

I. SCHOOL INFORMATION AND COVER PAGE

Created Friday, July 11, 2014

Updated Monday, August 04, 2014

Page 1

1. SCHOOL NAME

(Select School name from dropdown menu; BEDS # appears first)

010100860907 GREEN TECH HIGH CS

2. CHARTER AUTHORIZER

SUNY-Authorized Charter School

3. DISTRICT / CSD OF LOCATION

Albany

4. SCHOOL INFORMATION

PRIMARY ADDRESS	PHONE NUMBER	FAX NUMBER	EMAIL ADDRESS
321 Northern Blvd Albany, NY 12210	518-694-3400	518-694-3401	[REDACTED]

4a. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES

Contact Name	Paul Miller
Title	School Leader
Emergency Phone Number (###-###-####)	[REDACTED]

5. SCHOOL WEB ADDRESS (URL)

www.greentechhigh.org

6. DATE OF INITIAL CHARTER

2006-07-01 00:00:00

7. DATE FIRST OPENED FOR INSTRUCTION

2008-08-01 00:00:00

8. TOTAL NUMBER OF STUDENTS ENROLLED IN 2013-14 (as reported on BEDS Day)

(as reported on BEDS Day)

9. GRADES SERVED IN SCHOOL YEAR 2013-14

Check all that apply

 9

 10

 11

 12**10. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION?**

Yes/No	Name of CMO/EMO
No	

11. FACILITIES

Will the School maintain or operate multiple sites?

No, just one site.

12. SCHOOL SITES

Please list the sites where the school will operate in 2014-15.

	Physical Address	Phone Number	District/CSD	Grades Served at Site	School at Full Capacity at Site	Facilities Agreement
Site 1 (same as primary site)	321 Northern Blvd Albany, NY 12210	518-694-3400	ALBANY CITY SD	9-12	Yes	Rent/Lease

12a. Please provide the contact information for Site 1 (same as the primary site).

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Paul Miller	[REDACTED]		[REDACTED]
Operational Leader	Brian Rodriguez	[REDACTED]		[REDACTED]

14. Were there any revisions to the school's charter during the 2013-2014 school year? (Please include both those that required authorizer approval and those that did not require authorizer approval).

No

16. Our signatures 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 use the mouse on your PC or the stylus on your mobile device to sign your name).

• Yes

Signature, Head of Charter School

A handwritten signature in black ink, appearing to be 'D. P. Miller', written in a cursive style.

Signature, President of the Board of Trustees

A handwritten signature in black ink, appearing to be 'D. P. Miller', written in a cursive style.

Thank you.

Appendix A: Link to the New York State School Report Card

Created Tuesday, July 29, 2014

Page 1

Charter School Name: 010100860907 GREEN TECH HIGH CS

1. 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).

<http://data.nysed.gov/profile.php?instid=800000059776>

**GREEN TECH HIGH
CHARTER SCHOOL**

**2013-14 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 15, 2014

By Dr. Paul Miller

321 Northern Blvd Albany, NY12210

Phone (518) 694-3400

Fax (518) 694-3401

Dr. Paul Miller, Principal, prepared this 2013-14 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
David E. Nardolillo	Chair; Academic Excellence, Governance
Pam Williams	Secretary; Academic Excellence, Strategic Planning
Vincent Commisso	Treasurer; Budget/Finance
Gen Zachary	Parent Rep
Peter Stoll	Member; Strategic Planning
Denard Cummings	Member; Budget/Finance, Governance Committees
Franklin Esson	Member

Dr. Paul Miller has served as the school leader since 2012.

INTRODUCTION

Green Tech High Mission

The mission of the Green Tech High Charter 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. Green Tech High 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.

Introduction

Green Tech High Charter School (GTHCS) opened its doors in August 2008. Green Tech High is an all-male high school with an intensive focus on college preparation. GTHCS provides Albany's high school age young men with a high quality, college preparatory education in a safe, small-school setting that offers an extended school day, a longer school year, extensive literacy instruction, and programs that emphasize environmental awareness and technological proficiency. Green Tech offers its students an all-male student environment that is safe and highly disciplined. The low student-teacher ratio, about eighteen to one, allows every teacher and staff member to personally know each student. Every teacher is assigned an "advisory group" of twelve students who they track throughout their four years at Green Tech. The advisory teacher communicates via email with each of these student's subject teachers to keep abreast of their grades, conduct and effort in the class. These emails frame the weekly meetings that the grade-level teachers have with the Principal. Here they all meet to discuss individual students and develop a strategy to deal with individual student issues. These advisory teachers are also the point of contact with the parent community. Each advisory teacher works out with each parent how often they would like to be apprised of their child's performance. The Instructional Support Team, then, is truly comprised of the entire teaching staff. This allows for a familial atmosphere where there is constant supervision and accountability. It recreates the elementary school experience for the parents in that they have with one teacher to communicate with regarding the performance of their child—a much less intimidating and manageable situation than having to communicate and keep up with several teachers. It creates a school culture that demands personal responsibility and holds high expectations for every student.

Green Tech offers its students an extended school year. The school day begins at 8:20 am and ends at 4:00 pm. The school is opened at 7:30 am to accommodate students who come in for breakfast; students are required to be in their Advisory by 8:20 where they are immediately met with a "warm-up" or "do now" activity that routinely focuses them on the day's work. Students go to homeroom or advisory and have assigned topics to discuss. Do Now's are a part of all 8 periods. They are used to get students going right away. Over the last year GTH has worked to use the Do Now as an instructional tool as well. GTH is learning to deliver Do Now's as a form of reinforcement for information from previous lesson(s) and to bridge any knowledge or misconceptions of the new topic. Although classes conclude at 4pm, the school stays open for another three hours to accommodate participation in extra-curricular activities. The school year commences in mid-August and concludes at the end of June. Students beginning their first year at Green Tech, however, report to school during the first week of August for orientation.

Green Tech's curriculum has a college readiness and preparation focus. A college-prep philosophy remains at the forefront of our work here at Green Tech High Charter School. With that in mind, we begin preparation with our students when they enter GTH. While our freshmen are exploring the plethora of college options available to them, our sophomores are discovering the requirements for these schools. Sophomores are also preparing themselves for the testing requirements in college by attempting the PSATs a year early. Our juniors are delving into all intricacies of matching themselves to a "College Fit" and to that end, attend all programs created for our current seniors to prepare them for their upcoming year. Programs include: financial aid nights, college access days, college fairs and advisories specifically catered to the nuts and bolts of the college application process.

Our classes are designed to prepare the students for the New York State Regents Exams and the goal of every student is to earn a Regents Diploma. Every student is given a placement exam before starting at Green Tech to assess proficiency in the core subjects of English language arts and math. Virtually every student is then placed in remediation. Ninth grade students are scheduled in their regular class time plus a lab course until proficiency is reached. These students receive one hundred minutes per day of comprehensive instruction in English composition and literature daily plus one hundred minutes of math. Once a student reaches grade level proficiency in these critical courses, the lab courses are dropped. This allows the student to schedule in an elective course. This approach is continued throughout the students' tenure at Green Tech. It is our extended school day that allows for such rigorous instruction for students who perform below grade level and require remediation.. The Zeros Aren't Permitted (ZAP) program was added as a built in resource to reteach and review where students needed it. Students are placed to receive support where they performed weakest that week. They can make up work, review, receive additional instruction or complete missed assignments. Data from the last two years showed students demonstrated marked improvement as a result of this program. It is also our intensive and rigorous focus on keeping students on grade level that prepares them to be successful on the Regents Exams and ultimately prepared for the academic rigor of a college curriculum.

The extensive use of technology at Green Tech has allowed teachers and administrators to use data effectively for use in the classroom and for school management. Green Tech offers its teachers abundant support when it comes to using data to drive instruction. Green Tech has a full-time Program Facilitator on staff that helps the teachers to examine the data and to ensure that instruction is aligned to New York State standards. Green Tech also employs a Chief Statistician & Data Manager, who, through the use of Scantron, is able to gather data from internal assessments and deliver it to the teachers as well as the Program Facilitator in a manner which is both comprehensive and easy to decipher. The Principal also makes use of data obtained daily from teachers in their "Daily Checkout" in order to keep abreast of issues that need to be addressed everywhere in the school.

Green Tech is committed to equipping students with the technological expertise needed to be college and career ready. The use of technology is virtually omnipresent throughout the school. In fact, as teachers and administrators make use of technology in their everyday lessons and tasks. The students are saturated with the use of technology; some classes provide direct computer skills instruction while others use computers to augment instruction. In the technology lab, students learn research skills and are exposed to Microsoft Word in order to complete research projects. Students learn to use a program in music class that enables them to write their own music and hear the results of their compositions. Teachers in several subject areas are equipped with "clickers" for students to use to answer questions during classroom instruction. This "Jeopardy-style" question-and-answer session allows for immediate assessment and review. All classrooms have access to PLATO, which is an online learning program that can be used as an online credit or content recovery. Math classes are equipped with several computer

stations where teachers direct students in need of remediation. Teachers model technology use through use of online materials via screen projection and PowerPoint classroom presentations. This extensive and comprehensive exposure to technology in the classroom affords the students a familiarity with technology that will carry them to the next level of higher education and employment.

Our unique environmental curriculum incorporates the natural resources of the region and teaches our students to be “environmentally literate.” This increased awareness of environmental issues both within and beyond their neighborhoods help to spark interest in opportunities for “green collar” careers. Increasing our students’ interest and knowledge of the outdoors creates a body of citizens who will intimately know why our environment is vital and must be saved.

Green Tech belongs to a consortium of “green” schools across the country that educates students about the environment and engages them in activities that increase their literacy and awareness of environmental issues. Our “Green Team” of two teachers have been the recipients of a grant from LEAF: Leaders in Environmental Action for the Future, a division of the Nature Conservancy. As a result of this grant, they attended a national conference where they developed lesson plans with the goal of getting urban youth interested in the environment and environmental issues. They were able to share their plans and techniques with the teaching staff so that all teachers could integrate these environmental concepts into their lesson plans. Three students were also given the opportunity to attend a LEAF camp in Maine over the summer of 2011; the same three boys will be joined by three other Green Tech students at this camp during the 2012 summer months.

Green Tech students have the opportunity to engage in many other “green” activities. Every summer twenty-five boys have the opportunity to travel on the Hudson River Sloop, Clearwater, and “America’s flagship environmental organization,” to learn about the estuary’s ecosystem. Through a grant from Lowe’s, Green Tech students built and work to maintain an edible garden in the city of Albany; another such garden will be built on school grounds this spring. These “square foot gardens” provide for real-life lessons in science and math. The Boys Outdoor Leadership Team, or BOLT, works together in service learning projects and recreation. This school organization has engaged in activities such as planting and maintaining two community gardens within the city of Albany, clearing trails at the John Boyd Thatcher State Park, planting trees, hiking, kayaking, fly fishing, ice fishing, and biking.

These opportunities, to name a few, serve to bridge the gap between our urban students and the environment. Increasing our students’ awareness and contact with environment in these positive ways enhances their education and opens their eyes to “green collar” career opportunities.

The below is a list of some of the extra-curricular activities that our students may participate in:

- Debate Club
- Chess Club
- Math Club
- Computer Programming Club (website development)
- Grant Funded International Service Learning Trip to the Dominican Republic for seven days with twenty-five students.
- Green Team started by 2 science teachers through a Grant for an on School-Ground Greenhouse.

- Service Learning Freshman Frat Sessions: Where service Learning is discussed a tradition of upperclassmen to their predecessors establishing deep-connections within service framework through the peer to peer mentoring.
- Green Mentoring program with Green Tech Students serving as mentors for middle-school students- Albany Prep working around environmental issues. Received an Outdoor Nation Summit Project Award that funded the above mentoring program pairing out juniors and sophomores with middle school students and funded various outdoors programs that allowed over 50 young people and chaperones
- College Exposure Day real life college access experience including overnight, class visits, meetings with faculty and campus staff.
- Four Internships provided to students with Nature Conservancy's Leaders for the Environmental Action (LEAF) for the Future program
- High School Ameri-Corps that will help fund 5 student's college education as a result of them doing 300 hours.
- Grant funded HBCU trip to different Historically Black Colleges and Universities
- College trips to: Ithaca College, Binghamton College, Syracuse University, Hudson Valley
- 3rd annual College Access Day in conjunction with Siena College Bonners where students and parents came to hear about tons of resources and information about the College Process.
- One-on-One tutoring program with Albany College Medical Students serving as tutors.
- Partnership with STEP Programs (STEM Careers) for student participation
- "Yoga for Students" class
- Art Club
- Adopt- A- Highway (Rt 377 by Wolferts Roost Country Club)
- Guitar Club
- Students who made honor roll for all 4 quarters were treated to an all- expense paid trip to The Great Escape. The winning Fraternity Hampton also attended the trip for having the most merit points.
- In June, GTH hosted an Award Ceremony for students to acknowledge students who have exceeded the expectations set forth. Students will then participate in Field Day for students at Grafton Lake State Park.

Curriculum

The leadership and teachers of Green Tech High Charter School have developed a curriculum that is aligned to New York and Common Core State Standards. It prepares students to be successful on the New York State Regents exams and supports our mission to provide our students with the skills necessary to be college and career ready.

Our teachers and administrators spent six weeks in “basic training” before our doors opened to students for the first time. During this six-week period, we contracted with Inside Education, a professional development organization that helped to fully integrate the New York State standards into our curriculum. This intensive program was invaluable, as it taught our teachers and administrators to map our curriculum “backwards” from the NYS standards and into our curriculum maps. We were able to open our doors with a curriculum and curriculum maps that were fully enmeshed in the NYS standards; the teachers took ownership for the maps and had a personal knowledge and connection with the maps of their own subject and grade. They were empowered to be critical of the maps and acknowledge deficiencies in them as they were put into practice.

Our teachers’ lesson plans are likewise aligned to NYS standards and Common Core and follow the plan of the curriculum maps. Teachers submit lesson plans three days before instruction to our Program Facilitator. They submit lesson plans seven days before instruction to the special education teachers so they may prepare these students for the lesson. Lesson plan binders are reviewed quarterly by the Program Facilitator so that she can verify that lessons are following the curriculum map and are aligned to NYS standards. Included in these binders with the plans are examples of student activities that show how the students are meeting the standard addressed in that lesson. This year we began to unify our teaching process by formalizing lesson plan formats. We added Daily Essential Questions, which are used to guide the learning process for the students. Students should be able to answer the Essential Question for the day, which is another form of assessment for classrooms. Teachers should be assessing daily to determine their students’ progress. Adding Summary and Closure to everyone’s lesson is the method GTH teachers are now using to assess daily. Summary is a demonstration of some sort that students know the information at a basic level. Closure is a demonstration that they can apply, synthesize, or evaluate the information.

This year there was an emphasis placed on developing the observation and evaluation process.

We have a clear process for revising the curriculum maps if they are found to be deficient. After the NYS Regents exams are completed and the students are done for the school year, teachers report to work for another week in order to conduct a data analysis of the curriculum maps and to determine if any revisions are needed in their scope and sequence. Grade level and subject teachers work together to make any changes to the maps. No teacher is allowed to revise the curriculum map without approval, however, and must have a compelling reason why maps need to be altered. The curriculum maps must remain constant across the grade so that all students in the grade reach the same level of proficiency. This year revisions to the curriculum maps included additions from the Regents questioning database.

