544	-		20,544	-
Administrative Staff	-		201,133	-		201,133	-		201,133	-		201,133	-
TOTAL ADMINISTRATIVE STAFF	-	-	261,695	-	-	261,695	-	-	261,695	-	-	261,695	-
INSTRUCTIONAL PERSONNEL COSTS													
Teachers - Regular	-		456,577	-		430,757	-		430,757	-		446,757	-
Teachers - SPED	-		54,879	-		54,879	-		54,879	-		54,879	-
Substitute Teachers	-		-	-		-	-		-	-		-	-
Teaching Assistants	-		-	-		-	-		-	-		-	-
Specialty Teachers	-		-	-		-	-		-	-		-	-
Aides	-		-	-		-	-		-	-		-	-
Therapists & Counselors	-		26,198	-		26,198	-		26,198	-		26,198	-
Other	-		-	-		-	-		-	-		-	-
TOTAL INSTRUCTIONAL	-	-	537,654	-	-	511,834	-	-	511,834	-	-	527,834	-
NON-INSTRUCTIONAL PERSONNEL COSTS													
Nurse	-		8,339	-		8,339	-		8,339	-		8,339	-
Librarian	-		-	-		-	-		-	-		-	-
Custodian	-		-	-		-	-		-	-		-	-
Security	-		-	-		-	-		-	-		-	-
Other	-		20,744	-		20,744	-		20,744	-		20,744	-
TOTAL NON-INSTRUCTIONAL	-	-	29,082	-	-	29,082	-	-	29,082	-	-	29,082	-
SUBTOTAL PERSONNEL SERVICE COSTS	-	-	828,432	-	-	802,612	-	-	802,612	-	-	818,612	-
PAYROLL TAXES AND BENEFITS													
Payroll Taxes			73,957	-		73,957	-		73,957	-		73,957	-
Fringe / Employee Benefits			103,775	-		103,775	-		103,775	-		103,775	-
Retirement / Pension			15,934	-		15,934	-		15,934	-		15,934	-
TOTAL PAYROLL TAXES AND BENEFITS		-	193,667	-	-	193,667	-	-	193,667	-	-	193,667	-
TOTAL PERSONNEL SERVICE COSTS	-	-	1,022,098	-	-	996,278	-	-	996,278	-	-	1,012,278	-
CONTRACTED SERVICES													
Accounting / Audit			12,502	-		28,502	-		12,502	-		12,502	-
Legal			2,500	-		2,500	-		2,500	-		2,500	-
Management Company Fee			-	-		-	-		-	-		-	-
Nurse Services			-	-		-	-		-	-		-	-
Food Service / School Lunch			32,395	-		32,395	-		32,395	-		32,395	-
Payroll Services			13,792	-		13,792	-		13,792	-		13,792	-
Special Ed Services			-	-		-	-		-	-		-	-
Titlement Services (i.e. Title I)			5,000	-		5,000	-		5,000	-		5,000	-
Other Purchased / Professional / Consulting			11,624	-		11,624	-		11,624	-		11,624	-
TOTAL CONTRACTED SERVICES		-	77,812	-	-	93,812	-	-	77,812	-	-	77,812	-

GREEN TECH HIGH CHARTER SCHOOL
Budget / Operating Plan
2019-20

Total Revenue	-	1,487,117	-	-	1,526,668	-	-	1,588,668	-	-	1,586,651	-
Total Expenses	-	1,511,347	-	-	1,526,428	-	-	1,510,427	-	-	1,543,227	-
Net Income	-	(24,231)	-	-	240	-	-	78,240	-	-	43,423	-
Actual Student Enrollment	-	370	-	-	370	-	-	370	-	-	370	-