Teachers meet regularly throughout the year to coordinate their efforts to teach the curriculum. Teachers meet once per week with their grade level groups and the Principal to ensure that curriculum goals are being met. Grade-level teachers collaborate regularly to ensure that the necessary process skills are taught at the appropriate time. For example, graphing skill instruction is “calendared” for the month of October in all classes so that all students become proficient in this skill and can apply it across

all disciplines. Such skills become part of the “Do Now” activity: the activity that all students at Green Tech engage in during the first ten minutes of class while the teachers take care of administrative tasks such as taking attendance and checking homework. Academic departments meet weekly with either the Program Coordinator or the Department Chair for common planning meetings, as well. In 2012-13, student goals were created and monitored quarterly.

Interventions

Last school year brought additional interventions for all students. The Zeros Aren’t Permitted (ZAP) program and Online Credit Recovery were added. Many students would not have graduated if there had not been credit recovery, which began two years ago. It was offered to students who failed the first marking period and provided an opportunity for them to recover credit. The ZAP program also helped struggling students by relieving students from drowning. Often students who get behind end up giving up because they do not see a way to get caught up. ZAP, a built in intervention, gave all students an opportunity to catch up on any missing work they had the previous school week. More students were on track due to this program.

Additionally we made an effort to accentuate the positive more than the negative.

- Increased focus on merits, rather than demerits
- Monthly Frat Competitions
- Honor Roll Celebrations

School Enrollment by Grade Level and School Year

School Year	9	10	11	12	Total
2010-11	118	95	52	----	265
2011-12	111	85	64	41	301
2012-13	111	92	66	53	322
2013-14	111	98	79	67	355

High School Cohorts

Accountability Cohort

The state's Accountability Cohort consists specifically of students who are in their fourth year of high school after the 9th grade. For example, the 2010 state Accountability Cohort consists of students who entered the 9th grade in the 2010-11 school year, were enrolled in the school on the state's annual enrollment-determination day (BEDS day) in the 2013-14 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 website for its accountability rules and cohort definitions: <http://www.emsc.nysed.gov/irts/accountability/home.shtml>)

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

Fourth-Year High School Accountability Cohorts

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort's Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30 th
2011-12	2008-09	2008	48	4	50
2012-13	2009-10	2009	55	6	49
2013-14	2010-11	2010	67	5	62

Total Cohort for Graduation

Students are included in the Total Cohort for Graduation also based on the year they first enter the 9th grade. Prior to 2012-13, students who have enrolled at least five months in the school after entering the 9th grade are part of the Total Cohort for Graduation; as of 2011-12 (the 2008 cohort), students who have enrolled only one day in the school after entering the 9th grade are part of the school's Total Cohort for Graduation Cohort. If the school has discharged students for one of the following acceptable reasons, it may remove them from the graduation cohort: 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 die.

Fourth Year Total Cohort for Graduation

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on June 30 th of the Cohort's Fourth Year (a)	Additional Students Still in Cohort ¹ (b)	Graduation Cohort (a) + (b)
2011-12	2008-09	2008	44	6	50
2012-13	2009-10	2009	49	6	55
2013-14	2010-11	2010	62	7	69

¹ Number of students who had been enrolled for at least one day prior to leaving the school and who were not discharged for an acceptable reason.

Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on June 30 th of the Cohort's Fifth Year (a)	Additional Students Still in Cohort ² (b)	Graduation Cohort (a) + (b)
2011-12	2007-08	2007	2	3	5
2012-13	2008-09	2008	5	4	9
2013-14	2009-10	2009	0	52	52

² Number of students who had been enrolled for at least one day prior to leaving the school and who were not discharged for an acceptable reason

ENGLISH LANGUAGE ARTS

Goal 1: English Language Arts

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

Background

Green Tech High offers an English Language Arts courses suitable for all levels and abilities. Specifically, incoming students who need remediation participate in the Literature Lab.

Literature Lab. This laboratory is a supplementary course, designed specifically to help students improve their reading comprehension, grammar identification, and language usage skills.

Additional details and course descriptions can be found at:

<http://www.greentechhigh.org/wp-content/uploads/2013/07/Academic-Outline.pdf>

(S) Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career ready standard (currently scoring 75 on the New York State Regents English exam) by the completion of their fourth year in the cohort.

Method

The school administered the New York State Regents Comprehensive English exam that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department defines the following pass levels: scoring 75 to meet the college and career readiness standard.³ This measure examines the percent of the Accountability Cohort that passed the exam by the completion of their fourth year in the cohort. Students have until the summer of their fourth year to do so.

Results

94 percent of the 2010 Accountability Cohort passed the English Regents with a 65 or better, however 50 percent achieved a 75 or better.

³ The statewide adaptation of new State Standards includes incorporating college and career readiness performance standards for the English language arts exam. The state has benchmarked student ELA test performance to the likely need for remedial course work when students enter college by comparing student 3-8 test results and Regents results to their post-secondary experience at SUNY and CUNY. Besides raising the cut scores for proficiency in the 3-8 testing program, the state has begun to set college and career readiness standards for passing Regents.

**English Regents Passing Rate with a Score of 65 /75
by Fourth Year Accountability Cohort⁴**

Cohort Designation	Number in Cohort	Percent Passing with a score of 65 /75
2008	45	93/--
2009	49	94/59
2010	63	94/50

Evaluation

GTHCS did not achieve this measure.

English Regents Passing Rate with a score of 65 through 2012, then 75 by Cohort and Year

Cohort Designation	2011-12		2012-13		2013-14	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2010	83	37	72	42	62	50
2011	100	0	93	25	62	71
2012			119	0	83	35
2013					98	0

(S) Each year, 65 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 ready standard (currently scoring 75 on the New York State Regents English exam) by the completion of their fourth year in the cohort.

Unfortunately, GTH continues to be unable to acquire the scores from the 8th grade NYS ELA exams.

Goal 1: Absolute Measure

Each year, the Accountability Performance Level (APL) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.

Method

In receiving a waiver for its federal No Child Left Behind accountability system, the New York State Education Department now holds high schools accountable for making annual yearly progress towards meeting college and career readiness standards. See page 72 of SED’s ESEA waiver application for the high school AMOs:

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

The AMO continues to be SED’s basis for determining if schools are making satisfactory progress toward the annual goal. To achieve this measure, all tested students in the Accountability Cohort must have an Accountability Performance Level (APL) that equals or exceeds the 2013-14 English language arts AMO of **166**.

The APL is calculated by adding the sum of the percent of students in the Accountability Cohort at Levels 2 through 4 to the sum of the percent of students at Level 3 and 4. Thus, the highest possible APL is 200. The Regents exams are scored on a scale from 0 to 100; 0 to 64 is Level 1, 65 to 74 is Level 2, 75 to 89 is Level 3, and 90 to 100 is Level 4.

Results

The GTH APL on the NYS English Regents totaled 146, short of the target AMO of 166.

**English Language Arts Accountability Performance Level (APL)
For the 2010 High School Accountability Cohort**

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
61 Tested	5	44	41	10

$$\begin{array}{rcccccccl}
 \text{PI} & = & 44 & + & 41 & + & 10 & = & 95 \\
 & & & & 41 & + & 10 & = & \underline{51} \\
 & & & & & & \text{APL} & = & 146
 \end{array}$$

Evaluation

GTH did not achieve this measure.

Goal 1: Comparative Measure

(S) Each year, students in the high school *Total Cohort* will exceed the predicted pass rate on the English language arts Regents exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all high schools in New York State.

Method

The Charter Schools Institute conducts a Comparative Performance Analysis, as it has for 3-8 schools. The Institute examines the school’s performance in terms of demographically similar high schools state-wide by using a regression analysis to control for the percentage of economically disadvantaged students among all high schools in New York State. The Institute compares the School’s actual performance to the predicted performance of high schools with a similar economically disadvantaged percentage. The difference between the schools’ actual and predicted performance, relative to other high schools with similar economically disadvantaged statistics produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a small degree, is the target for achieving this measure.

Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2013-14 analysis is not yet available.

Results

Leave Blank

Goal 1: Comparative Measure

(S) Each year, the Accountability Performance Level (APL) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the local school district.

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 local school district. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.⁵

Results

The GTH 2010 Accountability Cohort had an APL of 146 on the English Regents and we are waiting for the release of the Albany City School District Info. As of this report, the 2009 Cohort info is unavailable.

English Regents Accountability Performance Level (APL)⁶ of Fourth-Year Accountability Cohorts by Charter School and School District⁷

Cohort	Charter School		School District ⁸	
	APL	Cohort Size	APL	Cohort Size
2009			Pending	
2010	146	62	N/A	N/A

Evaluation

TBD

⁵ The New York State Report Card provides the district results for students scoring at or above 65. The New York State Accountability Report provides the district results for students scoring at or above 75.

⁶ For an explanation of the procedure to calculate the school’s APL, see page 31.

⁷ See page 30 above for an explanation of the APL.

⁸ District results for the 2009 cohort are not yet available.

Goal 1: Growth Measure

(§) Each year, under the state’s high school Growth Model (under development) the relative growth of selected students will exceed the state’s median growth.

Method

This measure examines the change in performance of the same group of students during the course of their high school careers and the progress they are making in comparison to other students with the similar scores in the eighth grade. The analysis only includes students from whom the eighth grade scores are available. In following the existing 3-8 Growth Model, students with the same scores are ranked and assigned a percentile based on their relative growth in performance (mean growth percentile). Students’ growth percentiles are aggregated school-wide to yield a school’s mean growth percentile. In order for a school to perform above the statewide median, it will have a mean growth percentile greater than 50.

The State Education Department has not yet developed the high school Growth Model.

Results

Leave Blank

Summary of the High School English Language Arts Goal⁹

Although a great percentage of our scholars did pass the NYS English Regents with a score of 65, the college readiness measure of 75 is proving challenging for them.

Type	Measure (Accountability Plan from 2012-13 or later)	Outcome
Absolute	(§) Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career ready standard (currently scoring 75 on the New York State Regents English exam) by the completion of their fourth year in the cohort.	Did Not Achieve
Absolute	(§) Each year, 65 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 ready standard (currently scoring 75 on the New York State Regents English exam) by the completion of their fourth year in the cohort.	Not Applicable
Absolute	Each year, the Accountability Performance Level (APL) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.	Did Not Achieve
Comparative	(§) Each year, students in the high school Total Cohort will exceed the predicted pass rate on the Regents English exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students	N/A

⁹ If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

	among all high schools in New York State.	
Comparative	(§) Each year, the Accountability Performance Level (APL) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the local school district. (Using 2012-13 school district results.)	Unavailable
Growth	(§) Each year, under the state's high school Growth Model (under development) the relative growth of selected students will exceed the state's median growth.	N/A

Action Plan

In 2014-15, we plan to improve student performance in English Language Arts by utilizing the following strategies:

- Meet with teachers regarding their instructional goals
- Use Observe 4 Success to monitor teacher performance and analyze its data regularly to drive performance
- Instructional Leaders will conduct at least 10 informal and/or formal observations a week followed by feedback and coaching for teachers
- Weekly data meetings in which the information will help to inform and improve instructional practices

We will measure progress internally using weekly test scores, unit test scores, January Regents, and data evaluation.

In addition, GTH will continue to offer English 11 and U.S. History as a combined double period to allow for teaching the social studies content with a focus on the language arts reading and writing skills. The goal is to allow for students to really analyze the material, make connections and practice higher level thinking skills.

MATHEMATICS

Goal 2: Mathematics

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

Background

Through our developing years as a high school, GTH has been refining the math courses offered at what pace to best serve all our scholars. Some students may need two years to master material that others can complete in just one year. In addition, we offer a math lab period to our incoming students who need to strengthen basic skills.

More information can be found here:

<http://www.greentechhigh.org/wp-content/uploads/2013/07/Academic-Outline.pdf>

(S) Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career ready standard (currently scoring 80 on a New York State Regents math exam) by the completion of their fourth year in the cohort.

Method

The school administered the New York State Regents Geometry, Integrated Algebra and Algebra 2 exams. The school scores Regents on a scale from 0 to 100. The State Education Department defines the following pass levels: scoring 80 to meet the college and career readiness standard.¹⁰ This measure requires students in each Accountability Cohort to achieve the requisite score on any one of the Regents mathematics exams by their fourth year in the cohort. Students may have taken a particular Regents mathematics exam multiple times or have taken multiple mathematics exams. Students have until the summer of their fourth year to pass a mathematics exam.

Results

97 percent of the 2010 Accountability Cohort passed a NYS Math Regents with a 65 or better, however 23 percent achieved a 80 or better.

¹⁰ The statewide adaptation of the revised State Standards includes incorporating college and career readiness performance standards for the English language arts exam. The state has benchmarked student mathematics test performance to the likely need for remedial course work when students enter college by comparing student 3-8 test results and Regents results to their post-secondary experience at SUNY and CUNY. Besides raising the cut scores for proficiency in the 3-8 testing program, the state has begun to set college and career readiness standards for passing Regents.

**Mathematics Regents Passing Rate with a Score of 65 /80
by Fourth Year Accountability Cohort¹¹**

Cohort Designation	Number in Cohort	Percent Passing with a score of 65 / 80
2008	47	96
2009	49	96/24
2010	63	97/23

Evaluation

GTH did not achieve this measure.

Additional Evidence

Mathematics Regents Passing Rate with a score of 65 through 2012 & then 80 by Cohort and Year

Cohort Designation	2011-12 --65		2012-13 --80		2013-14 --80	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2010	83	89	72	14	62	23
2011	100	48	93	18	62	26
2012			119	31	83	10
2013					98	20

Goal 2: Absolute Measure

(S) Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade math exam will meet the college and career ready standard (currently scoring 80 on a New York State Regents math exam) by the completion of their fourth year in the cohort.

GTH is not able to track the eighth grade scores of incoming students.

Goal 2: Absolute Measure

Each year, the Accountability Performance Level (APL) on a Regents mathematics exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.

Method

In receiving a waiver for its federal No Child Left Behind accountability system, the State Education Department now law holds high schools accountable for making annual yearly progress towards meeting college and career readiness standards. See page 72 of SED’s ESEA waiver application for the high school AMOs:

¹¹ Based on the highest score for each student on the Mathematics Regents exam

http://www.p12.nysed.gov/accountability/documents/NYSESEAFlexibilityWaiver_REVISED.pdf

The AMO continues to be SED’s basis for determining if schools are making satisfactory progress toward the annual goal. To achieve this measure, all tested students in the Accountability Cohort must have an Accountability Performance Level (APL) that equals or exceeds 2013-14 mathematics AMO of **148**.

The APL is calculated by adding the sum of the percent of students in the Accountability Cohort at Levels 2 through 4 to the sum of the percent of students at Level 3 and 4. Thus, the highest possible APL is 200. The Regents exams are scored on a scale from 0 to 100; 0 to 64 is Level 1, 65 to 79 is Level 2, 80 to 89 is Level 3, and 90 to 100 is Level 4.

Results

The GTH Math APL for the 2010 Cohort is 120, falling short of the target AMO of 148.

**Mathematics Accountability Performance Level (APL)
For the 2010 High School Accountability Cohort**

Number in Cohort	Percent of Students at Each Performance Level			
	Level 1	Level 2	Level 3	Level 4
63	3	74	21	2

$$\begin{array}{rclclclclcl}
 \text{PI} & = & 74 & + & 21 & + & 2 & = & 97 \\
 & & & & 21 & + & 2 & = & \underline{23} \\
 & & & & & & \text{APL} & = & 120
 \end{array}$$

Evaluation

GTH did not achieve this measure.

Goal 2: Comparative Measure

(S) Each year, students in the high school *Total Cohort* will exceed the predicted pass rate on a Regents mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all high schools in New York State.

Method

The Charter Schools Institute conducts a Comparative Performance Analysis, as it has for 3-8 schools. The Institute examines the school’s performance in terms of demographically similar high schools state-wide by using a regression analysis to control for the percentage of economically disadvantaged students among all high schools in New York State. The Institute compares the school’s actual performance to the predicted performance of high schools with a similar economically disadvantaged percentage. The difference between the schools’ actual and predicted performance, relative to other high schools with similar economically disadvantaged statistics

produces an Effect Size. An Effect Size of 0.3, or performing higher than expected to a small degree, is the target for achieving this measure.

Given the timing of the state’s release of economically disadvantaged data and the demands of the data analysis, the 2013-14 analysis is not yet available.

Results

Leave Blank

Goal 2: Comparative Measure

(S) Each year, the Accountability Performance Level (APL) in mathematics of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the local school district.

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 local school district. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available school district results.¹²

Results

The GTH APL dipped slightly from last year’s 123 to this year at 120. The district data is unavailable at this time.

Mathematics Accountability Performance Level (APL) of Fourth-Year Accountability Cohorts by Charter School and School District¹³

Cohort	Charter School		School District ¹⁴	
	APL	Cohort Size	APL	Cohort Size
2008	N/A	N/A	N/A	N/A
2009	123	48		
2010	120	62	N/A	N/A

Evaluation

The Albany City School District results are still pending.

¹² The New York State Report Card provides the district results for students scoring at or above 65. The New York State Accountability Report provides the district results for students scoring at or above 75.

¹³ See page 38 above for an explanation of the APL.

¹⁴ District results for the 2009 cohort are not yet available.

Goal 2: Growth Measure

(§) Each year, under the state’s high school Growth Model (under development) the relative growth of selected students will exceed the state’s median growth.

Method

This measure examines the change in performance of the same group of students during the course of their high school careers and the progress they are making in comparison to other students with the similar scores in the eighth grade. The analysis only includes students from whom the eighth grade scores are available. In following the existing 3-8 Growth Model, students with the same scores are ranked and assigned a percentile based on their relative growth in performance (mean growth percentile). Students’ growth percentiles are aggregated school-wide to yield a school’s mean growth percentile. In order for a school to perform above the statewide median, it will have a mean growth percentile greater than 50.

The State Education Department has not yet developed the high school Growth Model.

Results

Leave Blank

Summary of the High School Mathematics Goal¹⁵

98 percent of the 2010 Accountability Cohort passed a NYS Math Regents with a 65 or better, the scholars struggle to reach a score of 80 as the below table indicates.

Type	Measure (Accountability Plan from 2012-13 or later)	Outcome
Absolute	(§) Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career ready standard (currently scoring 80 on a New York State Regents mathematics exam) by the completion of their fourth year in the cohort.	Did Not Achieve
Absolute	(§) Each year, 65 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 ready standard (currently scoring 80 on a New York State Regents mathematics exam) by the completion of their fourth year in the cohort.	Not Applicable
Absolute	Each year, the Accountability Performance Level (APL) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state’s NCLB accountability system.	Did Not Achieve

¹⁵ If the school includes a middle school component, add these measures to the subject area goal for the younger grades.

Comparative	(§) Each year, students in the high school Total Cohort will exceed the predicted pass rate on a New York State Regents mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all high schools in New York State.	N/A
Comparative	(§) Each year, the Accountability Performance Level (APL) on a New York State Regents mathematics exam of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the local school district. (Using 2012-13 school district results.)	Results Pending
Growth	(§) Each year, under the state's high school Growth Model (under development) the relative growth of selected students will exceed the state's median growth.	N/A

Action Plan

In 2014-15, we plan to improve student performance in Mathematics by utilizing the following strategies:

- Meet with teachers regarding their instructional goals
- Use Observe 4 Success to monitor teacher performance and analyze its data regularly to drive performance
- Instructional Leaders will conduct at least 10 informal and/or formal observations a week followed by feedback and coaching for teachers
- Weekly data meetings in which the information will help to inform and improve instructional practices

We will measure progress internally using weekly test scores, unit test scores, January Regents, and data evaluation.

GTH also is working to develop the college level math program and have an even greater number of students earn college credits for math courses. We plan to work in conjunction with Hudson Valley to deliver high quality college level courses to GTH students which will reduce college costs and expose students to college level curriculum. The school will use Hudson Valley CC approved curriculum, delivered by GTH inquiry based methodologies.

GTH has also developed an internal plan to improve overall school results and day to day operations which includes activities to:

- 1) Look at individual subject area/course reductions and create targets for each subject area and teacher
- 2) Foster a Can Do, No Excuses attitude among staff
- 3) Deepen instruction, increase critical thinking and the level of rigor
- 4) Reduce behavioral problems and improve school climate

SCIENCE

Goal 3: Science

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

Background

Green Tech High offers a range of science courses at various levels. Please refer to the course catalog: <http://www.greentechhigh.org/wp-content/uploads/2013/07/Academic-Outline.pdf>

Goal 3: 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 administers 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 particular Regents science exam multiple times or have taken multiple science exams. Students have until the summer of their fourth year to pass a science exam.

Results

98 percent of the 2010 Accountability Cohort passed a NYS science exam with a score of 65 or higher.

**Science Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort¹⁶**

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2008	47	98
2009	49	92
2010	62	98

Evaluation

GTH achieved this measure.

¹⁶ Based on the highest score for each student on a science Regents exam

Additional Evidence

All the four year cohorts are making good progress toward meeting this measure.

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

Cohort Designation	2011-12		2012-13		2013-14	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2010	83	89	72	92	62	98
2011	100	78	93	81	62	97
2012			119	50	83	72
2013					98	63

Goal 3: Comparative Measure

Each year, the percent to 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 local school district.

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 local school district. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available district results.

Results

GTH outperformed the local district with 94 percent of students in the Total Cohort passing a NYS science Regents versus their 56 percent in 2013.

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

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2008	98	47	56	712
2009	87	55	56	654
2010	94	69	N/A	N/A

Evaluation

GTH achieved this measure.

Additional Evidence

GTH has met this measure each year we have had a fourth year cohort.

SOCIAL STUDIES

Goal 4: Social Studies

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

Goal 4: Absolute Measure

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

Method

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

Results

94 percent of the students in the 2010 Accountability Cohort passed the NYS U.S. History Regents with at least a 65.

**U.S. History Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort¹⁷**

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2008	47	87
2009	49	82
2010	62	94

Evaluation

GTH achieved this measure.

Additional Evidence

The cohorts who have taken U.S. History are making good progress.

¹⁷ 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	2011-12		2012-13		2013-14	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2010	83	1	72	64	62	94
2011	100	0	93	2	62	87
2012			119	0	83	1
2013					98	0

Goal 4: 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 local school district.

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 local school district. Given that students may take Regents exam up through the summer of their fourth year, school presents the most recently available district results.

Results

After four years in the cohort, GTH 2010 Total Cohort outperformed the local district, Albany City, with 84 percent passing the U.S. History Regents versus their 56 percent.

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

Cohort	Charter School		School District	
	Percent Passing	Cohort Size	Percent Passing	Cohort Size
2008	87	45	53	712
2009	75	55	56	654
2010	84	69	N/A	N/A

Evaluation

GTH achieved this measure.

Additional Evidence

GTH has consistently outperformed the district on this measure.

Goal 4: 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

89 percent of the 2010 Accountability Cohort passed the NYS Global Studies Regents after four years in the cohort.

**Global History Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort¹⁸**

Cohort Designation	Number in Cohort	Percent Passing with a score of 65
2008	45	82
2009	49	80
2010	62	89

Evaluation

GTH achieved this measure.

Additional Evidence

As evidenced in the table below, the 2010 Cohort has made a continued effort to improve percent passing this exam over the past two years as many did not achieve a 65 the first time. The 2011 Cohort is making good progress as well.

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

Cohort Designation	2011-12		2012-13		2013-14	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2010	83	47	72	61	62	89
2011	100	1	93	62	62	82
2012			119	0	83	52
2013					98	0

¹⁸ Based on the highest score for each student on a science Regents exam

Goal 4: 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 local school district.

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 local school district. Given that students may take Regents exam up through the summer of their fourth year, the school presents most recently available district results.

Results

The GTH 2010 Total Cohort had 83 percent of scholars pass the NYS Global Studies Regents exam after four years versus the Albany CSD's 53 percent of the 2009 Total Cohort, which is the most recent data available.

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

Cohort	Charter School		School District	
	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort
2008	82	45	51	712
2009	71	55	53	654
2010	83	69	N/A	N/A

Evaluation

GTH achieved this measure.

Additional Evidence

GTH consistently outperforms the local school district.

NCLB

Goal 5: NCLB

Under the state's NCLB accountability system, the school's Accountability Status will be "Good Standing" each year.

Goal 5: Absolute Measure

Under the state's NCLB accountability system, the school's Accountability Status is in good standing: the state has not identified the school as a Focus School nor determined that it has met the criteria to be identified as a local-assistance-plan school.

Method

Since *all* students are expected to meet the state's learning standards, the federal No Child Left Behind legislation stipulates that various sub-populations and demographic categories of students among all tested students must meet state proficiency standards. New York, like all states, established a system for making these determinations for its public schools. Each year the state issues School Report Cards. The report cards indicate each school's status under the state's No Child Left Behind (NCLB) accountability system.

Results

Green Tech High remains in Good Standing as it has not been identified as a Focus School or a local assistance plan school.

Evaluation

Green Tech High met this measure and continues to be in good standing.

NCLB Status by Year

Year	Status
2011-12	Good Standing
2012-13	Good Standing
2013-14	Good Standing

HIGH SCHOOL GRADUATION

GOAL 6: HIGH SCHOOL GRADUATION

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

Goal 6: Absolute Measure

Each year, 75 percent of students in each cohort will pass their core academic subjects by the end of August and the school will promote them to the next grade.

(S) 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 high school cohorts and examines their progress toward graduation based on annual credit accumulation. The measure requires that, based on the school's promotion requirements, the school will promote 75 percent of its students in each cohort to the next grade by the end of August OR that 75 percent of the first and second year high school Total Graduation Cohorts will earn the requisite number of credits.

GTCHS Promotion Policy

Students must earn a "C-" (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.

Students are not retained if they pass the course, but fail the Regents. But they are mandated to take the Regents each time it is offered until they pass. The state does differentiate between seat time (high school) and actually passing the Regents. On the other hand, students can be retained if they fail their final exam.

Green Tech's Graduation requirements mirror the New York State requirements.

NYS Graduation Requirements for a Regents Diploma:

- 4 years of English
- 4 years of Social Studies
- 3 years of Math
- 3 years of Science and must pass Living Environment
- 1 year of Foreign Language
- 1 credit in Art/Music
- 2 credits in PE (unless graduating early) –students must be enrolled in PE every semester while in high school
- ½ credit in Health (parenting req. is covered in this course)

Students must pass the following Regents Exams with a minimum score of 65%:

- Integrated Algebra
- 1 Science
- Global History & Geography
- U.S. History & Government
- Comprehensive English (session one and two)

Electives: 3.5 credits to earn a total of 22 credits.

Regents Diploma with Advanced Designation:

All of the requirements as the Regents Diploma with the following additions:

- Math B, or Geometry and Algebra 2/Trigonometry Regents Exams
- 1 additional Science Regents Exam
- Additional courses in the same Foreign Language and pass the Comprehensive Regents Exam in that language
- 1.5 credits in elective courses to total 22 credits

Students that are language exempt must take additional electives to earn the 22 credits.

Additional Requirement: 100 service learning hours

Results

Based on the Cohort numbers as of August 15, 2014, each cohort had at least 75 percent promotion rate. We are using the below table because the student credit numbers were not readily available at the time of this report.

Percent of Students Promoted by Cohort in 2013-14

Cohort Designation	Number in Cohort	Percent promoted
2010	69	97
2011	73	96
2012	98	99
2013	109	88

Evaluation

GTH achieved this measure.

Goal 6: Absolute Measure

Each year, 75 percent of students in the second year high school Total Graduation Cohort will score 65 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 cohort have passed at least three Regents exams by their second year in the cohort. In August of 2014, the 2012 cohort will have completed its second year.

Results

52 percent of the 2012 Total Cohort have passed at least three NYS Regents exams by the end of their second year in the Cohort.

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

Cohort Designation	Number in Cohort	Percent Passing Three Regents
2010	88	58
2011	107	48
2012	106	55

Evaluation

GTH did not achieve this measure.

Additional Evidence

Many of the GTH students come to us in need of remediation in basic skills. It often takes many of them longer than two years to pass at least three required Regents exams.

Goal 6: Absolute Measure

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 2010 cohort and graduated four years later and those who entered as members of the 2009 cohort and graduated five years later. At a minimum, these students have passed five Regents exams in English language arts, mathematics, science, U.S. History and Global History. Students have through the summer at the end of their fourth year to complete graduation requirements.

The school’s graduation requirements appear above under the graduation goal’s first measure pertaining to annual grade-by-grade promotion or credit accumulation.

Results

80 percent of the 2010 Total Cohort graduated after four years in the cohort. 90 percent of the 2009 Total Cohort graduated after five years in the cohort. Please note that updates to the previous year’s results have been made due to new information received during the 2013-14 year.

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

Cohort Designation	Number in Cohort	Percent Graduating
2008	43	67
2009	54	83
2010	69	80

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

Cohort Designation	Number in Cohort	Percent Graduating
2008	43	70
2009	52	90

Evaluation

GTH partially achieved this measure. Although greater than 75 percent graduated after four years, only 90 percent graduated after five.

Goal 6: 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 local school district.

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 local school district¹⁹. 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.

Results

A greater percentage of GTH 2010 Total Cohort students graduated after four years than the local district's most recent report. 80 percent of the GTH scholars did so over their 54 percent.

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

Cohort Designation	Charter School		School District ²⁰	
	Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating
2008	50	58	712	49
2009	54	83	654	54
2010	69	80	N/A	N/A

Evaluation

GTH achieved this measure.

Additional Evidence

GTH consistently has a higher graduation rate than the Albany CSD.