*NOTE: Enrollment, Revenue and Expediture 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		12,590	-		12,590	-		12,590	-		12,590	-
Special Ed Supplies & Materials		-	-		-	-		-	-		-	-
Textbooks / Workbooks		17,200	-		17,200	-		17,200	-		17,200	-
Supplies & Materials other		-	-		-	-		-	-		-	-
Equipment / Furniture		15,215	-		15,215	-		15,215	-		15,215	-
Telephone		8,000	-		8,000	-		8,000	-		8,000	-
Technology		-	-		-	-		-	-		-	-
Student Testing & Assessment		6,747	-		6,747	-		6,747	-		8,547	-
Field Trips		6,500	-		6,500	-		6,500	-		6,500	-
Transportation (student)		2,850	-		8,550	-		8,550	-		8,550	-
Student Services - other		5,844	-		10,044	-		10,044	-		10,044	-
Office Expense		13,884	-		13,884	-		13,884	-		13,884	-
Staff Development		14,750	-		14,750	-		14,750	-		14,750	-
Staff Recruitment		2,544	-		2,544	-		2,544	-		2,544	-
Student Recruitment / Marketing		14,094	-		14,094	-		14,094	-		14,094	-
School Meals / Lunch		-	-		-	-		-	-		-	-
Travel (Staff)		-	-		-	-		-	-		-	-
Fundraising		-	-		-	-		-	-		15,000	-
Other		39,980	-		39,980	-		39,980	-		39,980	-
TOTAL SCHOOL OPERATIONS	-	160,198	-	-	170,098	-	-	170,098	-	-	186,898	-
FACILITY OPERATION & MAINTENANCE												
Insurance		11,394	-		11,394	-		11,394	-		11,394	-
Janitorial		36,808	-		36,808	-		36,808	-		36,808	-
Building and Land Rent / Lease / Facility Finance Interest		105,000	-		120,000	-		120,000	-		120,000	-
Repairs & Maintenance		40,265	-		40,265	-		40,265	-		40,265	-
Equipment / Furniture		-	-		-	-		-	-		-	-
Security		773	-		773	-		773	-		773	-
Utilities		22,500	-		22,500	-		22,500	-		22,500	-
TOTAL FACILITY OPERATION & MAINTENANCE	-	216,740	-	-	231,740	-	-	231,740	-	-	231,740	-
DEPRECIATION & AMORTIZATION		34,500	-		34,500	-		34,500	-		34,500	-
RESERVES / CONTINGENCY		-	-		-	-		-	-		-	-
DEFERRED RENT		-	-		-	-		-	-		-	-
TOTAL EXPENSES	-	1,511,347	-	-	1,526,428	-	-	1,510,427	-	-	1,543,227	-
NET INCOME	-	(24,231)	-	-	240	-	-	78,240	-	-	43,423	-

GREEN TECH HIGH CHARTER SCHOOL
Budget / Operating Plan
2019-20

Total Revenue	-	1,487,117	-	-	1,526,668	-	-	1,588,668	-	-	1,586,651	-
Total Expenses	-	1,511,347	-	-	1,526,428	-	-	1,510,427	-	-	1,543,227	-
Net Income	-	(24,231)	-	-	240	-	-	78,240	-	-	43,423	-
Actual Student Enrollment	-	370	-	-	370	-	-	370	-	-	370	-

***NOTE: Enrollment, Revenue and Expediture 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
ENROLLMENT - *School Districts Are Linked To Above Entries*												
ALBANY CITY SD	-	288	-	-	288	-	-	288	-	-	288	-
SCHENECTADY CITY SD	-	33	-	-	33	-	-	33	-	-	33	-
TROY CITY SD	-	15	-	-	15	-	-	15	-	-	15	-
LANSINGBURGH CSD	-	9	-	-	9	-	-	9	-	-	9	-
WATERVLIET CITY SD	-	7	-	-	7	-	-	7	-	-	7	-
COHOES CITY SD	-	5	-	-	5	-	-	5	-	-	5	-
NISKAYUNA CSD	-	4	-	-	4	-	-	4	-	-	4	-
GREEN ISLAND UFSD	-	3	-	-	3	-	-	3	-	-	3	-
RENSSELAER CITY SD	-	2	-	-	2	-	-	2	-	-	2	-
SOUTH COLONIE CSD	-	2	-	-	2	-	-	2	-	-	2	-
EAST GREENBUSH CSD	-	1	-	-	1	-	-	1	-	-	1	-
GUILDERLAND CSD	-	-	-	-	-	-	-	-	-	-	-	-
RAVENA-COEYMANS-SELKIRK CSD	-	1	-	-	1	-	-	1	-	-	1	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
ALL OTHER School Districts: (Count = 0)	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL ENROLLMENT	-	370	-	-	370	-	-	370	-	-	370	-
REVENUE PER PUPIL	-	4,019	-	-	4,126	-	-	4,294	-	-	4,288	-
EXPENSES PER PUPIL	-	4,085	-	-	4,125	-	-	4,082	-	-	4,171	-

GREEN TECH HIGH CHARTER SCHOOL
Budget / Operating Plan
2019-20

Total Revenue	-	-	-	6,189,103	(6,189,103)	-	-	6,189,103	(6,189,103)	-	-
Total Expenses	-	-	-	6,091,430	6,091,430	-	-	6,091,430	6,091,430	-	-
Net Income	-	-	-	97,672	(97,672)	-	-	97,672	(97,672)	-	-
Actual Student Enrollment	-	-	-			-	-			-	