Summary of the High School Graduation Goal

GTH made advancements this year toward the high school graduation goal. Greater than 75 percent of all scholars passed their classes and were promoted. We still struggle to have our students pass at least three required Regents exams by the end of their second year in the cohort. Because of low basic skills of our incoming freshmen, we focus on remediation of basic ELA and math skills. They continue to take their courses, but often need to sit for some Regents more than once to achieve a 65. This year, our Total Cohort had 80 percent graduating after four years in the cohort, however 90 percent of the 2009 Cohort graduated after five years. These graduation rates far exceeded the local district.

¹⁹ 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](#).

²⁰ District results for the 2009 cohort are not yet available.

Type	Measure	Outcome
Absolute	Each year, 75 percent of students in the high school Total Graduation Cohort will pass their core academic subjects by the end of August and be promoted to the next grade.	Achieved
Absolute	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 and 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 local school district.	Achieved

Action Plan

Please refer to the aforementioned school-wide strategies for improving student performance and overall culture.

COLLEGE PREPARATION

GOAL 7: COLLEGE PREPARATION

All graduating Green Tech High Charter School students will be prepared for higher education or careers.

Goal 7: Comparative Measure

Each year, the average performance of students in the 10th grade will exceed the state average on the PSAT test in Critical Reading and Mathematics.

Method

This measure tracks student performance one of the most commonly used early high school college prep assessment. Students receive a scale score in critical reading, writing and mathematics. Scale scores range from 20 to 80 on each subsection with 160 as the highest possible score. As students may choose to take the test multiple times, the school reports only on a student's highest score on each subsection. Compare school averages to the New York State average for all 10th grade (sophomore) test takers in the given year.

Results

The average 10th grade PSAT scores were below the state average in Critical Reading and Mathematics.

10th Grade PSAT Performance by School Year

School Year	Number of Students in the 10 th Grade	Number of Students Tested	Critical Reading		Mathematics	
			School	New York State	School	New York State
2011-12	84	63	34.7	45.2	36.8	46.4
2012-13	90	80	37.3	45.4	38.8	46.5
2013-14	102	92	34.7	45.5	35.7	47.0

Evaluation

GTH did not achieve this measure.

Additional Evidence

This measure continues to be a challenge for our 10th grade scholars.

Goal 7: Comparative Measure

Each year, the average performance of students in the 12th grade will exceed the state average on the SAT or ACT tests in reading and mathematics.

Method

This measure tracks student performance on one of the most commonly used high school college prep assessments.

The SAT is a national college admissions examination. Students receive a scale score in reading, writing and mathematics. Scale scores range from 200 to 800 on each subsection with 2400 as the highest possible score. As students may choose to take the test multiple times during the year, the school only reports a student's highest score. The school compares its averages the New York State average for all 12th grade (senior) test takers in the given year.

Results

The 2010 Total Cohort did not outperform the state average in reading or math on the SAT exam.

12th Grade SAT Performance by School Year

School Year	Number of Students in the 12 th Grade	Number of Students Tested	Reading		Mathematics	
			School	New York State	School	New York State
2011-12	47	41	381	497	373	514
2012-13	49	35	403	496	414	514
2013-14	69	45	385.9	485	417.8	501

Evaluation

GTH did not achieve this measure.

Additional Evidence

Outperforming the state on the SAT continues to be a challenge for our scholars.

(§) The percent of graduating students that meets the state's aspirational performance measure (APM), currently defined as the percentage of students in a cohort who graduate with a score of 80 or better on a math Regents exam AND 75 or better on the English Regents exam, will exceed the statewide average.

Method

Recognizing that remediation rates in New York's colleges are far too high, the Board of Regents has reviewed data showing the gap between high school expectations and college attainment. They reviewed data comparing the graduation rate for the 2005 cohort with the "college and career

ready" graduation rate – defined as the percentage of students in the cohort who graduated with a score 80 or better on a math Regents exam and 75 or better on the English Regents exam. The Regents view these data as an important indicator of future student success. Students who graduate high school – but do so with a score below 80 on a math Regents exam and below 75 on the English exam – are likely to require remediation in college.

Results

Of the 55 students in the 2010 Total Cohort who graduated in four years, 22 percent achieved a 75+ on the English Regents and an 80+ on a math Regents exam.

Percent of Graduates Meeting the Aspirational Performance Measure²¹

Cohort	Charter School	Statewide ²²
2008		35.3
2009	36	35.3
2010	22	N/A

Evaluation

GTH did outperform the state Aspirational Performance Measure.

(S) The percent of graduating students who graduate with a Regents diploma with Advanced Designation will exceed the local district.

Method

In establishing measures to be used by schools, districts and parents to better inform them of the progress of their students, the Regents have also set as an additional aspirational measure of achievement the percent of graduating students who earned a Regents diploma with Advanced Designation (i.e., earned 22 units of course credit; passed seven-to-nine Regents exams with a score of 65 or above; and took advanced course sequences in Career and Technical Education, the arts, or a language other than English).

Results

Of the 55 students in the 2010 Total Cohort who graduated, 20 percent did so with a Regents degree with Advanced Designation.

Percent of Graduates with a Regents Diploma with Advanced Designation²³

²¹ Schools can retrieve state 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](#).

²² Statewide results for the 2010 cohort are not yet available.

Cohort	Charter School	School District ²⁴
2007		10.8
2008	36	13
2009	20	N/A

Evaluation

GTH achieved this measure.

(S) Each year, 75 percent of graduating students will demonstrate their preparation for college by passing an Advanced Placement (AP) exam, a College Level Examination Program (CLEP) exam or a college level course.

Method

GTH students are given the option to take and AP course, the CLEP exam or take a college level course through a partnership with Hudson Valley Community College.

Results

44 percent of our graduates received credit for a college level course.

Graduates Passing a Course Demonstrating College Preparation

Cohort	Number of Graduates	Percent Passing the Equivalent OF a College Level Course ²⁵
2009	44	9
2010	55	44

Evaluation

GTH did not achieve this measure, however the percentage increased significantly over last year. Our partnership with HVCC was introduced in the 2013-14 year.

²³ Schools can retrieve information about diplomas conferred 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](#).

²⁴ District results for the 2009 cohort are not yet available.

²⁵ Advanced Placement (AP) exam, a College Level Examination Program (CLEP) exam, or a college level course

Goal 7: (§) Each year, 75 percent of graduating students will matriculate in a college or university in the year after graduation.

Method

The school counseling center tracks student decisions based on college acceptance. We are establishing an alumni network to stay in contact with our graduates.

Results

Of the 47 students in the 2009 Total Cohort graduates who graduated in June, August or January, 94 percent matriculated in college within one year of graduation.
 Of the 55 2010 Total Cohort graduates, 85 percent have matriculated in college.

Evaluation

GTH achieved this measure.

Summary of the College Preparation Goal

Green Tech High is making progress toward meeting the college preparation outcome measures. We continue to work towards improving the student performance on the PSAT and SAT tests. The percent of graduates who received college level credit prior to graduation increased dramatically thanks to the new program with HVCC. GTH continues to have a greater percentage of students who graduate with Advanced Designation.

Type	Measure (Accountability Plan from 2012-13 or later)	Outcome
Comparative	Each year, the average performance of students in the 10 th grade will exceed the state average on the PSAT test in Critical Reading and Mathematics.	Did Not Achieve
Comparative	Each year, the average performance of students in the 12 th grade will exceed the state average on the SAT or ACT tests in reading and mathematics.	Did Not Achieve
	(§) The percent of graduating students that meets the state’s aspirational performance measure (APM), currently defined as the percentage of students in a cohort who graduate with a score of 80 or better on a math Regents exam AND 75 or better on the English Regents exam, will exceed the statewide average.	Did Not Achieve
	(§) Each year, 75 percent of graduating students will demonstrate their preparation for college by passing an Advanced Placement (AP) exam, a College Level Examination Program (CLEP) exam or a college level course.	Did Not Achieve
	(§) The percent of graduating students who graduate with a Regents diploma with Advanced Designation will exceed the local district.	Achieved
	(§) Each year, 75 percent of graduating students will matriculate in a college or university in the year after graduation.	Achieved

Action Plan

GTH will continue to refine its college preparatory supports for scholars in the 2014-15 school year. Greater than 85 percent of our graduates have matriculated in a 2 or 4 year college within a year of graduation. To build on the recent spike in success we've established by working with the HVCC approved coursework in math and English, we will continue to work in conjunction with Hudson Valley to deliver high quality college level courses to GTH students which will reduce college costs and expose students to college level curriculum. Our staff will use Hudson Valley approved curriculum, delivered by GTH inquiry based methodologies.

Appendix B: Total Expenditures and Administrative Expenditures per Child

Created Friday, August 01, 2014

Page 1

Charter School Name: 010100860907 GREEN TECH HIGH CS

B. 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 2013-14 Schedule of Functional Expenses) and divide by the count of students you reported on of BEDS Day. (Integers Only. No dollar signs or commas).

1. Total Expenditures Per Child Line 1: Total Expenditures	4568792
1. Total Expenditures Per Child Line 2: BEDS Day Pupil Count	303
1. Total Expenditures Per Child Line 3: Divide Line 1 by Line 2	15079

2. Administrative Expenditures per Child

To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the unaudited 2013-14 Schedule of Functional Expenses) and divide by the BEDS per pupil count. 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 officers, the treasurer, the finance or business offices, the purchasing unit, the employee personnel offices, the records management offices, or a public information and services offices. 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.

Please note the following:

Do not include the FTE of personnel dedicated to administration of the instructional programs.

Do not include Employee Benefit costs or expenditures in the above calculations.

A template for the Schedule of Functional Expenses is provided on page 21 of the 2012 Annual Report Guidelines to assist schools identify the categories of expenses needed to compute the two per pupil calculations. This template does not need to be completed or submitted on August 1st as it will be submitted November 1st as part of the audited financial statements. Therefore schools should use unaudited amounts for these per pupil calculations. (See the 2013-14 Annual Report Guidelines in "Resources" area of your portal task page).

To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas).

To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas). Line 1: Relevant Personnel Services Cost (Row)	779206
To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas). Line 2: Management and General Cost (Column)	00
To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas). Line 3: Sum of Line 1 and Line 2	779206
To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas). Line 4: BEDS Day Pupil Count	303
To calculate 'Administrative Expenditures per Child' take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the 2013-14 Schedule of Functional Expenses) and divide by the count of students as of BEDS Day. (Integers Only. No dollar signs or commas). Line 5: Divide Line 3 by the BEDS Day Pupil Count	2572

Thank you.



*FINANCIAL STATEMENTS
AND OTHER FINANCIAL INFORMATION*

JUNE 30, 2014 AND 2013

GREEN TECH HIGH CHARTER SCHOOL

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JUNE 30, 2014 AND 2013

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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), which comprise the statements of financial position as of June 30, 2014 and 2013, and the related statements of activities 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 audits. We conducted our audits in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audits to obtain reasonable assurance about whether the financial statements are free of 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, 2014 and 2013, and the changes in its net assets and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matter

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The schedules of functional expenses on pages 12-13 are presented for purposes of additional analysis and are not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subject to the auditing procedures applied in the audits of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated, in all material respects, in relation to the financial statements as a whole.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated December 11, 2014, 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 Green Tech High Charter School's internal control over financial reporting and compliance.



CUSACK & COMPANY, CPA'S LLC

Latham, New York
December 11, 2014

GREEN TECH HIGH CHARTER SCHOOL

STATEMENTS OF FINANCIAL POSITION

JUNE 30, 2014 AND 2013

ASSETS

	<u>2014</u>	<u>2013</u>
Current Assets		
Cash	\$ 119,851	\$ 42,996
Grants and Contracts Receivable	751,923	554,605
Accounts Receivable	52,288	20,339
Prepaid Expense	<u>16,348</u>	<u>22,740</u>
Total Current Assets	940,410	640,680
Property and Equipment - Net	<u>204,163</u>	<u>222,273</u>
Total Assets	<u><u>\$ 1,144,573</u></u>	<u><u>\$ 862,953</u></u>

LIABILITIES AND NET ASSETS

Current Liabilities		
Accounts Payable and Accrued Expenses	\$ 819,471	\$ 215,037
Accrued Payroll and Benefits	192,404	425,268
Compensated Absences	<u>18,440</u>	<u>29,882</u>
Total Current Liabilities	1,030,315	670,187
Net Assets		
Unrestricted	<u>114,258</u>	<u>192,766</u>
Total Liabilities and Net Assets	<u><u>\$ 1,144,573</u></u>	<u><u>\$ 862,953</u></u>

GREEN TECH HIGH CHARTER SCHOOL
 STATEMENTS OF ACTIVITIES
 FOR THE YEARS ENDED JUNE 30, 2014 AND 2013

	<u>2014</u>	<u>2013</u>
Revenue		
Public School District		
Resident Student Enrollment	\$ 4,774,336	\$ 4,706,529
Students with Disabilities	75,971	82,036
Grants and Contracts		
Federal - Title I and IDEA	191,456	211,273
State Grants	17,500	6,220
Food Service/Children Nutrition Program	<u>164,436</u>	<u>171,215</u>
Total Revenue	<u>5,223,699</u>	<u>5,177,273</u>
Expenses		
Program Services		
Regular Education	3,538,867	3,116,299
Special Education	305,100	392,982
Other Programs	<u>366,134</u>	<u>344,663</u>
Total Program Services	4,210,101	3,853,944
Management and General	<u>1,196,374</u>	<u>1,414,338</u>
Total Operating Expenses	<u>5,406,475</u>	<u>5,268,282</u>
Loss from School Operations	<u>(182,776)</u>	<u>(91,009)</u>
Other Revenue		
Contributions		
Foundations	12,726	500
Individual	3,022	300
Corporations	-	3,000
Fundraising	17,361	924
Interest Income	146	183
Miscellaneous Income	<u>71,013</u>	<u>80,782</u>
Total Other Revenue	<u>104,268</u>	<u>85,689</u>
Decrease in Net Assets	(78,508)	(5,320)
Net Assets, Beginning of Year, as Restated	<u>192,766</u>	<u>198,086</u>
Net Assets, End of Year, as Restated (2013)	<u>\$ 114,258</u>	<u>\$ 192,766</u>

GREEN TECH HIGH CHARTER SCHOOL
 STATEMENTS OF CASH FLOWS
 FOR THE YEARS ENDED JUNE 30, 2014 AND 2013

	<u>2014</u>	<u>2013</u>
Cash Flows Provided by (Used in) Operating Activities:		
Change in Net Assets	\$ (78,508)	\$ (5,320)
Adjustments to Reconcile Change in Net Assets to Net Cash Provided by (Used in) Operating Activities:		
Depreciation	100,680	98,256
Changes in Operating Assets and Liabilities		
<u>(Increase) Decrease in Assets</u>		
Grants and Contracts Receivable	(197,318)	(297,983)
Accounts Receivable	(31,949)	48,771
Prepaid Expense	6,392	32,209
Inventory	-	3,740
<u>Increase (Decrease) in Liabilities</u>		
Accounts Payable and Accrued Expenses	604,434	128,913
Accrued Payroll and Benefits	(232,864)	(30,181)
Compensated Absences	<u>(11,442)</u>	<u>4,065</u>
Net Cash Provided by (Used in) Operating Activities	<u>159,425</u>	<u>(17,530)</u>
Cash Flows Used in Investing Activities		
Purchase of Property and Equipment	<u>(82,570)</u>	<u>(103,761)</u>
Cash Flows Provided by (Used in) Financing Activities		
Advances from Unsecured Promissory Note	-	110,000
Principal Payments on Unsecured Promissory Note	<u>-</u>	<u>(110,000)</u>
Net Cash from Financing Activities	<u>-</u>	<u>-</u>
Net Increase (Decrease) in Cash	76,855	(121,291)
Cash, Beginning of Year	<u>42,996</u>	<u>164,287</u>
Cash, End of Year	<u>\$ 119,851</u>	<u>\$ 42,996</u>
Supplemental Information:		
Cash Paid for Interest	<u>\$ -</u>	<u>\$ 1,210</u>

1. ORGANIZATION AND PURPOSE

Organization

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

A provisional charter, valid for five years, was granted to the School by the University of the State 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. A limited charter renewal was granted in 2013 extending the School’s operations for an additional three years. As of June 30, 2014, the School has an enrollment of approximately 350 students in the 9th-12th grades.

The School is governed by a Board of Trustees in accordance with the School’s by-laws. The School is a member of the Brighter Choice Foundation, which provides start-up grants, school facilities, revolving loan funds and technical assistance to area charter schools.

2. ACCOUNTING POLICIES AND FINANCIAL STATEMENT PRESENTATION

Financial Statement Presentation

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

Basis of Accounting and Presentation

The accompanying financial statements have been prepared in accordance with FASB ASC “Financial Statements of Not-for-Profit Organizations” utilizing the accrual basis of accounting. This basis of accounting conforms to accounting principles generally accepted in the United States of America.

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.

2. ACCOUNTING POLICIES AND FINANCIAL STATEMENT PRESENTATION (CONTINUED)

Support and Revenue (Continued)

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 of 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.

Donated Services and Goods

A number of unpaid volunteers have made contributions of their time. The value of this contributed time is not reflected in these financial statements since it is not susceptible to objective measurement or valuation and it does not meet the reporting requirements of the accounting standards.

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 no allowance was deemed necessary as of June 30, 2014 and 2013.

2. ACCOUNTING POLICIES AND FINANCIAL STATEMENT PRESENTATION (CONTINUED)

Property, Equipment and Depreciation

Acquisitions of property and equipment in excess of \$1,000 are capitalized and recorded at cost. Improvements and replacements of property and equipment are capitalized. Maintenance and repairs not improving or extending the lives of property and equipment are charged to expense as incurred. When assets are sold or retired, their cost and related accumulated depreciation is removed from the accounts and any gain or loss is reported in the statements 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.

Conditional and Unconditional Promises to Give

At June 30, 2014 and 2013 the School had not received any conditional or unconditional promises to give.

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.

Estimates

The preparation of financial statements in conformity 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. Actual results could differ from these estimates.

Fair Value

Fair value is defined as an exchange price that would be received for an asset or paid to transfer a liability (an “exit” price) in the principal or most advantageous market for the asset or liability between market participants on the measurement date.

Accounting for Uncertainty in Income Taxes

The School is exempt from Federal and State income tax under §501(c)(3) of the Internal Revenue Code and comparable New York State Law. The School is designated as a publicly supported organization which is not a private foundation under §509(a) of the Internal Revenue Code.

2. ACCOUNTING POLICIES AND FINANCIAL STATEMENT PRESENTATION (CONTINUED)

Accounting for Uncertainty in Income Taxes (Continued)

The Accounting Standards Codification requires entities to disclose in their financial statements the nature of any uncertainty in their tax position. The School has not recognized any benefits from uncertain tax positions in 2014 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. Generally, federal, state and local authorities may examine the School's tax-exempt returns for three years from the date of filing; consequently, income tax returns for years prior to 2011 are no longer subject to examination by taxing authorities.

Advertising Costs

The School expenses advertising costs as they are incurred. Advertising costs for the years ended June 30, 2014 and 2013 were \$16,368 and \$36,173, respectively.

Subsequent Events

The School has adopted ASC 855, *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 December 11, 2014, the date the financial statements were available to be issued. No such events or transactions were identified.

3. GRANTS, CONTRACTS AND ACCOUNTS RECEIVABLE

At June 30, 2014 and 2013, grants, contracts and accounts receivable were comprised of the following:

	<u>2014</u>	<u>2013</u>
School District Tuition	\$ 740,988	\$ 546,708
U.S. Department of Agriculture	10,935	7,897
Other Receivables	<u>52,288</u>	<u>20,339</u>
	<u><u>\$ 804,211</u></u>	<u><u>\$ 574,944</u></u>

4. PROPERTY AND EQUIPMENT

Property and equipment are reflected at historical cost, net of related depreciation, and are comprised of the following at June 30, 2014 and 2013:

	<u>2014</u>	<u>2013</u>
Building Improvements	\$ 83,481	\$ 70,798
Furniture and Fixtures	214,449	192,989
Equipment	<u>327,946</u>	<u>279,519</u>
Total at Cost	625,876	543,306
Less: Accumulated Depreciation	<u>(421,713)</u>	<u>(321,033)</u>
	<u>\$ 204,163</u>	<u>\$ 222,273</u>

Depreciation expense was \$100,680 and \$98,256 for the years ended June 30, 2014 and 2013, respectively.

5. FACILITIES RENTAL

The School currently leases facilities through October 31, 2015 from the Brighter Choice Foundation. Net occupancy costs of the lease for the years ended June 30, 2014 and 2013 were \$742,200 and \$730,200, respectively. As of June 30, 2014 and 2013, the School owes the Foundation \$538,884 and \$105,734, respectively, for lease costs which are included in the Accounts Payable and Accrued Expenses line item in the Statement of Financial Position.

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

2015	\$ 748,200
2016	\$ 249,400

6. RETIREMENT PLAN

The School has adopted a profit-sharing plan under IRC §401(k) covering all eligible employees. Beginning in the fiscal year ended June 30, 2014, the School adopted 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, 2014 was \$29,374.

7. 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.

8. CONCENTRATION OF RISK

The School receives a substantial portion of its funding from school districts where students reside. Three school districts comprised approximately 92% of total revenue and support for each of the years ended June 30, 2014 and 2013. 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. FASB ASC 850-10 identifies this as a possible concentration of credit risk requiring disclosure, regardless of the degree of risk. The risk is further managed by maintaining all deposits in high quality financial institutions.

9. RESTATEMENT OF UNRESTRICTED NET ASSETS

The School's net assets as of June 30, 2012 and 2013, and the change in net assets for the year ended June 30, 2013, have been restated to correct the financial statements for the following activity:

Net Assets at June 30, 2012, as Originally Reported	\$ 294,596
Tuition Revenue, Overreported	<u>(96,510)</u>
Net Assets at June 30, 2012, as Restated	<u>\$ 198,086</u>
Decrease in Net Assets for the year ended June 30, 2013, as Originally Reported	\$ (182,401)
Tuition Revenue, Underreported	<u>177,081</u>
Decrease in Net Assets for the year ended June 30, 2013, as Restated	<u>\$ (5,320)</u>

OTHER FINANCIAL INFORMATION

GREEN TECH HIGH CHARTER SCHOOL*SCHEDULE OF FUNCTIONAL EXPENSES**FOR THE YEAR ENDED JUNE 30, 2014*

	<u>Program Services</u>			<u>Supporting Services</u>	<u>Total</u>
	<u>Regular Education</u>	<u>Special Education</u>	<u>Other Programs</u>	<u>Management and General</u>	
Salaries	\$ 1,846,259	\$ 165,224	\$ 138,499	\$ 642,837	\$ 2,792,819
Benefits and Payroll Taxes	453,575	40,591	34,025	157,927	686,118
Contracted Services	135,632	12,138	117,677	47,225	312,672
Donated Services	-	-	-	3,160	3,160
Educational Materials	65,632	5,874	-	-	71,506
Extracurricular Activities	778	-	17,730	-	18,508
Field Trips	8,288	-	622	-	8,910
Insurance	24,712	2,211	1,854	8,604	37,381
Maintenance and Repairs	123,157	11,021	9,239	42,881	186,298
Marketing and Recruitment	-	-	-	21,757	21,757
Membership Dues	-	-	-	190	190
Miscellaneous	-	-	-	4,402	4,402
Postage and Delivery	-	-	-	6,454	6,454
Professional Services	-	-	-	45,164	45,164
Rent	490,649	43,909	36,806	170,836	742,200
Sports	88,023	-	-	-	88,023
Staff Development	14,629	1,309	-	-	15,938
Supplies and Materials	63,090	5,646	-	-	68,736
Telephone and Internet	62,471	5,591	-	-	68,062
Textbooks	952	-	-	-	952
Transportation (Student)	19,650	-	-	-	19,650
Travel (General)	402	36	-	-	438
Uniforms	11,907	-	-	-	11,907
Utilities	62,504	5,594	4,689	21,763	94,550
Depreciation	66,557	5,956	4,993	23,174	100,680
Total Expenses	<u>\$ 3,538,867</u>	<u>\$ 305,100</u>	<u>\$ 366,134</u>	<u>\$ 1,196,374</u>	<u>\$ 5,406,475</u>

GREEN TECH HIGH CHARTER SCHOOL*SCHEDULE OF FUNCTIONAL EXPENSES**FOR THE YEAR ENDED JUNE 30, 2013*

	<u>Program Services</u>			<u>Supporting Services</u>	<u>Total</u>
	<u>Regular Education</u>	<u>Special Education</u>	<u>Other Programs</u>	<u>Management and General</u>	
Salaries	\$ 1,703,383	\$ 287,087	\$ 97,014	\$ 720,971	\$ 2,808,455
Benefits and Payroll Taxes	370,768	33,522	20,461	76,255	501,006
Contracted Services	86,553	-	128,813	102,629	317,995
Educational Materials	63,425	84	-	3,832	67,341
Extracurricular Activities	9,366	-	-	-	9,366
Field Trips	10,115	-	5,071	-	15,186
Insurance	18,542	1,314	6,508	3,936	30,300
Maintenance and Repairs	43,938	5,103	3,774	138,461	191,276
Marketing and Recruitment	-	-	-	66,485	66,485
Membership Dues	-	-	-	49,634	49,634
Miscellaneous	-	-	-	19,563	19,563
Postage and Delivery	-	-	-	8,951	8,951
Professional Services	-	-	-	13,322	13,322
Rent	511,140	51,114	73,020	94,926	730,200
Sports	84,601	-	-	-	84,601
Staff Development	11,652	917	-	24,242	36,811
Supplies and Materials	18,499	150	-	35,483	54,132
Telephone and Internet	8,416	5,026	-	39,341	52,783
Textbooks	6,958	-	-	-	6,958
Transportation (Student)	11,857	-	-	-	11,857
Travel (General)	575	165	-	3,762	4,502
Uniforms	18,002	-	-	-	18,002
Utilities	50,458	4,967	7,251	8,624	71,300
Depreciation	88,051	3,533	2,751	3,921	98,256
Total Expenses	<u>\$ 3,116,299</u>	<u>\$ 392,982</u>	<u>\$ 344,663</u>	<u>\$ 1,414,338</u>	<u>\$ 5,268,282</u>

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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

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Green Tech High Charter School (a nonprofit organization), which comprise the statements of financial position as of June 30, 2014 and 2013, and the related statements of activities and cash flows for the years then ended, and the related notes to the financial statements, and have issued our report thereon dated December 11, 2014.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered Green Tech High Charter School's internal control over financial reporting (internal control) 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.

Our consideration of internal control was for the limited purpose described in the preceding paragraph and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies and therefore, material weaknesses or significant deficiencies may exist that were not identified. However, as described in the accompanying schedule of findings and responses, we identified certain deficiencies in internal control that we consider to be material weaknesses and significant deficiencies.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. *A material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. *A significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less than a material weakness, yet important enough to merit attention by those charged with governance. We consider the deficiencies described in the accompanying schedule of findings and responses to be material weaknesses. [Reference Numbers 2014-1 through 2014-8]

Compliance and Other Matters

As part of obtaining reasonable assurance about whether Green Tech High Charter School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements, noncompliance with which could have a direct and material effect on the 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 instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards* and which are described in the accompanying schedule of findings and responses as Reference Numbers 2014-1 through 2014-8.

Green Tech High Charter School's Response to Findings

Green Tech High Charter School's response to the findings identified in our audit is described in the accompanying schedule of findings and responses. The School's response was not subjected to the auditing procedures applied in the audit of the financial statements and, accordingly, we express no opinion on it.

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 organization'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 organization's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.



CUSACK & COMPANY, CPA'S LLC

Latham, New York
December 11, 2014

The following combination of deficiencies are considered to be a material weakness in the internal control system of Green Tech High Charter School for the year ended June 30, 2014.

Reference Number: 2014-1:

As part of our test work over internal controls, we interviewed the Business Manager to determine if the Policy & Procedures Manual is being followed in the regular course of operations. We noted the following policies and procedures listed in the manual are either not in place or not consistently being followed:

- When mail is received it is opened by the receptionist. If a check is present, the check is to be restrictively endorsed for deposit only. Once endorsed, the check is to be listed on a receipt log. The current procedure when a receipt is present is for the receptionist to forward to the Business Manager without endorsement or logging.
- Signed check payments are to be mailed to vendors by someone outside the cash disbursements process. The current procedure is for the Business Manager to mail checks directly to the vendor once they are signed by the Principal.
- Payroll expenses in the accounting records are to be periodically reconciled to the payroll reports. Currently payroll is only reconciled once a year with assistance from the auditors during substantive auditing procedures.
- Capital asset budgets are to be prepared on an annual basis. Although we determined capital asset purchases are budgeted by the School, we feel internal controls would be strengthened with a detail capital asset budget further approved by the Board of Trustees at the onset of each fiscal year.
- Capital assets are to be tagged, with a physical inventory taken at least annually and an asset deletion form utilized for disposals. None of these procedures are currently operational.

Reference Number: 2014-2:

Test work over internal controls related to the cash disbursements function indicated the following deviations from the Policy & Procedure Manual.

- Employee travel expense reimbursements should be completed and submitted no more than 30 days from occurrence of expense. We noted one instance where a mileage reimbursement was submitted in May for travel dates in January, well outside the 30 day window.
- Test work showed several supporting documents for cash disbursements failing to show indication of approval by Principal as required.
- Purchase orders are required for certain items but test work showed that they were not always being used properly, if at all. We recommend the School utilize purchase orders for transactions as required with a copy retained with the supporting documents for that disbursement.

Reference Number: 2014-3:

Test work over internal controls related to the cash receipts function noted several items with support which we deemed to be insufficient. For example, we noted receipts from school lunch sales and sporting events which listed only the cash received for that day or event. We recommend that supporting documentation such as a “Z-Out” from the cafeteria register be retained or procedures such as pre-numbered tickets be utilized for sporting events. The current condition of internal controls over these physical cash receipt collections leave the School potentially exposed to theft or other misappropriation of funds.

Reference Number: 2014-4:

Test work over internal controls related to the payroll function indicated the following deviations from the Policy & Procedure Manual.