TOTALS AND VARIANCE ANALYSIS

*NOTE: Enrollment, Revenue and Expediture Data IN the 'Total and Variance Analysis' Section is Based on LAST ACTUAL Quarter Completed	2019-20 Per Pupil Rate	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
REVENUE												
REVENUES FROM STATE SOURCES												
Per Pupil Revenue												
ALBANY CITY SD	15,861	-	-	-	4,567,968	(4,567,968)	-	-	4,567,968	(4,567,968)	-	-
SCHENECTADY CITY SD	12,802	-	-	-	422,466	(422,466)	-	-	422,466	(422,466)	-	-
TROY CITY SD	16,883	-	-	-	253,245	(253,245)	-	-	253,245	(253,245)	-	-
LANSINGBURGH CSD	10,738	-	-	-	96,642	(96,642)	-	-	96,642	(96,642)	-	-
WATERVLIET CITY SD	10,809	-	-	-	75,663	(75,663)	-	-	75,663	(75,663)	-	-
COHOES CITY SD	13,494	-	-	-	67,470	(67,470)	-	-	67,470	(67,470)	-	-
NISKAYUNA CSD	12,906	-	-	-	51,624	(51,624)	-	-	51,624	(51,624)	-	-
GREEN ISLAND UFSD	13,694	-	-	-	41,082	(41,082)	-	-	41,082	(41,082)	-	-
RENSSELAER CITY SD	10,316	-	-	-	20,632	(20,632)	-	-	20,632	(20,632)	-	-
SOUTH COLONIE CSD	13,462	-	-	-	26,924	(26,924)	-	-	26,924	(26,924)	-	-
EAST GREENBUSH CSD	13,156	-	-	-	13,156	(13,156)	-	-	13,156	(13,156)	-	-
GUILDERLAND CSD	12,912	-	-	-	-	-	-	-	-	-	-	-
RAVENA-COEYMANS-SELKIRK CSD	14,738	-	-	-	14,738	(14,738)	-	-	14,738	(14,738)	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-
ALL OTHER School Districts: (Count = 0)	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Weighted Average Per Pupil Funding)	15,275	-	-	-	5,651,610	(5,651,610)	-	-	5,651,610	(5,651,610)	-	-
Special Education Revenue		-	-	-	80,000	(80,000)	-	-	80,000	(80,000)	-	-
Grants												
Stimulus		-	-	-	-	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Development)		-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-
NYC DoE Rental Assistance		-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES		-	-	-	5,731,610	(5,731,610)	-	-	5,731,610	(5,731,610)	-	-
REVENUE FROM FEDERAL FUNDING												
IDEA Special Needs		-	-	-	22,000	(22,000)	-	-	22,000	(22,000)	-	-
Title I		-	-	-	117,354	(117,354)	-	-	117,354	(117,354)	-	-
Title Funding - Other		-	-	-	22,000	(22,000)	-	-	22,000	(22,000)	-	-
School Food Service (Free Lunch)		-	-	-	197,756	(197,756)	-	-	197,756	(197,756)	-	-
Grants												
Charter School Program (CSP) Planning & Implementation		-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES		-	-	-	359,110	(359,110)	-	-	359,110	(359,110)	-	-
LOCAL and OTHER REVENUE												
Contributions and Donations		-	-	-	13,000	(13,000)	-	-	13,000	(13,000)	-	-
Fundraising		-	-	-	20,000	(20,000)	-	-	20,000	(20,000)	-	-
Erate Reimbursement		-	-	-	10,000	(10,000)	-	-	10,000	(10,000)	-	-
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		-	-	-	48,983	(48,983)	-	-	48,983	(48,983)	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		-	-	-	98,383	(98,383)	-	-	98,383	(98,383)	-	-
TOTAL REVENUE		-	-	-	6,189,103	(6,189,103)	-	-	6,189,103	(6,189,103)	-	-

GREEN TECH HIGH CHARTER SCHOOL
Budget / Operating Plan
2019-20

Total Revenue	-	-	-	6,189,103	(6,189,103)	-	-	6,189,103	(6,189,103)	-	-
Total Expenses	-	-	-	6,091,430	6,091,430	-	-	6,091,430	6,091,430	-	-
Net Income	-	-	-	97,672	(97,672)	-	-	97,672	(97,672)	-	-
Actual Student Enrollment	-	-	-			-	-			-	