- A Personnel Action Form is required to be completed for any changes to an employee’s payroll information. Although we noted mitigating controls, such as salary authorization letters from the Principal, we recommend this procedure be removed or followed in accordance with the Policy & Procedure Manual.
- An Employee Termination Form is required to be completed for all terminations of employment. Although we noted mitigating controls, such as a copy of employee’s resignation letter or email, we recommend this procedure be removed or followed in accordance with the Policy & Procedure Manual.
- We noted several timesheets which were not signed by employees and/or supervisors as required. All employees required to complete a timesheet should sign each sheet or payroll should not be initiated by finance.
- We noted a bonus payment to an employee was made 9 days in advance of the actual payroll date with a general school check. Although this check was noted on the payroll journal and not paid twice, we recommend this practice of paying any employee in advance be avoided. All employee pay should be paid through the payroll service provider.

Reference Number: 2014-5:

During preliminary audit test work the School provided trial balance reports containing balances which were not reconciled to supporting documentation. These balances were deemed to be an inaccurate reflection of the School’s financial position since they required further adjustment by an outside assistant.

Reference Number: 2014-6:

During test work we noted that some bank reconciliations were missing signature indicating they were reviewed by the Principal, and also contained several outstanding checks which were in excess of 1 year old. We noted that although 1 bank account has a minimal balance (<\$500) no formal reconciliations were being prepared. We recommend all bank statements and reconciliations be reviewed by the Principal or other responsible individual and indicated as such with their initials or signature. In addition, stale outstanding checks should be reviewed with the vendor contacted or a check reissued as deemed necessary.

Reference Number: 2014-7:

During our test work over the School's accounts payable, we noted that the balance comprised approximately 72% of total assets and of that balance approximately 57% were older than 90 days. We also noted during test work that the School has received notices of potential termination of services from both their utility and insurance providers for lack of payment. This test work is an indication that the School lacks a current ability to pay bills in a timely manner which could have a significant impact on their future capabilities to continue operations. We recommend that the School continually monitor accounts payable and other liability balances to ensure timely payment is made to vendors. Additionally the School should consider contacting vendors for payment options if they are unable to meet these obligations in a timely manner.

Reference Number: 2014-8:

General Comment – We recommend the School consider the hiring of an individual to assist the Business Manager in the daily financial activities of the School. This person would be involved primarily in processing disbursement claims and preparing receipts for deposit in adherence to the Policy & Procedure Manual. This person should have an educational background preferably in accounting or finance and prior experience with Schools or Non-Profit Organizations. We believe the utilization of such an assistant would help alleviate the volume of financial activity and review and approval currently being completed by the Principal and allow further time for the Business Manager to focus less on administrative tasks.

General Comment – We believe with the implementation of the above recommendation, the Business Manager will be able to focus on the reconciliation of ledger accounts, specifically on the Balance Sheet. During preliminary test work, we noted these accounts were not reconciled on a routine basis.

Management's Response to Recommendations:

Management has responded to the above referenced findings by implementing the recommendations, where economically feasible, and initiating a plan of action to further resolve items which have not been immediately addressed. The School has hired additional assistance with financial processing and record keeping in response to the above findings. The School's management will be aggressive in resolving internal control issues in a timely manner going forward.

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December 11, 2014

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, 2014, and have issued our report thereon dated December 11, 2014. Professional standards require that we provide you with information about our responsibilities under generally accepted auditing standards and, *Government Auditing Standards*, as well as certain information related to the planned scope and timing of our audit. We have communicated such information in our letter to you dated June 27, 2014. Professional standards also require that we communicate to you the following information related to our audit.

Significant Audit Findings

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 Note 2 to the financial statements. No new accounting policies were adopted and the application of existing policies was not changed during the year. We noted no transactions entered into by the School during the year for which there is a lack of authoritative guidance or consensus. All significant transactions have been recognized in the financial statements in the proper period.

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

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

The financial statement disclosures are neutral, consistent and clear.

Difficulties Encountered in Performing the Audit

The original audit fieldwork scheduled for mid-September was delayed until late October due to the incomplete nature of the financial books and records. Further delays in receiving the final audit information resulted in the completion of the audit and submission of draft reports mid-December.

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. The attached schedule (1) summarizes uncorrected misstatements of the financial statements, if applicable. Management has determined that their effects are immaterial, both individually and in the aggregate, to the financial statements taken as a whole. The attached schedule (2) summarizes corrected misstatements of the financial statements, if applicable. Management has determined that their effects are material, either individually or in the aggregate, to the financial statements taken as a whole.

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 December 11, 2014.

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. The following items were deemed significant enough to warrant the attention of governance:

The following combination of deficiencies are considered to be a material weakness in the internal control system of Green Tech High Charter School for the year ending June 30, 2014.

Reference Number: 2014-1:

As part of our test work over internal controls, we interviewed the Business Manager to determine if the Policy & Procedures Manual is being followed in the regular course of operations. We noted the following policies and procedures listed in the manual are either not in place or not consistently being followed:

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General Comment – We recommend the School consider the hiring of an individual to assist the Business Manager in the daily financial activities of the School. This person would be involved primarily in processing disbursement claims and preparing receipts for deposit in adherence to the Policy & Procedure Manual. This person should have an educational background preferably in accounting or finance and prior experience with Schools or Non-Profit Organizations. We believe the utilization of such an assistant would help alleviate the volume of financial activity and review and approval currently being completed by the Principal and allow further time for the Business Manager to focus less on administrative tasks.

General Comment – We believe with the implementation of the above recommendation, the Business Manager will be able to focus on the reconciliation of ledger accounts, specifically on the Balance Sheet. During preliminary test work, we noted these accounts were not reconciled on a routine basis.

Management's Response to Recommendations:

Management has responded to the above referenced findings by implementing the recommendations, where economically feasible, and initiating a plan of action to further resolve items which have not been immediately addressed. The School has hired additional assistance with financial processing and record keeping in response to the above findings. The School's management will be aggressive in resolving internal control issues in a timely manner going forward.

Finding 2014-9 Outsourcing of Financial Statement Preparation Process to Your Auditors

Though the School's finance committee includes staff and board members capable of preparing a complete set of financial statements and related footnotes in accordance with generally accepted accounting principles, they have elected to outsource this function. This decision was made in order to manage the audit workload and provide enhanced accountability through third-party analysis. To this end, Cusack & Company, CPA's LLC has assisted the School in preparing its financial statements. Management continues to make all management decisions and perform all management functions. Additionally, management has designated an individual who possesses suitable skill, knowledge and experience to oversee our services. Such individual is responsible to evaluate the

adequacy and results of the services performed, accepts responsibility for the results of the services, and maintains control and monitors such services.

Other Matters

With respect to the supplementary information accompanying the financial statements, we made certain inquiries of management and evaluated the form, content, and methods of preparing the information to determine that the information complies with U.S. generally accepted accounting principles, the method of preparing it has not changed from the prior period, and the information is appropriate and complete in relation to our audit of the financial statements. We compared and reconciled the supplementary information to the underlying accounting records used to prepare the financial statements or to the financial statements themselves.

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,

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

Cusack & Company, CPA's LLC

Reference	Type	Date Account Number	Description	Debit	Credit	Net Income Effect	Workpaper
AJE01	Adjusting	06/30/14					
		12200	ACCRUED REVENUE		11,720.54		
		43000	PRIVATE GRANTS-OTHER		12,725.90		
		42205	E-RATE PHONE/CABLE/INTER		13,291.00		
		52720	INTERNET	17,131.43			
		52710	CELL PHONE SERVICE	20,606.01			
			Reclass Accrued Revenue and Erate			(11,720.54)	C-6
AJE02	Adjusting	06/30/14					
		14099	ACCUMULATED DEPRECIATI	1,193.00			
		14199	ACCUMULATED DEPRECIATI		994.00		
		14399	ACCUMULATED DEPRECIATI	565.00			
		59900	DEPRECIATION		764.00		
			Reclass A/D and Depreciation Expense			764.00	H-1
AJE03	Adjusting	06/30/14					
		40199	PRIOR YEAR ADJUSTMENTS	80,570.90			
		39000	RETAINED EARNINGS		80,570.90		
			Net Asset Restatement			(80,570.90)	
		TOTAL		<u>120,066.34</u>	<u>120,066.34</u>	<u>(91,527.44)</u>	

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MEMBERS OF:
AMERICAN INSTITUTE OF
CERTIFIED PUBLIC ACCOUNTANTS

MEMBERS OF:
NEW YORK STATE SOCIETY OF
CERTIFIED PUBLIC ACCOUNTANTS

December 11, 2014

To the Board of Trustees
Green Tech High Charter School

In planning and performing our audit of the financial statements of Green Tech High Charter School as of and for the year ended June 30, 2014, in accordance with auditing standards generally accepted in the United States of America, we considered Green Tech High Charter School's internal control over financial reporting (internal control) as a basis for designing audit procedures 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.

Our consideration of internal control was for the limited purpose described in the preceding paragraph and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies and, therefore, material weaknesses or significant deficiencies may exist that were not identified. However, as discussed below, we identified certain deficiencies in internal control that we consider to significant deficiencies.

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. We identified the following deficiencies in internal control that we consider to be material weaknesses (Reference Number 1 through 8).

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. We consider the following deficiency in Green Tech High Charter School's internal control to be a significant deficiency (Reference Number 9).

The following combination of deficiencies are considered to be a material weakness in the internal control system of Green Tech High Charter School for the year ending June 30, 2014.

Reference Number: 2014-1:

As part of our test work over internal controls, we interviewed the Business Manager to determine if the Policy & Procedures Manual is being followed in the regular course of operations. We noted the following policies and procedures listed in the manual are either not in place or not consistently being followed:

- When mail is received it is opened by the receptionist. If a check is present, the check is to be restrictively endorsed for deposit only. Once endorsed, the check is to be listed on a receipt log. The current procedure when a receipt is present is for the receptionist to forward to the Business Manager without endorsement or logging.
- Signed check payments are to be mailed to vendors by someone outside the cash disbursements process. The current procedure is for the Business Manager to mail checks directly to the vendor once they are signed by the Principal.
- Payroll expenses in the accounting records are to be periodically reconciled to the payroll reports. Currently payroll is only reconciled once a year with assistance from the auditors during substantive auditing procedures.
- Capital asset budgets are to be prepared on an annual basis. Although we determined capital asset purchases are budgeted by the School, we feel internal controls would be strengthened with a detail capital asset budget further approved by the Board of Trustees at the onset of each fiscal year.
- Capital assets are to be tagged, with a physical inventory taken at least annually and an asset deletion form utilized for disposals. None of these procedures are currently operational.

Reference Number: 2014-2:

Test work over internal controls related to the cash disbursements function indicated the following deviations from the Policy & Procedure Manual.

- Employee travel expense reimbursements should be completed and submitted no more than 30 days from occurrence of expense. We noted one instance where a mileage reimbursement was submitted in May for travel dates in January, well outside the 30 day window.
- Test work showed several supporting documents for cash disbursements failing to show indication of approval by Principal as required.
- Purchase orders are required for certain items but test work showed that they were not always being used properly, if at all. We recommend the School utilize purchase orders for transactions as required with a copy retained with the supporting documents for that disbursement.

Reference Number: 2014-3:

Test work over internal controls related to the cash receipts function noted several items with support which we deemed to be insufficient. For example, we noted receipts from school lunch sales and sporting events which listed only the cash received for that day or event. We recommend that supporting documentation such as a “Z-Out” from the cafeteria register be retained or procedures such as pre-numbered tickets be utilized for sporting events. The current condition of internal controls over these physical cash receipt collections leave the School potentially exposed to theft or other misappropriation of funds.

Reference Number: 2014-4:

Test work over internal controls related to the payroll function indicated the following deviations from the Policy & Procedure Manual.

- A Personnel Action Form is required to be completed for any changes to an employee’s payroll information. Although we noted mitigating controls, such as salary authorization letters from the Principal, we recommend this procedure be removed or followed in accordance with the Policy & Procedure Manual.
- An Employee Termination Form is required to be completed for all terminations of employment. Although we noted mitigating controls, such as a copy of employee’s resignation letter or email, we recommend this procedure be removed or followed in accordance with the Policy & Procedure Manual.
- We noted several timesheets which were not signed by employees and/or supervisors as required. All employees required to complete a timesheet should sign each sheet or payroll should not be initiated by finance.
- We noted a bonus payment to an employee was made 9 days in advance of the actual payroll date with a general school check. Although this check was noted on the payroll journal and not paid twice, we recommend this practice of paying any employee in advance be avoided. All employee pay should be paid through the payroll service provider.

Reference Number: 2014-5:

During preliminary audit test work the School provided trial balance reports containing balances which were not reconciled to supporting documentation. These balances were deemed to be an inaccurate reflection of the School’s financial position since they required further adjustment by an outside assistant.

Reference Number: 2014-6:

During test work we noted that some bank reconciliations were missing signature indicating they were reviewed by the Principal, and also contained several outstanding checks which were in excess of 1 year old. We noted that although 1 bank account has a minimal balance (<\$500) no formal reconciliations were being prepared. We recommend all bank statements and reconciliations be

reviewed by the Principal or other responsible individual and indicated as such with their initials or signature. In addition, stale outstanding checks should be reviewed with the vendor contacted or a check reissued as deemed necessary.

Reference Number: 2014-7:

During our test work over the School's accounts payable, we noted that the balance comprised approximately 72% of total assets and of that balance approximately 57% were older than 90 days. We also noted during test work that the School has received notices of potential termination of services from both their utility and insurance providers for lack of payment. This test work is an indication that the School lacks a current ability to pay bills in a timely manner which could have a significant impact on their future capabilities to continue operations. We recommend that the School continually monitor accounts payable and other liability balances to ensure timely payment is made to vendors. Additionally the School should consider contacting vendors for payment options if they are unable to meet these obligations in a timely manner.

Reference Number: 2014-8:

General Comment – We recommend the School consider the hiring of an individual to assist the Business Manager in the daily financial activities of the School. This person would be involved primarily in processing disbursement claims and preparing receipts for deposit in adherence to the Policy & Procedure Manual. This person should have an educational background preferably in accounting or finance and prior experience with Schools or Non-Profit Organizations. We believe the utilization of such an assistant would help alleviate the volume of financial activity and review and approval currently being completed by the Principal and allow further time for the Business Manager to focus less on administrative tasks.

General Comment – We believe with the implementation of the above recommendation, the Business Manager will be able to focus on the reconciliation of ledger accounts, specifically on the Balance Sheet. During preliminary test work, we noted these accounts were not reconciled on a routine basis.

Management's Response to Recommendations:

Management has responded to the above referenced findings by implementing the recommendations, where economically feasible, and initiating a plan of action to further resolve items which have not been immediately addressed. The School has hired additional assistance with financial processing and record keeping in response to the above findings. The School's management will be aggressive in resolving internal control issues in a timely manner going forward.

Finding 2014-9 Outsourcing of Financial Statement Preparation Process to Your Auditors

Though the School's finance committee includes staff and board members capable of preparing a complete set of financial statements and related footnotes in accordance with generally accepted accounting principles, they have elected to outsource this function. This decision was made in order to manage the audit workload and provide enhanced accountability through third-party analysis. To this end, Cusack & Company, CPA's LLC has assisted the School in preparing its financial statements. Management continues to make all management decisions and perform all management

functions. Additionally, management has designated an individual who possesses suitable skill, knowledge and experience to oversee our services. Such individual is responsible to evaluate the adequacy and results of the services performed, accepts responsibility for the results of the services, and maintains control and monitors such services.

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

Sincerely,

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

CUSACK & COMPANY, CPA'S LLC

Green Tech High Charter School Budget / Operating Plan 2014-15														
Total Revenue		-	1,306,826	-	-	1,306,826	-	-	1,306,526	-	-	1,306,526		
Total Expenses		-	1,293,250	-	-	1,269,250	-	-	1,269,250	-	-	1,269,250		
Net Income		-	13,576	-	-	37,576	-	-	37,276	-	-	37,276		
Actual Student Enrollment		-	340	-	-	340	-	-	340	-	-	340		
Total Paid Student Enrollment		-	-	-	-	-	-	-	-	-	-	-		
		Prior Year Actual 2013-14	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	Current	Variance	Original	Current	Variance	Original	Current	Variance	Original	Current	Variance	
REVENUE														
* If there are NO budget revisions at the time of quarterly submittal leave 'CURRENT' Column(s) COMPLETELY BLANK. IF Current Column(s) are left blank the Original Budget numbers for that particular quarter will flow to the TY Current Budget AND to the Quarterly Tab. IF Current Budget column is utilized, the ORANGE CELLS MUST be filled in first for the entire column to register. If utilizing the CURRENT BUDGET column the entire column should be completed.														
REVENUES FROM STATE SOURCES														
Per Pupil Revenue		CY Per Pupil Rate												
Albany CSD	14,072	-	963,932	-	-	963,932	-	-	963,932	-	-	963,932	-	
Bethlehem	12,513	-	3,128	-	-	3,128	-	-	3,128	-	-	3,128	-	
Cohoes	11,791	-	5,896	-	-	5,896	-	-	5,896	-	-	5,896	-	
Green Island	12,662	-	6,331	-	-	6,331	-	-	6,331	-	-	6,331	-	
East Greenbush	11,659	-	8,744	-	-	8,744	-	-	8,744	-	-	8,744	-	
Guilderland	11,354	-	2,839	-	-	2,839	-	-	2,839	-	-	2,839	-	
Lansingburgh	9,352	-	7,014	-	-	7,014	-	-	7,014	-	-	7,014	-	
Menands	15,670	-	3,968	-	-	3,968	-	-	3,968	-	-	3,968	-	
North Colonie	10,738	-	2,677	-	-	2,677	-	-	2,677	-	-	2,677	-	
Ravena Coeymans Selkirk	13,289	-	3,322	-	-	3,322	-	-	3,322	-	-	3,322	-	
Rensselaer	8,884	-	4,442	-	-	4,442	-	-	4,442	-	-	4,442	-	
Schenectady CSD	12,015	-	75,094	-	-	75,094	-	-	75,094	-	-	75,094	-	
South Colonie	12,137	-	-	-	-	-	-	-	-	-	-	-	-	
Troy CSD	15,986	-	75,934	-	-	75,934	-	-	75,934	-	-	75,934	-	
Watervliet	9,404	-	11,755	-	-	11,755	-	-	11,755	-	-	11,755	-	
School District - ALL OTHER	-	-	-	-	-	-	-	-	-	-	-	-	-	
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	12,113	-	1,175,076	-	-	1,175,076	-	-	1,175,076	-	-	1,175,076	-	
Special Education Revenue	-	-	31,250	-	-	31,250	-	-	31,250	-	-	31,250	-	
Grants	-	-	-	-	-	-	-	-	-	-	-	-	-	
Stimulus	-	-	-	-	-	-	-	-	-	-	-	-	-	
DYCD (Department of Youth and Community Developmt.)	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other	-	-	1,500	-	-	1,500	-	-	1,200	-	-	1,200	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	
TOTAL REVENUE FROM STATE SOURCES	-	-	1,207,826	-	-	1,207,826	-	-	1,207,526	-	-	1,207,526	-	
REVENUE FROM FEDERAL FUNDING														
IDEA Special Needs	-	-	7,250	-	-	7,250	-	-	7,250	-	-	7,250	-	
Title I	-	-	-	-	-	-	-	-	-	-	-	-	-	
Title Funding - Other	-	-	27,500	-	-	27,500	-	-	27,500	-	-	27,500	-	
School Food Service (Free Lunch)	-	-	36,750	-	-	36,750	-	-	36,750	-	-	36,750	-	
Grants	-	-	-	-	-	-	-	-	-	-	-	-	-	
Charter School Program (CSP) Planning & Implementation	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	
TOTAL REVENUE FROM FEDERAL SOURCES	-	-	71,500	-	-	71,500	-	-	71,500	-	-	71,500	-	
LOCAL and OTHER REVENUE														
Contributions and Donations	-	-	6,250	-	-	6,250	-	-	6,250	-	-	6,250	-	
Fundraising	-	-	8,750	-	-	8,750	-	-	8,750	-	-	8,750	-	
Erate Reimbursement	-	-	-	-	-	-	-	-	-	-	-	-	-	
Earnings on Investments	-	-	-	-	-	-	-	-	-	-	-	-	-	
Interest Income	-	-	-	-	-	-	-	-	-	-	-	-	-	
Food Service (Income from meals)	-	-	5,750	-	-	5,750	-	-	5,750	-	-	5,750	-	
Text Book	-	-	-	-	-	-	-	-	-	-	-	-	-	
OTHER	-	-	6,750	-	-	6,750	-	-	6,750	-	-	6,750	-	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-	-	27,500	-	-	27,500	-	-	27,500	-	-	27,500	-	
TOTAL REVENUE	-	-	1,306,826	-	-	1,306,826	-	-	1,306,526	-	-	1,306,526	-	

Green Tech High Charter School Budget / Operating Plan 2014-15														
Total Revenue		-	1,306,826	-	-	1,306,826	-	-	1,306,526	-	-	1,306,526	-	-
Total Expenses		-	1,293,250	-	-	1,269,250	-	-	1,269,250	-	-	1,269,250	-	-
Net Income		-	13,576	-	-	37,576	-	-	37,276	-	-	37,276	-	-
Actual Student Enrollment		-	340	-	-	340	-	-	340	-	-	340	-	-
Total Paid Student Enrollment		-	-	-	-	-	-	-	-	-	-	-	-	-
		Prior Year Actual 2013-14	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	Current	Variance	Original	Current	Variance	Original	Current	Variance	Original	Current	Variance	
EXPENSES														
ADMINISTRATIVE STAFF PERSONNEL COSTS														
	No. of Positions													
69	Executive Management	1.00	32,136	-	-	32,136	-	-	32,136	-	-	32,136	-	-
71	Instructional Management	-	-	-	-	-	-	-	-	-	-	-	-	-
72	Deans, Directors & Coordinators	5.00	81,705	-	-	81,705	-	-	81,705	-	-	81,705	-	-
73	CFD / Director of Finance	1.00	14,935	-	-	14,935	-	-	14,935	-	-	14,935	-	-
74	Operation / Business Manager	1.00	11,537	-	-	11,537	-	-	11,537	-	-	11,537	-	-
75	Administrative Staff	2.00	12,854	-	-	12,854	-	-	12,854	-	-	12,854	-	-
76	TOTAL ADMINISTRATIVE STAFF	10.00	153,167	-	-	153,167	-	-	153,167	-	-	153,167	-	-
INSTRUCTIONAL PERSONNEL COSTS														
78	Teachers - Regular	19.00	255,029	-	-	255,029	-	-	255,029	-	-	255,029	-	-
79	Teachers - SPED	3.00	29,907	-	-	29,907	-	-	29,907	-	-	29,907	-	-
80	Substitute Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-
81	Teaching Assistants	12.00	-	-	-	-	-	-	-	-	-	-	-	-
82	Specialty Teachers	1.00	152,870	-	-	152,870	-	-	152,870	-	-	152,870	-	-
83	Aides	2.00	6,427	-	-	6,427	-	-	6,427	-	-	6,427	-	-
84	Therapists & Counselors	3.00	28,668	-	-	28,668	-	-	28,668	-	-	28,668	-	-
85	Other	-	26,407	-	-	26,407	-	-	26,407	-	-	26,407	-	-
86	TOTAL INSTRUCTIONAL	40.00	499,308	-	-	499,308	-	-	499,308	-	-	499,308	-	-
87														
88														
89	NON-INSTRUCTIONAL PERSONNEL COSTS													
90	Nurse	1.00	11,700	-	-	11,700	-	-	11,700	-	-	11,700	-	-
91	Librarian	-	-	-	-	-	-	-	-	-	-	-	-	-
92	Custodian	-	-	-	-	-	-	-	-	-	-	-	-	-
93	Security	-	-	-	-	-	-	-	-	-	-	-	-	-
94	Other	4.00	27,310	-	-	27,310	-	-	27,310	-	-	27,310	-	-
95	TOTAL NON-INSTRUCTIONAL	5.00	39,010	-	-	39,010	-	-	39,010	-	-	39,010	-	-
96														
97	SUBTOTAL PERSONNEL SERVICE COSTS	55.00	691,485	-	-	691,485	-	-	691,485	-	-	691,485	-	-
98														
99	PAYROLL TAXES AND BENEFITS													
100	Payroll Taxes	-	67,766	-	-	67,766	-	-	67,766	-	-	67,766	-	-
101	Fringe / Employee Benefits	-	83,174	-	-	83,174	-	-	83,174	-	-	83,174	-	-
102	Retirement / Pension	-	-	-	-	-	-	-	-	-	-	-	-	-
103	TOTAL PAYROLL TAXES AND BENEFITS	-	150,940	-	-	150,940	-	-	150,940	-	-	150,940	-	-
104														
105	TOTAL PERSONNEL SERVICE COSTS	55.00	842,425	-	-	842,425	-	-	842,425	-	-	842,425	-	-
106														
107	CONTRACTED SERVICES													
108	Accounting / Audit	-	4,500	-	-	4,500	-	-	4,500	-	-	4,500	-	-
109	Legal	-	2,500	-	-	2,500	-	-	2,500	-	-	2,500	-	-
110	Management Company Fee	-	-	-	-	-	-	-	-	-	-	-	-	-
111	Nurse Services	-	-	-	-	-	-	-	-	-	-	-	-	-
112	Food Service / School Lunch	-	-	-	-	-	-	-	-	-	-	-	-	-
113	Payroll Services	-	1,550	-	-	1,550	-	-	1,550	-	-	1,550	-	-
114	Special Ed Services	-	-	-	-	-	-	-	-	-	-	-	-	-
115	Talentment Services (i.e. Title I)	-	7,250	-	-	7,250	-	-	7,250	-	-	7,250	-	-
116	Other Purchased / Professional / Consulting	-	17,000	-	-	17,000	-	-	17,000	-	-	17,000	-	-
117	TOTAL CONTRACTED SERVICES	-	32,800	-	-	32,800	-	-	32,800	-	-	32,800	-	-
118														
119	SCHOOL OPERATIONS													
120	Board Expenses	-	125	-	-	125	-	-	125	-	-	125	-	-
121	Classroom / Teaching Supplies & Materials	-	6,500	-	-	6,500	-	-	6,500	-	-	6,500	-	-
122	Special Ed Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-	-	-
123	Textbooks / Workbooks	-	1,250	-	-	1,250	-	-	1,250	-	-	1,250	-	-
124	Supplies & Materials other	-	500	-	-	500	-	-	500	-	-	500	-	-
125	Equipment / Furniture	-	750	-	-	750	-	-	750	-	-	750	-	-
126	Telephone	-	4,000	-	-	4,000	-	-	4,000	-	-	4,000	-	-
127	Technology	-	8,750	-	-	8,750	-	-	8,750	-	-	8,750	-	-
128	Student Testing & Assessment	-	3,250	-	-	3,250	-	-	3,250	-	-	3,250	-	-
129	Field Trips	-	2,125	-	-	2,125	-	-	2,125	-	-	2,125	-	-
130	Transportation (student)	-	4,750	-	-	4,750	-	-	4,750	-	-	4,750	-	-
131	Student Services - other	-	125	-	-	125	-	-	125	-	-	125	-	-
132	Office Expense	-	14,750	-	-	14,750	-	-	14,750	-	-	14,750	-	-
133	Staff Development	-	5,000	-	-	5,000	-	-	5,000	-	-	5,000	-	-
134	Staff Recruitment	-	375	-	-	375	-	-	375	-	-	375	-	-
135	Student Recruitment / Marketing	-	7,500	-	-	7,500	-	-	7,500	-	-	7,500	-	-
136	School Meals / Lunch	-	30,500	-	-	30,500	-	-	30,500	-	-	30,500	-	-
137	Travel (Staff)	-	1,250	-	-	1,250	-	-	1,250	-	-	1,250	-	-
138	Fundraising	-	8,750	-	-	8,750	-	-	8,750	-	-	8,750	-	-
139	Other	-	33,750	-	-	33,750	-	-	33,750	-	-	33,750	-	-
140	TOTAL SCHOOL OPERATIONS	-	134,000	-	-	134,000	-	-	134,000	-	-	134,000	-	-
141														
142	FACILITY OPERATION & MAINTENANCE													
143	Insurance	-	8,125	-	-	8,125	-	-	8,125	-	-	8,125	-	-
144	Janitorial	-	23,750	-	-	23,750	-	-	23,750	-	-	23,750	-	-
145	Building and Land Rent / Lease	-	184,050	-	-	184,050	-	-	184,050	-	-	184,050	-	-
146	Repairs & Maintenance	-	17,500	-	-	17,500	-	-	17,500	-	-	17,500	-	-
147	Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-	-	-
148	Security	-	1,725	-	-	1,725	-	-	1,725	-	-	1,725	-	-
149	Utilities	-	24,875	-	-	24,875	-	-	24,875	-	-	24,875	-	-
150	TOTAL FACILITY OPERATION & MAINTENANCE	-	260,025	-	-	260,025	-	-	260,025	-	-	260,025	-	-
151														
152	DEPRECIATION & AMORTIZATION													
153		-	24,000	-	-	-	-	-	-	-	-	-	-	-
154	RESERVES / CONTINGENCY													
155		-	-	-	-	-	-	-	-	-	-	-	-	-
156	TOTAL EXPENSES	-	1,293,250	-	-	1,269,250	-	-	1,269,250	-	-	1,269,250	-	-
157	NET INCOME	-	13,576	-	-	37,576	-	-	37,276	-	-	37,276	-	-