TOTALS AND VARIANCE ANALYSIS

*NOTE: Enrollment, Revenue and Expediture 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
EXPENSES	Quarter 0											
ADMINISTRATIVE STAFF PERSONNEL COSTS	No. of Positions											
Executive Management	-	-	-	-	160,075	160,075	-	-	160,075	160,075	-	-
Instructional Management	-	-	-	-	-	-	-	-	-	-	-	-
Deans, Directors & Coordinators	-	-	-	-	-	-	-	-	-	-	-	-
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	-	-	-	-	82,175	82,175	-	-	82,175	82,175	-	-
Administrative Staff	-	-	-	-	804,532	804,532	-	-	804,532	804,532	-	-
TOTAL ADMINISTRATIVE STAFF	-	-	-	-	1,046,782	1,046,782	-	-	1,046,782	1,046,782	-	-
INSTRUCTIONAL PERSONNEL COSTS												
Teachers - Regular	-	-	-	-	1,764,848	1,764,848	-	-	1,764,848	1,764,848	-	-
Teachers - SPED	-	-	-	-	219,518	219,518	-	-	219,518	219,518	-	-
Substitute Teachers	-	-	-	-	-	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-	-	-	-	-	-
Specialty Teachers	-	-	-	-	-	-	-	-	-	-	-	-
Aides	-	-	-	-	-	-	-	-	-	-	-	-
Therapists & Counselors	-	-	-	-	104,792	104,792	-	-	104,792	104,792	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	-	-	-	-	2,089,157	2,089,157	-	-	2,089,157	2,089,157	-	-
NON-INSTRUCTIONAL PERSONNEL COSTS												
Nurse	-	-	-	-	33,355	33,355	-	-	33,355	33,355	-	-
Librarian	-	-	-	-	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	82,974	82,974	-	-	82,974	82,974	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	116,329	116,329	-	-	116,329	116,329	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	-	-	-	-	3,252,268	3,252,268	-	-	3,252,268	3,252,268	-	-
PAYROLL TAXES AND BENEFITS												
Payroll Taxes		-	-	-	295,829	295,829	-	-	295,829	295,829	-	-
Fringe / Employee Benefits		-	-	-	415,101	415,101	-	-	415,101	415,101	-	-
Retirement / Pension		-	-	-	63,736	63,736	-	-	63,736	63,736	-	-
TOTAL PAYROLL TAXES AND BENEFITS		-	-	-	774,666	774,666	-	-	774,666	774,666	-	-
TOTAL PERSONNEL SERVICE COSTS	-	-	-	-	4,026,934	4,026,934	-	-	4,026,934	4,026,934	-	-
CONTRACTED SERVICES												
Accounting / Audit		-	-	-	66,007	66,007	-	-	66,007	66,007	-	-
Legal		-	-	-	10,000	10,000	-	-	10,000	10,000	-	-
Management Company Fee		-	-	-	-	-	-	-	-	-	-	-
Nurse Services		-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch		-	-	-	129,579	129,579	-	-	129,579	129,579	-	-
Payroll Services		-	-	-	55,167	55,167	-	-	55,167	55,167	-	-
Special Ed Services		-	-	-	-	-	-	-	-	-	-	-
Titlement Services (i.e. Title I)		-	-	-	20,000	20,000	-	-	20,000	20,000	-	-
Other Purchased / Professional / Consulting		-	-	-	46,494	46,494	-	-	46,494	46,494	-	-
TOTAL CONTRACTED SERVICES		-	-	-	327,247	327,247	-	-	327,247	327,247	-	-

GREEN TECH HIGH CHARTER SCHOOL
Budget / Operating Plan
2019-20

Total Revenue	-	-	-	6,189,103	(6,189,103)	-	-	6,189,103	(6,189,103)	-	-
Total Expenses	-	-	-	6,091,430	6,091,430	-	-	6,091,430	6,091,430	-	-
Net Income	-	-	-	97,672	(97,672)	-	-	97,672	(97,672)	-	-
Actual Student Enrollment	-	-	-			-	-			-	

TOTALS AND VARIANCE ANALYSIS

*NOTE: Enrollment, Revenue and Expediture 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	-	-	-	50,359	50,359	-	-	50,359	50,359	-	-
Special Ed Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-
Textbooks / Workbooks	-	-	-	68,800	68,800	-	-	68,800	68,800	-	-
Supplies & Materials other	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	60,860	60,860	-	-	60,860	60,860	-	-
Telephone	-	-	-	32,000	32,000	-	-	32,000	32,000	-	-
Technology	-	-	-	-	-	-	-	-	-	-	-
Student Testing & Assessment	-	-	-	28,786	28,786	-	-	28,786	28,786	-	-
Field Trips	-	-	-	26,000	26,000	-	-	26,000	26,000	-	-
Transportation (student)	-	-	-	28,500	28,500	-	-	28,500	28,500	-	-
Student Services - other	-	-	-	35,975	35,975	-	-	35,975	35,975	-	-
Office Expense	-	-	-	55,537	55,537	-	-	55,537	55,537	-	-
Staff Development	-	-	-	59,000	59,000	-	-	59,000	59,000	-	-
Staff Recruitment	-	-	-	10,175	10,175	-	-	10,175	10,175	-	-
Student Recruitment / Marketing	-	-	-	56,378	56,378	-	-	56,378	56,378	-	-
School Meals / Lunch	-	-	-	-	-	-	-	-	-	-	-
Travel (Staff)	-	-	-	-	-	-	-	-	-	-	-
Fundraising	-	-	-	15,000	15,000	-	-	15,000	15,000	-	-
Other	-	-	-	159,920	159,920	-	-	159,920	159,920	-	-
TOTAL SCHOOL OPERATIONS	-	-	-	687,290	687,290	-	-	687,290	687,290	-	-
FACILITY OPERATION & MAINTENANCE											
Insurance	-	-	-	45,578	45,578	-	-	45,578	45,578	-	-
Janitorial	-	-	-	147,232	147,232	-	-	147,232	147,232	-	-
Building and Land Rent / Lease / Facility Finance Interest	-	-	-	465,000	465,000	-	-	465,000	465,000	-	-
Repairs & Maintenance	-	-	-	161,060	161,060	-	-	161,060	161,060	-	-
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	3,090	3,090	-	-	3,090	3,090	-	-
Utilities	-	-	-	90,000	90,000	-	-	90,000	90,000	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	-	-	-	911,959	911,959	-	-	911,959	911,959	-	-
DEPRECIATION & AMORTIZATION	-	-	-	138,000	138,000	-	-	138,000	138,000	-	-
RESERVES / CONTINGENCY	-	-	-	-	-	-	-	-	-	-	-
DEFERRED RENT	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	-	-	-	6,091,430	6,091,430	-	-	6,091,430	6,091,430	-	-
NET INCOME	-	-	-	97,672	(97,672)	-	-	97,672	(97,672)	-	-

GREEN TECH HIGH CHARTER SCHOOL
Budget / Operating Plan
2019-20

Total Revenue	-	-	-	6,189,103	(6,189,103)	-	-	6,189,103	(6,189,103)	-	-
Total Expenses	-	-	-	6,091,430	6,091,430	-	-	6,091,430	6,091,430	-	-
Net Income	-	-	-	97,672	(97,672)	-	-	97,672	(97,672)	-	-
Actual Student Enrollment	-	-	-			-	-			-	

TOTALS AND VARIANCE ANALYSIS

*NOTE: Enrollment, Revenue and Expediture 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
ENROLLMENT - *School Districts Are Linked To Above Entries*	* Enrollment Data Based on Last Actual Quarter Completed										
ALBANY CITY SD	-	-	-			-	-			-	-
SCHENECTADY CITY SD	-	-	-			-	-			-	-
TROY CITY SD	-	-	-			-	-			-	-
LANSINGBURGH CSD	-	-	-			-	-			-	-
WATERVLIET CITY SD	-	-	-			-	-			-	-
COHOES CITY SD	-	-	-			-	-			-	-
NISKAYUNA CSD	-	-	-			-	-			-	-
GREEN ISLAND UFSD	-	-	-			-	-			-	-
RENSSELAER CITY SD	-	-	-			-	-			-	-
SOUTH COLONIE CSD	-	-	-			-	-			-	-
EAST GREENBUSH CSD	-	-	-			-	-			-	-
GUILDERLAND CSD	-	-	-			-	-			-	-
RAVENA-COEYMANS-SELKIRK CSD	-	-	-			-	-			-	-
-	-	-	-			-	-			-	-
-	-	-	-			-	-			-	-
ALL OTHER School Districts: (Count = 0)	-	-	-			-	-			-	-
TOTAL ENROLLMENT	-	-	-			-	-			-	-
REVENUE PER PUPIL	-	-	-			-	-			-	-
EXPENSES PER PUPIL	-	-	-			-	-			-	-

SUNY Charter Schools Institute
The State University of New York

Annual Report Requirement

for SUNY Authorized Charter Schools

GREEN TECH HIGH CHARTER SCHOOL

2019-20

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**

DocuSign Envelope ID: 3811DD30-1EEF-421C-8F88-E1A0F6F6DB02

Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee

Trustee Name:

Pamela M Williams

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

Green Tech Charter High School

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative). President

2. Is the trustee an employee of any school operated by the Education Corporation?

____**Yes** X **No**

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

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?

____**Yes** X **No**

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

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-4 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
Please write "None" if applicable. Do not leave this space blank.			
none	none	n0ne	none

5. 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 school(s) governed by the Education Corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write **None**.

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps Taken to Avoid Conflict of Interest
Please write "None" if applicable. Do not leave this space blank.				
none	none	none	none	

DocuSigned by:
Pamela Williams
68C930EE19394E2...

6/18/2019

Signature Date

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

[redacted]

DocuSign Envelope ID: 3942D862-247C-4C05-AD59-4191980A82AE

Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member

Name: Jahmel Robinson

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):

Green Tech Charter High School

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).

   Vice-President

2. Are you an employee of any school operated by the education corporation?

   ____**Yes** X **No**

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

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

   ____**Yes** X **No**

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

DocuSign Envelope ID: 3942D862-247C-4C05-AD59-4191980A82AE

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
Please write "None" if applicable. Do not leave this space blank. None			

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

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
Please write "None" if applicable. Do not leave this space blank.				
None				

DocuSigned by:
6073575962784D5...

7/8/2019

Signature **Date**

Please note that this document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

[redacted]

last revised 08/21/2018

DocuSign Envelope ID: 819AC0FA-57C1-4E02-AE04-244C44C15B11

Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee

Trustee Name:

Dona S. Bulluck

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

Green Tech Charter School

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative). Board Member

2. Is the trustee an employee of any school operated by the Education Corporation?

____**Yes** X **No**

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

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?