Green Tech High Charter School Budget / Operating Plan 2014-15														
6	Total Revenue	-	1,306,826	-	-	1,306,826	-	-	1,306,526	-	-	1,306,526	-	-
7	Total Expenses	-	1,293,250	-	-	1,269,250	-	-	1,269,250	-	-	1,269,250	-	-
8	Net Income	-	13,576	-	-	37,576	-	-	37,276	-	-	37,276	-	-
9	Actual Student Enrollment	-	340	-	-	340	-	-	340	-	-	340	-	-
10	Total Paid Student Enrollment	-	-	-	-	-	-	-	-	-	-	-	-	-
11														
12		Prior Year Actual	1st Quarter - 7/1 - 9/30			2nd Quarter - 10/1 - 12/31			3rd Quarter - 1/1 - 3/31			4th Quarter - 4/1 - 6/30		
13		2013-14	Original	Current	Variance	Original	Current	Variance	Original	Current	Variance	Original	Current	Variance
13.9														
160	ENROLLMENT - *School Districts Are Linked To Above Entries*													
161	Albany CSD	-	274	-	-	274	-	-	274	-	-	274	-	-
162	Bethlehem	-	1	-	-	1	-	-	1	-	-	1	-	-
163	Cohoes	-	2	-	-	2	-	-	2	-	-	2	-	-
164	Green Island	-	2	-	-	2	-	-	2	-	-	2	-	-
165	East Greenbush	-	3	-	-	3	-	-	3	-	-	3	-	-
166	Guilderland	-	1	-	-	1	-	-	1	-	-	1	-	-
167	Lansingburgh	-	3	-	-	3	-	-	3	-	-	3	-	-
168	Menands	-	1	-	-	1	-	-	1	-	-	1	-	-
169	North Colonie	-	1	-	-	1	-	-	1	-	-	1	-	-
170	Ravena Coeymans Selkirk	-	1	-	-	1	-	-	1	-	-	1	-	-
171	Rensselaer	-	2	-	-	2	-	-	2	-	-	2	-	-
172	Schenectady CSD	-	25	-	-	25	-	-	25	-	-	25	-	-
173	South Colonie	-	-	-	-	-	-	-	-	-	-	-	-	-
174	Troy CSD	-	19	-	-	19	-	-	19	-	-	19	-	-
175	Watervliet	-	5	-	-	5	-	-	5	-	-	5	-	-
176	School District - ALL OTHER	-	-	-	-	-	-	-	-	-	-	-	-	-
177	TOTAL ENROLLMENT	-	340	-	-	340	-	-	340	-	-	340	-	-
178	REVENUE PER PUPIL	-	3,844	-	-	3,844	-	-	3,843	-	-	3,843	-	-
180	EXPENSES PER PUPIL	-	3,804	-	-	3,733	-	-	3,733	-	-	3,733	-	-

Green Tech High Charter School Budget / Operating Plan 2014-15						DESCRIPTION OF ASSUMPTIONS
6	Total Revenue	5,226,704	5,226,704	-	5,226,704	5,226,704
7	Total Expenses	5,101,000	5,101,000	-	(5,101,000)	(5,101,000)
8	Net Income	125,704	125,704	-	125,704	125,704
9	Actual Student Enrollment					
10	Total Paid Student Enrollment					
11						
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Green Tech High Charter School Budget / Operating Plan 2014-15						DESCRIPTION OF ASSUMPTIONS
	5,226,704	5,226,704	-	5,226,704	5,226,704	
6	Total Revenue	5,226,704	5,226,704	-	5,226,704	5,226,704
7	Total Expenses	5,101,000	5,101,000	-	(5,101,000)	(5,101,000)
8	Net Income	125,704	125,704	-	125,704	125,704
9	Actual Student Enrollment					
10	Total Paid Student Enrollment					
11						
12						
13						
139						
140	ENROLLMENT - *School Districts Are Linked To Above Entries*					
161	Albany CSD					
162	Bethlehem					
163	Catskills					
164	Green Island					
165	East Greenbush					
166	Guilderland					
167	Lansingburgh					
168	Menands					
169	North Colonie					
170	Ravena Coeymans Selkirk					
171	Rensselaer					
172	Schenectady CSD					
173	South Colonie					
174	Troy CSD					
175	Watervliet					
176	School District - ALL OTHER					
177	TOTAL ENROLLMENT					
178	REVENUE PER PUPIL					
179	EXPENSES PER PUPIL					
180						
181						

Appendix E: Disclosure of Financial Interest Form

Created Friday, August 01, 2014

Page 1

010100860907 GREEN TECH HIGH CS

An Appendix E: Disclosure of Financial Interest Form must be completed for each active Trustee who served on the charter school's Board of Trustees during the 2013-14 school year. Trustees are at times difficult to track down in the summer months. Trustees may complete and submit at their leisure (but before the deadline) their individual form at:

<http://fluidsurveys.com/surveys/vickie-smith/appendix-e-trustee-disclosure-form/>. Trustees may download and/or email their forms to you upon completion.

Trustees who are technologically advanced may complete the survey using their smartphones or other mobile devices by downloading the this bar code link to the survey <https://fluidsurveys.com/account/surveys/540612/publish/qrcode/>. (Make sure you have the bar code application reader on your phone).

If a Trustee is unable to complete the form by the deadline (i.e, out of the country), the school is responsible for submitting the information required on the form for that individual trustee.

Just send the links via email today to your Trustees requesting that they each complete their form as soon as possible.
Thank you.

Yes, each member of the school's Board of Trustees has received a link to the Disclosure of Financial Interest Form.

Yes

Thank you.

Appendix F: BOT Membership Table

Created Friday, August 01, 2014

Page 1

010100860907 GREEN TECH HIGH CS

1. Current Board Member Information

	Full Name of Individual Trustees	Position on Board (Officer or Rep).	Voting Member	Area of Expertise &/or Additional Role	Terms Served & Length (include date of election and expiration)	Committee affiliations
1	David E. Nardolillo	Chair/President	Yes	Law	Expires June 30 2015	Academic Excellence, Governance
2	Pam Williams	Secretary	Yes	Law	Expires June 30 2015	Academic Excellence, Strategic Planning
3	Vincent Commisso	Treasurer	Yes	Budget, Accounting & Finance	Expires June 30 2014	Budget/Finance
4	Peter Stoll	Member	Yes	Not for Profit	Expires June 30 2014	Strategic Planning
5	Franklin Esson	Member	Yes	Government Relations	Expires June 30 2014	
6	Gen Zachary	Parent Rep	Yes		1 year term	
7	Denard Cummings	Member	Yes	Budget, Accounting & Finance	3 year term expires 6/2017	Budget/Finance, Governance

2. Total Number of Members Joining Board during the 2013-14 school year

1

3. Total Number of Members Departing the Board during the 2013-14 school year

2

4. According to the School's by-laws, what is the maximum number of trustees that may comprise the governing board?

15

5. How many times did the Board meet during the 2013-14 school year?

6

6. How many times will the Board meet during the 2014-15 school year?

6

Thank you.

Appendix H: Enrollment and Retention Efforts

Per the 2010 revised Charter Schools Act, charter schools are now required to take good faith steps to meet local enrollment targets across three areas. These are impoverished students, special education students and English Language Learners (ELL). Our percentage of impoverished and special education students already meets or exceeds the local district.

Our ELL percentage does not. Albany is not considered a high density ELL district. The district (in 2011) had an ELL percentage of total population of just 6%. With numbers this small, it is possible that many same-language families have chosen to remain together for cohesiveness; therefore remaining in their current district setting (K-12) provides continuity for potentially close knit ELL communities. If you were to contrast Albany, for example, against Bronx District #9 with 26% ELL, this would present a much less challenging scenario, given the fact that there would be enough numbers of ELL students that realistically could be spread between both charter school and traditional public school options.

Going forward, we will endeavor to find ways to reach this population of students for enrollment purposes. Our present methods include a multi-language website translation tool, as well as paper marketing materials and applications being written in multiple languages. We also have on staff Arabic and Spanish speaking staff members for the purposes of translation for both initial inquiries regarding enrollment, to attending parent conferences and other meetings for already enrolled ELL students. We recognize that the effort needs to go beyond those more customary methods. Moving forward, we will utilize a host of methods.

In addition, Green Tech High has a summer recruitment schedule in which we update social media weekly, provide school orientation and have a presence at local multicultural community events.

English Language Learners

- Offers of presentations about our school model in venues where ELL families gather, such as mosques, churches, and community centers
- Other advertising (e.g. radio, TV, flyer) in languages other than English
- Personal outreach by multi-lingual GTHCS staff
- Outreach to specialized feeder schools and programs, including 8th grades at local district and charter schools
- Advertising and school materials are translated as needed
- Multi-Lingual translation function on our school's homepage
- Attended and recruited at summer events: African American Arts Festival, Hispanic-American Festival, G.E. for Kids Day, Local Basketball Leagues, Family Reunions/Barbecues

Appendix I: Teacher and Administrator Attrition

Created Friday, August 01, 2014

Page 1

Charter School Name: 010100860907 GREEN TECH HIGH CS

Instructions for completing the Teacher and Administrator Attrition Tables
ALL charter schools should provide, for teachers and administrators only, the full time equivalent (FTE) of staff on June 30, 2013, the FTE for added staff from July 1, 2013 through June 30, 2014, and the FTE for any departed staff from July 1, 2013 through June 30, 2014 using the two tables provided.

2013-14 Teacher Attrition Table

FTE Teachers on June 30, 2013	FTE Teachers Additions 7/1/13 – 6/30/14	FTE Teacher Departures 7/1/13 – 6/30/14
36	6	6

2013-14 Administrator Position Attrition Table

FTE Administrator Positions On 6/30/2013	FTE Administrator Additions 7/1/13 – 6/30/14	FTE Administrator Departures 7/1/13 – 6/30/14
7	3	1

Thank you

Required Form: 2013-14 Appendix E - Disclosure of Financial Interest Form

Created Tuesday, August 26, 2014

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/10e72>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. Trustee Name:

David E Nardolillo

2. Charter School Name:

Green Tech Charter High School

3. Charter Authorizer:

SUNY

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

-
- Chair/President
-

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

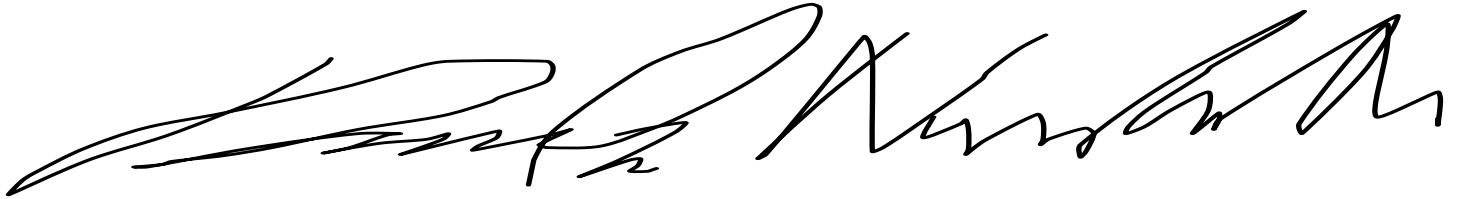
13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

A handwritten signature in black ink, appearing to be "L. P. ...", written in a cursive style.

Required Form: 2013-14 Appendix E - Disclosure of Financial Interest Form

Created Tuesday, August 26, 2014

Updated Monday, May 18, 2015

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/55409>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. Trustee Name:

John Haller

2. Charter School Name:

Green Tech Charter High School

3. Charter Authorizer:

SUNY

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

• Other, please specify...: member

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

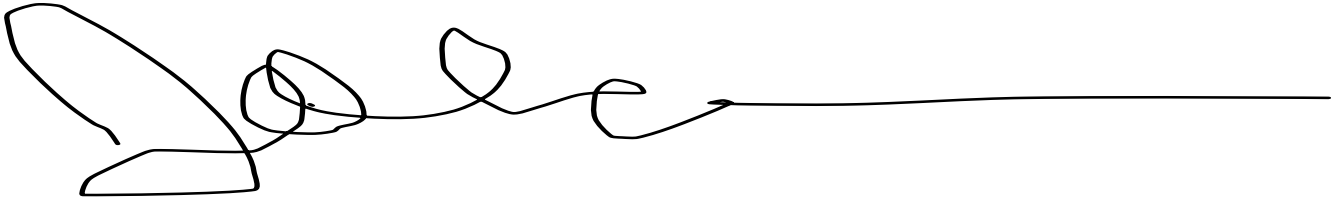
13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

A handwritten signature in black ink, consisting of several loops and a long horizontal line extending to the right.

Required Form: 2013-14 Appendix E - Disclosure of Financial Interest Form

Created Wednesday, August 27, 2014

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/aaa90>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. Trustee Name:

Peter Stoll

2. Charter School Name:

Green Tech Charter High School

3. Charter Authorizer:

SUNY

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

-
- Other, please specify...
-

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

(No response)

10a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date in the next

[cmoeY.0] 10a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date in the next Position Held	(No response)
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[cmoeY.1] 10a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date in the next Responsibilities	(No response)
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[cmoeY.2] 10a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date in the next Salary	(No response)
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[cmoeY.3] 10a. If YES, please provide a description of the position you hold and your responsibilities, your salary and your start date in the next Start Date	(No response)
--	---------------

13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

The image shows two handwritten signatures in black ink. The first signature on the left is written in a cursive style and appears to be 'F. Stier'. The second signature on the right is also in cursive and appears to be 'F. Stoller'. Both signatures are written on a plain white background.

Required Form: 2013-14 Appendix E - Disclosure of Financial Interest Form

Created Wednesday, August 27, 2014

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/38c48>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. Trustee Name:

Christopher Hawver

2. Charter School Name:

Green Tech Charter High School

3. Charter Authorizer:

SUNY

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

-
- Vice Chair/Vice President
-

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

A handwritten signature in black ink, consisting of a large, rounded initial followed by a series of connected, slightly wavy lines.A small, handwritten flourish or mark, resembling a stylized 'r' or a simple curve.A handwritten signature in black ink, featuring a large, stylized initial followed by a long, horizontal, wavy line.

Required Form: 2013-14 Appendix E - Disclosure of Financial Interest Form

Created Wednesday, August 27, 2014

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/8092f>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. Trustee Name:

Pamela Williams

2. Charter School Name:

Green Tech Charter High School

3. Charter Authorizer:

SUNY

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

-
- Secretary
-

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

Jamela M Williams

Required Form: 2013-14 Appendix E - Disclosure of Financial Interest Form

Created Friday, August 29, 2014

<https://fluidsurveys.com/account/surveys/540612/responses/export//surveys/vickie-smith/appendix-e-trustee-disclosure-form/e0bc6>

Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. Trustee Name:

Franklin Esson

2. Charter School Name:

Green Tech Charter High School

3. Charter Authorizer:

SUNY

4. *Your Home Address:

4. *Your Home Address: | Street Address

4. *Your Home Address: | City/State

4. *Your Home Address: | Zip

5. *Your Business Address

5. *Your Business Address | Street Address

5. *Your Business Address | City/State

5. *Your Business Address | Zip

6. *Daytime Phone Number:

7. *E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

(No response)

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

Yes

13a. 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 held or engaged in with the charter school 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 Question 2-4 above, you need not disclose again your employment status, salary, etc.

	Date(s) of Transactions	Nature of Financial Interest/Transaction	Steps Taken to Avoid Conflict of Interest (e.g., did not vote, did not participate in discussion)	Name of Person Holding Interest and Relationship to You
1	6/13/14	donation	no conflict of interest	Franklin Esson - self
2				
3				
4				
5				

14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