____**Yes** X **No**

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

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-4 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
Please write "None" if applicable. Do not leave this space blank.			
None			

5. 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 school(s) governed by the Education Corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write **None**.

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps Taken to Avoid Conflict of Interest
Please write "None" if applicable. Do not leave this space blank.				
None				

DocuSigned by:
Dona Bulluck
E781D8C05D03466...

6/17/2019

Signature Date

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

[redacted]

DocuSign Envelope ID: 81823CE1-DF89-4262-BD86-813B2B36E654

Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee

Trustee Name:

Madalyn Royal

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

Green Tech Charter School

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative). Board Member

2. Is the trustee an employee of any school operated by the Education Corporation?

   ____**Yes** X **No**

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

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?

   ____**Yes** X **No**

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

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-4 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
Please write "None" if applicable. Do not leave this space blank.			
None			

5. 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 school(s) governed by the Education Corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write **None**.

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps Taken to Avoid Conflict of Interest
Please write "None" if applicable. Do not leave this space blank.				
None				

DocuSigned by:
MADALYN ROYAL
28A33A5EA1D4413...

6/22/2019

Signature Date

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

[redacted]

DocuSign Envelope ID: 4A7810F3-CCD1-4197-8A07-C141807A199E

Disclosure of Financial Interest by a Current or Proposed Charter School Education Corporation Trustee

Trustee Name:

Matthew A. Toporowski

Name of Charter School Education Corporation (for an unmerged school, this is the Charter School Name):

Green Tech High

1. List all positions held on the education corporation board (e.g., president, treasurer, parent representative). Member

2. Is the trustee an employee of any school operated by the Education Corporation?

____**Yes** X **No**

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

3. Is the trustee an employee or agent of the management company or institutional partner of the charter school(s) governed by the Education Corporation?

____**Yes** X **No**

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

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) governed by the Education Corporation during the time you have served on the board, and in the six-month period prior to such service. If there has been no such financial interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-4 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of Financial Interest/Transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to yourself
Please write "None" if applicable. Do not leave this space blank.			
none			

5. 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 school(s) governed by the Education Corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write **None**.

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps Taken to Avoid Conflict of Interest
Please write "None" if applicable. Do not leave this space blank.				
none				

DocuSigned by:
Matthew Doporowski
139054EF691945B...

6/20/2019

Signature Date

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

[redacted]

Entry 8 BOT Table

Created: 07/24/2019 • Last updated: 08/01/2019

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. Current Board Member Information (Enter info for each BOT member)

	Trustee Name and 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 2018 19
1	Pamela Williams, [redacted]	Chair	All	Yes	3	10/01/2018	09/30/2021	10
2	Jahmel Robinson, [redacted]	Vice Chair	All	Yes	1	05/01/2017	05/01/2020	7
3	Dona Bulluck, [redacted]	Secretary	All	Yes	1	08/18/2016	08/18/2019	9
4	Laura Chmielinski [redacted]	Trustee/Member	All	Yes	1	08/18/2016	08/18/2019	9
5	Madalyn Royal [redacted]	Trustee/Member	All	Yes	1	01/29/2018	01/29/2021	5 or less
	Matt Toporows							

6	ki [redacted]	Trustee/Member	All	Yes	1	02/25/2018	02/25/2021	5 or less
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, 2019	7
b.Total Number of Members Added During 2018 19	2
c. Total Number of Members who Departed during 2018 19	0
d.Total Number of members in 2018 19, as set by in Bylaws, Resolution or Minutes	5

3. Number of Board meetings held during 2018-19 10

4. Number of Board meetings scheduled for 2019-20 12

Thank you.

Entry 10 Enrollment and Retention of Special Populations

Created: 08/01/2019 • Last updated: 08/02/2019

Instructions for Reporting Enrollment and Retention Strategies

Describe the efforts the charter school has made in 2018 19 toward meeting targets to attract and retain enrollment of students with disabilities, English language learners/Multilingual 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 2019 20.

GREEN TECH HIGH CHARTER SCHOOLSection Heading

Recruitment/Attraction Efforts Toward Meeting Targets

	Describe Recruitment Efforts in 2018 19	Describe Recruitment Plans in 2019 20
Economically Disadvantaged	GTH targets the entire capital region with radio and TV marketing. We distribute brochures in neighborhoods with high concentrations of economically disadvantaged families. We also conduct a direct mail campagin that targets households with income less than $60,000. GTH has vendored at several community events. We attend summer community fairs, and have multiple community service events with local Barbershops, and Devine 9, Green Tech Feeds the Community, Green Tech Toys for Tots, Green Tech Random Acts of Kindness, and the Freshman Neighborhood cleanup.	Our retention rate for SWD was 74% between 2017 18 and 2018 19. Going forward ,GTH will continue to have three SPED teachers. We offer Direct Teacher Consultant Services, where teacher push in to classrooms based on students' IEPs. We also provide resource room based on need. Additionally, we have a robust RTI system for our students of concern. Our middle school students will have RTI built into their daily schedules. We have 3 School Counselors on staff who provide social emotional support and academic guidance as well. We build in Lab courses for our students who have gaps in their academic abilities, as well as weekly ZAP (Zeros Aren’t Permitted), to help all students improve their grades weekly. We conduct PAR (Personal Academic Review) with students quarterly to track their academic performance. Additionally we provide Advisory for students daily to receive additional support from their advisory for the course of their 4 year academic career.
English Language Learners/Multilingual Learners	GTH uses social media as well as radio and T.V. marketing to attract students of all backgrounds. GTH does a yearly demographic study and does mailers to the top 3 languages spoken in the Capital Region. This year English, Spanish, Hindi are the three top languages spoken in the Capital region. We have translated the material and are sending the materials to over 500 homes in the capital region. Our Parent Intervention Specialist also visits and drops off materials at the refugee center.	In 2018 19, our percentage of ELLs was less than 1% and our district was 12%. Going forward, we will conduct another demographic study and complete a mass mailing of the top 2 languages after English as a recruitment effort for High School as well as our newly added 6th grade..
Students with Disabilities	GTH shares information in brochures as well as the school website to promote the special education support services that GTH provides.	In 2018 19, our percentage of SWD was 5% and our district was 14%. Going forward, we will continue to promote brochures that include our Special Education support services.

Retention Efforts Toward Meeting Targets

	Describe Retention Efforts in 2018 19	Describe Retention Plans in 2019 20
Economically Disadvantaged	GTH employs a Family Intervention Specialist who attends annual conferences as well as webinars to stay up to date with all services that economically disadvantaged students are eligible for as well as Mc Kinney Vento. Additionally, GTH offers uniform incentives, financial vouchers for uniforms, transportation for students whose district won't provide it, school supplies, uniform closet, book bag drives. We offer free breakfast, lunch, and dinner; free after school support, tutoring and clubs; and free Medical Mobile Unit through Whitney Young.	Our retention rate for ED students was 70% between 2017 18 and 2018 19. Going forward, the Family Intervention Specialist will continue to attend annual conferences and webinars to stay up to date with all services that are available for Economically Disadvantaged students as well as those who may temporarily need the services.
English Language Learners/Multilingual Learners	Although GTH did not have any ELLs this year, our current structure, which includes advisory and lab courses is designed to support all learners.	Our retention rate for ELLs was zero between 2017 18 and 2018 19, but we only had 1 ELL student in 2017 18. Going forward, we will continue to conduct demographic reports targeting the ELL households for students in 6th grade as well as 9th thru 12th.
Students with Disabilities	GTH has three SPED teachers. 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. 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.	Our retention rate for SWD was 74% between 2017 18 and 2018 19. Going forward ,GTH will continue to have three SPED teachers. We offer Direct Teacher Consultant Services, where teacher push in to classrooms based on students' IEPs. We also provide resource room based on need. Additionally, we have a robust RTI system for our students of concern. Our middle school students will have RTI built into their daily schedules. We have 3 School Counselors on staff who provide social emotional support and academic guidance as well. We build in Lab courses for our students who have gaps in their academic abilities, as well as weekly ZAP (Zeros Aren't Permitted), to help all students improve their grades weekly. We conduct PAR (Personal Academic Review) with students quarterly to track their academic performance. Additionally we provide Advisory for students daily to receive additional support from their advisory for the course of their 4 year academic career.

Entry 11 Classroom Teacher and Administrator Attrition

Last updated: 08/01/2019

Report changes in teacher and administrator staffing.

Instructions for completing the Classroom Teacher and Administrator Attrition Tables

Charter schools must complete the tables titled 2018-2019 Classroom Teacher and Administrator Attrition to report changes in teacher and administrator staffing during the 2018-2019 school year. Please provide the full time equivalent (FTE) of staff on June 30, 2018; the FTE for any departed staff from July 1, 2018 through June 30, 2019; the FTE for added staff from July 1, 2018 through June 30, 2019; and the FTE of staff added in newly created positions from July 1, 2018 through June 30, 2019 using the tables provided.

1. Classroom Teacher Attrition Table

	FTE Classroom Teachers on 6/30/18	FTE Classroom Teachers Departed 7/1/18 6/30/19	FTE Classroom Teachers Filling Vacant Positions 7/1/18 6/30/19	FTE Classroom Teachers Added in New Positions 7/1/18 6/30/19	FTE of Classroom Teachers on 6/3019
	33	15	8	0	31

2. Administrator Position Attrition Table

	FTE Administrative Positions on 6/30/18	FTE Administrators Departed 7/1/18 6/30/19	FTE Administrators Filling Vacant Positions 7/1/18 6/30/19	FTE Administrators Added in New Positions 7/1/18 6/30/19	FTE Administrative Positions on 6/30/19
	9	3	2	0	10

3. Tell your school's story

Charter schools may provide additional information in this section of the Annual Report about their respective teacher and administrator attrition rates as some teacher or administrator departures do not reflect advancement or movement within the charter school networks. Schools may provide additional detail to reflect a teacher's advancement up the ladder to a leadership position within the network or an administrator's movement to lead a new network charter school.

(No response)

4. Charter schools must ensure that all prospective employees receive clearance through the NYSED Office of School Personnel Review and Accountability (OSPRA) prior to employment. 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.

Have all employees have been cleared through the NYSED TEACH system?

Yes

5. For perspective or current employees whose clearance has been denied, have you terminated their employment and removed them from the TEACH system?

	Yes

Thank you

Green Tech High 2019-2020 School Calendar

4 School/0 Instructional

JULY 2019				
Mo	Tu	We	Th	Fr
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

Jul 8= Summer School Starts
Jul 8= New MS Staff Report
Jul 29= New HS Staff Report
Jul 30= 6th Grade Parent & Student Mandatory Orientation at 5pm

22 School/14 Instructional

AUGUST 2019				
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

Aug 1= 9th Gr Parent & Student Mandatory Orientation at 5pm
Aug 5-9= Regents Prep
Aug 8= 10th Gr Mandatory Parent & Student Orientation (5p-6p)
Aug 12= All Staff Report
Aug 13-14= Regents Testing
Aug 15= 9th Gr Parent & Student Mandatory Orientation at 5pm
Aug 15= 11th Gr Mandatory Parent & Student Orientation (5pm-6pm)
Aug 20= 9th Gr Orientation (8am-2pm)
Aug 21= 9th Gr Orientation (8am-12pm)
Aug 22= 9th Gr Orientation (Student Schedules Vary)
Aug 22= 12th Gr Mandatory Parent & Student Orientation (5pm-6pm)
Aug 23= 9th Gr Orientation (8am-12pm)
Aug 26-29= 6th Gr Student Mandatory Orientation at (8am-4pm)

20 School/20 Instructional

SEPTEMBER 2019				
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				

Sept 2= Labor Day
Sept 3= 1st Day of School
Sept 20= Progress Reports
Sept 20= Open House (1/2 Day for Students)

22 School/21 Instructional

OCTOBER 2019				
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	

Oct 7= Picture Day
Oct 11= Progress Reports
Oct 14= Columbus Day
Oct 16= PSAT Testing?
Oct 16= Senior Service Day & Freshmen Field Trip
Oct 25= Staff PD (No Classes)

18 School/17 Instructional

NOVEMBER 2019				
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

Nov 4-7= Q1 Benchmark Testing
Nov 8= Q1 Parent & Teacher Conferences from 1p-7p (No Classes)
Nov 11= Veterans Day
Nov 14= Make Up Picture Day
Nov 22= Progress Reports
Nov 23= GTH Feeds the Community
Nov 27= 1/2 Day for Thanksgiving Break
Nov 28-29= Thanksgiving Break

15 School/15 Instructional

DECEMBER 2019				
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			

Dec 13= Progress Reports
Dec 23-31= Holiday Break

19 School/18 Instructional

JANUARY 2020				
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

Jan 1-3= Holiday Break
Jan 6-10= Midterm Testing
Jan 20= MLK Jr Day
Jan 21-24: Regents Testing
Jan 31= Q2 Parent & Teacher Conferences from 1p-5p (No Classes) & Academic Showcase (5p-7p)

15 School/15 Instructional

FEBRUARY 2020				
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

Feb 14= Progress Reports
Feb 17-21= Winter Recess

21 School/21 Instructional

MARCH 2020				
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			

Mar 6= Progress Reports
Mar 20= Staff PD
(1/2 Day for Students)
Mar 23= Recess Day

16 School/15 Instructional

APRIL 2020				
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	

Apr 6-8= Q3 Benchmark Testing
Apr 9= Q3 Parent & Teacher Conferences from 1p-7p (No Classes)
Apr 10-17= Spring Break

19 School/19 Instructional

MAY 2020				
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

May 1= Progress Reports
May 15= Spring Uniforms (Shorts and Polos Allowed)
May 22= Recess Day
May 21= Progress Reports
May 25= Memorial Day

20 School/20 Instructional

JUNE 2020				
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			

June 1= Final Exams
June 2= Special Regents Testing Day
June 3-5= Final Exams
June 12= Last Day of Classes
June 15= Make Up Day
June 16= Field Day & Award Ceremony
June 17-25= Regents Testing
June 25= Graduation Rehearsal
June 26= Rating Day & Graduation Ceremony

Green Tech High Charter School
2019-2020 CALENDAR KEY
Staff Report (No Classes)
Regents Testing (No Classes)
1/2 Day for Students
Recess Day (School Closed)
Parent Teacher Conferences (No Classes)
Orientation

INSTRUCTIONAL DAYS: 195
SCHOOL DAYS: 211